



# CIVICS AND CITIZENSHIP

CREATED BY THE WALTER AND LEONORE ANNEBERG PRESIDENTIAL LEARNING CENTER  
AT THE RONALD REAGAN PRESIDENTIAL FOUNDATION



**The Walter and Leonore Annenberg  
Presidential Learning Center  
and the  
Ronald Reagan Presidential Foundation**

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“WE’VE ALWAYS HAD A LOVE AFFAIR WITH LEARNING IN THIS COUNTRY. AMERICA IS A MELTING POT, AND EDUCATION HAS BEEN A MAINSPRING FOR OUR DEMOCRACY AND FREEDOM, A MEANS OF PROVIDING GIFTS OF KNOWLEDGE AND OPPORTUNITY TO ALL CITIZENS, NO MATTER HOW HUMBLE THEIR BACKGROUND, SO THEY COULD CLIMB HIGHER, HELP BUILD THE AMERICAN DREAM, AND LEAVE A BETTER LIFE FOR THOSE WHO FOLLOW.”

- RONALD REAGAN

RADIO ADDRESS TO THE NATION ON EDUCATION

*President and Mrs. Reagan waving from the limousine during the Inaugural Parade.  
Washington, DC. 1/20/81.*

# Unit 1: Civics and Citizenship

## A program of

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June 28, 2010

Dear Educators and Administrators,

I proudly present to you the first collaboration of materials created by our team of educators at the Walter and Leonore Annenberg Presidential Learning Center, entitled Unit 1: Civics and Citizenship.

The mission of the Walter and Leonore Annenberg Presidential Learning Center's is to engage your students, the future leaders of America, in the study of our nation's democratic processes. Our aim is to develop proactive, informed, educated and conscientious citizens and leaders. We make it a priority to develop challenging, innovative, and standards based curriculum, that reflects research on the best practices employed in education today. We intend to make this curriculum available, free of charge, to educators and their students across the country. We are also aligning our efforts with prominent local and national civics oriented organizations to further the awareness of civics education.

We invite you to delve into Unit 1: Civics and Citizenship. Use the unit in its entirety or select pieces to enhance your current curriculum and materials. We encourage feedback as well. Please let us know what worked best in your class, what you needed to adapt, and how it was received by your administrators, peers, students, and their parents.

We would like to add a special thank you to Mike Duggan, Supervisory Archivist, who assisted with our search of the on-site Ronald Reagan Presidential Archives to find the best primary source documents and supporting material for our enclosed curriculum.

Please be sure to check back on our website often. We will be adding lesson plans, activities, and opportunities for you to engage your students. It will be a valuable resource for you as an educator and for your students as they embark on their journey to become active citizens and enthusiastic leaders in their schools and communities.

Let the educating begin,

A handwritten signature in black ink that reads "Krista Ann Kohlhausen". The signature is written in a cursive style.

Krista Ann Kohlhausen  
Director, Walter and Leonore Annenberg Presidential Foundation  
The Ronald Reagan Presidential Foundation

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# Lesson Overview Template

## Stage 1- Desired Results

ESTABLISHED GOALS	TRANSFER	
<p><i>What Content Standards, program and mission related goal(s) will this unit address?</i></p> <p>Center for Civic Education, National Standards for Civics and Government  <i>I.A.1, II.B.2, II.C.1, V.A.1, V.A.2, V.B.1, V.B.2, V.B.3, V.B.4, V.B.5, V.C.1, V.C.2, V.D.1, V.D.2, V.D.3, V.D.4, V.E.1, V.E.2, V.E.3, V.E.5</i></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>Ultimately, what should students be able to do, on their own, with their learning? What long-term transfer ability is desired?</i></p> <ul style="list-style-type: none"> <li>• SWBAT advocate for themselves as citizens</li> <li>• SWBAT fulfill their responsibilities as citizens</li> <li>• SWBAT take an active and participatory role in civic life</li> </ul>	
<p>National Council for the Social Studies, Curriculum Standards for Social Studies  <i>II.D, II.E, IV.B, IV.G, VI.A, VI.B, X.A, X.B, X.C, X.D, X.I, X.J</i></p> <p>International Reading Association and National Council of Teachers of English, IRA/ NCTE Standards for the English Language Arts  <i>1, 2, 3, 5, 6, 7, 8, 12</i></p> <p>The ISTE National Educational Technology Standards for Students  <i>1.A, 1.B, 2.A, 2.B, 2.D, 3.A, 3.B, 3.C, 3.D, 4.B, 5.B, 6.A, 6.D</i></p>	MEANING	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
	<p><i>What are the “big ideas” that students should come to understand?</i></p> <ul style="list-style-type: none"> <li>• Civic life is the public life of the citizen who is concerned with the affairs of his/her community both locally and nationally.</li> <li>• For democracy to be effective, citizens must be informed about and active in the government.</li> <li>• Citizens can participate in civic life in a variety of ways (professionally, politically, as an activist, as a volunteer, etc...).</li> </ul> <p><i>What specific understandings about them are desired?</i></p> <ul style="list-style-type: none"> <li>• Civic life differs from private life.</li> <li>• It is not enough to simply “know” about rights, responsibilities, and government. Effective citizens must be active in civic life to attain the government they desire.</li> <li>• There is no “right way” to engage in civic life.</li> </ul> <p><i>What misunderstandings are possible?</i></p> <ul style="list-style-type: none"> <li>• Personal actions determine civic virtue, and vice versa. (Ex. A bad father cannot be a good citizen).</li> <li>• I have neither the power nor the responsibility to shape the decisions and policies of my government.</li> <li>• I’m not into politics, so I can’t be a good citizen.</li> </ul>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer?</i></p> <ul style="list-style-type: none"> <li>• What is a “good” citizen?</li> <li>• What are the rights and responsibilities of a citizen in a democracy?</li> <li>• How can citizens actively engage in civic life?</li> <li>• Can an individual make a difference?</li> </ul>

# Lesson Overview Template

## Stage 1- Desired Results

ESTABLISHED GOALS	ACQUISITION OF KNOWLEDGE AND SKILLS	
<p><i>What factors may interfere with students reaching this (these) goal(s)?</i></p> <ul style="list-style-type: none"> <li>English Language Learners' comprehension of the various texts.</li> <li>Access to and familiarity with technology.</li> <li>Vast differences among students in terms of background knowledge.</li> <li>These factors will also vary widely from classroom to classroom depending on factors such as socio-economic status, race, citizenship status, personal experiences, and a range of other factors.</li> </ul>	<p><i>Students will know...</i></p> <p><i>What facts and basic concepts should students know?</i></p> <ul style="list-style-type: none"> <li>The definitions and practical implications of key terms such as: civics, citizenship, democracy, republic, constitutional democracy, etc...</li> <li>Basic rights of humans and citizens as enumerated in documents such as the Bill of Rights, Declaration of Independence, and Constitution.</li> <li>As a citizen of a community you have responsibilities both to yourself and the community.</li> <li>Civil Disobedience and its role in the interplay between the citizen and the government.</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><i>What skills and discrete procedures should students master?</i></p> <ul style="list-style-type: none"> <li>Interpreting and examining primary source documents related to civics and citizenship</li> <li>Reflecting on the extent of their own civic involvement</li> <li>Analyzing the civic life of a diverse range of people</li> <li>Assuming the role of an activist convincing others to become civically involved</li> <li>Creating an artifact that both demonstrates and advocates for civic involvement</li> </ul>

## Stage 2- Assessment Evidence

EVALUATIVE CRITERIA	<i>Students will show their learning by...</i>
<p><i>What criteria will be used to evaluate attainment of desired results?</i></p> <ul style="list-style-type: none"> <li>- Content Accuracy</li> <li>- Definition of civic participation</li> <li>- Descriptions of traits</li> <li>- Plausibility of examples</li> <li>- Quality and appearance of the Public Service Announcement</li> </ul>	<p>TRANSFER TASK(S):</p> <p><i>What evidence will you collect to assess understanding, knowledge &amp; skill? Will the proposed evidence provide valid and sufficient measures of all stated goals? Are Stages 1 and 2 fully aligned?</i></p> <p>Marketing Civics: You work for a major media conglomerate with divisions that include television, internet, radio, and print. Your task is to create a Public Service Announcement aimed at middle and high school students. With this PSA you want to accomplish three things: 1) Define what it means to have a civic life. 2) Demonstrate students of this age engaged in some form of active and responsible civic life centered around one of the Virtues Of The Effective Citizen (VOTE Citizen). 3) Encourage other young adults to find their own way to get civically involved.</p>
<ul style="list-style-type: none"> <li>- Correct Answers</li> <li>- Civics content knowledge</li> <li>- Clear and reflective responses</li> <li>- Effective synthesis</li> <li>- Clear and effective analysis</li> </ul>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1) Quiz – On key terms (Appendix)</li> <li>2) Essay – Students write to “essay” (in the French sense of the word- attempt, trial, weigh) their ideas about what it means to have an active civic life. They explore the concept of, and attempt to define and support, what it means to be civic minded. (see Suggestions for Rubrics in Appendix)</li> </ol>

# Lesson Overview Template

## Stage 2- Assessment Evidence (Cont.)

EVALUATIVE CRITERIA	<i>Students will show their learning by...</i>
	3) Quick Writes – Journal responses to questions, quotations and readings 4) Storyboard – to help sketch out PSA 5) Exit Slips 6) Student Handouts – paragraphs, close reading of primary texts, etc. 7) Teacher observations 8) Reflections

## Stage 3- Learning Plan

### *Summary of Key Learning Events and Instruction*

Lesson 1 – **Citizenship:** Students read and share quotations from many prominent figures that span history as they examine what it means to be a “good” citizen. Teachers will also introduce the essential questions for the unit, the unit task, and the rubric.

Lesson 2 – **Rights and Limits:** Students examine the “Declaration of Independence” and the “Bill of Rights” with the intent of determining the rights that are claimed in the former document and guaranteed in the latter.

Lesson 3 – **Roles and Responsibilities:** Students familiarize themselves with the responsibilities of a citizen as they explore posters from World War II and read Ronald Reagan’s “Citizenship Day Proclamation.”

Lesson 4 – **On Civil Disobedience:** Students examine Henry David Thoreau’s “On Civil Disobedience” as they explore the extent of a citizen’s duty to obey his/her government.

Lesson 5 – **Private vs. Public Characters:** Students will explore the difference between the private life and the civic life of a citizen as they read Abraham Lincoln’s “Eulogy for Henry Clay,” Condoleezza Rice’s “Opening Statement for the Secretary of State Confirmation Hearings,” and Senator John F. Kennedy’s “Statement on the Senate Reception Room.” As they read, students will be asked to identify the VOTE C (Virtues of the Effective Citizen) discussed in each of these primary sources.

Lesson 6 – **Civic Dispositions:** Students consider what it means to be a “good” American as they read through a selection of writings from “average” Americans first published in American Profile. Students will show learning through a “Writing to Learn” essay that sums up what it means to be a “good” citizen.

Lesson 7 – **Civic Participation:** Students examine Public Service Announcements from the Ad Council as they begin the work of composing a script for the Unit Task. Students are placed in groups and assigned their roles for the Unit Task. Teachers may decide to give scaffolding documents for Lesson 8 and 9 if appropriate.

Lesson 8 – **Differentiated Project Time:** Students complete the rough draft of their PSA using the appropriate scaffolding document.

Lesson 9 – **Differentiated Project Time:** Students observe and give constructive feedback to other groups in the class. Then, they self-assess using a checklist to ensure that their final product meets the standards of the Unit Task.

Lesson 10 – **Presentation:** Students will present their PSAs in their chosen medium while the teacher and class use the rubric provided to assess the student. An audience response sheet is provided as well as an end of unit reflection.

**Please see individual lesson plans for more thorough instructions and standards alignment.**

# Guide

To the Teacher:

This unit of study is the first unit of a national civics curriculum developed by the Walter and Leonore Annenberg Presidential Learning Center at the Ronald Reagan Presidential Foundation.

- **Primary Intended Audience:** High school level government and civics courses.
- **Secondary Intended Audience:** Several individual lessons can be used in high school U.S. History or American Literature courses. All units are aligned to National Civics, Social Studies, English Language Arts, and Technology standards.

Each unit will contain:

- **Preface:** A summary of the vision of both the Walter and Leonore Annenberg Presidential Learning Center and the Ronald Reagan Presidential Foundation.
- **Template:** A unit outline based on the Understanding by Design framework developed by Jay McTighe and Grant Wiggins.
- **Guide:** A summary of the curriculum and basic instructions on how to use it.
- **Calendar:** A brief overview of the unit that includes an abbreviated Focus Standard, Agenda, and Materials needed for each day. For definitions of the terms Teacher Master, Placard, and Student Handout see the Lessons section below.
- **Unit Task:** An end of unit, authentic performance task that is standards based and designed to assess student learning. We recommend that you introduce the task on the first day of the unit, and then give small portions of time throughout the unit for students to work together. We allot one to two days of class time for students to construct, refine, and finalize the project.
- **Lessons:** Each unit will contain a series of lessons that can be paced into different class schedules. These lessons will include:
  - o **Lesson Plan:** Detailed description with an Overview, Objective, Essential Questions, Classroom Procedures, Hook, Primary Source Exploration, Formative Assessment or Exit Slip, and Extension Activities.
  - o **Materials or Handouts:** The materials will be ready to use regardless of technology in the classroom. Handouts are ready to be reproduced and distributed to students.
    - **Teacher Masters** are any materials that may need to be reproduced but can be kept pristine for reuse in following years.
    - **Placards** are similar to Teacher Masters except they need no preparation. Placards should be printed on cardstock and can be used year after year. All Placards are accompanied with a Background Information Sheet on both the Primary Source and the author of the source. While this is intended for teacher use, students can also benefit from reading background material.
    - **Student Handouts** are any blackline or reproducible copies that teachers make for each individual student in their classes.
- **Appendix:** To aid in planning for a diverse group of students, this section will include research that supports our curriculum design, activities and strategies, and enrichment options.
- **Web Portal:** Our web portal is a great place to access resources, curriculum, and information on professional development opportunities. Please visit us at [www.reaganfoundation.org](http://www.reaganfoundation.org) for more information.

## Unit Overview

This unit of study will provide students a learning opportunity with regard to the rights and responsibilities of American citizens. The lessons are backwards designed to align with the National Standards for Civics and Government, the Curriculum Standards for Social Studies developed by the NCSS, the Standards for English Language Arts developed by the NCTE and the IRA, and the National Educational Technology Standards developed by the ISTE. The Walter and Leonore Annenberg Presidential Learning Center at the Ronald Reagan Presidential Foundation utilizes a project based approach to civic education while advocating for the comprehensive exploration of primary sources to meet this objective. We will occasionally suggest secondary sources and textbooks for further exploration of a topic; however, this does not in any way constitute an endorsement of the text. We hope that you and your students will also take advantage of the plethora of primary and secondary sources on the web to augment these lessons.

# Guide

## Unit 1 Primary Sources Materials

- Quotes from a variety of historical figures
- “Declaration of Independence” by Thomas Jefferson
- “Bill of Rights” by James Madison et al.
- The United States “Oath of Allegiance”
- “Citizenship Day Proclamation” by Ronald Reagan
- “On the Duty of Civil Disobedience” by Henry David Thoreau
- “Eulogy on Henry Clay” by Abraham Lincoln
- “Opening Statement to Foreign Relations Committee” by Condoleezza Rice
- “Statement on the Senate Reception Room” by Senator John F. Kennedy
- “What makes a good citizen?” from *American Profile*
- Propaganda Posters created by the United States Federal Government
- A selection of Public Service Announcements created in conjunction with the Ad Council.

## A Note on Time

Though we offer suggested times for many of the activities included in these lessons, please note that the focus of these lessons should not be the time allotted for each activity. Instead a deep understanding of the material and the essential questions should be the goal. Therefore, these suggested times should not serve as the barometer for when to move on with a lesson. The time it takes for students to reach an appropriate level of understanding varies widely across the country, in different parts of a state, within a city or town, and often inside a single classroom. As a professional educator, you will know better than anyone else when your students have the depth of understanding they need to move on.

Similarly, the calendar is arranged according to lesson rather than day. For example, Lesson 2 asks students to explore the “Declaration of Independence” and the “Bill of Rights.” Some teachers may feel they can reach a solid understanding of these documents in a single class period, and others might wish to spend several days examining these documents. These lesson plans, primary sources, and activities are designed to be flexible, so that you can use them in whatever manner best suits the needs of your classroom.

## Structure vs. Flexibility

In creating this unit, we have strived to achieve a balance between structure and flexibility. Our goal as a center is to provide lessons, materials, and activities that contribute to the aim of developing proactive informed, educated, and conscientious citizens and leaders. That said, the needs of educators in reaching this goal vary. There are many educators who desire classroom ready materials that have step by step instructions and ready-to-copy student handouts, so we have included those materials in this unit. It is classroom ready.

There are also educators who like to pick and choose elements of a lesson, and then tinker with activities and assessments to fine tune for their specific classroom. So for this educator, we have also created an ELL Toolkit, Strategies for Primary Source Analysis, Strategies for Vocabulary Development, and Strategies for Integrating Content-Area Writing to provide an array of options for classroom implementation.

We encourage you to make use of the activities that work best for your classroom, because we realize that our arrangement of these materials and our selection of activities might not always be the best fit. For example, each primary source is accompanied by a “Say, Mean, Matter” activity. Classes with gifted and high achieving students might find these activities repetitive, while language learners, struggling writers and students in need of a consistent structure would use them over and over again as an effective writing scaffold. We hope you find the materials useful, interesting, and worthy of your classroom and your students.

# Unit 1: Civics and Citizenship Calendar

Lesson 1 Citizenship	Lesson 2 Rights and Limits	Lesson 3 Roles and Responsibilities	Lesson 4 Civil Disobedience	Lesson 5 Private v. Public Character
<p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Quick Write</li> <li>Primary Source: Quotations</li> <li>Introduce Task and Rubric</li> <li>Exit Slip</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> T1A-D: Quotation Cards</li> <li><input type="checkbox"/> S1A: What Does It Mean?</li> <li><input type="checkbox"/> S1B: Quotation Exploration</li> <li><input type="checkbox"/> S1C: Exit Slip</li> <li><input type="checkbox"/> Unit Task: PSA</li> <li><input type="checkbox"/> Rubric for Unit Task</li> </ul> <p>FOCUS STANDARD: CCE V.A</p>	<p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Quick Write</li> <li>Primary Source: Founding Documents</li> <li>Exit Slip</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> T2A-B: Multiple Int. Stations</li> <li><input type="checkbox"/> P2A: Dec. of Independence</li> <li><input type="checkbox"/> P2B: Bill of Rights</li> <li><input type="checkbox"/> S2A: Reading Activity A</li> <li><input type="checkbox"/> S2B: Reading Activity B</li> <li><input type="checkbox"/> S2C: Exit Slip</li> </ul> <p>FOCUS STANDARD: CCE V.B</p>	<p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Naturalization Oath</li> <li>Primary Sources: Proclamation, Posters, Oath</li> <li>Exit Slip</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> P3A: Citizenship Day</li> <li><input type="checkbox"/> P3B-D: Posters</li> <li><input type="checkbox"/> S3A: Oath of Allegiance</li> <li><input type="checkbox"/> S3B: Reading Activity</li> <li><input type="checkbox"/> S3C: Posters Activity</li> <li><input type="checkbox"/> S3D: Exit Slip</li> </ul> <p>FOCUS STANDARD: CCE V.C</p>	<p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Four Corners</li> <li>Primary Source: Civil Disobedience</li> <li>Exit Slip</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> T4A: Four Corners Signs</li> <li><input type="checkbox"/> P4A: On Civil Disobedience</li> <li><input type="checkbox"/> S4A: Reading Activity</li> <li><input type="checkbox"/> S4B: Exit Slip</li> </ul> <p>FOCUS STANDARD: CCE V.B&amp;C</p>	<p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Four Corners</li> <li>Primary Sources: Eulogy, Senate Statements</li> <li>Exit Slip</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> P5A: Eulogy on Clay</li> <li><input type="checkbox"/> P5B: Rice Statement</li> <li><input type="checkbox"/> P5C: Kennedy Statement</li> <li><input type="checkbox"/> S5A: Reading Activity A</li> <li><input type="checkbox"/> S5B: Reading Activity B</li> <li><input type="checkbox"/> S5C: Reading Activity C</li> <li><input type="checkbox"/> S5D: VOTE-C</li> <li><input type="checkbox"/> S5E: Exit Slip</li> </ul> <p>FOCUS STANDARD: CCE V.D</p>
<p>Lesson 6 Civic Dispositions</p> <p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Citizenship Day Interview</li> <li>Primary Source: Citizens</li> <li>Write to Learn Essay</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> T6A-E: Citizen Day Cards</li> <li><input type="checkbox"/> S6A: Interview Sheet</li> <li><input type="checkbox"/> S6B: Essay Template</li> </ul> <p>FOCUS STANDARD: CCE V.D</p>	<p>Lesson 7 Civic Participation</p> <p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Script Writing</li> <li>What is a PSA?</li> <li>Choose Roles</li> <li>Scaffolding Documents</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> T7A-C: PSA Examples</li> <li><input type="checkbox"/> S7A: What is a PSA?</li> <li><input type="checkbox"/> S7B: Role Descriptions</li> <li><input type="checkbox"/> S7C: Video Storyboard</li> <li><input type="checkbox"/> S7D: Web Page Map</li> <li><input type="checkbox"/> S7E: Poster/ Print Ad Sketch</li> <li><input type="checkbox"/> S7F: Group Exit Slip</li> </ul> <p>FOCUS STANDARD: CCE V.E</p>	<p>Lesson 8 Differentiated Project Time</p> <p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Quick Write</li> <li>Review Scaffolding Docs.</li> <li>Rough Draft Due</li> <li>Effective Presentations</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric for Unit Task</li> </ul> <p>FOCUS STANDARD: CCE V.E</p>	<p>Lesson 9 Differentiated Project Time</p> <p>AGENDA:</p> <ol style="list-style-type: none"> <li>Hook: Quick Write</li> <li>Rehearsal Pairings and Rubric Assessment</li> <li>PSA Checklist</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> S9A: Group Feedback Form</li> <li><input type="checkbox"/> S9B: PSA Checklist</li> </ul> <p>FOCUS STANDARD: CCE V.E</p>	<p>Lesson 10 Presentation</p> <p>AGENDA:</p> <ol style="list-style-type: none"> <li>Presentations</li> <li>Evaluations</li> <li>Self-Assessment</li> <li>Reflection</li> </ol> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric for Unit Task</li> <li><input type="checkbox"/> S10A: Audience Response Sheet</li> <li><input type="checkbox"/> S10B: Self-Assessment and Reflection</li> </ul> <p>FOCUS STANDARD: CCE V.E</p>
<p><b>Note</b></p> <p>Please refer to individual lesson plans for more thorough instructions and standards alignment.</p>				<p><b>Calendar Key</b></p> <p><b>T#X: Teacher Master</b>  <b>P#X: Placard</b>  <b>S#X: Student Handout</b></p>

# Unit Task - Teacher Reference

*This project is designed using the concept of a performance task, a real world exercise that requires students to use skills and knowledge that transfer to a real world situation to show their understanding of the essential questions and key understandings associated with this unit.*

## GOAL

- Students will create a Public Service Announcement (PSA) that defines, exhibits, and encourages America's youth to be actively involved in "civic life."

## ROLE

- Students are producers for a major media outlet, KCVCS, that creates video, print, audio, and internet media.

## AUDIENCE

- The target audience for the students' PSA is high school juniors and seniors, a key target demographic for their client.

## SITUATION

- Students have been asked by the Civically Active Youth Advocacy Coalition (CAYAC) to create a Public Service Announcement that accomplishes three goals:
  - First, students must define "civic life." They may use any of the definitions presented by the primary sources examined in class, combine any of the definitions from the primary sources, or devise their own definitions.
  - Second, students must demonstrate students of this age engaged in active and responsible civic life centered around one of Virtues of the Effective Citizen (VOTE-C).
  - Third, they must encourage other young adults to find a way to actively engage in "civic life."

