

What role does a responsible citizen play in elections?

Content	This instructional task engages students in content related to the following grade-level expectations: <ul style="list-style-type: none"> 2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected 2.4.2 Describe the responsibilities of citizens in the United States
Claims	In this instructional task, students develop and express claims through discussions and writing in which explain the election process and the role a citizen plays in elections.
Unit Connection	This instructional task helps students explore and develop claims around the content from unit 4: <ul style="list-style-type: none"> Who are the current political leaders and how are they elected? (2.3.3) What are the characteristics and responsibilities of a good citizen? (2.4.1, 2.4.2)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Why should citizens vote?	How do candidates campaign for office?	How do people elect a president?	Which election is going on and how can I learn about it?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will describe the responsibility of voting as a US citizen.	Students will describe how candidates campaign during an election and how citizens cast their votes.	Students will explain the steps a candidate takes to become elected.	Students will discover key issues that many candidates focus on during an election.
Featured Source	Featured Source	Featured Source	Featured Source
<p>Source A: Why Your Vote Counts, Parker, Florida Today (A political cartoon)</p> <p>Source B: Voter Registration Card, or Online Registration, Louisiana.gov</p>	<p>Source C: <i>Grace for President</i>, Kelly DiPucchio</p>	<p>Source D: How to Become President of the United States, Office of Citizen Services and Innovative Technologies</p>	<p>Source E: Websites, newspaper articles, and brochures with current local, state, or national elections</p> <p>Source F: Sample Ballots, geauxvote.com</p>

Summative Performance Task	A neighbor says he is not going to vote in the next election. He says he does not know how to vote, and he does not know about the candidates or the issues they stand for. Write a letter to your neighbor informing him about the election and how to vote.
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Formative Performance Task 1

Supporting Question	Why should citizens vote?
Formative Performance Task	Students will describe the responsibility of voting as a US citizen.
Featured Source	Source A: " Why Your Vote Counts , Parker, Florida Today (A political cartoon) Source B: Voter Registration Card , or Online Registration , Louisiana.gov
Content and Claims	This formative task requires students to explain how the qualities of a good citizen when exercising their right to vote. (2.4.1, 2.4.2)

Featured Source

Source A: "[Why Your Vote Counts](#), Parker, Florida Today (A political cartoon)

Source B: [Voter Registration Card](#), or [Online Registration](#), Louisiana.gov

Steps

1. Have students brainstorm responsibilities of United States citizens. Add voting to the list if not mentioned.
2. Display the political cartoon, [Why Your Vote Counts](#), Parker, Florida Today. Have students discuss the statement, "Don't Vote? Don't Complain." Possible guiding questions include:
 - What does the the cartoon show?
 - Why is it important for everyone to register to vote?
 - What happens when people do not vote?
 - Why is it important for everyone to vote at all elections?
 - What is the message of "Don't Vote? Don't Complain."?
3. Then have students fill out a sample [voter's registration card](#) or [online voter registration](#).

Student Look-Fors

1. Students should understand:
 - Voting is not only a right of being a U.S. citizen; it is a responsibility.
 - Voting is important to have your opinion and voice heard.
 - Everyone 18 and over has a chance to register and vote.
 - If you do not vote, you should not complain because you had a chance to express your opinions and make your vote count.
2. Students should be able to complete most of the voter registration card with support. Some information such as a social security number would not be needed for this activity.

Formative Performance Task 2

Supporting Question	How do candidates campaign for office?
Formative Performance Task	Students will describe how candidates campaign during an election and how citizens cast their votes.
Featured Source	Source C: <i>Grace for President</i> , Kelly DiPucchio
Content and Claims	In this formative performance task, students discuss how candidates run for office, and the qualities that make them a good leader. (2.3.3)

Featured Source

Source C: *Grace for President*, Kelly DiPucchio

Steps

1. Conduct a read aloud or projects *Grace for President*, Kelly DiPucchio.
2. Throughout the read aloud, ask students to make a list of all the ways a candidate campaigns during an election. This can be recorded in groups, individually by students, or on chart paper as a class.
3. Stop and engage in a class discussion about the candidates, their viewpoints, and platforms. Use a Venn diagram to organize information. Possible guiding questions include:
 - Why does Grace want to be president?
 - What campaign platforms do Grace and Thomas use to gain votes?
 - How do Grace and Thomas differ in their campaigning techniques?
 - Who do you think would make a better elementary president? Why?
4. Stop before the outcomes of the electoral votes in the text. Allow students to vote for which candidate they believe would make a better class president.
5. Create a graph to compare class results with results from book.

