



# KIDS' VOICES COUNT

## JPDS-NC Voter's Guide



November 8, 2016



# Introduction

At JPDS-NC, we believe that children are current as well as future citizens and, as such, should be informed and have a voice as social and political actors in the public sphere. In order to do that, students need to learn how to express fact-based opinions and how to make choices, being aware of the consequences. They must feel confident that they are being heard, and they must learn to handle conflict in the context of civil discourse. This fall, JPDS-NC kicked off a school-wide Election Project - Kids' Voices Count - based on these beliefs. Students from Pre-Kindergarten to Sixth Grade delved into a variety of election issues, met with experts to deepen their understanding, met with and listened to other students in area schools to broaden their perspectives, and reflected on Jewish teachings that relate to the issues in the election. Each grade focused on a different election-related issue connected to their core curriculum. Topics studied included immigration, globalization, public lands, D.C. Statehood, political messaging, and more.

Throughout the project, students in all grades conducted research on their grade's assigned topic and engaged in deep conversations with guest speakers. They met with a dozen community members and outside specialists whose areas of expertise include trade, diplomacy, conservation, campaign and election law, immigration law, and political messaging, among others. JPDS-NC students have also shared their learning and discussed election issues with students in Grades Two to Eight at various independent, public, and public charter schools in Washington, D.C., and Montgomery County, MD.

This Voter's Guide has been distributed to JPDS-NC families, local synagogues, community centers, schools, and other organizations. Its purpose is to give voice to the ideas and opinions of JPDS-NC students and to those of the other children with whom they worked. It provides area students with the opportunity to tell adults what they want them to be thinking about when they cast their ballots.

Through this project, students developed critical thinking, analysis, interviewing, communication, and advocacy skills, and learned important concepts on civics and their specific area of research. They also learned about the contemporary relevancy of Jewish text in their life by learning texts that illuminate the connection of our timeless tradition to the issues of the day. What you are about to read is a product created entirely by the students: their voices, their writing, their ideas, and their values. With the exception of our youngest students, each grade worked collaboratively to craft the introduction and guiding questions for voters. We are proud of what they produced and what they learned!

One of JPDS-NC's goals is to prepare our students to be informed, empowered, and engaged citizens. As a Jewish community day school in the nation's capital, we feel an even stronger obligation to model for our students the importance of civil discourse and civic engagement. The Election Project has been an extraordinary opportunity for the entire school community to engage in civic life in a meaningful, inclusive, and respectful way. We are inspired by the talent and creativity of our educators, by the curiosity, awareness, and insights of the students, and by the dedication of the many community members who volunteered on this project. Thank you to all who made this project possible.

We would love to hear your thoughts about the Guide and about our project.  
Email us at [electionproject2016@jpds.org](mailto:electionproject2016@jpds.org).

# **Pre-Kindergarten**

## **The Needs of the Child**

In order to engage our youngest students, four-year-olds, in the JPDS-NC Election Project, we began by posing the question “Should adults listen to what you have to say?” The children grappled with the idea, and some believed that adults are more knowledgeable and have more experience than children, while others believed that it was only fair that children are listened to as adults are. We later delved into this topic from another perspective, asking whether or not it is important for adults to know what children need. The children were united in their response, noting that it is important for adults to know the needs of children. When asked why, the children mentioned that knowing what they need helps adults help them, get them things, make sure they’re safe, and make sure they are happy. As a part of our overarching, year-long study of Identity, we discussed that having our needs met, or not, can help us uncover different aspects of our identity and even challenge our perceived identity.

During this process we read several books including The Sheep Go On Strike, by Jean-Francois Dumont, The Day The Crayons Quit, by Drew Daywalt, and Everybody Needs a Rock, by Byrd Baylor. We watched a video where children voiced their rights including the right to draw, play, and have a safe space. We then asked the children to identify a need and support their answer by noting why that is something children all over the world need. We created a poster outline of a child, and, within this outline, each child illustrated what he or she identified as an essential need.

In order to help guide voters and inform them of the most basic needs of children, we revisited these statements and thought of others that summarized our ideas.

- **Food:** Children need healthy stuff to grow.
- **Family:** We need families that are kind and nice.
- **Home:** Children need a house to live in and a bed to sleep in.
- **Opportunity:** Children need energy so they can do what they need to do – run and learn.
- **Safety:** Children need to be safe so we stay alive.
- **Respect:** Children are good. Be kind to them.
- **Love:** Children need love because it's important.
- **Purpose:** Children need to make things to feel proud.