## PRODUCT, PERFORMANCE, and PURPOSE

- Students need to work with their team to create a clear message about the importance of having an active civic life, so that they can convince America's young adults to fulfill their civic responsibility to themselves and to future generations. Students should work with their team to create one of the following:
  - Video, web page, podcast, print ad, and/or poster.

## STANDARDS and CRITERIA for SUCCESS

- PSA needs to include:
  - A clear definition of "civic life" as opposed to private life.
  - Examples (video, audio, images, quotes) of students involved in "civic life." These should not be hypothetical or fictional, but real examples.
  - Active encouragement to other students regarding the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

# Unit Task Rubric - Teacher Reference

*“When performance criteria are made public, there is no ‘mystery’ as to the desired elements of quality or the basis for judging (and grading) student products and performances. Good-quality criteria provide clear instructional targets for teachers and learning targets for students. This also increases teacher and student confidence.”*

- Judith Arter and Jay McTighe, *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance*

On the next page you will find a suggested rubric to accompany the unit task for Unit 1: Civics and Citizenship. Rubrics are intended to serve as a road map for the students on how to achieve success on this project. Share this rubric with the students when the project is first assigned, and then again from time to time as the students are engaged in the work of the project. Providing a rubric allows students to clearly understand the requirements and expectations of the assignment. Teachers can assign a certain number of points to each category of the rubric, or use it as a holistic measure of understanding. The first two categories of the rubric are directly linked to the objectives of the Unit Task and the essential questions covered in this unit. Keep this in mind when determining the final value of each category in the rubric.

Depending on your time frame, it can also be quite rewarding to have the students determine the language and criteria for the rubric as a class. This places the student in the role of assessor before starting work on the unit task. This can lead to a great increase in terms of understanding and buying into the performance criteria.

# Rubric and Criteria for Success

Category	One of the Founding Fathers 4- Above and Beyond	Informed Citizen 3- Meets Expectations	My Friends Tell Me Who to Vote for 2- Approaches Expectations	Bill of Rights? Never Heard of Him 1- Novice Learner
Definition of Civic life	<i>Accurate and fully supported definition of civic life goes beyond what was taught in the class and shows thorough understanding.</i>	<i>Clearly and correctly defines civic life and shows sufficient understanding.</i>	<i>Definition of civic life shows basic or simplistic understanding of concept, but lacks complexity and/or depth.</i>	<i>Definition shows little to no understanding of civic life.</i>
Description of form of Civic Participation using VOTE-C	<i>Accurately, thoroughly, and insightfully explains, evaluates, and clearly advocates for a specific form of civic participation.</i>	<i>Explains, evaluates, and acknowledges a form of civic participation.</i>	<i>Suggests a form of civic participation, but without much explanation or evaluation.</i>	<i>A suggestion for civic participation is merely hinted at or simply ignored altogether.</i>
Continuity and Polish of Final Product	<i>Outstanding continuity of PSA provides strong evidence of preparation, organization, and productivity. Project is polished and professional looking.</i>	<i>PSA has good continuity. Demonstrates evidence of preparation and organization. Project is complete and acceptable.</i>	<i>PSA has minimal continuity. Evidence of preparation and organization is lacking. Finished product is in need of further refinement.</i>	<i>PSA is generally disjointed. Little or no evidence of preparation or organization.</i>
Mechanics and Clarity	<i>Project demonstrates control of the conventions of written and spoken English. Message is readily and clearly communicated.</i>	<i>Project mostly demonstrates control of the conventions of written and spoken English. Most of the message is readily and clearly communicated.</i>	<i>Project demonstrates some control of the conventions of written and spoken English, though the message is confusing or difficult to understand in parts.</i>	<i>Project demonstrates little or no control of the conventions of written and spoken English. The message is often confusing and difficult to understand.</i>
Collaboration (if applicable)	<i>Student listens to, shares with, and supports the efforts of others in the group. Encourages synergy of all group members.</i>	<i>Usually listens to, shares with, and supports the efforts of others in the group. Does not cause problems in the group.</i>	<i>Often listens to, shares with, and supports the efforts of others in the group. Actions occasionally impede or hinder group progress.</i>	<i>Rarely listens to, shares with, and supports the efforts of others in the group. Actions frequently hinder and impede group progress.</i>
Teacher Comments				



# MEMO

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Your task is to create a Public Service Announcement (PSA) that defines, exhibits, and encourages America's youth to be actively involved in "civic life."

## ROLE

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You are a producer for the media outlet, KCVCS, that creates video, print, audio, and internet media.

## AUDIENCE

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The target audience for your PSA is high school juniors and seniors, a key demographic for your client.

## SITUATION

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Your group has been asked by the Civically Active Youth Advocacy Coalition (CAYAC) to create a Public Service Announcement that accomplishes three goals:

- First, you must define "civic life." You may use any of the definitions presented by the primary sources you have examined, combine any of the definitions from the primary sources, or devise your own definition.
- Second, you must demonstrate students of this age engaged in active and responsible civic life centered around one of Virtues of the Effective Citizen (VOTE-C).
- Third, you must encourage other young adults to find a way to actively engage in "civic life."

## PRODUCT, PERFORMANCE, and PURPOSE

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Work with your team to create a clear message about the importance of having an active civic life, so that you can convince America's young adults to fulfill their civic responsibility to themselves and to future generations. You should work with your team to create one of the following:

- Video, web page, podcast, print ad, and/or poster

## STANDARDS and CRITERIA for SUCCESS

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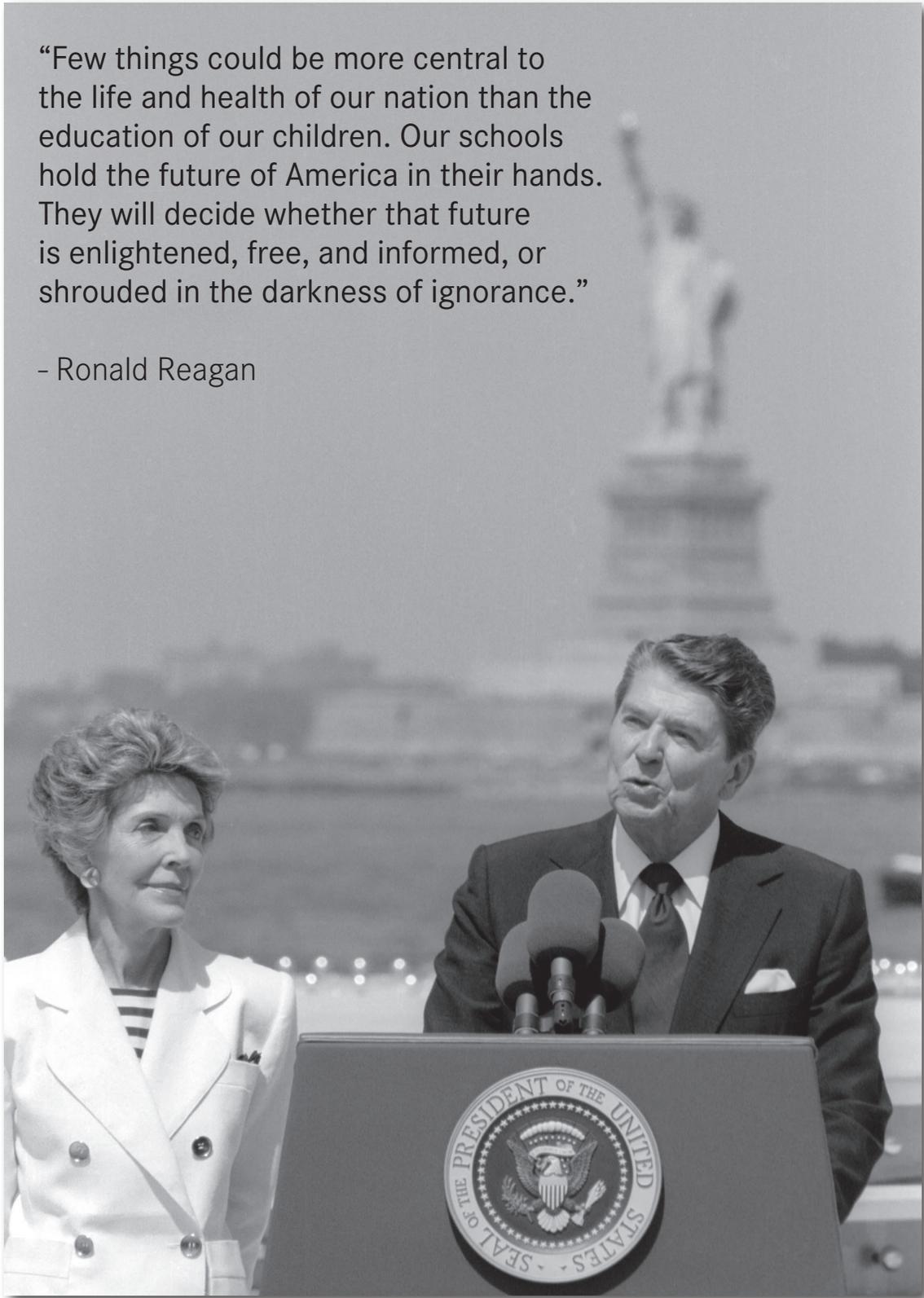
Your PSA needs to include:

- A clear definition of "civic life" as opposed to private life.
- Examples (video, audio, images, quotes) of students involved in "civic life." These should not be hypothetical or fictional, but real examples.
- Actively encourage students to be civic-minded, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
- Refer to attached rubric for specific assessment criteria.

# Lesson Plans

“Few things could be more central to the life and health of our nation than the education of our children. Our schools hold the future of America in their hands. They will decide whether that future is enlightened, free, and informed, or shrouded in the darkness of ignorance.”

- Ronald Reagan



# Lesson 1: Civics and Citizenship

## Overview

This lesson will be the introduction to Unit 1: Civics and Citizenship. In this lesson, students will learn about various perspectives on citizenship and will be introduced to the Unit Task, a student created Public Service Announcement (PSA).

## Objectives

Students will be able to (SWBAT):

- identify traits of good citizenship
- explain the meaning of citizenship

## Classroom Procedures

I. Essential Question(s) - What is a good citizen?

II. Agenda

- Essential Question
- Hook: What is a citizen?
- Primary Source Exploration: Quotations
- Exit Slip

III. Hook (10-15 minutes)

- Project or show an image of Muhammad Ali and have students respond to his quotation “Service to others is the rent you pay for your room here on earth.” They may interpret the quotation, react to it, or share a story that illustrates this point.
- Class discussion of quotation and how it relates to the idea of citizenship.

IV. Primary Source Exploration (35-45 minutes)

- Students are each given a quotation card. (see Teacher Master 1A-D)
- Distribute Student Handout 1A and read directions as a class. You may want to model the Say, Mean, Matter activity with one of the quotations. Students then complete handout. Discuss key terms as a class.
- Distribute Student Handout 1B. Read directions as a class. Have class complete the activity. Circulate and informally monitor discussion. Allow ten to fifteen minutes for completion.
- Students then write for five minutes responding to the question: “Based on what you’ve heard and what you knew before, what does it mean to be a good citizen?”
- Small group discussion of responses, followed by class discussion.

V. Introduce Unit Task and Rubric (10-20 minutes)

- Tell students that this unit will examine the roles and responsibilities of citizens, and that they will create a PSA to show their understanding of these concepts. Read through the Unit Task and Rubric as a class.

VI. Formative Assessment/ Exit Slip

- Red: I know that good citizenship is not...
- White: I’m a bit confused about, or a question I have is...
- Blue: I know this about being a good citizen:

## STANDARDS

### CCE/NSCG

- V.A.1. Explain the meaning of citizenship in the United States
- V.E.5. Explain the importance of knowledge to competent and responsible participation in American democracy.

### NCSS

- II. Time, Continuity, and Change.
- X. Civic Ideals and Practices.
  - a. identify key ideals of the United States’ democratic republican form of government, such as individual human dignity, liberty justice, equality, and the rule of law, and discuss their application in specific situations.

## KEY TERMS

**CITIZENSHIP-** A citizen is a participatory member of a political community. Citizenship is gained by meeting the legal requirements of a national, state, or local government. A nation grants certain rights and privileges to its citizens. In return, citizens are expected to obey their country’s laws and defend it against its enemies.

**DEMOCRACY-** This term comes from Ancient Greece. It describes a government where the people have a say in determining the activities of the state. It has also been expanded to describe a philosophy that insists on the right of the people to control their government for their purposes. Places a high value on the equality of individuals.

**CONSTITUTIONAL DEMOCRACY-** A form of government in which the sovereign power of the people is clearly defined in a governing constitution.

**REPUBLIC-** A republic is a form of government in which power rests in a voting citizenry and is exercised by representatives chosen either directly or indirectly by the citizenry.

**CIVICS-** A social science dealing with the rights and responsibilities of citizens. From the Latin *civicus* “of a citizen” and *civis* “townsman.” Originally used to describe a crown of oak leaves awarded to one who saved the life of a fellow citizen during

*Directions: Cut out the quotation cards below and distribute one quotation to each student. Students should silently read the quotation to themselves and complete the first section of Student Handout 1A. After a written response to their quotation, students will review some key terms. Students then meet with five other students, read the quotations aloud to one another, and then summarize the ideas from the quotes on Student Handout 1B. Students then write for five minutes responding to the prompt at the end of Student Handout 1B.*

“The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight.”

–THEODORE ROOSEVELT

POLITICIAN

1858-1919

“It is not always the same thing to be a good man and a good citizen.”

- ARISTOTLE

PHILOSOPHER

384 BC- 322 BC

“As citizens of this democracy, you are the rulers and the rules, the law-givers and the law-abiding, the beginning and the end.”

- ADLAI STEVENSON

POLITICIAN

1900-1965

“A passive and ignorant citizenry will never create a sustainable world.”

– ANDREW GAINES

PHILOSOPHER

1938-

“Citizenship consists in the service of the country.”

- JAWAHARLAL NEHRU

POLITICIAN

1889-1964

“No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.”

– KOFI ANNAN

DIPLOMAT

1938-

“Every good citizen makes his country’s honor his own, and cherishes it not only as precious but as sacred. He is willing to risk his life in its defense and is conscious that he gains protection while he gives it.”

– ANDREW JACKSON

POLITICIAN

1767-1845

“The job of a citizen is to keep his mouth open.”

– GUNTER GRASS

AUTHOR

1927-

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“Ask not what your country can do for you. Ask what you can do for your country.”

- **JOHN F. KENNEDY**  
**POLITICIAN**  
**1917-1963**

“...we all have an obligation as citizens of this earth to leave the world a healthier, cleaner, and better place for our children and future generations.”

- **BLYTHE DANNER**  
**ACTRESS**  
**1943-**

“A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be citizens in a democracy.”

- **ELIZABETH L. HOLLANDER**  
**CIVIC ENGAGEMENT LEADER**

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

- **MARGARET MEAD**  
**ANTHROPOLOGIST**  
**1901-1978**

“We pay a price when we deprive children of the exposure to the values, principles, and education they need to make them good citizens.”

- **SANDRA DAY O’CONNOR**  
**SUPREME COURT JUSTICE**  
**1930-**

“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.”

- **ARCHBISHOP DESMOND TUTU**  
**SPIRITUAL LEADER**  
**1931-**

“We who enjoy liberty should understand that, as Thomas Paine wrote, ‘‘Those who expect to reap the blessings of freedom must . . . undergo the fatigue of supporting it.’’ It’s our duty to work together for a strong America – morally strong, economically strong, and strong enough militarily that we might preserve this precious heritage.”

- **RONALD REAGAN, POLITICIAN**  
**1911-2004**

“Each man must for himself alone decide what is right and what is wrong, which course is patriotic and which isn’t. You cannot shirk this and be a man. To decide against your conviction is to be an unqualified and excusable traitor, both to yourself and to your country, let men label you as they may.”

-**MARK TWAIN**  
**AUTHOR**  
**1835-1910**

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“Never do anything against conscience even if the state demands it.”

-ALBERT EINSTEIN  
PHYSICIST  
1879-1955

“As long as the world shall last there will be wrongs, and if no man objected and no man rebelled, those wrongs would last forever.”

- CLARENCE DARROW  
LAWYER  
1857-1938

“A constitutional democracy is in serious trouble if its citizenry does not have a certain degree of education and civic virtue.”

- PHILLIP E. JOHNSON  
PROFESSOR  
1940-

“A decent and manly examination of the acts of government should not only be tolerated, but encouraged.”

- WILLIAM HENRY HARRISON  
POLITICIAN  
1773-1841

“A people that values its privileges above its principles soon loses both.”

- DWIGHT D. EISENHOWER  
ARMY GENERAL AND POLITICIAN  
1890-1969

“Be the change you want to see in the world.”

- MOHANDAS GANDHI  
POLITICAL LEADER  
1869-1948

“Gardens, scholars say, are the first sign of commitment to a community. When people plant corn they are saying, let’s stay here. And by their connection to the land, they are connected to one another.”

- ANNE RAVER  
NEW YORK TIMES GARDENING COLUMNIST

“From what we get, we make a living; what we give however, makes a life.”

- ARTHUR ASHE  
TENNIS PLAYER  
1943-1993

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“I expect to pass through life but once. If, therefore, there be any kindness I can show, or any good thing I can do for any fellow being, let me do it now...”

- **WILLIAM PENN**  
**FOUNDER OF PENNSYLVANIA**  
**1644-1718**

“Hold it, that a little rebellion, now and then, is a good thing, and as necessary in the political world as storms in the physical.”

- **THOMAS JEFFERSON**  
**POLITICIAN**  
**1743-1826**

“I must study politics and war that my sons will have liberty to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce and agriculture in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain.”

- **JOHN ADAMS**  
**POLITICIAN**  
**1735-1826**

“Just because we cannot do everything for everyone does not mean we should do nothing for anyone.”

- **BILL CLINTON**  
**POLITICIAN**  
**1946-**

“Let us more and more insist on raising funds of love, of kindness, of understanding, of peace.”

- **MOTHER TERESA**  
**MISSIONARY**  
**1910-1997**

“To encourage literature and the arts is a duty which every good citizen owes to his country.”

- **GEORGE WASHINGTON**  
**GENERAL AND POLITICIAN**  
**1732-1799**

“I realized that public affairs were also my affairs. I became active in politics because I saw the possibility, if we all sat back and did nothing, of a world in which there would no longer be any stages for actors to act on.”

- **HELEN GAHAGAN DOUGLAS**  
**ACTRESS AND POLITICIAN**  
**1900-1980**

“The most important thing an institution does is not to prepare a student for a career but for a life as a citizen.”

- **FRANK NEWMAN**  
**EDUCATOR**  
**1927-2004**

NAME: \_\_\_\_\_ PER: \_\_\_\_\_ DATE: \_\_\_\_\_

Unit 1: Civics and Citizenship, Lesson 1: Citizenship

Student Handout 1A

## What does it mean to be a good citizen?

*Directions: Silently read the quotation your teacher has given you. Afterwards, copy it into the SAY box below. Then, explain the direct meaning of your quotation in the MEAN box. Finally, explain what idea expressed by the quotation is most important, and why, in the MATTER box.*

Say	Mean	Matter

*Do you agree or disagree with the quotation? Explain:*

--

*Directions: Below are definitions to five words you have probably heard used over and over. Let's make sure we understand what they mean before we move on.*

Word	Definition
1. Civics	
2. Citizen	
3. Democracy	
4. Constitutional Democracy	
5. Republic	

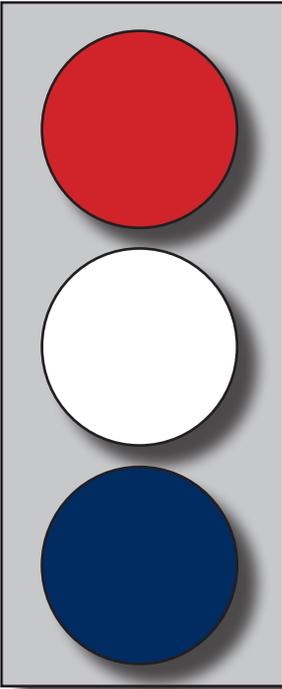
## Quotation Exploration

*Directions: You have completed the Say, Mean, Matter table and understand what your quotation is saying. Now, visit a minimum of five other people in the class. Each of you should take turns and read your quotations aloud to each other. Take a moment to summarize the message of the other person's quotation. Feel free to ask questions and share your interpretations with your partner.*

Author of Quotation	Key Idea from Quotation

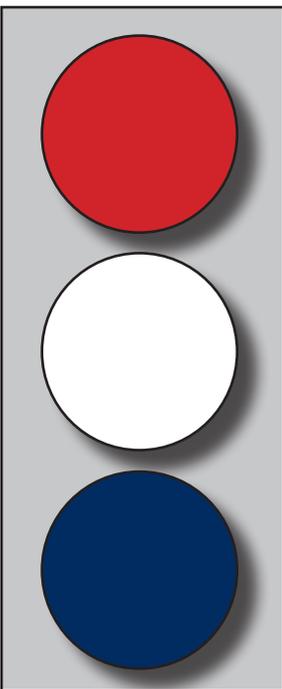
*Directions: Now that you've heard several ideas about what it means to be a good citizen, write a summary paragraph on what you believe it means to be a good citizen. You may incorporate or expand on some of the ideas you've heard today, refute one of the ideas above, or go in a completely different direction.*

## Exit Slip: Lesson 1



<i>I know that good citizenship is not...</i>
<i>I'm a bit confused about, or a question I have is...</i>
<i>I know this about being a good citizen...</i>

## Exit Slip: Lesson 1



<i>I know that good citizenship is not...</i>
<i>I'm a bit confused about, or a question I have is...</i>
<i>I know this about being a good citizen...</i>

# Lesson 2: Rights and Limits

## Overview

Students will explore the “endowed” rights asserted by Jefferson in the Declaration of Independence, and the rights granted to citizens in the Bill of Rights. Students will differentiate between the different types of rights and explore relationships between them. Finally, they will examine the “scope and limits” of individual rights in the United States.

## Objectives

Students will be able to (SWBAT):

- identify traits of good citizenship
- Discuss their own ideas about a perfect citizen and a perfect government

## Classroom Procedures

I. Essential Question(s) – What is a good citizen?

II. Agenda

- Essential Question
- Hook: Quick Write
- 4 Corners: Multiple Intelligence Response
- Primary Source Exploration: Bill of Rights, Declaration of Independence
- Exit Slip

III. Hook (15-20 minutes)

- Students respond in class notebook to, “Which rights are the most important? Why?” This should be written or projected on the board.
- Multiple Intelligence Response Faire (see Teacher Masters 2A-B for description of stations and activities).

IV. Primary Source Exploration (60-90 minutes)

- Students are divided into two groups of equal size.
- One group will receive copies of the Declaration of Independence and one group will receive copies of the Bill of Rights. (Placards 2A and 2B)
- Teacher will give brief overview of the Bill of Rights and the Declaration of Independence (see Teacher References), and distribute Student Handout 2A and 2B. Have students read the directions and complete the Pre-Reading Activity.
- Students then explore their document and complete the During Reading activity.
- Teacher leads a group discussion of documents and Post-Reading Activity.

V. Formative Assessment/ Exit Slip

- Red: A citizen does not have the right to...
- White: The most important right of a citizen is...
- Blue: A question I have about rights is...

VI. Extension Activities

- Read and discuss the full list of grievances against King George. Have students make their own list of grievances (about school, home, the cafeteria, the freedoms of students, etc...) and draft their own Declaration of Independence or Bill of Rights.

## STANDARDS

CCE/NSCG

- V.B.1, 2, 3 Identify major documentary statements of personal rights, political rights, and economic rights.
- V.B.4 Evaluate the relationships between personal, political, and economic rights.
- V.B.5 Evaluate the argument that all rights have limits.
- V.C.1 Explain distinction between personal and civic responsibilities.
- V.E How can citizens take part in civic life?