Student Look-Fors

1. Students should explain orally or through writing the steps candidates must take to win elected office.
2. Students should vote for a candidate (Grace or Thomas) and be able to defend their choice with evidence from the campaign platforms and promises provided in the text.
3. Students' written responses should follow the English language arts standards for written expression at grade 2.

Formative Performance Task 3

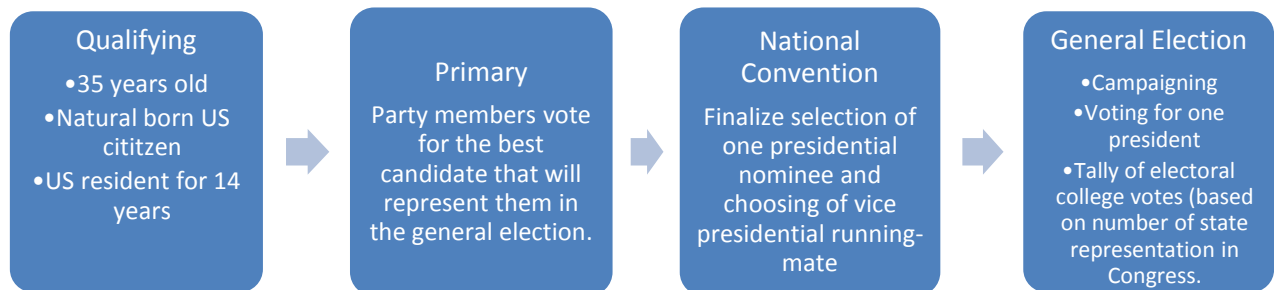
Supporting Question	How do people elect a president?
Formative Performance Task	Students will explain the steps a candidate takes to become elected.
Featured Source	Source D: How to Become President of the United States , Office of Citizen Services and Innovative Technologies
Content and Claims	In this formative performance task, students discover how candidates become president. (2.3.3)

Featured Source

Source D: [How to Become President of the United States](#), Office of Citizen Services and Innovative Technologies

