

Students Vote



Genre:
Informational Text

Level: C/4

Lexile®: 300L

Summary
This book describes a day at school when students vote for a new leader.

Content Vocabulary

choice, p. 8	speeches, p. 4
leader, p. 14	students, p. 2
posters, p. 6	vote, p. 2

Using *Students Vote* to Teach Social Studies

Social Studies Big Ideas

- Students have rights and responsibilities in the school community.
- Students can participate in the betterment of their school and community.
- One way to show responsible citizenship in a community is to vote for leaders.

Students Vote Inquiry Project

Student Learning Objectives

I will be able to:

- Understand the importance of voting to express opinions and preferences.
- Recognize how people decide which leader to vote for.
- List reasons why I would or would not vote for a certain leader.

Materials

- Pencils
- Blank copies of a two-column chart like the one on the inside back cover of the book

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Students Vote Inquiry Project (continued)

Focus

Students will complete a chart that lists reasons why they would or would not vote for someone as a leader.

Investigate

- Review the text and photographs in the book with students. Discuss the concept of being a leader. Define *leader* as someone who makes decisions and helps others complete tasks.
- Explain that good leaders share many similar qualities (honesty, kindheartedness, hardworking, etc.).
- Help students identify leaders in their lives and discuss what makes a person a good leader, based on students' experiences. Discuss qualities that are helpful or not helpful in a leader.
- Discuss what it means to vote. Explain that voting is a way people express their opinions and preferences. In the United States, voting for good leaders is very important.

Create

- Give each student a pencil and a blank copy of a two-column chart like the one on the inside back cover of the book.
- Help students identify and list reasons they would or would not vote for someone as a leader. Allow them to sketch pictures to represent reasons, if needed.

Present

- Have students share their charts with a partner and explain their reasons for voting or not voting for someone as a leader.

Reflect and Respond

Invite students to reflect on what they learned about voting for a leader. How did learning about choosing a leader help them understand why voting is important?

Use this rubric to evaluate students' performance and ability to work collaboratively.

Investigate the Topic and Create the Task
<i>3–Strong Performance 2–Moderate Performance 1–Inconsistent Performance</i>
<ul style="list-style-type: none">• Understood the importance of voting to express opinions and preferences• Identified qualities that are helpful in a leader• Completed a chart to list reasons they would or would not vote for someone as a leader
Present, Respond to, and Reflect on the Task
<i>3–Often 2–Somewhat 1–Not Often</i>
<ul style="list-style-type: none">• Presented their ideas and reasons clearly to a partner• Listened attentively to the ideas and reasons of another student• Participated in class discussions and reflection