NCSS

- VI: Power, Authority, & Governance
  - b. explain the purpose of government and analyze how its powers are acquired, used, and justified.

IRA/ NCTE

- 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

## KEY TERMS

**DECLARATION OF INDEPENDENCE-**

Primarily written by Thomas Jefferson, the Declaration of Independence was a formal announcement declaring that the thirteen American colonies were no longer under the control of the British Empire. It lists a series of grievances against King George the III and declares that men are born with the right to Life, Liberty and the Pursuit of Happiness.

**BILL OF RIGHTS-** The first ten amendments to the Constitution of the United States is commonly known as the Bill of Rights. It was the creation and addition of the Bill of Rights that ultimately helped lead to the ratification of the Constitution itself. Specifically enumerated rights include: freedom of speech, freedom of assembly, freedom of the press, the right to bear arms, and several other rights as well.

- Gifted Extension: Have students reply to the Declaration of Independence as though they were King George. They should defend British policy and respond as they see fit to each of the charges leveled by Jefferson.
- Have students analyze the source of “inalienable rights” described by Thomas Jefferson in the Declaration of Independence. Research the documents that influenced Jefferson, for example the Constitution of Virginia, the Virginia Bill of Rights, the 1689 English Declaration of Rights, and John Locke’s second treatise on government. Also, share with them the following quotations from Thomas Jefferson that help shed light on his belief on the source of natural rights:
  - o *Can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are the gift of God? That they are not to be violated but with His wrath.*– Thomas Jefferson, Notes on the State of Virginia
  - o *The God who gave us life gave us liberty at the same time; the hand of force may destroy, but cannot disjoin them.* – Thomas Jefferson, A Summary View of the Rights of British America
- ELL Extension: Divide up the sections of the Declaration of Independence and have students complete the GIST activity (see ELL Toolkit). Then come together as a class and model a Think Aloud for each section discussed by the students.

*Directions:* Create four stations in your classroom with ample room to work. Photocopy and place one Station Guide at each station. Depending on how large your class size is, you might want to make duplicate copies of these stations and create eight groups.

## WRITING STATION

**Materials Needed:**

- Writing Implements
- Chart Paper

**Directions:**

- Your task is to discuss your responses to the Quick Write as a group, and then write down a response that conveys the group's thoughts on which rights are the most important. You may use bullet points, a poem, billowy Victorian prose, or any other method of writing that is able to convey, in writing, the ideas of your group. Write your response on the chart paper to share with the class. You have ten minutes to complete this task.

## PERFORMANCE STATION

**Materials Needed:**

- Notebooks
- Response to Quick Write

**Directions:**

- Your task is to discuss your responses to the Quick Write as a group. Once you have reached a consensus on which rights are the most important, your group will create a Frozen Moment. You and your group will freeze, as though you are statues, in a scene that shows these rights in action. When it is time to share, you should hold your pose and allow the class to guess at which rights you are portraying. Then explain to your classmates your reasoning for choosing this pose. You have ten minutes to complete this task.

*Directions:* Create four stations in your classroom with ample room to work. Photocopy and place one Station Guide at each station. Depending on how large your class size is, you might want to make duplicate copies of these stations and create eight groups.

## ART STATION

**Materials Needed:**

- Crayons, Colored Pencils, or Markers
- Chart Paper

**Directions:**

- Your task is to discuss your responses to the Quick Write as a group. Once you have discussed, you must, as a group, create a collage that shows these rights in action. Each person in the group must draw a separate portion of the collage. You will have ten minutes to complete this task.

## MUSIC STATION

**Materials Needed:**

- Notebooks
- Response to Quick Write

**Directions:**

- Your task is to discuss your responses to the Quick Write as a group. Once you have reached a consensus on which rights are the most important, your group will create a song and/or dance to convey these rights. You may customize the lyrics of an existing song or create something entirely new. Everyone in the group must contribute to the presentation in some way. You have ten minutes to complete this task.



THOMAS JEFFERSON

**The unanimous Declaration of the thirteen united States of America,**

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

*(The Declaration of Independence goes on to list a series of grievances against the King, a select few are included here.)*

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

## AUTHOR BACKGROUND: Thomas Jefferson (1743- 1826)

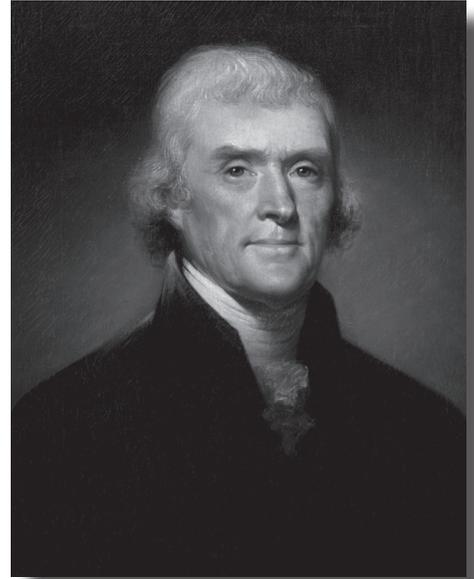
***“Every generation needs a new revolution.” - Thomas Jefferson***

Thomas Jefferson is best known as the primary author of the Declaration of Independence and served as the third president of the United States. A Renaissance man, Jefferson was a botanist, lawyer, architect and public servant.

He attended the College of William and Mary, and served in the Virginia House of Burgesses. Eventually he drafted the Declaration of Independence. Prior to the ratification of the Constitution, Jefferson was an ardent supporter of an inclusion of a Bill of Rights, and advocated for a separation of church and state. He eventually went on to become the country's first Secretary of State, then Vice President to John Adams and became president in the election known as the Revolution of 1800, the first peaceful transfer of power in history.

As President, Jefferson's purchase of the Louisiana Territory doubled the size of the United States. After serving two terms in the White House, Jefferson retired to his home in Monticello where he pursued his many interests, including the design of the University of Virginia, of which he was both founder and architect.

Thomas Jefferson is considered one of the Founding Fathers and an architect of America. He died on July 4th, 1826 within hours of fellow Founding Father, John Adams.



Thomas Jefferson

***“He will live in the memory and gratitude of the wise & good, as a luminary of Science, as a votary of liberty, as a model of patriotism, and as a benefactor of human kind.”***

***-James Madison***

## BACKGROUND: The Declaration of Independence (1776)

As the Second Continental Congress convened in Philadelphia in June of 1776, Richard Henry Lee of Virginia offered a resolution, “Resolved: That these United Colonies are, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.” As a result of this, Congress appointed a Committee of Five to draft a statement making a case for independence. The committee consisted of Thomas Jefferson, Roger Sherman, Ben Franklin, Robert Livingston and John Adams. They gave the task of writing the Declaration to Jefferson, who was an avid supporter of natural rights as introduced by John Locke. Jefferson borrowed from Locke's Two Treatises of Government insisting that man had “unalienable rights.” While Locke stated those were “life, health, liberty and possessions,” Jefferson changed possessions to the “pursuit of happiness” arguably because of the status of slaves in America. On July 2, the Second Continental Congress passed the Lee Resolution, and on July 4th, 1776 they approved the Declaration of Independence, a formal declaration of war against England.

## Sources and Recommended Readings

“Biography of Thomas Jefferson, Author of the Declaration of Independence and Third President of the United States.” *Thomas Jefferson's Monticello*. Web. 11 June 2010. <<http://www.monticello.org/jefferson/biography.html>>.

“Declaration of Independence - A History.” *The Charters of Freedom*. National Archives and Records Administration. Web. 12 Jan. 2011. <[http://www.archives.gov/exhibits/charters/declaration\\_history.html](http://www.archives.gov/exhibits/charters/declaration_history.html)>.

Bailyn, Bernard. *The Origins of Independence*. New York: Alfred A. Knopf, 1968.

Locke, John (1690). *Two Treatises of Government* (10th edition). Project Gutenberg. <<http://www.gutenberg.org/dirs/etext05/trgov10h.htm>>.

# Congress OF THE United States,

begun and held at the City of New York, on  
Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent any abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficial ends of all; **RESOLVED** by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution: viz,

**ARTICLES** in addition to, and amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the several States, pursuant to the fifth Article of the original Constitution.

first.... After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, which, the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand, until the number of Representatives shall amount to two hundred, after which the proportion shall be so regulated by Congress, that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons.

second.... No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

third.... Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

fourth.... A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

fifth.... No Soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

sixth.... The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, without probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

seventh.... No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled, in criminal cases to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

eighth.... In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, or in which the district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of Counsel for his defence.

ninth.... In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

tenth.... Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

eleventh.... The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

twelfth.... The powers not delegated to the United States by the Constitution, nor prohibited to the States, are reserved to the States or to the people.

THE BILL OF RIGHTS

JAMES MADISON, NATIONAL ARCHIVES

**Congress of the United States** begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

**THE** Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

**RESOLVED** by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

**ARTICLES** in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

#### **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

#### **Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

#### **Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

#### **Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

#### **Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

#### **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### **Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### **Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

**AUTHOR BACKGROUND: James Madison (1751- 1836)**

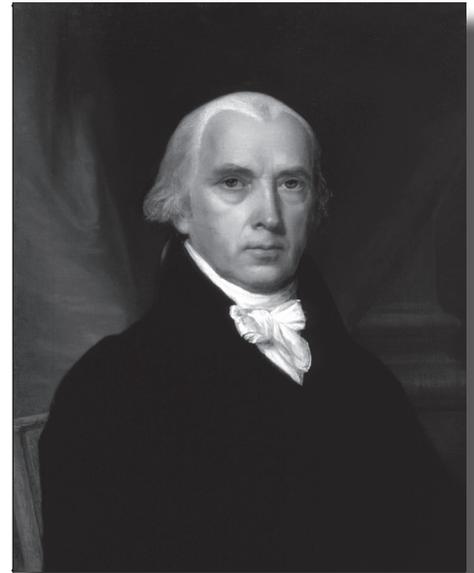
***“A well-instructed people alone can be permanently free people.” - James Madison***

James Madison is often called the “Father of the Constitution.” He was the fourth President of the United States of America, and presided over a period known as the Era of Good Feelings.

He graduated from Princeton University, then called the College of New Jersey, and studied government and law. His experience in the Virginia legislature and the Continental Congress paved the way for his influential role during the Constitutional Convention.

Though credited as the head author of the Constitution, he felt it “ought to be regarded as the work of many heads and many hands.” His thorough notes on the Constitutional Convention have been a boon to historians. Alongside John Jay and Alexander Hamilton, Madison authored the *Federalists Papers*, which helped persuade the public to adopt the Constitution.

During his presidency, Madison dealt with a divided Congress during the War of 1812. Ultimately, the British marched on Washington and set fire to the White House. In 1815, the war ended with the signing of the Treaty of Ghent. Ultimately, neither side gained any territory as a result of status quo ante bellum, or the reversion to previously established borders. In his retirement, Madison worked alongside Thomas Jefferson in founding the University of Virginia.



James Madison

***“He studied what was wrong with republics, old ones and new ones, how they failed and why they were failing. He studied what was wrong, and why republics failed, so that he could build a republic that would last, and he pretty much did’ – William Lee Miller***

**BACKGROUND: The Bill of Rights (1789)**

The Bill of Rights is the first ten amendments to the United States Constitution. It served as a guarantee that the United States government would not violate the rights of the American people. Influenced by the English Bill of Rights and the Virginia Declaration of Rights, it was a critical compromise to ensure the ratification of the Constitution by the States. Deriving from States’ grievances against the rule of a monarch, James Madison accumulated twenty amendments from the states under the Articles of Confederation and constructed the Bill of Rights. While Madison is mainly credited with authorship of the Constitution and the original amendments, it was George Mason whose voice of dissent pushed Madison to include this declaration of rights.

**Sources and Recommended Readings**

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<<http://www.whitehouse.gov/about/presidents/jamesmadison>>.

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<[http://archives.gov/exhibits/charters/constitution\\_history.html](http://archives.gov/exhibits/charters/constitution_history.html)>.

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## Declaration of Independence

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases seem important? Why?*

**Author:**

*What do you know about the author?*

### DURING READING

*Directions: As you read, find quotation from each section of the Declaration to help answer the question below. In the "Say" section, write down the quotation. In the "Mean" section, write your interpretation of the quotation.*

**What are the rights of a citizen?**

<i>Say</i>	<i>Mean</i>
<i>Preamble</i>	
<i>Statement of Beliefs</i>	
<i>Complaints against the King</i>	
<i>Colonial attempts to address problems</i>	
<i>Declaration</i>	

**Unit 1: Civics and Citizenship, Lesson 2: Rights and Limits** **Student Handout 2A**

**POST READING ACTIVITY**

**Directions:** Now, choose ONE of the three quotes from the DURING READING ACTIVITY and circle it, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves you may simply write your paragraph using the quote as evidence.

CONTEXT/ SAY	MEAN	MATTER
<b>“SAY” SENTENCE STARTERS</b>	<b>“MEAN” SENTENCE STARTERS</b>	<b>“MATTER” SENTENCE STARTERS</b>
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above, write a paragraph explaining “What are the rights of a citizen?” Feel free to use the provided sentence starters and the template below.

<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

## Bill of Rights

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases from the text seem important? Why?*

**Author:**

*What do you know about the author?*

*Directions: Choose four words from the text that you think you will need to know in order to have better understanding of the text. Write the best definition you can from examining context or other sources provided by your teacher.*

<i>Word</i>	<i>Definition</i>

### DURING READING

*Directions: As you read, please find three quotes that help answer the question below. In the “Say” section, write down the quotation. In the “Mean” section, write your interpretation of the quotation.*

**What are the rights of a citizen?**

<i>Say</i>	<i>Mean</i>

**Unit 1: Civics and Citizenship, Lesson 2: Rights and Limits** **Student Handout 2B**

**POST READING ACTIVITY**

**Directions:** Now, choose ONE of the three quotes from the DURING READING ACTIVITY and circle it, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves you may simply write your paragraph using the quote as evidence.

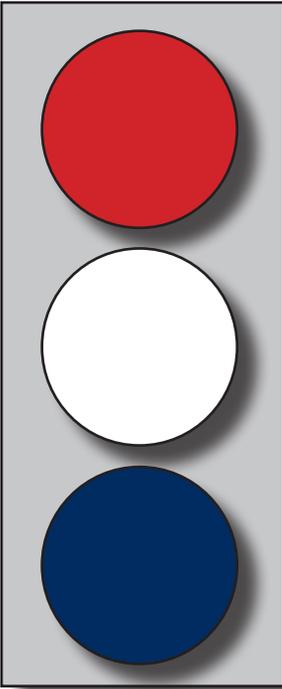
CONTEXT/ SAY	MEAN	MATTER
<b>“SAY” SENTENCE STARTERS</b>	<b>“MEAN” SENTENCE STARTERS</b>	<b>“MATTER” SENTENCE STARTERS</b>
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above, write a paragraph explaining “What are the rights of a citizen?” Feel free to use the provided sentence starters and the template below.

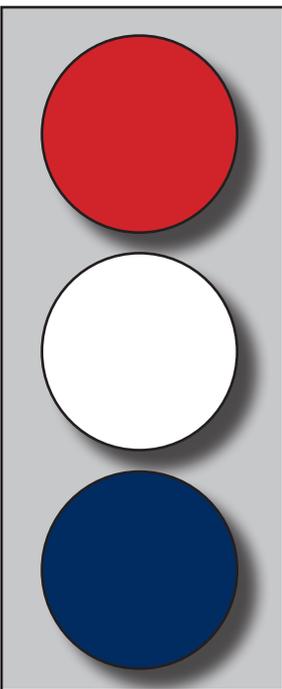
<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

## Exit Slip: Lesson 2



<i>A citizen does not have the right to...</i>
<i>The most important right of a citizen is...</i>
<i>A question I have about rights is...</i>

## Exit Slip: Lesson 2



<i>A citizen does not have the right to...</i>
<i>The most important right of a citizen is...</i>
<i>A question I have about rights is...</i>

# Lesson 3: Roles & Responsibilities

## Overview

In this lesson, students will examine and evaluate the many obligations and responsibilities of citizens, including:

- voting
- being informed
- voluntarism
- public service/ public duty
- military or other service
- obligation to humanity
- guarding their own liberties and rights

## Objectives

Students will be able to (SWBAT):

- Understand the obligations and responsibilities of citizenship
- Differentiate between natural born and naturalized citizens
- Examine the relationship between personal and civic responsibilities.

## Classroom Procedures

I. Essential Question(s) – What are the responsibilities of a citizen?

II. Agenda

- Essential Question
- Hook: “Oath of Allegiance”
- Primary Source Exploration
- Exit Slip

III. Hook (10-15 minutes)

- Ask students if they have ever thought about the responsibilities of a citizen. Tell them that many countries require new citizens to take an Oath of Allegiance, and that to understand what these citizens must pledge, they will take an oath to your class.
- Have students stand beside their desks, raise their right hand, and repeat the following oath.

*I \_\_\_\_\_, swear my most sacred oath, and pledge my eternal fealty and service to the Greatness that stands before me. To my wise, fair and just teacher, I vow to be faithful and eager, to speak and to be silent, to do and to learn, to come and to go, to serve and to work, in accordance with your omniscient will. I vow to take up arms to defend thy honor against all enemies, foreign or scholastic. I forsake my allegiance to all other teachers. O benevolent and glorious teacher; in need or in plenty, in peace or in war, in living or in dying, before lunch and after, until my time in high school comes to an end, or until Death takes me, or the world ends. I do solemnly pledge my everlasting loyalty and servitude.*

- After they have repeated the oath, distribute Student Handout 3A. Have students work either individually or with a partner to respond to the questions on Student Handout 3A.
- After ten minutes, share ideas in a whole class discussion.
- Note: You may want to consider the varying degrees of citizenship status for the students in your classroom over the course of this lesson.

## STANDARDS

CCE/NSCG

- V.A.2 Explain the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens
- V.C.1 Explain the meaning of citizenship in the United States
- V.C.2 Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy

NCSS

- X. Civic Ideals and Practices.
  - b. identify examples of rights and responsibilities of citizens;
  - d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

IRA/ NCTE

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

## KEY TERMS

**VALUES-** beliefs of a person or social group in which they have an emotional investment.

**NATURALIZATION-** the granting of citizenship to a person born abroad.

**IMMIGRATION-** the act of moving to a country where one was not born in order to settle.

**RESPONSIBILITIES-** duties, obligations or legal responsibilities for which a person is held accountable.

**CIVIC LIFE-** the public life of a citizen who is concerned with the affairs of the community and nation.

**PRIVATE LIFE-** the personal life of a person, devoted primarily to the pursuit of personal interests.

**PUBLIC GOOD-** a concept referring to the general welfare or common well-being of a community of people.

#### **IV. Primary Source Exploration (60-90 minutes)**

- In this activity, students will examine a variety of written and visual primary source documents that explore the responsibilities of citizens. These include a Citizenship Day Proclamation issued by President Ronald Reagan, a series of propaganda, recruitment, and marketing posters from the early 20th Century, and an article about American aid abroad. As students explore these documents, they will use Student Handouts 3A and 3B to respond to and interpret these sources. Ultimately, they will use these sources as well as their own ideas to help define the responsibilities of a citizen.
- Sources: The teacher may choose to discard a primary source depending on time or they may choose to do a Jigsaw Activity (see description in Appendix)
  - I. Proclamation on Citizenship Day and Constitution Week – By Ronald Reagan (Placard 3A)
  - II. Responsibility Posters (Placards 3B-3H)
  - III. The Americans are Coming – Bob Greene (<http://www.cnn.com/2010/OPINION/01/23/greene.haiti.american.aid/index.html>)
- Students will read Ronald Reagan’s “Citizenship Day Proclamation” and decide what President Reagan believed were the primary roles and responsibilities of American citizens. (Student Handout 3A)
- Students will do a gallery walk of the Responsibilities of a Citizen and complete Say, Mean, Matter chart from the images provided. (Student Handout 3B)
- Students will read the article “The Americans are Coming” and decide if Americans have responsibilities abroad as well as at home. (Student Handout 3A)
- It is up to the teacher’s discretion whether or not to complete all stages of reading activities. However, it is recommended that some form of Pre-Reading, During Reading and Post Reading activity occur.

#### ***Pre-Reading (LP Pre During Post Font, LP Reading Activity Style)***

- Students use prior knowledge to make a list of as many roles and responsibilities of a citizen as they can. (A brief review of civic life versus private life might be helpful)

#### ***During Reading***

- Students look for quotes that support their opinion, and include them on Student Handout

#### ***Post Reading***

- Students will complete a graphic organizer that summarizes all of the responsibilities of being a citizen
- In groups, students will summarize their beliefs regarding the responsibilities of an American citizen, and then complete their exit slip

#### **V. Formative Assessment/ Exit Slip**

- Red: A responsibility citizens don’t have is:
- White: A question I still have about the responsibilities of citizens is:
- Blue: One way that I fulfill my responsibilities is:, One way that I will fulfill my responsibilities in the future is:

#### **VI. Extension Activities**

- Watch a naturalization ceremony on YouTube.
- Have students make posters similar to the examples in this lesson that show them fulfilling their responsibilities as a citizen, and post these around the classroom. (<http://bighugelabs.com> has some great easy to use resources for designing posters online)
- Have students read the local newspaper looking for articles on people fulfilling their responsibilities, and create an “In the News” bulletin board featuring responsible citizens on one of the walls in the classroom. You could even have students reach out to one of these individuals and have him/her come speak to the class.
- Gifted Extension: Have students compare propaganda posters from both sides of World War II. Compare posters created by the United States, England, and France to posters created in Germany, Italy, and Japan. How are the messages similar? How are they different? What does the ideal citizen look like according to these pieces of propaganda?
- ELL Extension: Have students complete a Final Word activity after examining each of the primary sources.



PRESIDENT RONALD REAGAN (1911-2004)

*EXECUTIVE OFFICE OF THE PRESIDENT OF THE UNITED STATES*



## Citizenship Day and Constitution Week, 1982

*By the President of the United States of America*

### **A Proclamation**

Chief Justice John Marshall wrote, "the people make the Constitution, and the people can unmake it. It is the creature of their own will, and lives only by their will." It is appropriate, therefore, that we set aside September 17, 1982, the 195th anniversary of the Constitution, to celebrate Citizenship Day and to begin Constitution Week.

The Constitution provides the structure of our federal system and a system of checks and balances that applies equally to each branch of government, to relations between the states and the Federal Government, and, as importantly, to each of us. It protects the rights of all Americans to "life, liberty and the pursuit of happiness" and limits governmental authority to ensure these liberties are faithfully protected—both by and from the state.

But in the end it is each citizen who is responsible for protecting the liberties set forth in the Constitution and Bill of Rights. Therefore, while Citizenship Day is a day of celebration, it is also a day of remembrance and dedication. This is particularly so in view of this time in our history. Two hundred years ago, with freedom assured by victory at the Battle of Yorktown, our forefathers began the process culminating in the adoption of the Constitution on September 17, 1787.

On this day and throughout this week, we should reaffirm our commitment to this "compact" which gives "stability to the present and certainty to the future." And, as we approach the 200th anniversary of the Constitution, we must remember that an active and informed citizenry is not just a right; it is an obligation.

In recognition of the place the Constitution holds in our Nation, and the paramount role our citizens play in maintaining the United States, the Congress, by joint resolution on February 29, 1952 (36 U.S.C. 153), designated September 17th as Citizenship Day, and by joint resolution of August 2, 1956 (36 U.S.C. 159), requested the President to proclaim the week beginning September 17th and ending September 23rd of each year as Constitution Week.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, call upon appropriate Government officials to display the flag of the United States on all Government buildings on Citizenship Day, September 17, 1982. I urge Federal, State and local officials, as well as leaders of civic, educational and religious organizations to conduct ceremonies and programs that day to commemorate the occasion.