וַיִּבְרָא אֱלֹהִים אֶת-הָאָדָם בְּצַלְמוֹ,  
בְּצֶלֶם אֱלֹהִים בָּרָא אֹתוֹ.  
בְּרִאשִׁית אֵלֶּיךָ

"And God created the human being in the  
Divine image, in the image of God,  
Hashem created him/her."

Genesis 1:27

Every human being deserves to be treated well because we  
are all made in God's image.



# Kindergarten Leadership

The kindergarten theme of Community inspired the teachers, at the beginning of the year, to ask all three classes, “What does it mean to be in Gan Rimonim, Tmarim, or Anavim?” The purpose of asking this question was to begin defining and establishing the individual classroom communities. In each class, the children continued to represent their learning and discovery of their classroom community through the creation of sculptures, mosaics, and symbols. We then focused on taking a deep dive into researching one of the three values in order to understand their importance, learn how to live the value, and then use the value to become changemakers in our various communities.

**Tmarim-Hachnasat Orchim (Welcoming Guests/Strangers)**  
**Rimonim-Derech Eretz (Thoughtful Conduct)**  
**Anavim-Tikkun Olam (Transforming the World)**

While taking this deep dive, the students zoomed in on how these three values connect to the children’s understanding of leadership allowing them to define what qualities they want to see in the leaders of their community.



Here are some of the children's thoughts to consider before casting your vote this election season:

### **Tmarim    הַכְנָסַת אוֹרְחִים    Hachnasat Orchim**

#### **Welcoming Guests/Strangers**

- When leaders let people in, we become nicer people, and then the world will be safe with all nice people.
- Leaders should pretend to open doors when they make speeches, because it shows how to welcome people and everyone should feel welcome in the United States.
- Welcoming shows kavod (respect) of leaders, because we should have peace in our country, so everywhere has peace, too.

### **Rimonim    דֶּרֶךְ אֶרֶץ    Derech Eretz**

#### **Thoughtful Conduct**

- Leaders should treat people the way they want to be treated.
- Leaders make people feel good and don't say mean things to other people.
- Leaders make good choices and don't show off their power.

### **Anavim    תִּיקּוּן עוֹלָם    Tikkun Olam**

#### **Transforming the World**

- The president should work with kings and secret service people from other countries to clean up the world.
- They should know the song This Land Is Your Land because some songs have special things in them to help the Earth rise to be strong.
- There are a lot of problems, but there are things leaders can do to fix them like cleaning the water, recycling, and planting trees.

# First Grade

## Stewardship

As part of our 2016 JPDS-NC Election Project, First Grade students studied stewardship of the Earth. First, we discussed the difference between “natural” and “manmade.” We went to Rock Creek Park and observed natural and manmade objects. After we came back, we talked about how manmade objects in parks could be made to enhance instead of compete with nature, such as the bathrooms, picnic tables, and a beautiful stone bridge. In class, we read about and discussed stewardship of the earth and how to take care of our home. We practiced expressing our opinions and writing persuasively by writing letters to people who can vote telling them why it is important to be a good steward of the earth and what they should consider when voting this November. We also created our own laws to help guide future leaders. We even gave candidate speeches in front of the class to present our new laws!

### Questions to consider:

- How can we, as individuals, be good stewards of the Earth?
- How can our leaders encourage good stewardship?
- Why is it important to consider the environment when voting?
- What is the role of citizens in working with the government to protect our Earth?





וַיֹּאמֶר אֱלֹהִים, נַעֲשֶׂה אָדָם בְּצַלְמֵנוּ כִּדְמוּתֵנוּ;  
וַיְרֵדוּ בְּדֶגְתַּת הַיָּם וּבְעוֹף הַשָּׁמַיִם, וּבַבְּהֵמָה  
וּבְכָל-הָאָרֶץ, וּבְכָל-הָרֶמֶשׁ, הָרֹמֵשׁ עַל-הָאָרֶץ.  
בְּרֵאשִׁית א': כו

“Then God said, ‘Let us make the human being in our image, in our likeness, so that they may rule over the fish of the sea and the birds of the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.’”

Genesis 1:26

In this *pasuk* [verse] we learned about the responsibility that God gave us, to care for all animals on Earth, and what can we do to protect them, and to protect our Earth since it belongs to all of us, birds, sea and land animals, insects, and people.

### Questions to consider:

- What can we do to protect all species?
- How can we assure that all animals will still be on Earth many years from now?
- What is our responsibility towards all living things?

