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**For whom should I vote?**

**Grade: 2**

**Social Studies Benchmarks:**

**SS.2.E.1.1** Recognize that people make choices because of limited resources.

**SS.2.C.2.3** Explain why United States citizens have guaranteed rights and identify rights.

**English/Language Arts Standards:**

**LAFS.2.RI.1.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**LAFS.2.RI.3.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text

**LAFS.2.W.3.8** Recall information from experiences or gather information from provided sources to answer a question.

**LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

<https://www.youtube.com/watch?v=KdL4o7wU0CQ>

Kid President: What Makes A Good Leader

<http://inspiremykids.com/2015/great-quotes-and-role-model-videos-on-leadership-for-kids/>

Great Leadership Quotes for Kids

**Problem**

Which character would you choose for class president?

**Alternatives**

Characters from Reading Wonders Unit 5

**Criteria**

What character traits are important for a president?

**Decision**

Rank the candidates based on the traits you chose. Which candidate would you choose? How did you arrive at this decision? Why do you choose them?

1. Read the letter from Mrs. Barrington’s class to the students. Help students determine the problem (Grace can no longer be president because she is going to 3rd grade. Mrs. Barrington will need a new class president).
   1. Discuss decision-making. People have to make choices based on scarce resources. What are the scarce resources (there are only 4 candidates for class president). They cannot have more than one class president, so students have to choose.
   2. Ask students how they will select the new president (they will select character traits of a good president and choose the best character based on that criteria).
2. Use the electronic resources (Kid President and Leadership Quotes for Kids) to create a list of the character traits associated with leadership. Narrow the list down to four important traits a president should have.
   1. This could be done in research groups where the groups choose their own criteria.
3. Provide students with the matrix. Review the alternatives for president, and have students fill in the traits they chose in the top row (criteria).
4. Revisit texts from Unit 5 to research each candidate. Model taking notes for the first character, Paul. What actions does Paul take in the text that shows he has any of the leadership traits on the matrix? Guide students to make notes on their matrices.
5. Students work in groups to discuss the criteria and rank their choices for president from highest to lowest.
6. Share results.
7. Students write a letter to Mrs. Barrington’s class explaining how they made their choices. A frame can also be used:

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Here is how we ranked each choice for class president:

#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should be your next class president. We based our decision on the following criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be a good president because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you,

Extension Activities/Ideas:

* Read more about voting in ReadWorks (2nd grade):
  + Voting and the Law
  + The Right to Vote
    - Sister Suffragete from Mary Poppins <https://www.youtube.com/watch?v=Kvk1NZDFvZU>
  + Political Parties
* Hold an election for your own class president.

Differentiation:

* Reduce alternatives and/or criteria.
  + Create a new letter from Mrs. Barrington’s class asking students to reconsider their choices based on different alternatives/criteria
* Increase alternatives and/or criteria.
  + Same as above
* Provide note-taking tools with some of the information from Reading Wonders, the video, and/or the web article already filled in.