I also proclaim the week beginning September 17th, 1982 as Constitution Week, and I urge all Americans to observe that week with programs that stress the importance of the Constitution to our individual freedoms and form of government. I call upon all citizens to join in studying the events and documents surrounding the adoption of our Constitution in 1787 so that its bicentennial may be celebrated with renewed learning of the history and purpose of this Charter of Freedom.

IN WITNESS WHEREOF, I have hereunto set my hand this 23rd day of June, in the year of our Lord nineteen hundred and eighty-two, and of the Independence of the United States of America the two hundred and sixth.

*Ronald Reagan*

By the President of the United States of America

A Proclamation

Chief Justice John Marshall wrote, “the people make the Constitution, and the people can unmake it. It is the creature of their own will, and lives only by their will.” It is appropriate, therefore, that we set aside September 17, 1982, the 155th anniversary of the Constitution, to celebrate Citizenship Day and to begin Constitution Week.

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**AUTHOR BACKGROUND: Ronald Reagan (1911- 2004)**

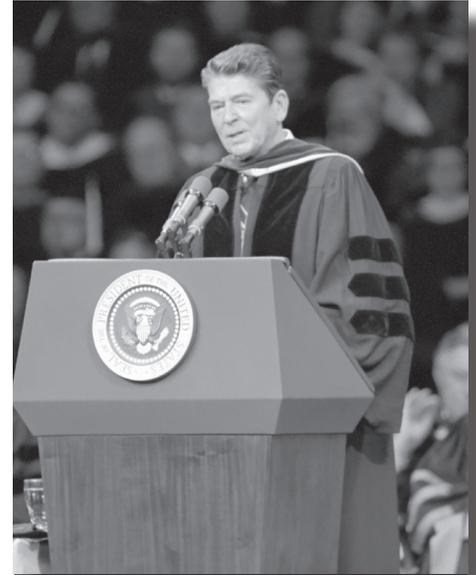
***“Government is not the solution to our problem, government is the problem.” – Ronald Reagan***

Born in Tampico, Illinois, Ronald Reagan was the 40th President of the United States and earned the title of “the Great Communicator” because of his evocative speaking and his extraordinary ability to relate to ordinary people. After graduating from Eureka college, Reagan worked as a radio broadcaster in Iowa before moving to California and becoming an actor. He appeared in more than fifty films and became President of the Screen Actor’s Guild. He also served as a spokesman for General Electric for eight years. In 1952, he married actress Nancy Davis. Reagan was elected governor of California in 1966.

Elected as President of the United States in 1980, Reagan presided over a time of peace and economic prosperity. Early on in his administration, Reagan survived an assassination attempt. In 1984, President Reagan was re-elected in a landslide, and the Reagan Revolution, the reinvigoration of American morale, was in full effect. President Reagan was the first to nominate a woman, Sandra Day O’Connor, to the Supreme Court. At the height of the Cold War, President Reagan was able to hold a series of summits with Mikhail Gorbachev, General Secretary of the Soviet Union. On June 12, 1987, in front of the Brandenburg Gate in West Berlin, Reagan famously challenged Gorbachev to “tear down this wall” as a sign of true openness to change. Reagan’s belief in achieving “peace through strength” helped dismantle the Soviet Union and bring about the fall of communist regimes across the globe.

Reagan retired in Los Angeles, and penned his autobiography *An American Life*. In 1994 Reagan wrote a letter to the American people revealing he had been diagnosed with Alzheimer’s disease and remained out of the public eye until his death in 2004.

***“Ronald Reagan had a higher claim than any other leader to have won the Cold War for liberty and he did it without a shot being fired.” – Margaret Thatcher***



Ronald Reagan

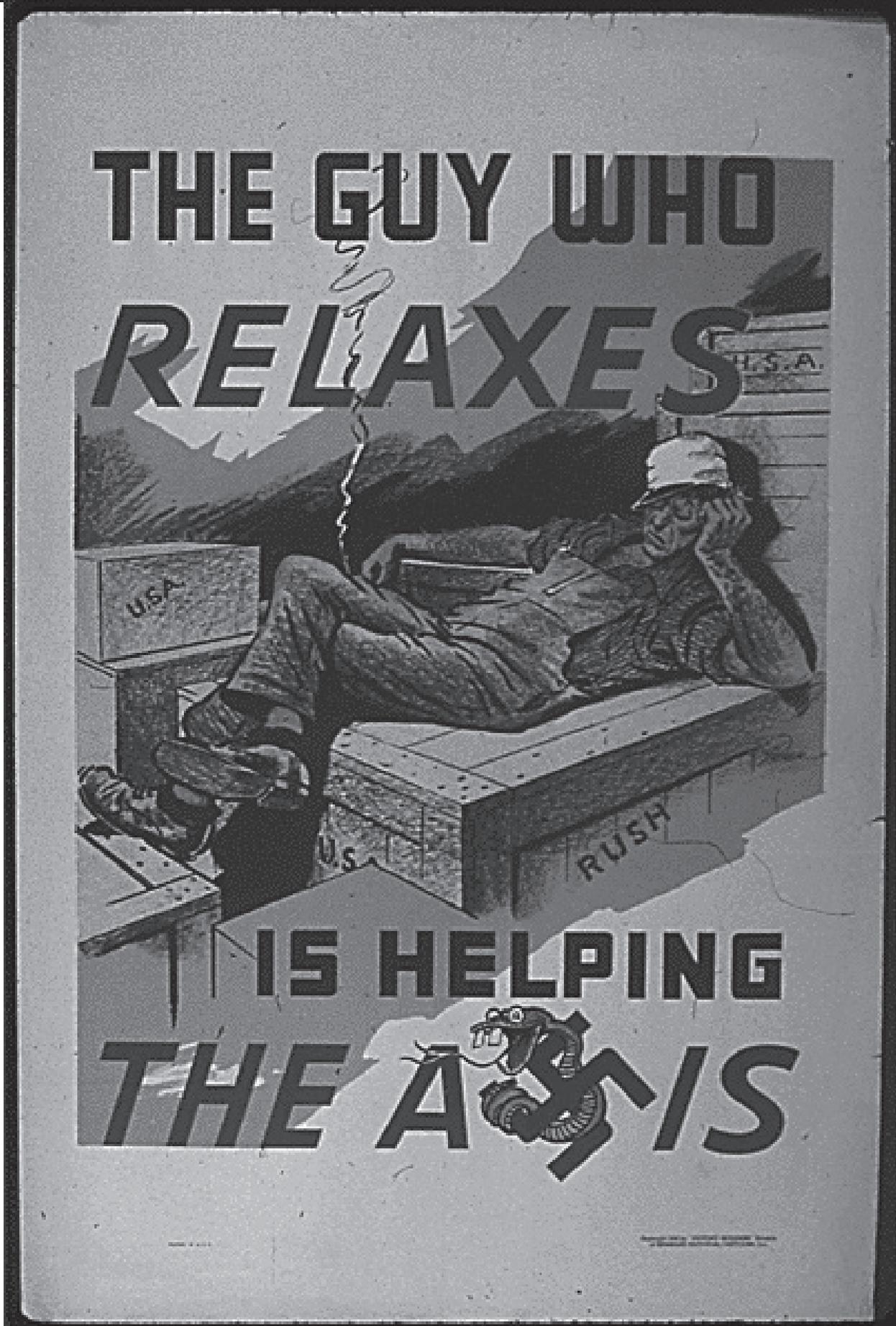
**BACKGROUND: Constitution Week and Citizenship Day (1956)**

Held in commemoration of the signing of the Constitution on September 17, 1787, Constitution Day and Citizenship Day is a combined event celebrated annually on that day. In 1939, news moguls William Randolph Hearst called for a day to celebrate American Citizenship. The following year, Congress created “I Am an American Day.” In May, however, President Harry Truman replaced that with Citizenship Day. On August 2, 1956, Congress declared the week of September 17 through September 23 to be Constitution Week. During this time, the President may issue a proclamation for government buildings to display the American flag, and invite the nation to do the same. Recently, educational entities such as the US Department of Education and the Center for Civic Education have provided mandates and funding for educational programs to be implemented on the 17th of September.

**Sources and Recommended Readings**

- “Ronald Reagan.” *The White House*. Web. 26 June 2010. < <http://www.whitehouse.gov/about/presidents/ronaldreagan> >
- “Pre-Presidential Biographical Sketch of Ronald W. Reagan.” *Ronald Reagan Presidential Library, National Archives and Records Administration*. Web. 26 June 2010. < <http://www.reagan.utexas.edu/archives/reference/prepresbio.html> >
- Associated Press. “Reagan and Thatcher, Political Soul Mates” *msnbc.com*. msnbc, 5 June 2004. Web. 26 June 2010. < [http://www.msnbc.msn.com/id/5145739/ns/us\\_news-the\\_legacy\\_of\\_ronald\\_reagan/](http://www.msnbc.msn.com/id/5145739/ns/us_news-the_legacy_of_ronald_reagan/) >
- “Constitution Day and Citizenship Day.” *Library of Congress*. Library of Congress. Web. 26 June 2010. < <http://www.loc.gov/law/help/commemorative-observations/constitution-day.php> >





*"We're Depending  
on You!"*



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# Become a Paratrooper

## JUMP INTO THE FIGHT

Soldiers between the ages of 18 and 32, inclusive, who believe they have the qualifications for this thrilling service, may apply for parachutist training. Ask your Commanding Officer for application form.





## Oath of Allegiance

### READING ACTIVITY

*Directions: The Oath of Allegiance is an oath that is taken by all immigrants who wish to become citizens of the United States. The first officially recorded Oaths of Allegiance date back to the Revolutionary War. Read the Oath of Allegiance below and then respond to the questions that follow.*

#### Oath of Allegiance to the United States

*"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."*

### QUESTIONS

1. Which phrase from the Oath do you find most intriguing? Why?
2. Which part of the oath do you think is most important? Why?
3. Are there any portions of the Oath that you believe should not be included? Why?
4. Do you think that people who take this oath think about the responsibilities of citizenship more than natural born citizens? Why or why not?
5. Should natural born citizens have to take an oath like this? Why or why not?

## Proclamation for Citizenship Day

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases from the text seem important? Why?*

**Author:**

*What do you know about the author?*

*Directions: Choose four words from the text that you think you will need to know in order to have better understanding of the text. Write the best definition you can from examining context or other sources provided by your teacher.*

<i>Word</i>	<i>Definition</i>

### DURING READING

*Directions: As you read, please find three quotes that help answer the question below. In the “Say” section, write down the quotation. In the “Mean” section, write your interpretation of the quotation.*

**What are the roles and responsibilities of a citizen?**

<i>Say</i>	<i>Mean</i>

**Unit 1: Civics and Citizenship, Lesson 2: Roles and Resp. Student Handout 3B**

**POST READING ACTIVITY**

**Directions:** Now, choose ONE of the three quotes from the DURING READING ACTIVITY and circle it, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves you may simply write your paragraph using the quote as evidence.

CONTEXT/ SAY	MEAN	MATTER
“SAY” SENTENCE STARTERS	“MEAN” SENTENCE STARTERS	“MATTER” SENTENCE STARTERS
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above, write a paragraph explaining “What are the roles and responsibilities of a citizen?” Feel free to use the provided sentence starters and the template below.

<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

## Responsibility Posters

### PRE-EXAMINATION

*Directions: Before you closely examine the posters, scan them and record the following information.*

**Text and Time:**

*What does the text say? What do you think it means? When do you think these posters were made? Why?*

**Images:**

*Choose two specific parts of the images that jump out at you? Explain why you choose these items.*

### DURING EXAMINATION

*Directions: As you closely examine the posters, please find four images or text that help answer the question below.*

**What are the roles and responsibilities of a citizen?**

<i>Say</i>	<i>Mean</i>
<i>In this column, write a quote from the text or sketch an image from the poster that you believe suggests a role or a responsibility for a citizen.</i>	<i>In this column, explain what the text or image suggests about the role or responsibility of a citizen. Explain what it means.</i>

**POST EXAMINATION ACTIVITY**

**Directions:** Now, choose ONE image or excerpt from the DURING EXAMINATION ACTIVITY, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves, you may simply write your paragraph using the text or image as evidence.

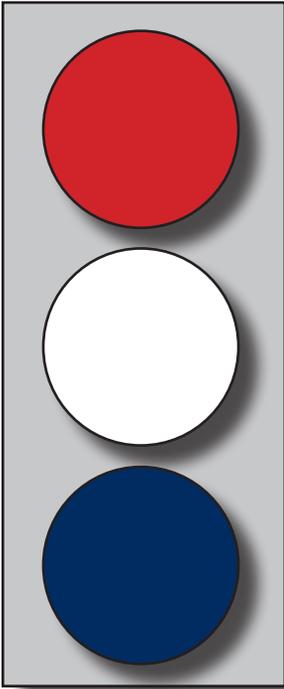
CONTEXT/ SAY	MEAN	MATTER
“SAY” SENTENCE STARTERS	“MEAN” SENTENCE STARTERS	“MATTER” SENTENCE STARTERS
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above, write a paragraph explaining “What are the roles and responsibilities of a citizen?” Feel free to use the provided sentence starters and the template below.

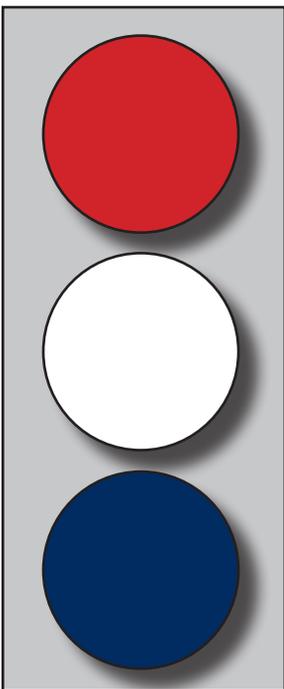
<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

### Exit Slip: Lesson 3



<i>A responsibility that citizens don't have is:</i>
<i>A question I still have about the responsibilities of citizens is:</i>
<i>One way I that I currently fulfill my responsibilities is:</i>  <i>One way that I fulfill my responsibilities in the future is:</i>

### Exit Slip: Lesson 3



<i>A responsibility that citizens don't have is:</i>
<i>A question I still have about the responsibilities of citizens is:</i>
<i>One way that I currently fulfill my responsibilities is:</i>  <i>One way that I fulfill my responsibilities in the future is:</i>

# Lesson 4: Civil Disobedience

## Overview

Students will explore Henry David Thoreau's essay, "On the Duty of Civil Disobedience" as they further examine the responsibilities of a citizen. Specifically they will examine the role of civil disobedience in a democratic society.

## Objectives

Students will be able to (SWBAT):

- Explore the balance between rights and responsibilities
- Define civil disobedience
- Evaluate if and when personal interests should take precedence over public good

## Classroom Procedures

I. Essential Question(s) – What are the rights and responsibilities of a citizen?

II. Agenda

- Essential Question
- Hook: Four Corners Activity
- Primary Source Exploration
- Exit Slip

III. Hook (15 minutes)

- As students enter the class, the following statement is written or projected on the board: "To be a good citizen, you must be disobedient from time to time."
- The four corners of classroom are labeled as follows: Strongly Agree, Agree, Disagree, Strongly Disagree. (These signs are included with the materials for this lesson)
- The teacher reads the statement aloud to the students. Students then move to the corner of the classroom that best represents their reaction to the statement. While in their corner, students discuss their reasoning with other members of the group, and form an argument explaining why. (5 minutes)
- Each group chooses a spokesperson to present their viewpoint. Each group has one minute to explain its reasoning, with another minute allowed for questions and response from the other groups. (10 minutes)
- Students who change their mind during the course of the discussion may change groups.

IV. Primary Source Exploration (50-70 minutes)

- In this primary source exploration students will read Henry David Thoreau's essay "On the Duty of Civil Disobedience." For background on Thoreau and the essay, please see the Teacher Reference page for this lesson.
- It is up to the teacher's discretion whether to complete all stages of reading activities. However, it is recommended that some form of Pre-Reading, During Reading and Post Reading activity occur.
- Distribute Student Handout 4A to students and read the directions as a class.

## STANDARDS

### CCE/NSCG

- V.B.1 explain how personal rights are secured in American constitutional democracy by such means as... a vigilant citizenry
- V.C.1 evaluate the importance for the individual and society of:
  - taking care of one's self
  - accepting responsibility for the consequences of one's actions
  - adhering to moral principles
  - considering the rights and interests of others
  - behaving in a civil manner
- V.E.3 explain what civil disobedience is, how it differs from other forms of protest, what its consequences might be, and evaluate the circumstances under which it might be justified

### NCSS

- II. Time, Continuity, and Change
  - e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgments.

### IRA/ NCTE

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

## KEY TERMS

**MORALITY**- concern with the distinction between good and evil or right and wrong.

**DISSENT**- to voice disagreement, especially with a majority

**CIVIL DISOBEDIENCE**- the act of refusing to follow certain laws or government mandates without any use of violence.

**LAW**- a collection of rules imposed by a governing body.

### ***Pre-Reading***

- Henry David Thoreau’s “On the Duty of Civil Disobedience.” Identify key vocabulary. Preview the key words and main ideas, and re-focus students on the essential question. Tell students that Thoreau was an important thinker who definitely would have been standing in the “Strongly Agree” corner of the room for the hook activity.

### ***During Reading***

- As they read, they should look for quotes that specifically relate to the essential question.

### ***Post Reading***

- “What is a good citizen?” and what is Thoreau saying is the duty of a citizen? Does a responsible citizen have to be disobedient from time to time? Do they agree with Thoreau’s ideas? Has anyone changed their answer from the beginning of the class?

## **V. Formative Assessment/ Exit Slip**

- Red: I don’t agree with Thoreau’s stance on... because...
- White: I’m a bit confused about, or a question I have is...
- Blue: Thoreau’s best idea about citizenship is...:

## **VI. Extension Activities**

- Read or watch videos about other figures and events related to the concept of civil disobedience, including Mohandas Gandhi, Martin Luther King, Jr., the Uprising of 1953 in East Germany, or the Chinese Tiananmen Square protests of 1989 in China.
- Have students look in local or national newspapers for stories related to civil disobedience, bring in the stories and add to an “In the News” bulletin board.
- Gifted Extension: Have students create a spectrum of civil disobedience ranging from acceptable to unacceptable. Ask them to try and determine “the line” for effective forms of civil disobedience. For example, an organized march or hunger strike might be at the more acceptable end of the spectrum, whereas unprovoked violence against civilians would be at the unacceptable end of the spectrum. They should research and use actual historical examples in the creation of the spectrum.
- ELL Extension: Have students complete the SQ3R activity as they read through Thoreau’s essay. Vocabulary and syntax might be particularly difficult for this selection, so stopping frequently to highlight main points and check for understanding would aid in comprehension. Also, having students complete word maps for challenging vocabulary and posting these maps around the room for reference during a re-read would help.
- This unit in particular would be great for an interdisciplinary project with a Language Arts course. Specifically, this ties into any course on American Literature. For students who’d like to know more about Transcendentalism, try reading Eric Foner and John Garraty’s *The Reader’s Companion to American History*.

**STRONGLY  
AGREE**

# AGREE

**STRONGLY  
DISAGREE**

**DISAGREE**



HENRY DAVID THOREAU (1817-1862)

*PORTRAIT BY BENJAMIN MAXHAM, 1856*

I heartily accept the motto, "That government is best which governs least"; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe—"That government is best which governs not at all"; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it.

...But, to speak practically and as a citizen, unlike those who call themselves no-government men, I ask for, not at once no government, but at once a better government. Let every man make known what kind of government would command his respect, and that will be one step toward obtaining it.

After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases can not be based on justice, even as far as men understand it. Can there not be a government in which the majorities do not virtually decide right and wrong, but conscience?—in which majorities decide only those questions to which the rule of expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right.

...Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents on injustice. A common and natural result of an undue respect for the law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power?

The mass of men serve the state thus, not as men mainly, but as machines, with their bodies. They are the standing army, and the militia, jailers, constables, posse comitatus, etc. In most cases there is no free exercise whatever of the judgment or of the moral sense; but they put themselves on a level with wood and earth and stones; and wooden men can perhaps be manufactured that will serve the purpose as well. Such command no more respect than men of straw or a lump of dirt. They have the same sort of worth only as horses and dogs. Yet such as these even are commonly esteemed good citizens.

...How does it become a man to behave toward the American government today? I answer, that he cannot without disgrace be associated with it. I cannot for an instant recognize that political organization as my government which is the slave's government also.

...However, the government does not concern me much, and I shall bestow the fewest possible thoughts on it. It is not many moments that I live under a government, even in this world. If a man is thought-free, fancy-free, imagination-free, that which is not never for a long time appearing to be to him, unwise rulers or reformers cannot fatally interrupt him.

...The authority of government, even such as I am willing to submit to...is still an impure one: to be strictly just, it must have the sanction and consent of the governed. It can have no pure right over my person and property but what I concede to it. The progress from an absolute to a limited monarchy, from a limited monarchy to a democracy, is a progress toward a true respect for the individual. Even the Chinese philosopher was wise enough to regard the individual as the basis of the empire. Is a democracy, such as we know it, the last improvement possible in government? Is it not possible to take a step further towards recognizing and organizing the rights of man? There will never be a really free and enlightened State until the State comes to recognize the individual as a higher and independent power, from which all its own power and authority are derived, and treats him accordingly.

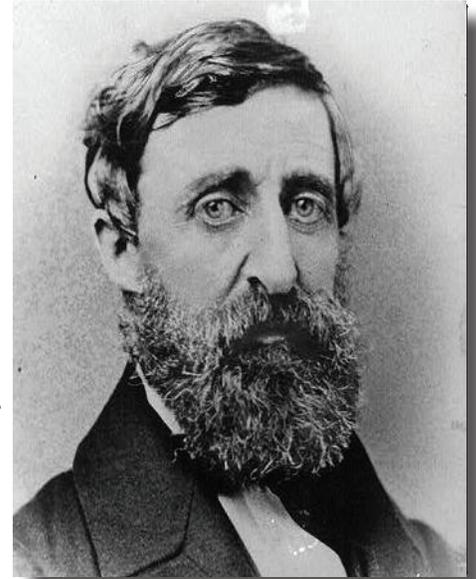
**AUTHOR BACKGROUND: Henry David Thoreau (1817- 1862)*****“That government is best which governs least.” - Henry David Thoreau***

Born in Concord, Massachusetts, Henry David Thoreau was an essayist, poet, naturalist, philosopher, abolitionist, and American Transcendentalist.

He graduated from Harvard University in 1837, but, as his friend and colleague Ralph Waldo Emerson noted, Thoreau was an iconoclast who educated himself. Both Thoreau and Emerson are heralded as leaders of the American Transcendentalist movement, a series of new ideas spanning literature, philosophy, religion, and culture born in 19th Century New England. Transcendentalists believed that rationalization for their religious and philosophical beliefs came from within as opposed to a reaction to the sensual outer world.

Thoreau is perhaps most famous for his nature experiment at Walden Pond where he “chose to be rich by making his wants few.” He published *Walden* (1854), an account of his sojourn in nature. His most recognized essay “Resistance to Civil Government,” better known as “Civil Disobedience,” is an eloquent argument for following one’s conscience as opposed to the law. Thoreau’s ideas influenced Mohandas Gandhi and Martin Luther King, Jr., who adopted Thoreau’s peaceful means of protest.

Thoreau is often quoted today from his extensive publications, abundant journals and unfinished projects. He has left an enduring mark on American thought.



Henry David Thoreau

***“No truer American existed than Thoreau.” -Ralph Waldo Emerson*****BACKGROUND: On the Duty of Civil Disobedience (1849)**

Thoreau authored his famous essay after spending a night in prison for tax evasion. A staunch abolitionist, he felt his refusal to pay taxes was a form of protest against the government expenses on the Mexican American War and the expansion of slavery. Thoreau advocated for individuals to choose their consciousness over the laws of an unjust state. He argued eloquently that it is a citizen’s duty to protest injustice as opposed to yielding to the norms of government and society. Thoreau’s work later influenced Mohandas Gandhi and Dr. Martin Luther King Jr. in formulating their forms of “creative protest.”