## Second Grade

### DC Statehood

As Second Graders, we started our election unit by discussing when, why, and how we vote. Then, each Second Grade class thought about what might be important for themselves, the school (JPDS-NC), Washington, D.C., the United States of America, and the world. Next, we each chose the issues most important to us. We did this to find our voices so that everyone in the world could be heard. We visited Second Graders at the Horace Mann Elementary School in Washington, D.C., to hear about what issues are important to them. We learned about how voting for president, senators, and representatives is a way to share our voices. This is something the people of Washington, D.C., do not get to do since D.C. is not a state. We talked about reasons why D.C. should and should not have its statehood with some of our Sixth Graders. And then we thought about what we wanted to say to you.

**As you are voting please think about the following questions very carefully.**

- Is it fair or unfair that the people of D.C. do not get to share their voices by voting in Congress? Why?
- Is being the capital too much power and responsibility for a state? Why or why not?
- D.C. is small but would not be the smallest state in population. Should it have representation in the House of Representatives and the Senate? Why or why not?

**Please vote so your voice can be heard on Election Day!**

וְאַל-בְּנֵי יִשְׂרָאֵל, תְּדַבֵּר לֵאמֹר:  
אִישׁ בִּי-יָמוּת, וּבֶן אֵין לוֹ--וְהִעֲבַרְתֶּם אֶת-נַחֲלָתוֹ, לְבִתּוֹ.  
בַּמִּדְבָּר כֹּז:

"And you shall speak to the children of Israel,  
saying: If a man dies, and has no son, then  
you shall cause his inheritance to pass to his  
daughter."

Numbers 27:8

In *Parashat* [Torah portion of] *Pinchas*, a man named Tzelophchad had five daughters and no sons. Upon his death, there were no male heirs who could inherit his property, which would then be divided among his tribe. However, the daughters brought their case to Moshe [Moses] and the priest, Eleazar. Moshe in turn consulted God; God ruled that the daughters should inherit their father's property. In response to this story, we engaged in an animated discussion about equal access, the power of advocacy in the quest for change, gender equality, and equality in general. We drew parallels to D.C. Statehood:

- Should D.C. residents have the same access to political representation as residents of all the states?
- How can advocacy play a role in bringing change?



## Third Grade Public Lands

This year as part of our JPDS-NC Election Project, Third Grade students studied public lands because we were also studying the geography of the United States and National Parks. We focused on land usage and protection. First we did a “Chalk Talk” in our classrooms. That is when you have a set of questions and everyone answers them on sticky notes, and then, in groups, you organize the answers. After that, we read news articles and had many discussions on public lands. Next we went up the street to the Center City Public Charter School and told them about our project and did a “Chalk Talk” with students there. We later analyzed the data we had collected at Center City, putting their ideas in categories for ourselves and writing paragraphs about their ideas. A parent who is an expert came in and gave a speech about different kinds of public lands – for example, Indian reservations and Yosemite National Park. She taught us about different uses of the lands, natural resources, and habitats. We learned a lot during this experience, and we hope you take our questions into consideration when voting.



### Questions to consider:

- What is our obligation to future generations when we plan for public lands?
- What is our obligation to the endangered plants and animals that live on public lands?
- What is the right balance between using natural resources and preserving public lands for recreation and education?
- How important is it to keep American history alive by protecting public lands?
- What is the role of citizens in working with the government to protect public lands?

קוֹם הַתְּהַלֵּךְ בָּאָרֶץ, לְאַרְכָּהּ וּלְרַחְבָּהּ: כִּי לְךָ, אֶתְנֶנָּה.  
בראשית יג:יז

“[God said to Abraham] Go and walk the land, its length and its width, because I will give it to you.”  
Genesis 13:17

In this *pasuk* [verse], we learned about Avraham [Abraham] walking the land that G/od gave to him. God told Avraham to explore the land in order to get to know it so that he would begin to care about it and protect it. It was important for him to protect the land because it was promised to his descendants. As it was important for Abraham, it is important for us to think about what it means to explore and protect our land. What does it mean for everybody who is already here, and what does it mean for our obligation to future generations?