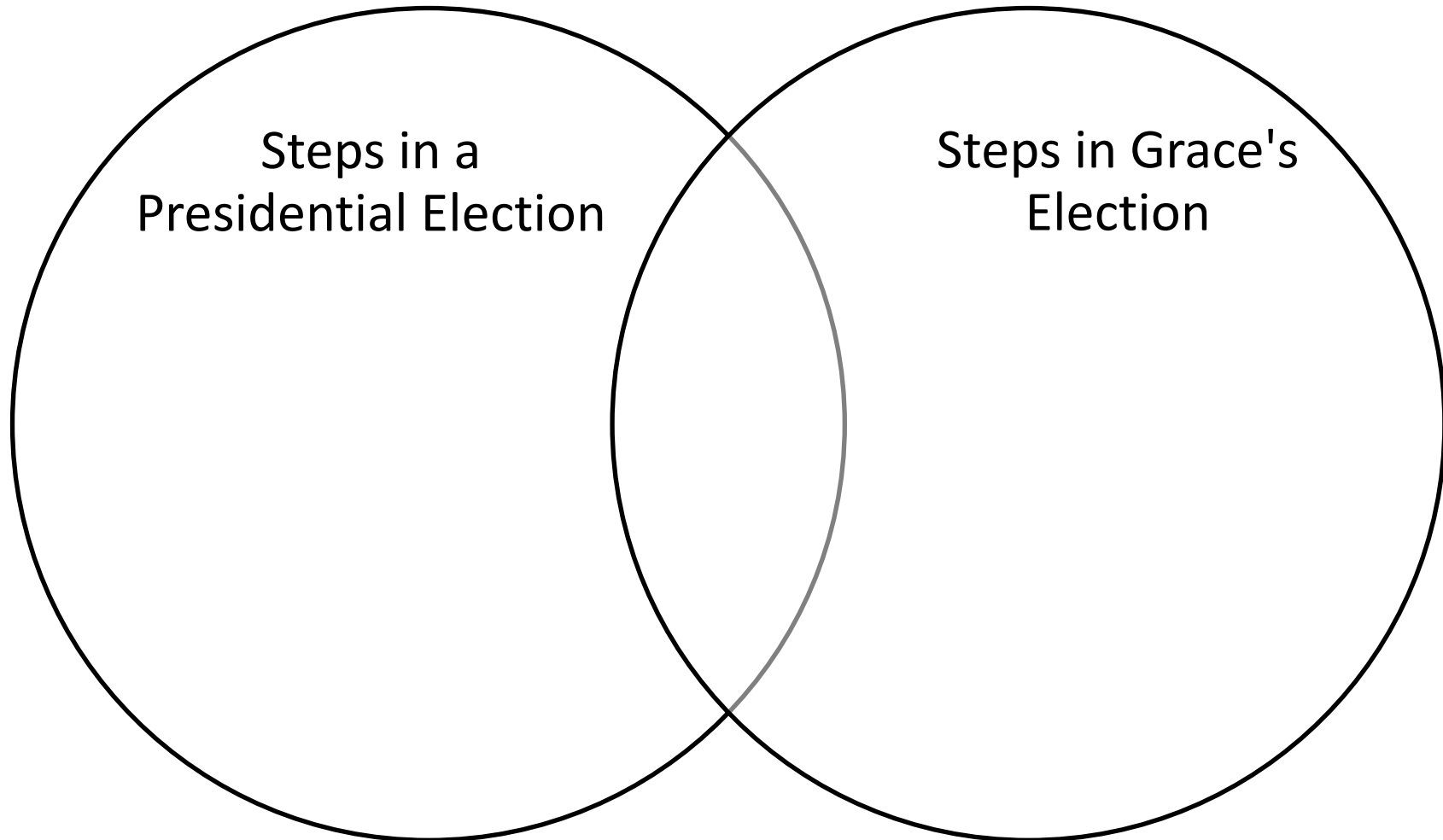
Steps

- Using the source provided, engage students in a class discussion to understand the many steps necessary for a president to be elected.
- During discussion, create a flow chart to outline steps to presidency.
 - Example 1



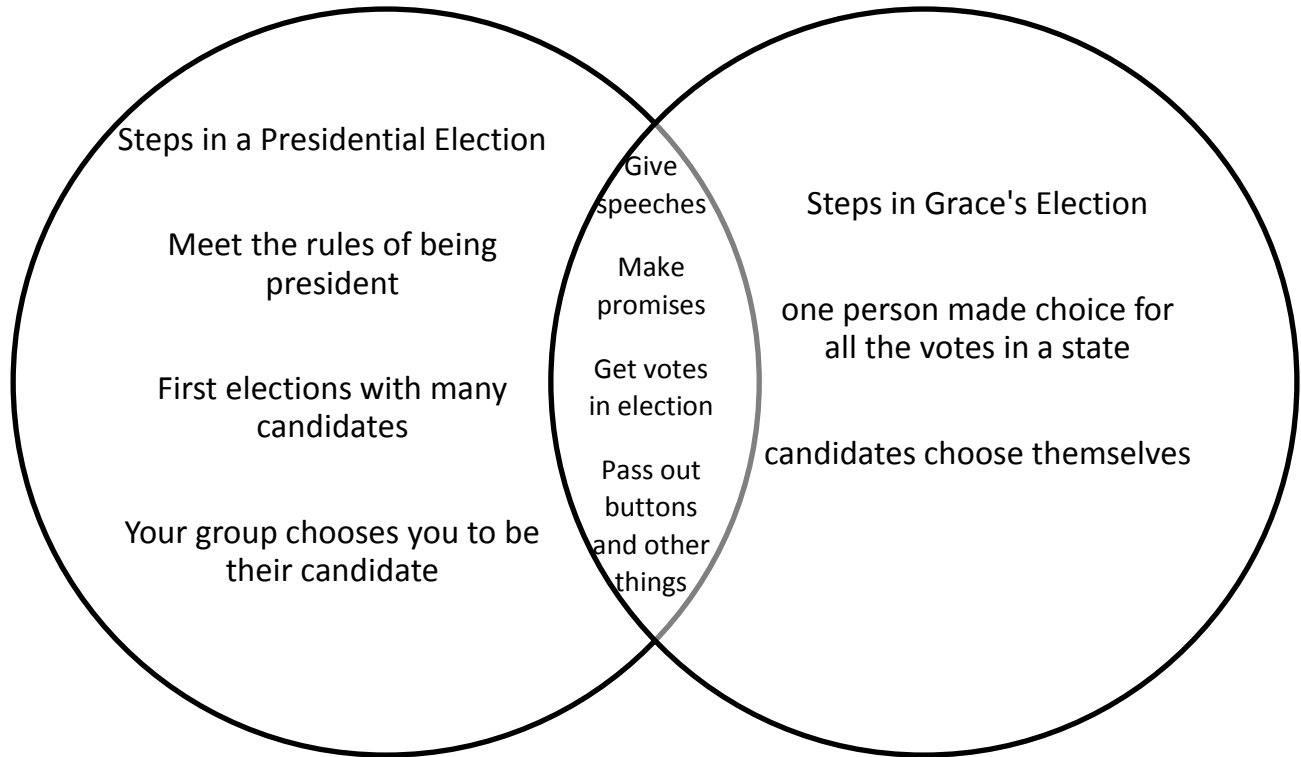
- As a class, compare the steps on the chart to the steps taken by Grace in Source C. Use a Venn diagram to compare and contrast the different election processes.
- Then have students write a paragraph explaining the steps a candidate takes to be elected.