**Sources and Recommended Readings**

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## On the Duty of Civil Disobedience

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases from the text seem important? Why?*

**Author:**

*What do you know about the author?*

*Directions: Choose four words from the text that you think you will need to know in order to have better understanding of the text. Write the best definition you can from examining context or other sources provided by your teacher.*

<i>Word</i>	<i>Definition</i>

### DURING READING

*Directions: As you read, please find three quotes that help answer the question below. In the “Say” section, write down the quotation. In the “Mean” section, write your interpretation of the quotation.*

**What are the moral responsibilities of a citizen?**

<i>Say</i>	<i>Mean</i>

**Unit 1: Civics and Citizenship, Lesson 4: Civil Disobedience Student Handout 4A**

**POST EXAMINATION ACTIVITY: Responsibility Posters**

*Directions: Now, choose ONE image or excerpt from the DURING READING ACTIVITY, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves, you may simply write your paragraph using the text as evidence.*

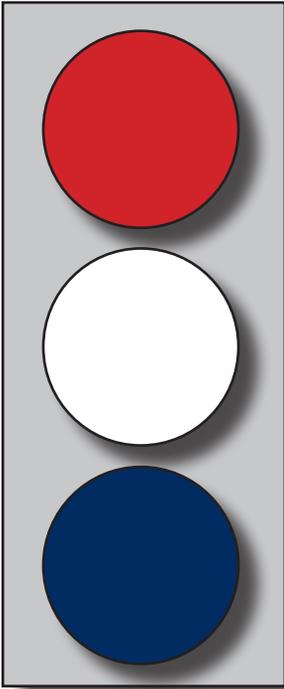
CONTEXT/ SAY	MEAN	MATTER
“SAY” SENTENCE STARTERS	“MEAN” SENTENCE STARTERS	“MATTER” SENTENCE STARTERS
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

*Directions: Using your Say, Mean, Matter Chart above, write a paragraph explaining “What are the moral responsibilities of a citizen?” Feel free to use the provided sentence starters and the template below.*

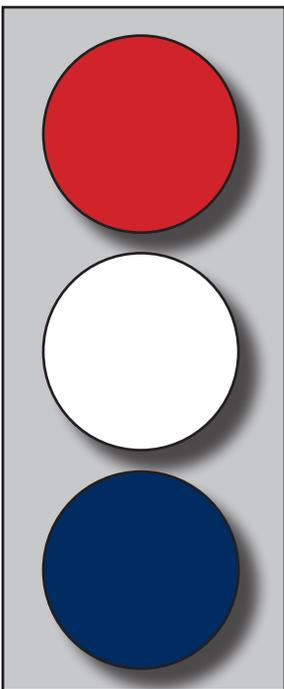
<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

### Exit Slip: Lesson 4



<i>I don't agree with Thoreau's stance on... because...</i>
<i>I'm a bit confused about, or a question I have is...</i>
<i>Thoreau's best idea about citizenship is...</i>

### Exit Slip: Lesson 4



<i>I don't agree with Thoreau's stance on... because...</i>
<i>I'm a bit confused about, or a question I have is...</i>
<i>Thoreau's best idea about citizenship is...</i>

# Lesson 5: Private vs. Public Character

## Overview

This lesson will explore the traits displayed by public figures in both their private and public lives. Students will examine sources that discuss both the public and private lives of John F. Kennedy, Condoleezza Rice, and Henry Clay.

## Objectives

Students will be able to (SWBAT):

- identify specific traits of private and public character displayed by select public figures.
- evaluate the connection between traits displayed in private life and traits displayed in public life.
- make and defend a judgment on which traits are most essential for improving American society.

## Classroom Procedures

**I. Essential Question(s) – What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?**

**II. Agenda - (Teachers may project or write this agenda)**

- Essential Question
- Hook: Four Corners Activity
- Primary Source Exploration
- Exit Slip

**III. Hook (15 minutes)**

- As students enter the class, project the following quotation: “Ask not what your country can do for you, but what you can do for your country.” - John F. Kennedy
- The four corners of classroom are labeled as follows: Strongly Agree, Agree, Disagree, Strongly Disagree. (Signs are included in previous lesson)
- Read the quotation aloud to the students. Students then move to the corner of the classroom that best represents their reaction to the statement. While in their corner, students should discuss their reasoning with other members of the group, and form an argument explaining why. (5 minutes)
- Students who change their mind during the course of the discussion may change groups.
- Each group chooses a spokesperson to present their viewpoint, and has one minute to explain its reasoning. Allow another minute allowed for questions and response from other groups. End with a couple of minutes for wrap-up discussion.

**IV. Primary Source Exploration (60-90 minutes)**

- Prior to this activity, you will want to arrange students in groups of six.
- In this activity students will participate in a jigsaw activity as they explore several primary and secondary sources related to public figures. Documents include Senator John F. Kennedy’s statement on the “Senate Reception Room,” as well as two excerpts on events from his private life, Condoleezza Rice’s “Opening Statement” for her Secretary of State confirmation hearings, and Abraham Lincoln’s “Eulogy for Henry Clay.”

## STANDARDS

### CCE/NSCG

- V.D.1 explain the meaning and importance of self-discipline and self-governance.*
- V.D.2 explain the meaning and importance of respect for the rights and choices of individuals.*
- V.D.3 explain the meaning of civic mindedness.*
- V.D.4 evaluate the usefulness of certain traits in facilitating thoughtful and effective participation in public affairs.*

### NCSS

- II. Time, Continuity, & Change*
  - d. systematically employ the process of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility...*
- IV. Individual Development & Identity*
  - b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life.*

### IRA/ NCTE

- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.*

## KEY TERMS

- SELF-DISCIPLINE**- the power to discipline one’s own feelings, desires, actions, etc... especially with the intention of improving oneself or doing the right thing.
- PUBLIC AFFAIRS**- issues arising from the relationship of the public to the government or another institution.
- JINGOISM**- extreme nationalism or patriotism, often in the form of aggressive foreign policy.
- CHAUVINISM**- fanatical patriotism, or prejudiced belief in the superiority of one’s own group.
- PATRIOTISM**- a feeling of love and devotion towards one’s country.
- CIVILITY**- courteous behavior, being polite.

- Distribute Student Handout 5D and introduce students to the concept of Virtues of the Effective Citizen (VOTE-C). Tell them that as they explore today, they will be specifically looking for examples of these traits in the lives of their public figures. Read through the directions and the terms, and be sure to clarify the meaning of each term before continuing. Further explanation of the key terms is included below:
  - I. civility—treating other persons respectfully, regardless of whether or not one agrees with their view points; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument.
  - II. respect for the rights of other individuals—having respect for others’ right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views.
  - III. respect for law—willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust.
  - IV. honesty—willingness to seek and express the truth.
  - V. open-mindedness—considering others’ points of view.
  - VI. critical-mindedness—having inclination to question the validity of various positions, including one’s own.
  - VII. negotiation and compromise—making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so.
  - VIII. persistence—being willing to attempt again and again to accomplish worthwhile goals.
  - IX. civic-mindedness—paying attention to and having concern for public affairs.
  - X. compassion—having concern for the well-being of others, especially for the less fortunate.
  - XI. patriotism—being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism.
  - XII. courage—the strength to stand up for one’s convictions, when conscience demands.
  - XIII. tolerance of ambiguity—the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles.
- Assign students to their Home Group and distribute Student Handouts 5A- 5C so that each group has one copy of each handout. Each group assigns two members to be responsible for each figure. Members then disperse to Subject Groups. All of the students assigned to each public figure will meet in one place, complete their reading activities, and work together to become experts on their figure. Students will then return to their Home Groups and share their research. Students then work as a group to complete Student Handout 5D. They must use a minimum of 2 examples from each figure.

#### ***Pre-Reading***

- Students should discuss the meanings of key terms and learn about the background of the authors. (see Teacher Reference for this lesson for more information on each resource.)

#### ***During Reading***

- As students read, they should fill look for passages that illustrate or describe one of the VOTE-C, and record these passages on their Student Handout.
- Two additional recommended resources for Kennedy are:
  - <http://www.jfklibrary.org/Historical+Resources/Biographies+and+Profiles/> - Click on the John F. Kennedy link and read about how he earned his Navy and Marines Corps Medal on page 3.
  - [http://www.pbs.org/wgbh/amex/presidents/35\\_kennedy/filmmore/ra\\_privlife.html](http://www.pbs.org/wgbh/amex/presidents/35_kennedy/filmmore/ra_privlife.html)

#### ***Post Reading***

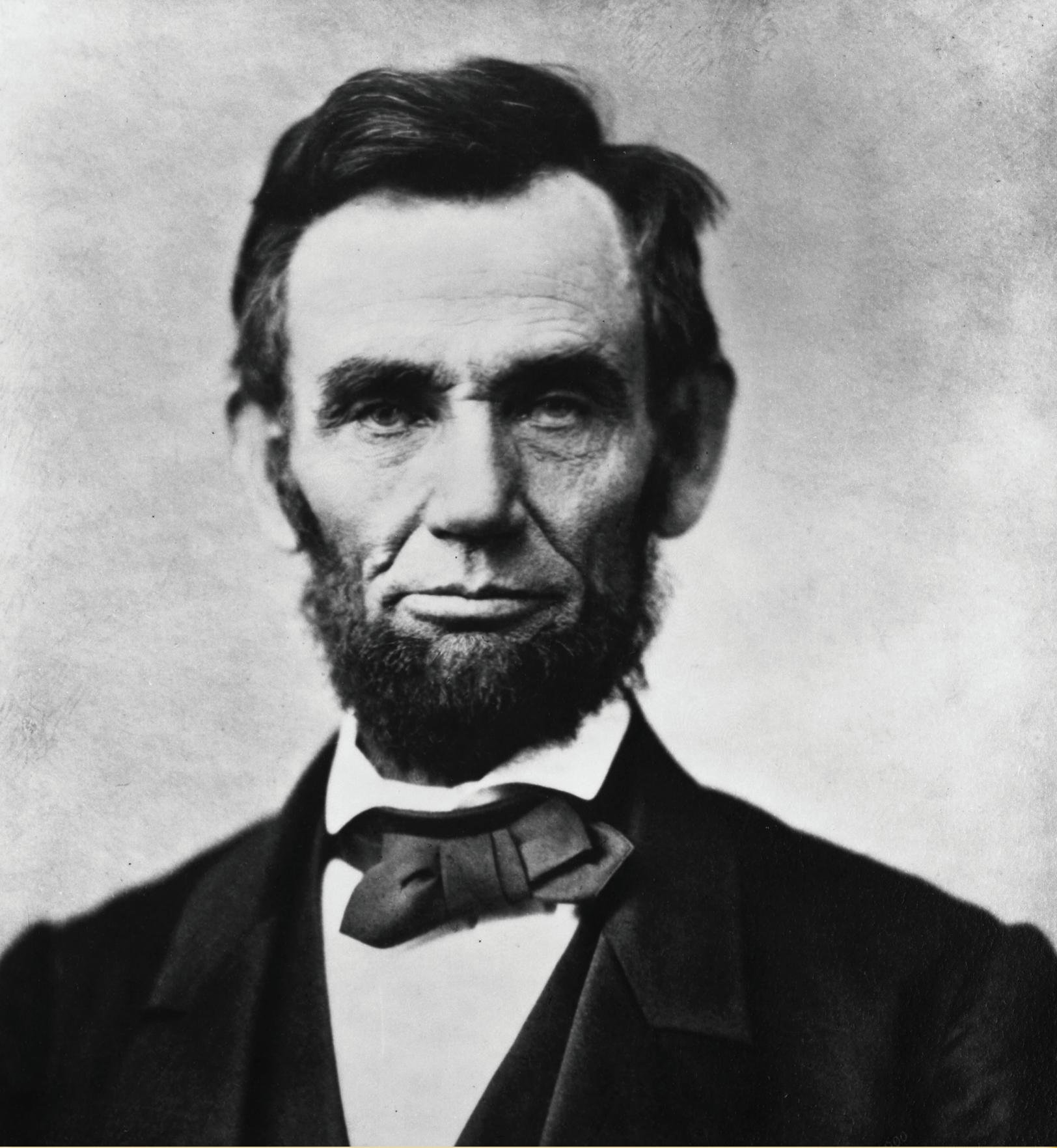
- Students work in groups to complete Student Handout 5D.

#### **V. Formative Assessment/ Exit Slip (5 minutes, or post reading worksheet can serve as formative assessment)**

- Red: One of the civic traits I’d like to work on for myself is:
- White: One difference between private vs. public character is. . .
- Blue: Some civic traits I already possess are. . .

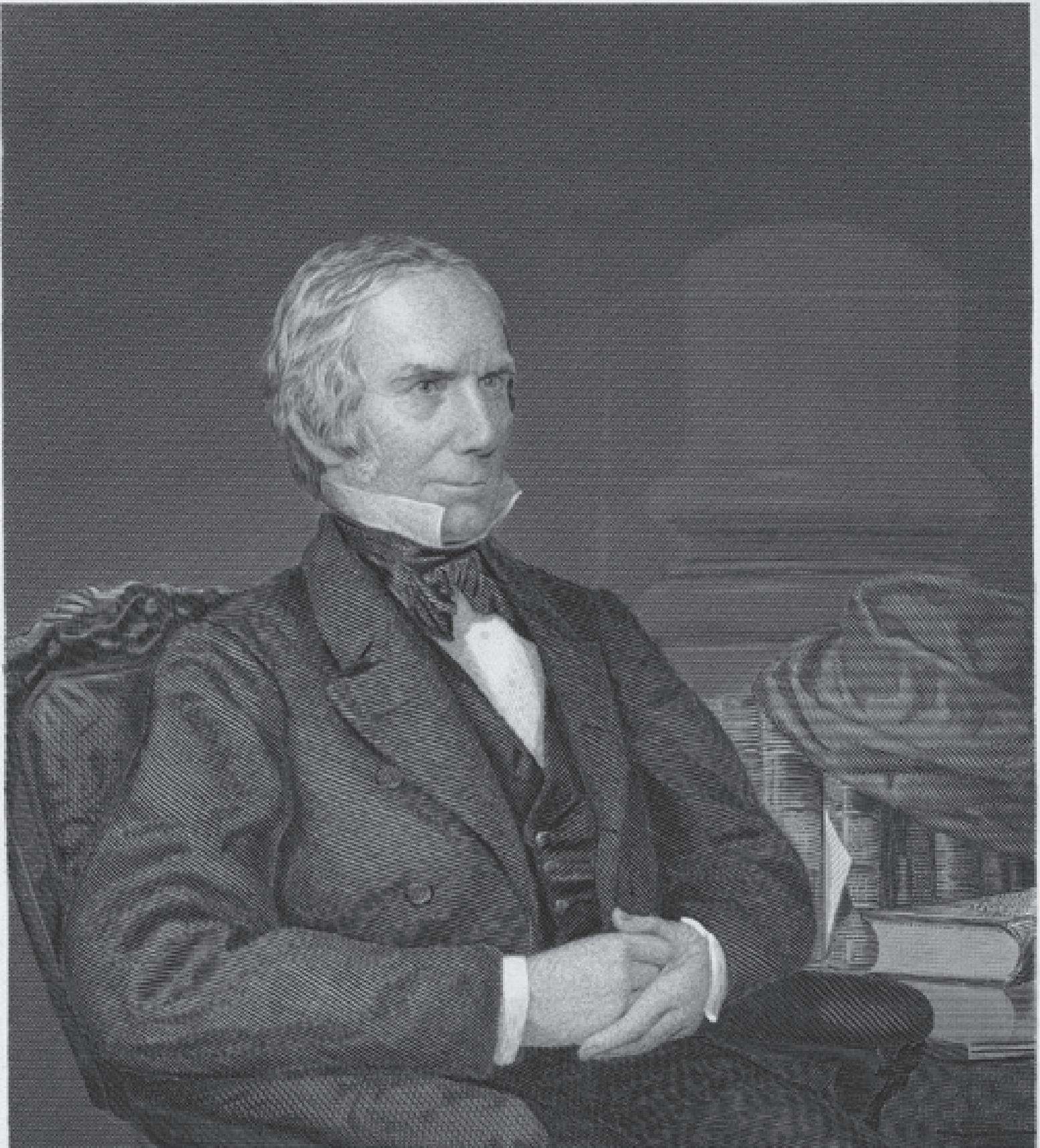
#### **VI. Extension Activities**

- Read newspaper articles that profile local or national figures and discuss which of the traits they display and how they display them. Post articles and reaction on an “In the News” bulletin board.
- Gifted Extension: Have students create a graphic organizer comparing the public and private virtues exhibited by each of these figures. Discuss the question, “Do effective public servants necessarily need to exhibit private virtue?” Use current events involving politicians and commentators to supplement the discussion.



ABRAHAM LINCOLN (1809-1865)

*LIBRARY OF CONGRESS*



HENRY CLAY (1777-1852)

*LIBRARY OF CONGRESS*

On the fourth day of July, 1776, the people of a few feeble and oppressed colonies of Great Britain, inhabiting a portion of the Atlantic coast of North America, publicly declared their national independence, and made their appeal to the justice of their cause, and to the God of battles, for the maintenance of that declaration. That people were few in numbers, and without resources, save only their own wise heads and stout hearts. Within the first year of that declared independence, and while its maintenance was yet problematical – while the bloody struggle between those resolute rebels, and their haughty would-be-masters, was still waging, of undistinguished parents, and in an obscure district of one of those colonies, Henry Clay was born. The infant nation, and the infant child began the race of life together. For three quarters of a century they have travelled hand in hand. They have been companions ever. The nation has passed its perils, and is free, prosperous, and powerful. The child has reached his manhood, his middle age, his old age, and is dead. In all that has concerned the nation the man ever sympathised; and now the nation mourns for the man.

The day after his death, one of the public Journals, opposed to him politically, held the following pathetic and beautiful language, which I adopt, partly because such high and exclusive eulogy, originating with a political friend, might offend good taste, but chiefly, because I could not, in any language of my own, so well express my thoughts—“Alas! who can realize that Henry Clay is dead! Who can realize that never again that majestic form shall rise in the council-chambers of his country to beat back the storms of anarchy which may threaten, or pour the oil of peace upon the troubled billows as they rage and menace around? Who can realize, that the workings of that mighty mind have ceased – that the throbbings of that gallant heart are stilled – that the mighty sweep of that graceful arm will be felt no more, and the magic of that eloquent tongue, which spake as spake no other tongue besides, is hushed – hushed forever! Who can realize that freedom’s champion – the champion of a civilized world, and of all tongues and kindreds and people, has indeed fallen!...”

While it is customary, and proper, upon occasions like the present, to give a brief sketch of the life of the deceased; in the case of Mr. Clay, it is less necessary than most others; for his biography has been written and re-written, and read, and re-read, for the last twenty-five years; so that, with the exception of a few of the latest incidents of his life, all is as well known, as it can be. The short sketch which I give is, therefore merely to maintain the connection of this discourse.

Mr. Clay’s eloquence did not consist, as many fine specimens of eloquence does [do], of types and figures—of antithesis, and elegant arrangement of words and sentences; but rather of that deeply earnest and impassioned tone, and manner, which can proceed only from great sincerity and a thorough conviction, in the speaker of the justice and importance of his cause. This it is, that truly touches the chords of human sympathy; and those who heard Mr. Clay, never failed to be moved by it, or ever afterwards, forgot the impression. All his efforts were made for practical effect. He never spoke merely to be heard. He never delivered a Fourth of July Oration, or a eulogy on an occasion like this. As a politician or statesman, no one was so habitually careful to avoid all sectional ground. Whatever he did, he did for the whole country. In the construction of his measures he ever carefully surveyed every part of the field, and duly weighed every conflicting interest. Feeling, as he did, and as the truth surely is, that the world’s best hope depended on the continued Union of these States, he was ever jealous of, and watchful for, whatever might have the slightest tendency to separate them.

Mr. Clay’s predominant sentiment, from first to last, was a deep devotion to the cause of human liberty - a strong sympathy with the oppressed everywhere, and an ardent wish for their elevation. With him, this was a primary and all controlling passion. Subsidiary to this was the conduct of his whole life. He loved his country partly because it was his own country, but mostly because it was a free country; and he burned with a zeal for its advancement, prosperity and glory, because he saw in such, the advancement, prosperity and glory, of human liberty, human right and human nature. He desired the prosperity of his countrymen partly because they were his countrymen, but chiefly to show to the world that freemen could be prosperous...

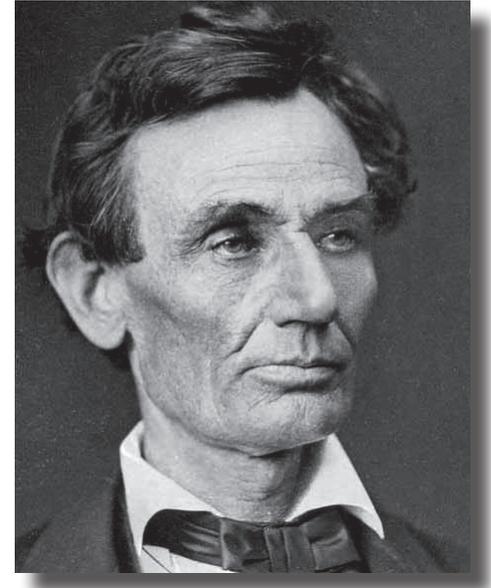
**AUTHOR BACKGROUND: Abraham Lincoln (1809- 1865)**

***“As I would not be a slave, so I would not be a master. This expresses my idea of democracy.” - Abraham Lincoln***

Abraham Lincoln was the nation’s 16th President, and served during the Civil War. He is remembered for his commitment to preserving the Union and his efforts to end slavery.

Lincoln came from humble beginnings in a Kentucky log cabin, and struggled to become a captain in the Illinois militia during the Black Hawk War. This opened doors for his legal and legislative career where he eventually served eight years in the Illinois legislature, constantly pushing for constitutional actions from U.S. government.

Lincoln made his name during the Lincoln-Douglas Debates of 1858. Despite losing the Illinois Senate seat to Stephen Douglas, Lincoln’s moral stance on slavery catapulted him to national recognition. In 1860 he was elected President of the United States, and the secession of the Southern states immediately followed. When the Confederate states attacked Fort Sumter in April of 1861, the Civil War, the bloodiest and most deadly conflict in the history of the United States began. In 1862 he announced the Emancipation Proclamation that ultimately led to freedom for more than three million slaves. In 1863, he delivered his famed Gettysburg Address, stating that a “government of the people, by the people, and for the people, shall not perish from the earth.”



Abraham Lincoln

On April 14, 1865, actor John Wilkes Booth assassinated Lincoln at Ford’s Theater. Lincoln is credited with preserving the Union and ending slavery in the United States.

***“...we came to the conclusion that the hour and the man of our redemption had somehow met in the person of Abraham Lincoln.” -Frederick Douglass***

**BACKGROUND: Eulogy on Henry Clay (1852)**

Abraham Lincoln delivered this eulogy in Springfield, Illinois on July 6, 1852 for a man he regarded as the “ideal statesman.”

Henry Clay, born in 1777, was known as the Great Compromiser. From 1803 until 1848 he was an active statesman, serving in the House of Representatives, the Senate, as Speaker of the House, and as Secretary of State. During this time, he developed the American System, the country’s first domestic plan. However, he is most known for the series of compromises he brokered throughout the Antebellum Age that prevented the North and South from splitting. His most important legislative events include: the Missouri Compromise of 1820, the Nullification Crisis, and the Compromise of 1850, for which he was called out of retirement. He is the first elder statesman in the country’s history and President John F. Kennedy named him one of the top five senators in United States history.

**Sources and Recommended Readings**

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CONDOLEEZZA RICE (1954)

*UNITED STATES DEPARTMENT OF STATE*

Mr. Chairman, members of the Committee, it is an honor to be nominated to lead the State Department at this critical time - a time of challenge and hope and opportunity for America, and for the entire world.