## Fourth Grade

# Globalization

This year for the JPDS-NC Election Project, the Fourth Grade studied globalization. At the beginning of the project, we had a “Chalk Talk” about how we, our families, our community, and the United States interact with other countries. By putting down our thoughts on sticky notes, we could organize them in a way that helped us understand the topic better, and we could see what we agreed on. Next we broke the big issue of globalization down into three sub-topics: imports, exports, and global collaboration. Then each class researched its topic by reading articles, watching videos, and holding a lot of discussions. Seven guest speakers come in to talk with us about globalization through topics like trade, foreign aid, the use of sanctions, diamond mining, and international organizations like the Peace Corps and the World Wildlife Fund. We brainstormed the costs and benefits of imports, exports, and global collaboration and evaluated the strength of each one through a thinking routine called Tug-of-War. On our field trips to E.L. Haynes Public Charter School, the Lowell School, and the Landon School, we discussed with other Fourth Graders whether the benefits outweighed the costs, and what we could do to lower the costs. The students at those schools had their own opinions and added new ideas so we could better see and weigh the costs and benefits.

### Questions to consider:

- What is our responsibility to help people around the world?
- Is it a good choice for the USA to send away money when we still need it at home?

- Is it worth it to make technology/buy cheap clothing make treaties if those things have hurt people and the environment?
- What can we do to reduce the costs of our interactions with the rest of the world?

חַלְלָה לְךָ מַעֲשֵׂת בְּדַבֵּר הַזֶּה לְהַמִּית צַדִּיק עִם רָשָׁע וְהָיָה  
כְּצַדִּיק כְּרָשָׁע חַלְלָה לְךָ הַשֹּׁפֵט כָּל הָאָרֶץ לֹא יַעֲשֶׂה מִשְׁפָּט.  
בראשית יח: כה

[Avraham to God about destroying Sodom]  
“Far be it from You [God] to do a thing such as this, to put to death the righteous with the wicked so that the righteous should be like the wicked. Far be it from You! Will the Judge of the entire earth not perform justice?”  
Genesis 18:25

Should we care about people in other countries? Should we take care of our own family? What can we learn from Avraham [Abraham] about watching out for others?

In the story of the destruction of Sodom, Avraham shows that he cares both about his own people and about people that he has no connection to. Avraham bargains with God, questioning God’s judgment, saying that the good people shouldn’t be killed because of what the bad people did. Even when God said that the city would be destroyed, Avraham worked to save his nephew, Lot, and his family. We should care both about people in other countries as well as our own people. Avraham spoke harshly to God because he felt so strongly about saving every life that he could and cared so much about the city.

## **Fifth Grade**

# **Immigration**

In September, the Fifth Grade at JPDS-NC started learning about a very important factor of the 2016 election: immigration. This unit started with two questions, “What does an immigrant look like?” and “What does an American look like?” We all illustrated our responses, and then compared. Our next step was to put our knowledge and questions on posters and then categorize them. Following that, the Fifth Grade divided into groups to research the questions we had come up with. In total, we had five categories: humanity, security, policies and protocols, economy, and other people’s views. With our research, we wrote paragraphs that would then become a research book. In the middle of our research, we had two parents who were immigration lawyers come in to talk about their jobs and immigration in general. The second element to our project was, in groups, to create monuments that would be a meaningful sign of freedom and a welcome message to immigrants entering the U.S., just like the Statue of Liberty. In Art class, we saw different perspectives on immigration from different artists, and then we talked about the messages that these images sent. We drew symbols and wrote notes about what we thought, and then we went into the Design Lab to create our own symbols and monuments. By the end of this unit, everyone learned a lot, and we are excited to present our research to the school. To summarize this whole unit, we came up with four key questions to ask yourself at the voting booth.

### **Questions to consider:**

- What does our society gain and/or lose from admitting immigrants into our country?
- What values should we use to determine our best immigration policy?



- What defines an American?
- What values should we use to find the balance between humanity and security? Resources and reality?

וְאַתֶּם יָדַעְתֶּם אֶת-נַפְשׁ הַגֵּר--כִּי-גֵרִים הֵייתֶם,  
בְּאֶרֶץ מִצְרַיִם.  
שמות כג:ט

"You know the soul of the stranger; because  
you were strangers in the land of Egypt."  
Exodus 23:9

Pharaoh enslaved the Israelites when they immigrated to Egypt because he was worried about them gaining too much strength and taking over. This was our first experience as strangers in a land where we did not belong, and since then, immigration has been a key part of our history. We are in a unique position to understand the many sides of immigration, and we know what it's like to feel unsafe to practice our religion freely. We know what it's like to be treated badly as immigrants, so we can understand their feelings. We also know what it's like to be treated well as immigrants, so we can know what would be good for others. We know how hard it is to make the choice between staying in a hard situation and moving to a new country as a stranger.

