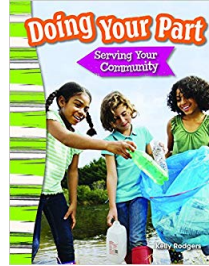


Unit 1: Building Strong Communities

WEEK 4 Day 2



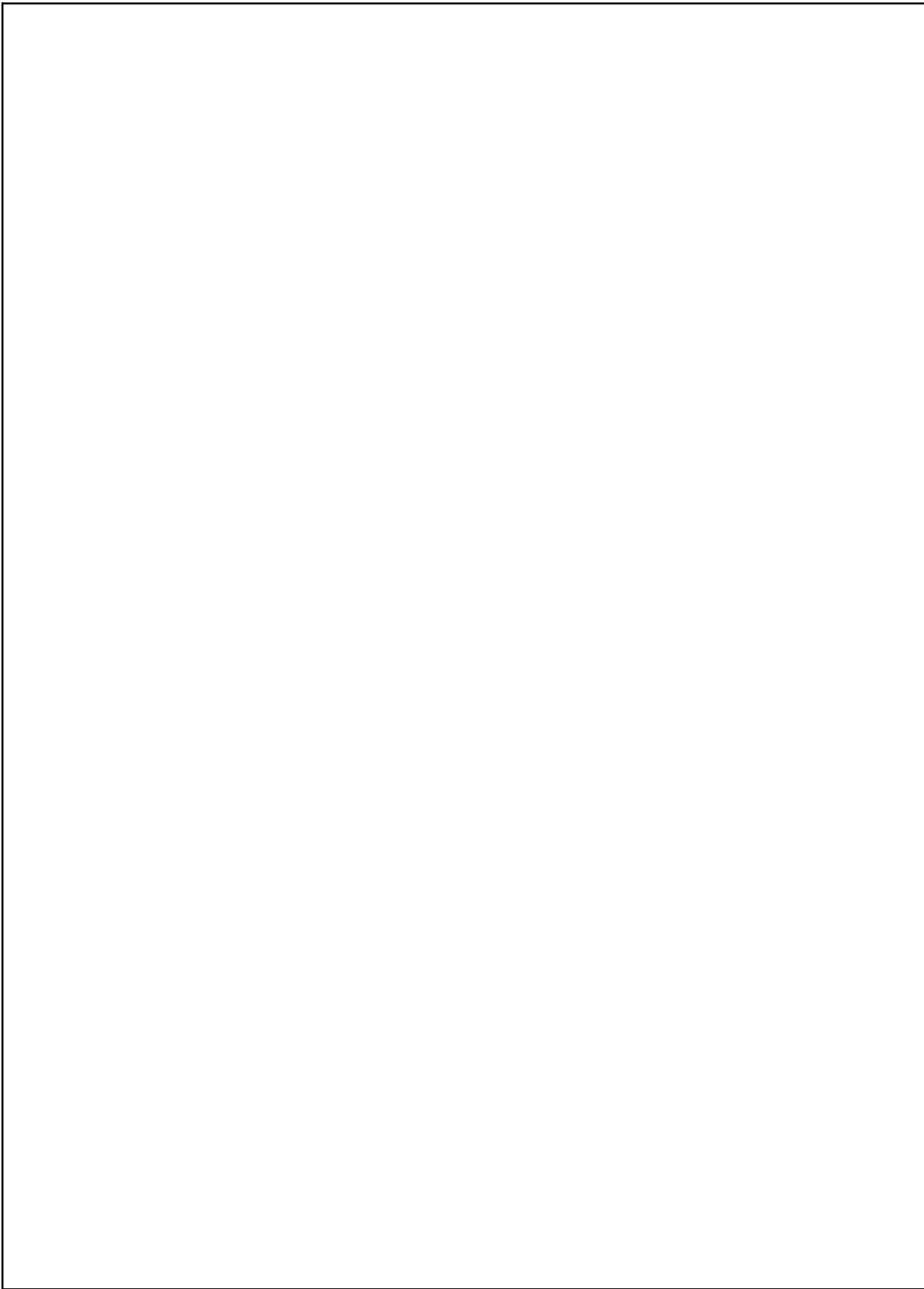
**Text Talk**  
**Electing Leaders (slides)**  
 Read 1 of 2  
***Doing Your Part***, pages 24-25

<b>Big Ideas</b>	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objectives</b>	<p>I can answer key questions about voting and elections. (R.4.1.a)</p> <p>I can identify similarities and differences in two texts on voting. (R.11.1.c, R.11.1.d)</p>
<b>Language Objective</b>	I can describe elections. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>elect:</b> to choose someone or something by voting</p> <p><b>election:</b> an organized way to choose someone or something through a vote</p> <p><b>vote, n:</b> a formal choice, often expressed by a ballot, hand, or voice</p> <p><b>vote, v:</b> to make a formal choice, often by filling out a ballot, raising a hand, or voice</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>similarities:</b> things that are almost the same</p> <p><b>differences:</b> things that are not the same</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Electing Leaders slides On slide 12, insert a photo of a relevant elected leader, such as the mayor or governor.</li> <li>● projector and screen</li> <li>● <i>Doing Your Part</i>, Kelly Rodgers</li> <li>● chart paper Prepare the following chart.</li> </ul> <table border="1" data-bbox="488 453 1370 693"> <thead> <tr> <th data-bbox="488 453 930 520">What's the same?</th> <th data-bbox="930 453 1370 520">What's new?</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 520 930 693"></td> <td data-bbox="930 520 1370 693"></td> </tr> </tbody> </table>	What's the same?	What's new?		
What's the same?	What's new?				
<p><b>Opening</b> 1 minute</p>	<p><i>One responsibility people have in communities is to <b>elect</b>, or choose, leaders. Today's text is a slideshow called Electing Leaders.</i></p> <p>Set a purpose for the lesson. <i>Today we'll answer some key questions to help us understand what happens in an election and why this is important for our nation, or country, and our communities. Then, we will compare what we learned yesterday about voting and what new information we are learning today.</i></p>				
<p><b>Text and Discussion</b> 12 minutes</p> <p>slide 2</p>	<p>Think, Pair, Share. <i>How can people affect what happens in a democratic community?</i></p>				
<p>slide 4</p>	<p><b>Candidates</b> are people who want to become leaders. What are some things that candidates do?</p>				
<p>slide 8</p>	<p><i>How do both citizens and people who are not citizens participate in elections? What is similar and what is different for them?</i></p>				
<p>slide 11</p>	<p>Think, Pair, Share. Why does it matter if lots of people vote?</p>				
<p>slide 12</p>	<p><i>What do elected leaders do?</i></p>				
<p><b>Key Discussion and Activity</b></p>	<p>Think, Pair, Share. <i>What are elections, and why are they important for communities?</i></p>				

11 minutes	<p>Refer to the chart.</p> <p><i>Let's open and re-read the pages called "Vote" in Doing Your Part. What information is the same in "Vote" and in Electing Leaders? What is new? Let's chart a few of the similarities and differences.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today, we got more information about voting and elections by paying attention to key details in Electing Leaders. Tomorrow we will see if we can put what we are learning into categories that make sense.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.11.1.c</b> With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p><b>R.11.1.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe how children participate in whole group and partner discussions, as well as in making the group chart.</p> <p>Can children clearly describe elections?  Are they articulating important details about electing leaders?  How do children grapple with the differences between two texts?  Which similarities and differences do they identify?</p>

**Notes**



Text Talk U1 W4 D2