September 11th, 2001, was a defining moment for our nation and the world. Under the vision and leadership of President Bush, our nation has risen to meet the challenges of our time: fighting tyranny and terror, and securing the blessings of freedom and prosperity for a new generation. The work that America and our allies have undertaken and the sacrifices we have made, have been difficult and necessary and right. Now is the time to build on these achievements to make the world safer, and to make the world more free. We must use American diplomacy to help create a balance of power in the world that favors freedom. And the time for diplomacy is now.

I am humbled by President Bush's confidence in me to undertake the great work of leading American diplomacy at such a moment in history. If confirmed, I will work with members of Congress, from both sides of the aisle, to build a strong bipartisan consensus behind America's foreign policy. I will seek to strengthen our alliances, to support our friends, and to make the world safer, and better. I will enlist the great talents of the men and women of the State Department, the Foreign and Civil Services and our Foreign Service Nationals. And if I am confirmed, I will be especially honored to succeed a man I so admire-my friend and mentor, Colin Powell.

Four years ago, Secretary Powell addressed this committee for the same purpose I do now. Then as now, it was the same week that America celebrates the life and legacy of Doctor Martin Luther King, Jr. It is a time to reflect on the legacy of that great man, on the sacrifices he made, on the courage of the people he led, and on the progress our nation has made in the decades since. I am especially indebted to those who fought and sacrificed in the Civil Rights movement so that I could be here today.

For me, this is a time to remember other heroes as well. I grew up in Birmingham, Alabama-the old Birmingham of Bull Connor, church bombings, and voter intimidation the Birmingham where Dr. King was thrown in jail for demonstrating without a permit. Yet there was another Birmingham, the city where my parents - John and Angelena Rice - and their friends built a thriving community in the midst of the most terrible segregation in the country. It would have been so easy for them to give in to despair, and to send that message of hopelessness to their children. But they refused to allow the limits and injustices of their time to limit our horizons. My friends and I were raised to believe that we could do or become anything - that the only limits to our aspirations came from within. We were taught not to listen to those who said to us, "No, you can't."

The story of Birmingham's parents and teachers and children is a story of the triumph of universal values over adversity. And those values - a belief in democracy, and liberty, and the dignity of every life, and the rights of every individual - unite Americans of all backgrounds, all faiths, and all colors. They provide us a common cause in all times, a rallying point in difficult times, and a source of hope to men and women across the globe who cherish freedom and work to advance freedom's cause. And in these extraordinary times, it is the duty of all of us - legislators, diplomats, civil servants, and citizens - to uphold and advance the values that are the core of the American identity, and that have lifted the lives of millions around the world.

One of history's clearest lessons is that America is safer, and the world is more secure, whenever and wherever freedom prevails. It is neither an accident nor a coincidence that the greatest threats of the last century emerged from totalitarian movements. Fascism and Communism differed in many ways, but they shared an implacable hatred of freedom, a fanatical assurance that their way was the only way, and a supreme confidence that history was on their side.

At certain moments, it almost seemed to be so. During the first half of the 20th century much of the democratic and economic progress of earlier decades looked to be swept away by the march of ruthless ideologies armed with terrible

military and technological power. Even after the allied victory in World War Two, many feared that Europe, and perhaps the world, would be forced to permanently endure half enslaved and half free. The cause of freedom suffered a series of major strategic setbacks: Communism imposed in Eastern Europe Soviet power dominant in East Germany the coup in Czechoslovakia ... the victory of the Chinese Communists ... the Soviet nuclear test five years before we predicted ... to name just a few. In those early years, the prospect of a united democratic Germany and a democratic Japan seemed far-fetched.

Yet America and our allies were blessed with visionary leaders who did not lose their way. They created the great NATO alliance to contain and eventually erode Soviet power. They helped to establish the United Nations and created the international legal framework for this and other institutions that have served the world well for more than 50 years. They provided billions in aid to rebuild Europe and much of Asia. They built an international economic system based on free trade and free markets to spread prosperity to every corner of the globe. And they confronted the ideology and propaganda of our enemies with a message of hope, and with the truth. And in the end - though the end was long in coming - their vision prevailed.

The challenges we face today are no less daunting. America and the free world are once again engaged in a long-term struggle against an ideology of tyranny and terror, and against hatred and hopelessness. And we must confront these challenges with the same vision, courage and boldness of thought demonstrated by our post-World War Two leaders.

In these momentous times, American diplomacy has three great tasks. First, we will unite the community of democracies in building an international system that is based on our shared values and the rule of law. Second, we will strengthen the community of democracies to fight the threats to our common security and alleviate the hopelessness that feeds terror. And third, we will spread freedom and democracy throughout the globe. That is the mission that President Bush has set for America in the world ... and the great mission of American diplomacy today...

**AUTHOR BACKGROUND: Condoleezza Rice (1954- Present)**

***“Our work has only begun. In our time we have an historic opportunity to shape a global balance of power that favors freedom and that will therefore deepen and extend the peace. And I use the word power broadly, because even more important than military and indeed economic power is the power of ideas, the power of compassion, and the power of hope.”- Condoleezza Rice***

Born in Birmingham, Alabama, Condoleezza Rice was the first African-American woman to serve as the U.S. Secretary of State, the nation’s highest diplomatic office.

Her name comes from the Italian musical expression, *con dolcezza*, which means to play “with sweetness.” Rice graduated from the University of Denver at the age of 19 with a degree in Political Science. There she had taken a class with Josef Korbel, the father of Secretary of State Madeline Albright. Heavily influenced by Korbel, Rice described him as “one of the most central figures in my life.” Rice then went on to the University of Notre Dame for her Master’s Degree and completed her Doctorate at the Graduate School of International Studies at the University of Denver.



Condoleezza Rice

Rice was hired at Stanford University in 1981. In 1989, President George H.W. Bush asked Rice to serve on the National Security Council as his expert on the Soviet Union. She returned to Stanford in 1991 and was appointed Provost in 1993. Her experience as director of Soviet and East European Affairs on the National Security Council led to her appointment as National Security Advisor to George W. Bush in 2001, and in 2005 she was appointed Secretary of State. In this role, Rice oversaw negotiations in the Middle East, Korea, and India that promoted her concept of “Transformational Diplomacy,” the idea of helping to build democratic, well-governed states internationally.

Rice returned to Stanford University and is currently authoring several books on her diplomatic life.

***“The presence of real people like Condoleezza Rice and [former Secretary of State] Madeleine Albright has really changed people’s comfort levels with women dealing with these issues.” – Marie Wilson***

**BACKGROUND: Senate Foreign Relations Committee**

Founded in 1816, the Senate Foreign Relations Committee works to influence foreign policy ranging from items such as the Purchase of Alaska, to the rejection of the Versailles Treaty, to the confirmation of Secretary of State Condoleezza Rice.

The Committee oversees agencies such as the State Department and its responsibilities include overseeing nominations and treaties and creating legislation that affects foreign policy in the United States.

**Sources and Recommended Readings**

“Office of the Historian - Department History - People - Condoleezza Rice.” Web. 21 June 2010. <<http://history.state.gov/departmenthistory/people/rice-condoleezza>>.

US Senate Committee on Foreign Relations: Home. Web. 21 June 2010. <<http://foreign.senate.gov/>>.

Dobbs, Michael. “Josef Korbel’s Enduring Foreign Policy Legacy; Professor Mentored Daughter Albright and Student Rice.” *HighBeam Research*. The Gale Group, Inc., 28 Dec. 2000. Web. 20 July 2010. <<http://www.highbeam.com/doc/1P2-552426.html>>.



JOHN F. KENNEDY (1917-1963)

*THE WHITE HOUSE HISTORICAL ASSOCIATION*

Mr. President:

As Chairman of the Special Senate Committee on the Senate Reception Room, established by S. Res. 145 of the 84th Congress as amended, I wish to report to the Senate that our Committee has completed its deliberations, and its surveys of scholarly and Senatorial opinion as described in the Committee Report, and recommends that there be placed in the five unfilled spaces in the Senate Reception Room paintings portraying the following five outstanding Senators of the past:

Senator Henry Clay, of Kentucky, who served in the Senate 1806-7, 1810-11, 1831-42, 1849-52. Resourceful expert in the art of the possible, his fertile mind, persuasive voice, skillful politics and tireless energies were courageously devoted to the reconciliation of conflict between North and South, East and West, capitalism and agrarianism. A political leader who put the national good above party, a spokesman for the West whose love for the Union outweighed sectional pressures, he acquired more influence and more respect as responsible leader of the loyal but ardent opposition than many who occupied the White House. His adroit statesmanship and political finesse in times of national crisis demonstrated the values of intelligent compromise in a Federal democracy, without impairing either his convictions or his courage to stand by them.

Senator Daniel Webster, of Massachusetts, who served in the Senate 1827-41, 1845-50. Eloquent and articulate champion of "Liberty and Union, now and forever, one and inseparable," he grasped in an age of divided loyalties the full meaning of the American Constitution and of the supremacy and indissolubility of the national government. Molding the symbols of the Union he cherished so strongly that neither secession nor war could break them, his steadfast courage and powerful leadership in two of the Senate's most historic and critical debates were brilliantly portrayed in orations attentively heard and eagerly read. Influential spokesman for industrial expansion, his dedication to Union above all personal and partisan considerations overshadowed the petty moral insensitivities which never compromised his national principles; and his splendid dignity and decorum elevated the status and prestige of the Senate.

Senator John C. Calhoun, of South Carolina, who served in the Senate 1832-43, 1845-50. Forceful logician of state sovereignty, masterful defender of the rights of a political minority against the dangers of an unchecked majority, his profoundly penetrating and original understanding of the social bases of government has significantly influenced American political theory and practice. Sincerely devoted to the public good as he saw it, the ultimate tragedy of his final cause neither detracts from the greatness of his leadership nor tarnishes his efforts to avert bloodshed. Outspoken yet respected, intellectual yet beloved, his leadership on every major issue in that critical era of transition significantly shaped the role of the Senate and the destiny of the nation.

Senator Robert M. LaFollette, Sr., of Wisconsin, who served in the Senate 1906-25. Ceaseless battler for the underprivileged in an age of special privilege, courageous independent in an era of partisan conformity, he fought memorably against tremendous odds and stifling inertia for social and economic reforms which ultimately proved essential to American progress in the 20th century. Determined to make law serve the rights of persons as well as property, to make government serve the interests of great social justice as well as great political parties, his constructive pioneering efforts to promote the general welfare aroused the slumbering conscience of the nation and made the Senate more responsive to it. The bitter antagonisms stirred by his unyielding opposition to international commitments and conflict were ultimately submerged by widespread admiration for his dedicated life-long fight against political corruption and corporate greed.

Senator Robert A. Taft, of Ohio, who served in the Senate 1939-53. The conscience of the conservative movement, its ablest exponent and most constructive leader, his high integrity, analytical mind and sheer industry quickly won him a select spot in the councils of his party and the hearts of all his colleagues. His Senate leadership transcended partisanship; his political courage and candor put principles above ambition. Dedicated to the Constitution and the American tradition of individual rights as his keen legal mind interpreted them, he demonstrated the importance of a balanced and responsible opposition in an age of powerful governments.

These five names, it should be made clear, and I shall discuss some of the objections raised to each in a moment, are not offered as "the five greatest" Senators of all time. The Senate resolution under which we were deliberating instead called for simply – five outstanding persons from among all persons, but not a living person, who have served as Members of the Senate since the formation of the Government.

**AUTHOR BACKGROUND: John F. Kennedy (1917 – 1963)**

***“Ask not what your country can do for you—ask what you can do for your country.”***  
***- John F. Kennedy***

*Born in Brookline, Massachusetts, John F. Kennedy was the 35th President of the United States. He was the nation’s youngest elected president and the first Roman Catholic ever to hold the nation’s highest public office.*

*After graduating from Harvard University in 1940, Kennedy served in the Navy during World War II. As Lieutenant, Kennedy displayed courage when his patrol torpedo boat was rammed in the South Pacific by Japanese ships. He rescued and guided his men to safety despite serious injuries. Kennedy received a litany of medals for his heroism, including the Purple Heart, the Navy and Marine Corps Medal, and three bronze service stars.*

*In 1946, he won a congressional seat in Massachusetts, and ultimately served three terms in the House of Representatives. He became a U.S. Senator in 1952. In 1953 he married Jacqueline Bouvier. Kennedy authored his Pulitzer Prize winning Profiles in Courage in 1957.*

*In 1960, Kennedy opposed Richard Nixon in the first live televised presidential debate, and went on to win one of the closest elections in history (he defeated Nixon by 0.2% in the national popular vote). Kennedy, in his inaugural address, called on Americans to combat the “common enemies of man: tyranny, poverty, disease, and war itself.” For his part in the combat, Kennedy created the Alliance for Progress and the Peace Corps. His presidency celebrated American heritage and culture, but also faced the real dangers of the Cold War. Abroad, many challenges occupied Kennedy: the Bay of Pigs Invasion, the Cuban Missile Crisis, the Berlin Airlift and the Space Race. At home, he worked to “fully free” African Americans and supported Martin Luther King, Jr. in the Civil Rights Movement.*

*On November 21, 1963, President John F. Kennedy was assassinated during a motorcade in Dallas.*

***“When John Kennedy thought of going to the moon, he didn’t say, ‘It’s too far to get there. We shouldn’t even try.’”- Ted Kennedy***



*John F. Kennedy*

**BACKGROUND: Special Committee on the Senate Reception Room**

*The “Famous Five,” Henry Clay, Daniel Webster, John C. Calhoun, Robert M. La Follette, Sr., and Robert A. Taft, Sr. were chosen as the first portraits to grace the Senate Reception Room in 1955. A Special Committee on the Senate Reception Room was chaired by Senator John F. Kennedy and charged with the task of selecting “five outstanding persons... who have served as Members of the Senate.” The committee spent two years and solicited the advice of the nation’s most prominent historians and political scientists. The portraits were then painted onto decorative panels in the Senate Reception Room, unfinished since the 19th century.*

*On October 19, 2000, the portraits of Arthur H. Vandenberg and Robert F. Wagner were added to the Senate Reception Room. Then, in 2006, the portraits of Roger Sherman and Oliver Ellsworth were added, bringing the total number of portraits to nine.*

**Sources and Recommended Readings**

“John F. Kennedy.” The White House. Web. 25 June 2010. <<http://www.whitehouse.gov/about/presidents/johnfkennedy/>>.

“Art & History Home People Senators The “Famous Five” Now the “Famous Nine”” U.S. Senate. Web. 25 June 2010. <[http://www.senate.gov/artandhistory/history/common/briefing/Famous\\_Five\\_Seven.htm](http://www.senate.gov/artandhistory/history/common/briefing/Famous_Five_Seven.htm)>.

## Eulogy on Henry Clay

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases from the text seem important? Why?*

**Author:**

*What do you know about the author?*

*Directions: Choose four words from the text that you think you will need to know in order to have better understanding of the text. Write the best definition you can from examining context or other sources provided by your teacher.*

<i>Word</i>	<i>Definition</i>

### DURING READING

*Directions: As you read, please find three quotes that help answer the following question:*

**Which of the Virtues of the Effective Citizen (VOTE-C) are best demonstrated in this source?**

<i>Say</i>	<i>Mean</i>

**Unit 1: Civics and Citizenship, Lesson 5: Private vs. Public Student Handout 5A**

**POST READING INDEPENDENT ACTIVITY**

**Directions:** Choose ONE of the three quotes from the DURING READING ACTIVITY and circle it, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves you may simply write your paragraph using the quote as evidence.

CONTEXT/ SAY	MEAN	MATTER
“SAY” SENTENCE STARTERS	“MEAN” SENTENCE STARTERS	“MATTER” SENTENCE STARTERS
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above write a paragraph explaining, “Which of the VOTE-C are best demonstrated in this source?” Use the provided sentence starters and the template below.

<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

## Opening Statement for Condoleezza Rice

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases from the text seem important? Why?*

**Author:**

*What do you know about the author?*

*Directions: Choose four words from the text that you think you will need to know in order to have better understanding of the text. Write the best definition you can from examining context or other sources provided by your teacher.*

<i>Word</i>	<i>Definition</i>

### DURING READING

*Directions: As you read, please find three quotes that help answer the following question:*

**Which of the Virtues of the Effective Citizen (VOTE-C) are best demonstrated in this source?**

<i>Say</i>	<i>Mean</i>

**Unit 1: Civics and Citizenship, Lesson 5: Private vs. Public Student Handout 5B**

**POST READING INDEPENDENT ACTIVITY**

**Directions:** Choose ONE of the three quotes from the DURING READING ACTIVITY and circle it, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves you may simply write your paragraph using the quote as evidence.

CONTEXT/ SAY	MEAN	MATTER
“SAY” SENTENCE STARTERS	“MEAN” SENTENCE STARTERS	“MATTER” SENTENCE STARTERS
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above write a paragraph explaining, “Which of the VOTE-C are best demonstrated in this source?” Use the provided sentence starters and the template below.

<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

## Statement of Senator John F. Kennedy

### PRE-READING

*Directions: Before you read, scan over the text and find the following information.*

**Title and Text:**

*What do you think the title means? What key words or phrases from the text seem important? Why?*

**Author:**

*What do you know about the author?*

*Directions: Choose four words from the text that you think you will need to know in order to have better understanding of the text. Write the best definition you can from examining context or other sources provided by your teacher.*

<i>Word</i>	<i>Definition</i>

### DURING READING

*Directions: As you read, please find three quotes that help answer the following questions:*

**Which of the Virtues of the Effective Citizen (VOTE-C) are best demonstrated in this source?**

<i>Say</i>	<i>Mean</i>

**Unit 1: Civics and Citizenship, Lesson 5: Private vs. Public Student Handout 5C**

**POST READING INDEPENDENT ACTIVITY**

**Directions:** Choose ONE of the three quotes from the DURING READING ACTIVITY and circle it, then complete the entire Say, Mean, Matter Chart below. Use the sentence starters to help construct an organized paragraph below. If your teacher approves, you may simply write your paragraph using the quote as evidence.

CONTEXT/ SAY	MEAN	MATTER
“SAY” SENTENCE STARTERS	“MEAN” SENTENCE STARTERS	“MATTER” SENTENCE STARTERS
1) The author states... 2) The character says... 3) The character expresses __ in the following quote...	1) One interpretation of this quotation is... 2) In other words, 3) Phrased differently,...	1) This is significant because... 2) This implies... 3) This indicates that... 4) This shows... 5) This suggests...

**WRITING USING SAY, MEAN, MATTER**

**Directions:** Using your Say, Mean, Matter Chart above, write a paragraph explaining “Which of the VOTE-C are best demonstrated in this source?” Use the provided sentence starters and the template below.

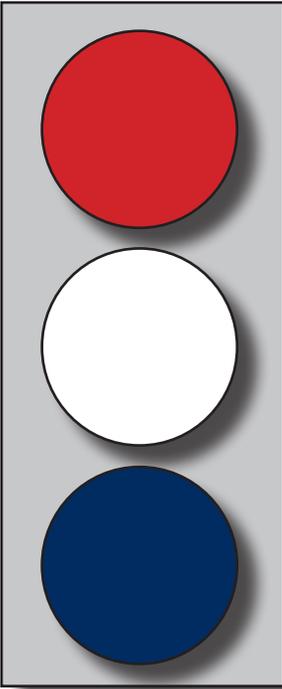
<i>Topic Sentence: This responds to the question</i>
<i>Insert Say: Using a smooth transition, integrate the quotation seamlessly.</i>
<i>Insert Mean: Paraphrase the quotation. Explain in your own words.</i>
<i>Insert Matter: Why is the quotation significant? How does it support your topic sentence?</i>
<i>Insert Conclusion</i>

## Vote – C (Virtues of the Effective Citizen) Traits of Civic Disposition

*Directions:* Drawing from the “Eulogy for Henry Clay”, the “Opening Statement for Condoleezza Rice’s Senate Confirmation” and the “Statement of Senator John F. Kennedy, Chairman, Special Committee on the Senate Reception Room,” define the civic traits below and find passages from the readings that show these traits. Complete at least \_\_\_\_ of the thirteen traits.

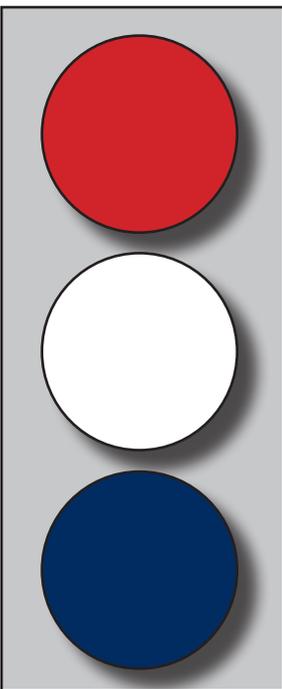
<i>Trait</i>	<i>Define the Trait</i>	<i>Author</i>	<i>Quote / Evidence of the Passage</i>
<i>civility</i>			
<i>respect for the rights of other individuals</i>			
<i>respect for law</i>			
<i>honesty</i>			
<i>open-mindedness</i>			
<i>critical-mindedness</i>			
<i>negotiation and compromise</i>			
<i>persistence</i>			
<i>civic-mindedness</i>			
<i>compassion</i>			
<i>patriotism</i>			
<i>courage</i>			
<i>tolerance of ambiguity</i>			

### Exit Slip: Lesson 5



<i>One of the civic traits I'd like to work on for myself is:</i>
<i>One difference between private vs. public character is...</i>
<i>Some civic traits I already possess are...</i>

### Exit Slip: Lesson 5



<i>One of the civic traits I'd like to work on for myself is:</i>
<i>One difference between private vs. public character is...</i>
<i>Some civic traits I already possess are...</i>

# Lesson 6: Civic Dispositions

## Overview

Students will play the role of journalists as they examine a series of definitions of what it means to be a “good American.” These definitions, written by a diverse group of average Americans, were selected from an article in *American Profile* magazine and are reprinted by permission. Students will also write to learn and produce a formative assessment of their learning in an essay that describes what it means to be a good citizen.

## Objectives

Students will be able to (SWBAT):

- Examine the meaning of citizenship through the lens of average American citizens.
- Synthesize what they have learned about citizenship, rights and limits, roles and responsibilities and traits of a good citizen in a written essay.

## Classroom Procedures

I. Essential Question(s) – What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy? What is a good citizen?

### II. Agenda

- EQ: see above
- Hook: The Life and Times of David Chen Blog
- Primary Source: American Profile
- Exit Slip: “Essay:” What is a good citizen?

### III. Hook (10-15 minutes)

- Students read through and watch highlights from David Chen’s Naturalization Ceremony (<http://www.davechen.net/2010/03/naturalization-oath-ceremony-and-what.html>)
- Students write in their journal in response to the prompt, “Pretend you are David Chen. In a paragraph, explain why citizenship is so important to you. Use specific examples from the blog to help explain.”
- Use the VOTE-C as a framework for looking at David Chen, ask students to share their responses to the journal prompt, and to share which of the VOTE-C are exhibited by David Chen.

### IV. Primary Source Exploration (40-60 minutes)

- Explain to students that they will examine thoughts on what it means to be a “good American” as described by average Americans from across the country. Just as they wrote from the perspective of David Chen, they will now take on the role of either a journalist or a citizen.
- Divide the class into two groups.
  - o Group 1: Journalists - Distribute Interview Sheet (Student Handout 6A) to all students in this group. Journalists will take the role of a reporter on National Citizenship Day. Their journalistic task is to interview at least three of their classmates from Group 2. First they will ask their classmate

## STANDARDS

### CCE/NSCG

- V.E.1 Explain the relationship between participation in the political process and the attainment of individual and collective goals.
- V.E.2 Explain what distinguishes participation in government and political life from nonpolitical participation in civil society and private life

### NCSS

- II. Time, Continuity, and Change
  - e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgments.