### **As you vote, consider:**

- Should we include immigrants in U.S. citizenship because we were once strangers in a land that didn't belong to us?
- How can we take into account people's fears of strangers coming into their land?
- How can we also think about treating strangers in a new land, as we would want to be treated?

## **Sixth Grade**

# **Visions for the Future**

The Sixth Grade had a unique opportunity this year as they embarked on a study of the 2016 election and considered how, as the oldest grade at our school, they could contribute to the understanding of the issues and extend their perspective on political messaging and visioning for the future. To begin this process, we read the preambles of the Democratic and Republican Parties' platforms. We focused on identifying the main themes of each platform and contemplating the overarching tone. After this preliminary study, we decided on a number of issues that the grade wanted to study, adding to those addressed in Second through Fifth Grade: foreign policy, healthcare, the economy, education, and civil rights. Each student researched a particular issue by studying the platforms and examining the candidates' opinions. In partners, we deepened our understanding of the parties' positions, and made slideshows and iMovies to clarify what each of the parties thought about the issues. We learned about political advertising and messaging from JPDS-NC parents who came to share their experience and expertise. We shared these presentations with other grades at JPDS-NC and with eighth graders at Center City Public Charter School. We wanted to interview other children so we could hear and add more children's voices to what we would write for the Voter's Guide. We created a survey to ask children about their priorities and their views. We answered the surveys ourselves, and the eighth graders we visited also completed the surveys. We then collected and analyzed the data to include it in this Guide.

In addition to writing about the parties' positions, we also wrote about our own views on the issues. We dug deeper into the issues to identify the core values of the issues we studied and crafted collaborative vision statements to explore values such as equality, community, diversity, and representation.

This was an engaging project that helped us understand the election and feel like we were making a difference in a real way.

### **Immigration with Compassion and Respect**

We need compassion and respect to have a successful country. Conflict isn't always bad; sometimes we need conflict to come to a better conclusion. But when we have conflict, we need to be careful and respectful about it. We can have a polite argument, but when we start fighting, then we need to think about respect even more. When we think about issues like immigration, education, and healthcare, we need to prioritize respecting everyone's voice and opinion. Respecting people leads us to care more about them and to help everyone. No matter who a person is, they deserve the same respect as everyone else. Compassion and respect are key components to the success and well-being of this country.

- **If you were an immigrant, what kind of compassion and respect would you want?**

חַנוּן ה' וְצַדִּיק; וְאֵלֵינוּ מְרַחֵם.  
תהילים קטז:ה

“God is gracious and righteous; our God is full of compassion.”  
Psalms 116:5

As we strive to walk in the ways of our God, we emphasize the value of compassion and respect for others.

## **Globalization and Foreign Policy with Collaboration and Strength**

We believe that America should be a country that works with other countries to make the world a better place. We should try to collaborate with other countries with the ultimate goal of achieving peace. America should use trade to facilitate smart spending and access to resources so everyone gets what they need. America must be a country that promotes peace throughout the world and engages with other countries.

- **How can we balance using force and making peace in the world?**

אִישׁ, כַּמְתֵּנֶת יָדוֹ.

דְּבָרִים טוֹבִים

“Every person should contribute according to his or her ability.” Deuteronomy 16:17

This idea of every person playing his or her part in a fair way is key to how we can collaborate with each other on an individual and global level.

## **Public Lands with Community**

You cannot have a good community without all of the ideals that are important in our election this year. Some of those are accessibility, equality, freedom, fairness, and compassion. Communities matter because they allow people with similar interests - and people with great diversity - to come together. There are many different communities in America, and when the people come together, it helps them form relationships among each other. Everyone has a role in a community. Each person is important because everyone has their own - small or big - part to play. Communities are not only about the people who live there, they are also about the land. People who live in communities work hard to preserve their resources and keep their lands clean and safe. All in all, in the future, we should all work together to create the best communities we can.

- **What role do local communities have in taking care of public lands?**

הִנֵּה מַה-טוֹב, וַיְמַה-נְּעִים-- שְׁכַת אֲחִים גַּם-יַחַד.  
תהילים קלג:א

“Behold, how good and how pleasant it is for  
brethren to dwell together in unity!”

Psalms 133:1

As we considered what we mean by community, we emphasized the ways different people can come together to help each other and enrich their world. This passage highlights how beneficial it is for people to join together. Community is a core value in the Jewish tradition, and as we pray together, learn together, and work together, we find that we empower each other.

