**For whom should I vote?**

**Civics Benchmarks:**

SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

**Problem**

Who would you choose for president?

**Alternatives**

Self-selected or provided by teacher

**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. Review the structure and functions of government as delineated in Articles I, II, and III of the Constitution.
   1. <https://www.usa.gov/branches-of-government#item-211477>
2. Review Article II, Section I of the Constitution that clarifies who is eligible to run for President of the United States.
   1. <https://constitutioncenter.org/interactive-constitution/article/article-ii>
3. Read the letter from Future Presidents of the United States with the students. Help students determine the task (Students should research people that they think would make a good president).
   1. Ask students how they will select the new president (they will select character traits of a good president and choose the best candidate based on that criteria).
4. 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. <https://www.youtube.com/watch?v=KdL4o7wU0CQ>
      1. Kid President: What Makes A Good Leader
   2. <http://inspiremykids.com/2015/great-quotes-and-role-model-videos-on-leadership-for-kids/>
      1. Great Leadership Quotes for Kids
   3. This could be done in research groups where the groups choose their own criteria.
5. Have students brainstorm a list of people (famous or known to the students) that they think would make a good president. Research to see which potential candidates meets the guidelines spelled out in the Constitution. Each group must narrow the alternatives to four candidates.
6. Provide students with the matrix. Review the alternatives for president, and have students fill in the traits they chose in the top row (criteria).
7. Students work in groups to discuss the criteria and rank their choices for president from highest to lowest.
8. Share results.
9. Students write a letter to Future Presidents 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
* <https://www.readworks.org/find-content#!q:how%20to%20become%20president/g:/t:/f:0/pt:/features:/>

Differentiation:

* Reduce alternatives and/or criteria.
  + Create a new letter from Future Presidents 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.