### IRA/ NCTE

- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

### KEY TERM

**NATURALIZATION**- the proceeding in which a foreigner is granted citizenship.

to read his/her quote, and then they will ask a series of follow-up questions. There are sample questions on the handout, and you might want to spend a few minutes as a class generating other questions and modeling how journalists conduct an interview. (To supplement, you might want to show a video by Katie Couric on how to conduct an interview, <http://www.youtube.com/watch?v=4eOynrIzeTM>)

- o Group 2: Citizens – Each student will be assigned a quotation on what it means to be a “good American” (Teacher Master 6A-E). The student’s job is to take on the persona of the person saying the quotation, and respond to the interviewers’ questions in character. It is suggested that the teacher model taking on the persona of the person in the quotation with the class. Remind students that they are responding to the questions as the person saying the quotation, rather than as themselves.
- o After three rotations, have students switch roles. Citizens will become Journalists, and Journalists will become Citizens. Distribute appropriate handouts and repeat the process.
- o Following the activity, the class should take a few minutes to write a few of their general conclusions on what it means to be a “good American.” Follow up discussion can address their responses as well as the following questions: Does part of being a good American mean being a good citizen? Which of the traits discussed yesterday also showed up today? Which are the most important?

#### **V. Formative Assessment/ Exit Slip (40-75 minutes)**

In-Class Essay: Students will now write an in-class essay. The French sense of the word “essay” means to explore, and that is precisely the purpose for this essay. Students should attempt to define for themselves what it means to be a good citizen. They may draw upon any primary sources they’ve used during the week either to refute the ideas expressed in them, or use them as evidence to support their own ideas. Ultimately the point of this essay is for students to explore their thoughts on civic engagement, as well as begin to prepare and organize for the culminating assessment. We have included a graphic organizer (Student Handout 6B) to help students organize their thoughts for this essay. Use of this graphic organizer is optional. Students should use the following prompt to guide their writing:

There are a multitude of ways for young people to be civically engaged. Based on your life experience, the primary source documents you’ve examined over the last few days, and the civic traits you explored, write an essay that explores your thoughts about what it means to be a “good citizen.” Use as many specific examples as you can to support your ideas.

#### **VI. Extension Activities**

- Distribute quotations to all students, and before they begin their interviews, have students write a half-page piece of fiction (fact mixed with fiction) that allows them to explore their character a bit more fully. Have them read their quotation, and respond to the following questions. Tell them that they won’t know the answers to these questions, but they should make an educated guess. What level of education does this person have? Where did they grow up? Do they live in a city? Suburbs? Country? Why do you think that? What sort of job does this person have? What is important to this person? What is their favorite holiday? Why?
- ELL Extension: Use a Think-Pair-Share activity to help language learners explore and think about their quotation before beginning this activity. First, students will read their quotation independently and jot down their interpretation. Then, they will share both the quote and the interpretation with a partner. The partner will offer further feedback and share his/her interpretation. Finally, a few groups will be selected to share with the class.
- Watch and discuss the significance of being naturalized at Thomas Jefferson’s Monticello. <http://www.youtube.com/watch?v=TXJRJopiKIw#t=2m16s>

## Citizenship Day Role Cards

*Directions: Half of the students in the class will receive one of the following role cards. The other students will play journalists interviewing these people for National Citizenship Day. Students will read their quotation, and then “become” this person and respond, in character, to the journalists’ questions. After students have interviewed with three journalists, they should switch roles and pick up an interview sheet, and give their role card to a “journalist.” Quotations for this activity originally appeared in “Being a Good Citizen,” an article that originally appeared in American Profile magazine and is reprinted by permission.*

**ROLE: LESTER C. VAN BIBBER III OF LINCOLN, ILLINOIS**

“The qualities needed to be a good American are synonymous with those needed to be a good neighbor, good friend, good mate, good parent, good grandparent, or any other person. A good American must believe in themselves, their country, its goals and aspirations and defend freedom anywhere in the world.”

**ROLE: EINAR SWENSON OF BLACKFOOT, IDAHO**

“A good American uses the freedom they have been given to make life better for others; working for the common good is a hallmark of a good American. A good American knows that individual rights spring from the roots of justice and are nurtured by respecting one another’s equality.”

**ROLE: DIANE M. PANKONIN OF OREGON CITY, OREGON**

“A good American is someone who thinks more highly of others than he does himself, who shows kindness to all people, who is humbled by the freedoms he enjoys, and who stoops to pick up a piece of litter instead of passing it by.”

**ROLE: DAVID A. TODD OF BELLA VISTA, ARKANSAS**

“The best citizen puts ethics before law, law before gain, nation before self.”

**ROLE: MEMBER OF GENTLEMEN’S GATHERING GROUP, WHOSE MEMBERS RESIDE AT GOLDEN OURS CONVALESCENT HOME IN GRANT, NEBRASKA**

“We must be truthful, straight and honest; respect our freedoms and those of others; be trustworthy; always do our best; and pay taxes and support our great country.”

## Citizenship Day Role Cards II

**ROLE: PEGGY L. DILDINE OF ARDMORE, TENNESSEE**

“A good American is a person who is ready, willing and able to be and do all he or she can to promote, protect, defend and support the basic freedoms of all Americans regardless of their color or creed.”

**ROLE: PAT LORING OF COLUMBIA, CALIFORNIA**

“A good American shows respect and tolerance for his country and for those who guide it. He speaks highly of accomplishments. He voices concern for questionable actions in a sane and respectful manner. He builds his country up. He thanks God everyday that he lives in America.”

**ROLE: JEAN HOLMES OF TYLERTOWN, MISSISSIPPI**

“A good citizen is the person who always gives more of himself or herself than is received.”

**ROLE: EDITH BROWN OF ESPANOLA, NEW MEXICO**

“A good American is a civic-minded person who votes and volunteers. To be a good American you also need to have confidence in yourself and therefore be accepting and respectful of the many human differences that make up our country and make our country great.”

**ROLE: JANA W. YEATES OF MANASSAS, VIRGINIA**

“Freedom in its raw form is selfish—doing only what feels good. Yet, a free society is dependent on individuals who will sacrifice or compromise in order to do what is good for all of society. A good American disciplines himself to live within the laws of the country and will sacrifice to protect the Constitution on which our freedom is based.”

## Citizenship Day Role Cards III

**ROLE: DAVID HISSONG JR. OF HOWARD, OHIO**

“A good American strives to act honorably when faced with substantial truth; does not place trust blindly in authority; gives his best when needed; accepts responsibility for all his conduct; and will not accept defeat lightly.”

**ROLE: RICHARD S. SMITH OF ARKPORT, NEW YORK**

“A caring person with high moral character and strong family values, who is a good neighbor, friend to the environment, aspires to learn more, has a good grasp of history, keeps abreast of events and volunteers to lend a hand to the community at large.”

**ROLE: GAIL PETERSON OF WATTS, OKLAHOMA**

“A good American citizen realizes he has been blessed by his country and seeks to give back by serving his fellow citizens. He loves his homeland despite its imperfections and embraces what makes this nation great: the right of every citizen to seek change for the better.”

**ROLE: ROBBIE PETERMAN OF ONAWAY, MICHIGAN**

“A good American citizen knows that freedom is not free. They also know that the United States is the best place to be.”

**ROLE: LEONA RICKETTS OF MASON, ILLINOIS**

“A good American citizen loves God, country and their fellowmen and treats others as they would like to be treated. They abide by the law, they vote, they are honest and people of their word. They honor the flag and fly it proudly. They pray for those in authority.”

## Citizenship Day Role Cards IV

### ROLE: HENRY VINDIOLA OF MANTECA, CALIFORNIA

“A good American cares, dares, shares and is responsible. When you truly care, you respect the rights of all Americans. By daring, you stand up for decency and for what is right. By sharing, you give of your talents to America. By being responsible, you meet your commitments to America.”

### ROLE: SARAH HOGG OF LAMESA, TEXAS

“A good American has the honesty of Abraham Lincoln, the truth of George Washington, the bravery of Daniel Boone, the strength and friendliness of John Wayne, the humor of Bob Hope and Lucille Ball, the gentleness of Fred Rogers and Captain Kangaroo, and the love of God in their heart.”

### ROLE: JUNE PERERA OF CENTREVILLE, VIRGINIA

“A good American loves this country and has true allegiance to it. He believes that with freedom there is responsibility. He plans for the future. He loves God, his family and respects his neighbor.”

### ROLE: LORI THOMAS OF WOODSTOCK, ILLINOIS

“A good American citizen values himself, strives for his American dream, trusts the justice system, abides by and respects the law, voices his opinion, holds his beliefs close without condemning others for believing something else, and understands and embraces that difference of opinion makes America great.”

### ROLE: AMANDA WITTRUP OF ALBUQUERQUE, NEW MEXICO

A Recipe for a Good American  
 1/2 tablespoon honesty  
 1/2 tablespoon responsibility  
 1/2 tablespoon courage  
 1/2 tablespoon caring  
 1/2 tablespoon loyalty  
 1/2 tablespoon patriotism  
 1/2 tablespoon respect for the rights of others  
 1/2 tablespoon fairness

## Interview Sheet

**Directions:** You are a reporter for the New York Times. In honor of National Citizenship Day, you have decided to interview a diverse group of citizens from across the country to get their perspectives on what it means to be a good citizen. You should ask each citizen to read you his/her quotation, and then ask him/her a minimum of two questions about his/her response. Sample questions include:

- Can you give an example of what you mean?
- Can you tell me about an incident from your life that illustrates this point?
- Which public figure is a good example of this and why?



Notes from Interview 1: \_\_\_\_\_

Notes from Interview 2: \_\_\_\_\_

Notes from Interview 3: \_\_\_\_\_

General Conclusions from the Interviews:

## Essay Template

*Directions: Use the following essay template to help you arrange your thoughts and your arguments as you explore the prompt below.*

*There are multitudes of ways for young people to be civically engaged. Based on your life experience, the primary source documents you've examined over the last few days, and the civic traits you investigated, write an essay that explores your thoughts about what it means to be a "good citizen." Use as many specific examples as you can to support your ideas.*

### Beginning: Introduction

*Hook: Grab the reader's attention with a relevant quotation, a story that relates to the topic, important facts or figures related to your topic, or paint a vivid, relevant picture in the mind of your reader.*

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*Transition and introduction: Clearly connect your hook to the topic, and give a broad overview of your thoughts on the subject. Introduce some of the main points you intend to make in the rest of your essay.*

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*Thesis: A statement that clearly states the argument you intend to make in your essay.*

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### Middle: Making Your Points

*Topic Sentence: What is the specific topic of this paragraph? State it as clearly as you can, and then make sure that the rest of the information in the paragraph relates to this sentence.*

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**Unit 1: Civics and Citizenship, Lesson 6: Civic Dispositions** **Student Handout 6B**

***Point/ Example/ Explanation:** This section of your paragraph is where you explore and defend your ideas. First, state the point you'd like to make as clearly and concisely as you can. Then, choose the best example to illustrate your point. Finally, explain and analyze how your example shows your point to be true.*

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***Conclusion:** A statement that quickly sums up your major point and prepares for a transition into the next paragraph.*

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**End: Conclusion**

***Echo:** Briefly "echo" the main points you made in the body of your essay. A focus on key words and ideas is fine; this should not be more than a brief summary.*

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***Reference your thesis:** Here you will want to refer back to your original thesis. Do not simply write the same language again. Rather, emphasize to the reader how you have shown your thesis to be true.*

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***Conclusion:** A final statement that concludes your paper. You want to leave a final impression on your reader. A couple of strategies for doing this effectively include: asking your reader to look to the future, posing an important question, or using a famous quotation that emphasizes your ideas.*

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# Lesson 7: Civic Participation

## Overview

Students will explore civic participation through the genre of the Public Service Announcement (PSA). First, they will explain the goal of a PSA after viewing and researching PSAs. Then they will evaluate the impact of PSAs across the media spectrum (print, audio, and video). Finally they will break into production teams, assign roles, and begin to craft their PSAs for the culminating assessment.

## Objectives

Students will be able to (SWBAT):

- Explain the purpose of a PSA.
- Evaluate the effectiveness of PSAs created in a variety of media.
- Apply their knowledge of effective PSAs to improve civic engagement and participation.

## Classroom Procedures

I. Essential Question(s) – How can citizens actively engage in civic life?

II. Agenda

- EQ: see above
- Hook: Quick Write
- Primary Source: What is a PSA?
- Role Assignments for PSAs
- Exit Slip

III. Hook (15 minutes)

- Students pull out their class journal and respond to the following prompt: “You are a writer for an advertising company. You’ve been hired to write a commercial about civic engagement starring Thomas Jefferson (or you can choose another figure we’ve studied in this unit). Evaluating the VOTE-C traits from earlier this week, which one would be best represented by Thomas Jefferson? Why? After you answer this question, begin to write the script for this commercial.” (8 minutes)
- Students partner up and summarize their responses to one another. (4 minutes)
- Teacher selects a few students to share their responses with the whole class. (4 minutes)
- Connect this activity with the focus of today’s lesson, creating a PSA, by explaining that they have just taken the first step in creating a PSA.

IV. Primary Source Exploration (50-75 minutes)

- Explain to students that today they will be learning about Public Service Announcements (PSAs). PSAs are a lot like commercials, except instead of selling the viewer on a product, a PSA attempts to sell the viewer on an idea or positive course of action. For example, PSAs might encourage young athletes to avoid using steroids, or encourage parents to read to their children, or even encourage small businesses to adequately prepare for natural disasters.

## STANDARDS

### CCE/NSCG

- V.D.4 evaluate, take, and defend positions on ...dispositions that facilitate thoughtful and effective participation in public affairs
- V.E.1 explain the relationship between participation in the political process and the attainment of individual and collective goals.
- V.E.3 evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.

### NCSS

- X. Civic Ideals and Practices
  - b. identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibilities.

### IRA/ NCTE

- 8. Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

### NETS-S

- 1. Creativity and Innovation
  - a. Students apply existing knowledge to generate new ideas, products, or processes.
  - b. Students create original works as a means of personal or group expression.

## KEY TERM

**PUBLIC SERVICE ANNOUNCEMENT-** A PSA is “any announcement (including network) for which no charge is made and which promotes programs, activities, or services of federal, state, or local governments (e.g., recruiting, sale of bonds, etc.) or the programs, activities or services of non-profit organizations (e.g., United Way, Red Cross blood donations, etc.) and other announcements regarded as serving community interests, excluding time signals, routine weather announcements and promotional announcements.”

- Distribute Student Handout 7A to students.
- Before reading, preview the selection by showing (video) or playing (audio) one of the PSAs on the <http://www.adcouncil.org> website. Click on the “Campaigns” button for a full list of PSAs including hundreds of ads centered on Community, Education, Health & Safety. Choose one that seems age and content appropriate for your classroom. Discuss briefly.
- Read through Student Handout 7A directions as a class, and have the students read the article (link is included on the handout) and complete the first three boxes. If multiple computer access is difficult, you can project the story on the board, read it aloud to students, or print out copies for students to read.
- Discuss student responses to first three boxes on Student Handout 7A as a class.
- Project the Ad Council’s website again, and tell students that they will now have an opportunity to browse through a number of the campaigns to examine a variety of PSAs. (In the interest of time, you might want to give them a specific number of campaigns, such as three, to examine.) You can also distribute copies of Teacher Masters 7A - 7C as examples of print PSAs.
- Have students complete the remainder of Student Handout 7A. At this point, the students should begin to have some ideas about what makes an effective PSA. Discuss responses to the activities and share examples as a class. Ask students which examples they’ve seen have given them an idea for their own PSAs.

#### **V. Group Role Assignment (40-60 minutes)**

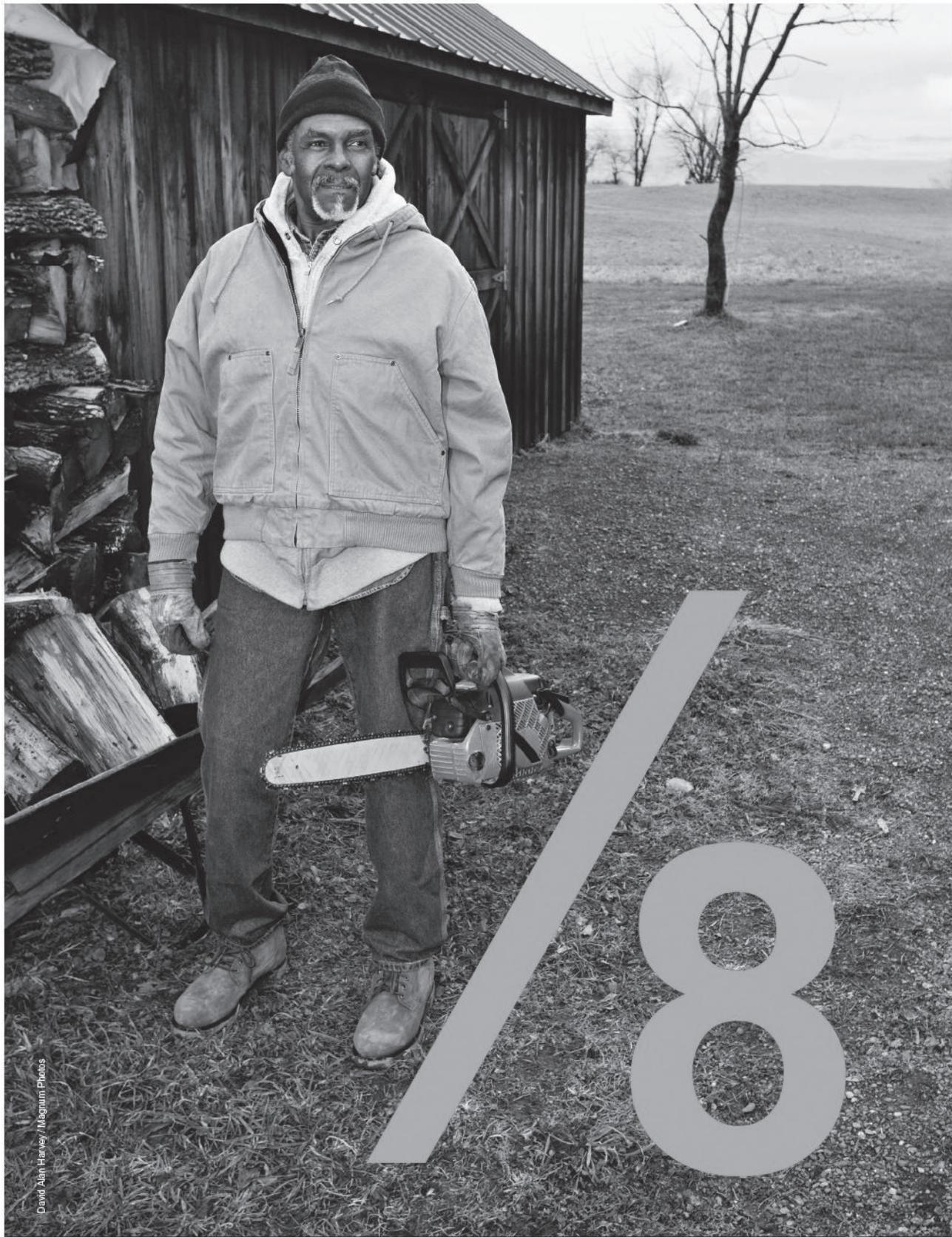
- Now that students understand the gist of and the motivation behind PSAs, and have seen several examples of PSAs, they will begin to create their own PSA for the culminating assessment. (It might be a good idea to review both the Unit Task Handout and the rubric for the Unit Task as a whole class or in groups).
- According to your preference for group selection, arrange students in groups of four.
- Each student within the group should be assigned a role. (See Student Handout 7B for description of roles).
- Once roles are assigned, students should:
  - Choose a medium for their PSA
  - Choose a focus for their PSA
  - Begin to brainstorm ideas for the PSA
  - Begin to draft their PSA.
- Remind students that they should have a draft of their PSA finished by the end of class tomorrow.
- Depending on the medium groups choose for their PSA, please distribute the appropriate scaffolding document.
  - Video PSA (Student Handout 7C)
  - Web Page (Student Handout 7D)
  - Poster/ Print Ad (Student Handout 7E)
  - Podcast (No specific document. Students should write out their script.) For more information on how to create a podcast, visit: <http://bit.ly/d9vNau>

#### **VI. Exit Slip (5 minutes)**

- Student Manager for each group will complete the Group Exit Slip (Student Handout 7F).
  - Role Assignments will be filled in.
  - Medium for PSA will be filled in.
  - Focus for PSA will be filled in (or assigned according to teacher preference).
- All Group Members must provide their signature acknowledging Rough Draft due date.

#### **VI. Extension Activities**

- Have students create a Top Ten List of the Best PSAs. Display these PSAs in the classroom or link audio/visual PSAs to a class website.
- ELL Extension: Have students work in groups and participate in a Reciprocal Teaching (see ELL Toolkit for description) activity centered around a student selected PSA.
- Gifted Extension: Have students develop a marketing and distribution plan for their PSA. Who is the intended audience? How do they expect to reach their intended audience? What obstacles might stand in the way of their message being received by their audience?



David Alan Harvey / Magnum Photos



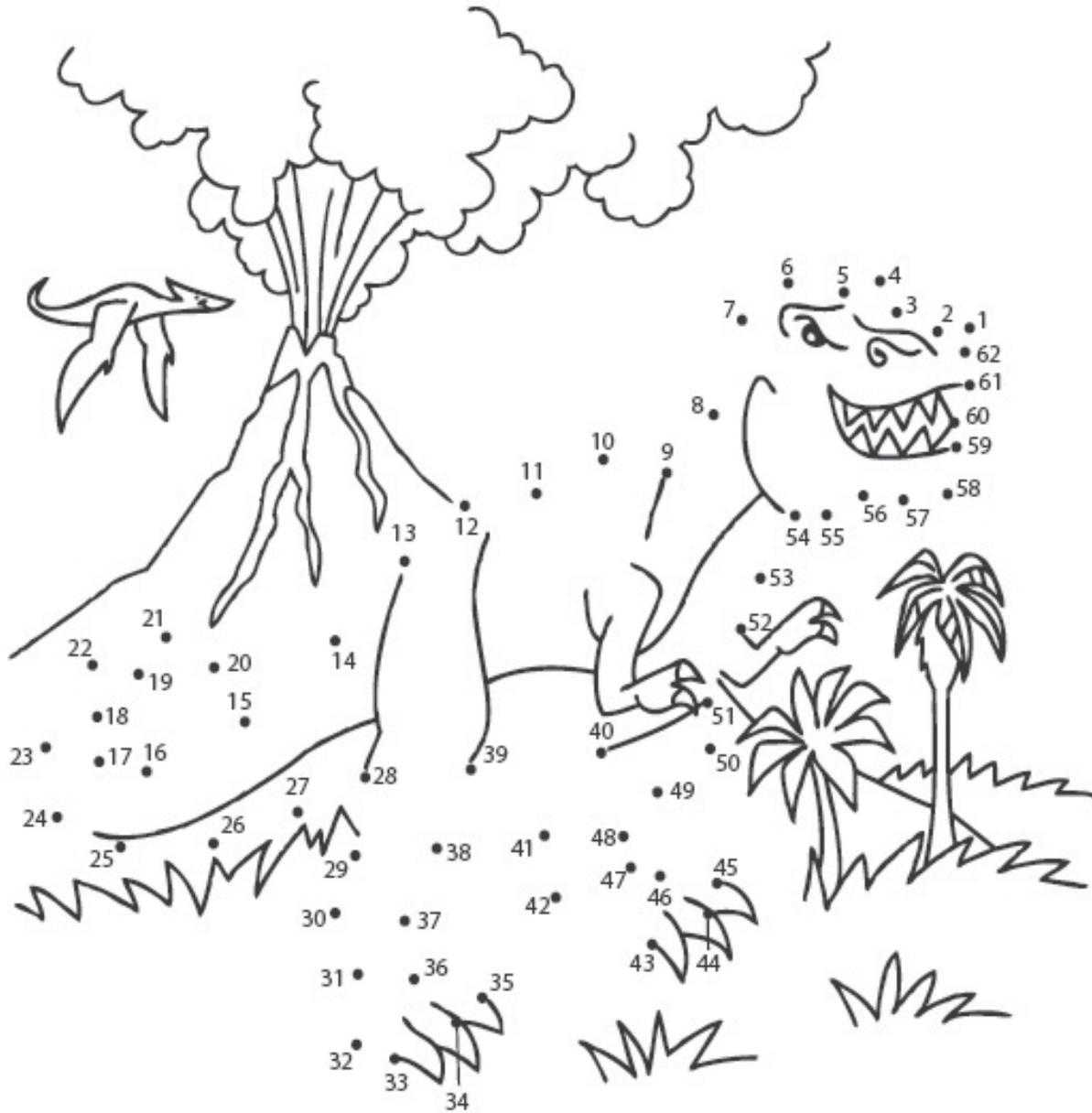
1 in 8 Americans is struggling with hunger. Including people like your neighbor who lives two houses down, your day care provider, or the person who works on the road repair crew. Who's the 1 in 8 in your life that needs help? Go to [feedingamerica.org](http://feedingamerica.org) to see how your support can help those in need.