#### **D.C. Statehood with Representation and Choice**

Everyone should have a voice and a choice to express their beliefs and feelings. In America it's important for everyone to be able to vote so that we can elect people that represent our beliefs. Representation is something that will give people a say and a choice. If they have a say, they will be more committed to America, because they are helping to decide how America is run. People's voices matter because they can help balance the power of those in government. Our vision for the future in our country is that everyone's voice is heard.

- **Are representation and choice important in creating committed citizens?**

שְׁמַע בְּקוֹל הָעָם, לְכָל אֲשֶׁר-יֹאמְרוּ אֵלַיָּה.  
שמואל א' ח:ז

“Listen to the voice of the people in all that  
they say to you.”

1 Samuel 8:7

God instructed the prophet Shmuel [Samuel] to listen to the voice of the people. The privilege and responsibility of the people extending their voices to promote their views and their beliefs informs our thinking about representation. This Voter's Guide was created to represent the children's voices about the questions facing this country and what kind of future we hope to help create.

### **Healthcare with Equality**

Equality is a founding value of our country. From the religious freedom of the Puritans to our plea against taxation without representation, our Founders were very strongly in favor of equality for everyone. They, and we, are strongly against the idea that some people are more equal than others. We were taxed without representation by Parliament, so we fought a war and gained independence. Since then, our country has fought to abolish inequality, from the Civil War to the Civil Rights movement. Everybody should have equal opportunity in America. People should have equal voting rights, access to healthcare, equal pay, and public lands so our society will thrive.

- **Is healthcare an equal right for everybody?**

וְאָהַבְתָּ לְרֵעֶךָ כָּמוֹךָ.  
וַיִּקְרָא יְיָ:

“Love your neighbor like yourself.” Leviticus 19:18

A core value of our Jewish tradition is to treat everyone as we would want to be treated, to take the time to understand others' perspectives, and to honor equality in our outlook and actions.

### **The Economy with Fairness**

Our vision for the future is a United States of America with no discrimination and more fairness. Every human being in the United States of America should be treated fairly regardless of their gender, race, and ability.

They should be paid equally, treated equally by our legal system, taxed equally, and educated equally. All people need a chance at a fair opportunity. We hope that, in the future, America will be fairer and have less discrimination.

- **Is our economy fair enough as it is now?**

צֶדֶק צֶדֶק, תִּרְדּוּף.

דברים טו:כ

“Justice, justice shall you pursue”

Deuteronomy 16:20

A commonly referenced term in the Jewish faith is צֶדֶק צֶדֶק, תִּרְדּוּף. The idea of pursuing justice for all is a critical step for achieving equality.

### **Education with Freedom**

Freedom comes about when citizens are respected and have the ability to express themselves through speech, practice whatever religion they choose, and chart their path in education. Freedom is an important value because it means people are respected and aren't held back by traits such as race, gender, or culture. Freedom is a founding value of our country, and it is important that we respect it.

- **Is freedom an important value in education policy?**

הַכֹּל צָפוּי, וְהָרְשׁוּת נְתוּנָה.

פרקי אבות ג:טו

“Everything is foreseen yet freedom of choice is given.” Ethics of the Sages 3:15

The concept of free will is an important one in the Jewish tradition. This passage emphasizes the existence and priority of the freedom to choose in our faith. Our Jewish tradition is inspired by the belief that freedom is a gift given to us by God. Freedom is achieved when everyone has equal opportunities and can choose their course in life.

## Civil Rights with Diversity

Respecting diversity is a value we need in America. It enriches our lives and our country, helping us to resolve our differences and come together in peace. It teaches us that we need to respect each other as equals. Just because our skin colors or religions are different does not mean that we should treat each other unequally. Children need to learn about different religions and cultures because once they grow up, they will be voting citizens of America. We are all equal, living on the same Earth, and we must overcome our differences, learn to live and work together, and accept one another.

- **When you think about diversity and civil rights, what do they have to do with each other?**

בְּצֶלֶם אֱלֹהִים  
בְּרֵאשִׁית אֲבֹרָא

“In the image of God” Genesis 1:27

We believe that God has a variety of qualities and created a diverse population. We are guided by the core value and understanding that all people are created in the image of God. This core tenet shapes our respect for all people and our celebration of diversity.

Thank you for reading our Voter's Guide.  
We would love to hear your thoughts about the Guide  
and about our project.  
Please email us at [electionproject2016@jpds.org](mailto:electionproject2016@jpds.org).  
And remember to vote!