Compare and Contrast: Steps in a Presidential Election and Steps in Grace's Election



Student Look-Fors

1. Students should note similarities and differences between a real election and Grace’s process. A sample completed Venn diagram is included below.



2. Students should base their paragraph on content from the flow chart, indicating the steps a candidate takes to become president.
3. Students’ written responses should follow the English language arts standards for written expression at grade 2.

Formative Performance Task 4

Supporting Question	Which election is going on and how can I learn about it?
Formative Performance Task	Students will discover key issues that many candidates focus on during an election.
Featured Sources	Source E: websites, articles, and newspapers articles regarding current elections Source F: Sample Ballots , geauxvote.com
Content and Claims	In this formative performance task, students will learn about a current election, the candidates, and platforms of each candidate to make an informed decision. (2.3.3.)

Featured Sources

Source E: Websites, articles, and newspapers articles regarding current elections

Source F: [Sample Ballots](#), [geauxvote.com](#)

Steps

1. Allow students time to collect campaign posters, brochures, newspaper articles, etc. related to a current election in the students' area (presidential election, governor, mayor, sheriff, school board, etc.)
2. Arrange these on a large chart, sorted by candidates.
3. Have students work in groups to complete a graphic organizer about the candidates through campaign information and local sources. This may take multiple days to complete. A sample chart is included below.
4. Using the [sample ballot](#) appropriate area, allow students the chance to vote.
5. After counting votes, create a graph that shows the results. Engage students in a discussion and/or written task that compares the results of the mock election.

Candidate Comparison Chart

Candidate	Experience	Platform

Student Look-Fors

1. Students should understand each election has qualified candidates with different viewpoints.
2. Students should be able to explain what sources they used to determine a candidate's platform.

Candidate	Experience	Platform
Alex Jones	8 years as assessor	Improving water quality
John Smith	4 years as Councilman	Improving roads
Shelly Boudreaux	4 years on School Board	Building levee

4. Students' written responses should follow the English language arts standards for written expression at grade 2.

Summative Performance Task

Compelling Question	What role does a responsible citizen play in elections?
Summative Performance Task	A neighbor says he is not going to vote in the next election. He says he does not know how to vote, and he does not know about the candidates or the issues they stand for. Write a letter to your neighbor informing him about the election and how to vote.

Teacher Directions

In this summative performance task, students are asked to write a letter using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how people impact the world around them; this information will be an essential part of a well-written letter. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

Student Prompt

A neighbor says he is not going to vote in the next election. He says he does not know how to vote, and he does not know about the candidates or the issues they stand for. Write a letter to your neighbor informing him about the election and how to vote.

Student Look-Fors

1. Scoring Notes
 - Student response should reflect how to register to vote, the responsibility of voting as a US Citizen, and making an informed vote.
 - The student supports claims using information gained from sources.
 - Students' written responses should follow the English language arts standards for written expression at grade 2.
2. A strong response:
 - a. References documents appropriately
 - Registering to vote is simple and allows you to have your opinion heard. It is a responsibility of all US citizens to vote. (Sources A and B)
 - All elected official must run and try to win your vote. (Source D)
 - You can learn about candidates in newspapers, brochures, and other places to know you are voting for the person you think can do the best job. (Sources E and F)
 - Voting is simple and you can look at the ballots before going to vote. (Source F)
 - b. Applies the provided evidence as well as additional information about voting, elections, and responsible US citizens

- Students may discuss other personal experiences related to voting and elections:
 - Personal experiences going to vote with parents or guardians
 - Relatives running for class office or local office
- Students may discuss other content related to voting and elections:
 - Not everyone in the world is allowed to vote.
 - In the US, not all people have been always been allowed to vote like now.