Who would have thought? Alfred L. Cralle did in 1897. The Ice Cream Scoop, developed by Alfred Cralle,  is just one of the many life-changing innovations that came from the mind of an African American. We must do all we can to support minority education today, so we don't miss out on the next big idea tomorrow. To find out more about African American innovators and to support the United Negro College Fund, visit us at [uncf.org](http://uncf.org) or call 1-800-332-UNCF. A mind is a terrible thing to waste.





Toma el tiempo y hoy  
se un buen papá.



Para información llama al 1-877-432-3411 o visita [www.fatherhood.gov](http://www.fatherhood.gov)

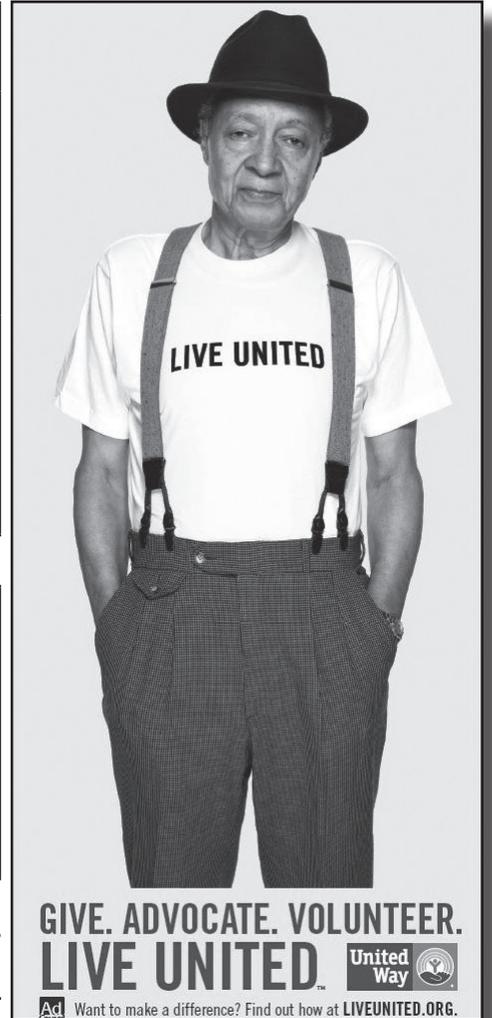


## What is a Public Service Announcement?

*Directions: In order to write and deliver a Public Service Announcement (PSA), you must understand the basic components. George Dessart, of the Museum of Broadcast Communications, explains PSAs in the following article. Read the article and complete the first three boxes below.*

<http://www.museum.tv/eotvsection.php?entrycode=publicservic>

<i>Terms</i>	<i>How are these organizations related to PSAs?</i>
<i>Federal Communications Commission</i>	
<i>Ad Council</i>	



*In my own words, a PSA is:*

*Directions: Visit the website [www.adcouncil.org](http://www.adcouncil.org) and click on the 'Campaigns' button. Examine at least three campaigns and respond to the prompts below.*

**1) My favorite slogans from the PSAs are:**

**2) The most effective PSA was... because...**

**Other Useful Sources**

- <http://www.press-release-writing.com/how-to-write-public-service-announcements/>
- <http://www.ready.gov>

## Role Descriptions for PSA Project

### Project Director

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- *Responsible for overall vision of the PSA.*
- *Ensures that all group members are completing their tasks on time.*
- *Ensures that the project fulfills all of the requirements of the Unit Task by checking the rough draft and final draft against the rubric.*
- *Sets up schedule with goals and deadlines for each person in the group.*
- *Assign any and all tasks that are not specifically enumerated in the Role Descriptions.*

### Art Director

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- *Responsible for the look of the PSA.*
- *If a video, responsible for choosing the shots and location of the filming.*
- *Responsible for the filming and editing of the film.*
- *If a poster, ad, or website, responsible for selection of images and ensuring that all images are of high quality and do not infringe on any copyright law.*
- *Work in conjunction with Script Writer to create all storyboards/ mock-ups for rough drafts.*

### Script Writer

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- *Responsible for all “copy” included in the PSA.*
- *If a video, responsible for the writing of the script.*
- *If a poster, ad, or website, responsible for choice of wording.*
- *Must ensure that all language clearly communicates the message the group is trying to convey.*
- *Work in conjunction with Art Director to create all storyboards/ mock-ups for rough drafts.*

### Public Relations Specialist

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- *Responsible for presentation of PSA to the class.*
- *Must take active part in all preparations of PSA to fully understand and explain to the class during the presentation.*
- *Responsible for reviewing all rough drafts to ensure that the final draft is a finely polished product.*

### Human Resources Director (optional role for groups of 5)

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- *Keeps discussion and decision making moving forward. Do not allow group to become bogged down with too much discussion.*
- *Ensure that the group stays on track and gets through work in the time period given.*
- *Encourages group members, focuses and comments on positive contributions by group members. Encourages harmony within the group, and arbitrates all disagreements.*

NAME: \_\_\_\_\_ PER: \_\_\_\_\_ DATE: \_\_\_\_\_

**Unit 1: Civics and Citizenship, Lesson 7: Civic Participation** **Student Handout 7C**

Project: \_\_\_\_\_ Date: \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_

Audio

Notes

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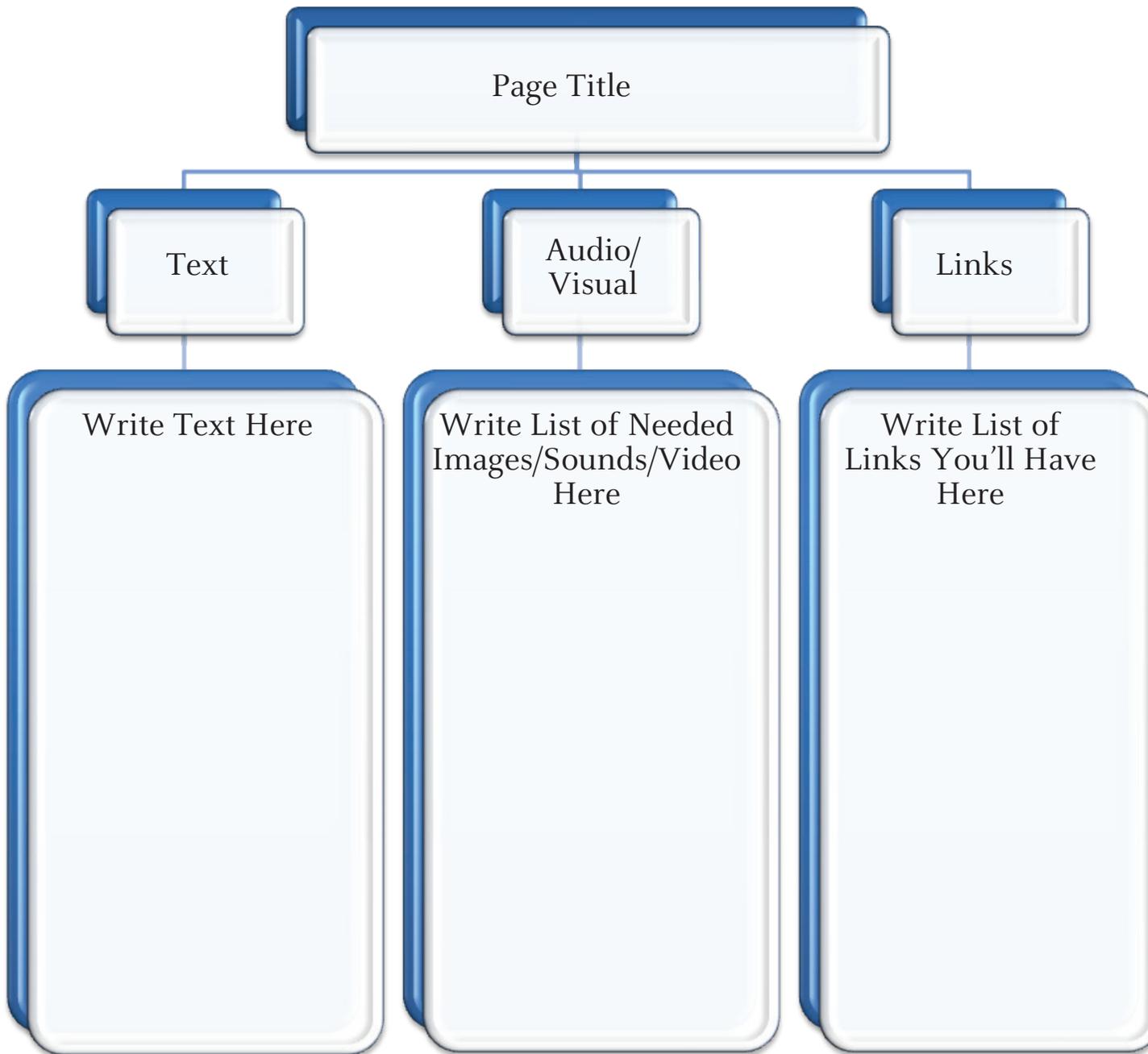
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## Web Page Map

*Directions: Use the graphic organizer below to help sketch out your web page. Be sure to include text, images, links, and any other aspects you would need to include for your web page. You should complete one of these for each page on your website.*



## Poster/ Print Ad Sketch

*Directions: Use the space below to jot a sketch of your poster or print ad. Remember, this is just a first draft. You do not want to leave any white space on your ad, and you want it to have the right mix of visual appeal and substance of message.*

Now you can drink all the COFFEE you wish!

No more do you have to risk indigestion when you drink coffee

Simply put the quantity desired in a cup—pour on boiling water, and instantly you have full, rich flavored coffee—absolutely pure. Always the same—strength as desired.

By a wonderful process George Washington removes the disturbing acids and oils (always present in ordinary coffee), ensuring perfectly digestible coffee.

**G. Washington's INSTANT Coffee**

30c Tin and the 90c Canister in which this ad took. At All Grocers

Made at New York's Grand Avenue, most white and healthy, ready only INSTANT COFFEE—guaranteed to be the best in the world.

G. WASHINGTON COFFEE SALES CO., 79 Wall Street, New York City

A good day to start using G. Washington's Coffee

**THE AMERICAN FAMILY**

THE WIDOW OF A QUALIFIED WORKER WILL RECEIVE MONTHLY BENEFITS AT AGE 65. IN CERTAIN CASES, AN AGED DEPENDENT PARENT MAY GET BENEFITS. ...

FOR INFORMATION WRITE OR CALL AT THE NEAREST FIELD OFFICE OF THE SOCIAL SECURITY BOARD

**BLUE MOUSE**  
SOUND AMPLIFIED

*Pacific Coast Premier*

STARTS AT 11 A.M. TODAY  
for an indefinite run.

BOOKS SHOWN FOR THE SUNDAYS AT 11 A.M., 1:30, 3, 7 AND 9 P.M.

The greatest story ever told ...

JOHN HANCOCK PRESENTS  
**AL JOLSON**  
with MAY MURPHY in  
MARIA BONINA  
KATHLEEN KENNEDY  
MURPHY

**"THE JAZZ SINGER"**  
YOU'LL SEE AND HEAR HIM!  
ON  
**VITAPHONE**

There's a message all over this picture! It's the story of a man who goes through a long and hard struggle to become a great singer. It's a story of love, of hope, of triumph.

FOR YOU HAVE NEVER HEARD HIM SING! SEE IT NOW!

**50¢**

MOVISTONE NEWS  
SEE IT NOW!

**MORE SECURITY FOR THE AMERICAN FAMILY**

THE SOCIAL SECURITY ACT AS AMENDED OFFERS GREATER OLD-AGE INSURANCE PROTECTION TO PEOPLE NOW NEARING RETIREMENT AGE.

FOR INFORMATION WRITE OR CALL AT THE NEAREST FIELD OFFICE OF THE SOCIAL SECURITY BOARD

## Exit Slip: Lesson 7

*Directions: The Project Director for each group will fill out two copies of this Group Exit Slip. One sheet will be turned in to the teacher. The other copy will be retained for the group records.*

### Group Roles (Please fill in the name for each position below)

Project Director \_\_\_\_\_

Art Director \_\_\_\_\_

Script Writer \_\_\_\_\_

Public Relations Specialist \_\_\_\_\_

HR Director (Optional) \_\_\_\_\_

### PSA Medium (Choose One)

video     web page     podcast     print ad     poster     other \_\_\_\_\_

### Focus Trait of PSA (Choose One)

civility     respect for others     respect for law     honesty     open-mindedness  
 critical-mindedness     negotiation and compromise     persistence     civic-mindedness  
 compassion     patriotism     courage     tolerance of ambiguity

### Brainstorming Session

*In the box below, write a brief summary of your vision for your PSA.*

### Next Step(s)

*Our group understands that the rough draft for this project is due on \_\_\_\_\_. We have read and understand our role descriptions for this project, and we will have our share of the work done for our next meeting.*

*Group Signatures:* \_\_\_\_\_  
 \_\_\_\_\_

*On the back of this sheet, the Project Director will write the specific tasks each member of the group will complete prior to the next meeting.*

# Lesson 8: Preparation

## Overview

*Today students will prepare for the presentation of their Unit Task. Students will discuss and strategize about ways to implement effective presentation techniques. Students will finish their rough drafts and use class time to create and rehearse their presentation.*

## Objectives

Students will be able to (SWBAT):

- Explain and demonstrate effective presentation techniques using a variety of media.

## Classroom Procedures

**I. Essential Question(s) – How can citizens actively engage in civic life?**

### II. Agenda

- Essential Question
- Hook: Quick Write
- Review Scaffolding Documents
- Rough Drafts
- Effective Presentations

### III. Hook (10 minutes)

- Students pull out their class journal and respond to the following prompt: For your PSA project: What is done? What needs to be done? What needs to be improved before presenting? (5 minutes)
- Students respond to the questions independently, then meet with their groups for 5 minutes to come to a group consensus on the strategy for moving forward with the PSA project.
- Teacher should circulate throughout the room and check in with individual groups during this time.

### IV. Review Scaffolding Documents (15-25 minutes)

- During this time, groups will work together to complete the appropriate scaffolding document for their project.
  - o Video: Should have a completed storyboard, script, and shooting schedule. (Student Handout 7C)
  - o Web Page: Should use the Web Page Map handout to sketch the look, text, and images needed for their web page. (Student Handout 7D)
  - o Poster: Should complete the Poster/Print Ad Sketch, including any text, images, and color they will be using. (Student Handout 7E)
  - o Print Ad: Should complete the Poster/Print Ad Sketch, including any text, images, and color they will be using. (Student Handout 7E)
  - o Podcast: Should have a completed script, including the title of any music they will use for theme music.

### V. Rough Drafts (45-65 minutes)

- Students should use the rest of the period to finalize the rough draft of their PSA. This should be complete by the end of class.
- During this time, the teacher should visit each group and give constructive feedback about the progress and direction of the group.

## STANDARDS

### CCE/NSCG

*I.A.1: distinguish between civic life -- the public life of the citizen concerned with the affairs of the community and nation -- and private life -- the personal life of the individual devoted to the pursuit of private interests.*

### NCSS

#### X. Civic Ideals and Practices

- c. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- i. construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.
- j. participate in activities to strengthen the "common good," based on careful evaluation of possible options for citizen action.

### IRA/ NCTE

*6. Students apply knowledge of language structure, language conventions, (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.*

### NETS-S

#### 2. Communication and Collaboration

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

## VI. Effective Presentations

- For students to present effectively, they need to have a clear vision of what an effective presentation looks like. Spend some time in class modeling and discussing effective presentations.
- A link to a video on effective presentations: (<http://www.youtube.com/watch?v=bVRpbjtzBaM>) This is a video produced by the Texas A&M University Writing Center. The video specifically discusses oral presentations, and you might ask students to draw comparisons to comparable elements in their chosen medium. At the end you can discuss how they will apply these tips to their presentations. Use a piece of chart paper to create a list of “Rules for Effective Presentations” and post in the classroom.
- Students should keep these in mind as they finalize their rough drafts and their presentation.
  - Teacher visits with each group and the completed rough drafts will serve as the formative assessment today. Have students turn in the scaffolding documents and rough drafts at the end of the class.

# Lesson 9: Rehearsal and Review

## Overview

Today students will rehearse their presentations and pair up with other groups to review their project through the lens of the rubric. They will finalize all details prior to their final presentation tomorrow.

## Objectives

Students will be able to (SWBAT):

- Evaluate group performance using a rubric.

## Classroom Procedures

**I. Essential Question(s) – How can citizens actively engage in civic life?**

### II. Agenda

- Essential Question
- Hook: Quick Write
- Rehearsal Pairings and Rubric Assessment
- PSA Checklist

### III. Hook (5 minutes)

- Students pull out their class journal and respond to the following prompt: For your PSA project: Based on your rough draft, what score do you feel you are going to earn? Why? (5 minutes)
- Students respond to the questions independently to get them thinking about assessment of the PSA.
- Have students volunteer to share responses with the class.

### IV. Rehearsal Pairings (30-50 minutes)

- Begin this time period by reviewing the elements of an effective presentation generated yesterday.
- Based on how many groups you have in your class, create a schedule so that each group will have an opportunity to rehearse in front of two other groups and receive constructive feedback.
- Each member of the group will look for and give feedback on a specific aspect of the presentation according to the list below:
  - o Project Director: Civics Standard 1.A: What is civic life?
  - o Art Director: V.E. How can citizens take part in civic life?
  - o Script Writer: Continuity and polish of finished product
  - o Public Relations: Mechanics and Clarity
  - o HR (optional): Collaboration
- For their feedback, students should watch the entire presentation, taking notes as needed. They should then write down the rubric score they feel the group has earned, along with feedback on specific aspects of the presentation. They should include a positive statement about what works well, and provide two bits of constructive feedback according to their category. (See Student Handout 9A)
- It would be effective to model the writing of this feedback for the students.

## STANDARDS

### CCE/NSCG

*I.A.1: distinguish between civic life -- the public life of the citizen concerned with the affairs of the community and nation -- and private life -- the personal life of the individual devoted to the pursuit of private interests.*

### NCSS

#### X. Civic Ideals and Practices

*c. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.*

*i. construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.*

*j. participate in activities to strengthen the "common good," based on careful evaluation of possible options for citizen action.*

### IRA/ NCTE

*6. Students apply knowledge of language structure, language conventions, (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.*

### NETS-S

#### 2. Communication and Collaboration

*Students:*

*a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.*

*b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.*

*d. contribute to project teams to produce original works or solve problems.*

#### **V. Self Assessment on Rubric (10 -15 minutes)**

- Groups will now compile all of the rubric feedback from their rehearsals, and read through the feedback as a group. Then, they will complete the PSA Checklist (see Student Handout 9B) as a group. This will serve as their exit slip for today.
- During this time, the teacher should visit each group and give constructive feedback about the progress and direction of the group, and address any major last minute items in relation to the PSA.

#### **VI. PSA Checklist**

- Read through the directions for the checklist as a class. Have groups use the remaining time to go through the checklist to ensure they are fully prepared for the presentations tomorrow.

NAME: \_\_\_\_\_

PER: \_\_\_\_\_

DATE: \_\_\_\_\_

**Unit 1: Civics and Citizenship, Lesson 9: Project Time**

**Student Handout 9A**

## Group Feedback Form

*Directions: You will be giving each group you watch constructive feedback to help make the final presentations of the PSAs as effective as possible. Use the chart below to frame your comments. Then, cut out your comments and give to the appropriate group.*

<b>GROUP</b>	<b>RUBRIC CATEGORY</b>	<b>SCORE</b>	<b>REASONING AND COMMENTS</b>
Names of people in the group:	Write your rubric category here:	What score do you feel the group would earn if this were their final presentation?	What was the best aspect of the groups' presentation?  What two areas or specific element would you suggest they work on for the final presentation?
Names of people in the group:	Write your rubric category here:	What score do you feel the group would earn if this were their final presentation?	What was the best aspect of the groups' presentation?  What two areas or specific element would you suggest they work on for the final presentation?

## PSA Checklist

**Directions:** Scholars, before you turn in your completed PSAs, please use the checklist below to ensure you have a quality product.

### Preparation

- I have watched and researched other PSAs in the same medium I intend to use.
- I have a rough draft in the form of a sketch, script or storyboard.

### Product

- I have created a video, print, audio, or internet media product.
- My product is appropriate for high school juniors and seniors.
- My product proves I understand civic life

### Content

- I clearly defined what civic life is for my audience.
- I have provided two examples of students involved in civic life:

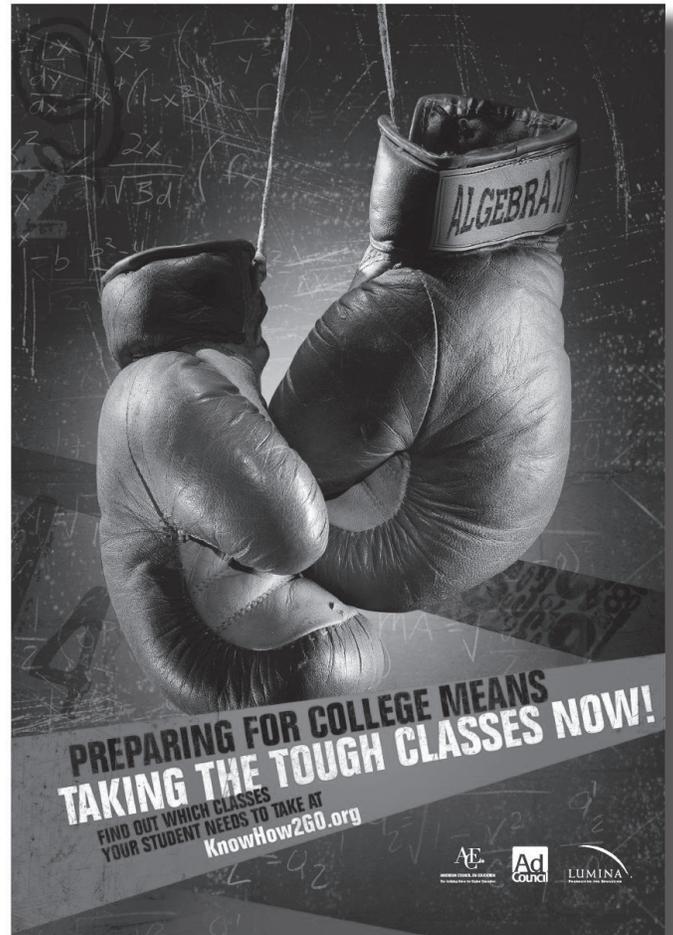
Ex: \_\_\_\_\_

Ex: \_\_\_\_\_

- I have included FIVE Key Vocabulary terms I have learned in this unit:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- My PSA encourages the youth to become civically involved
- I have given credit to all quotations
- I have used the rubric to accurately guide me.



By signing this box I certify that this document is true to the best of my knowledge. This is an accurate description of my PSA product.

\_\_\_\_\_  
Scholar Name

\_\_\_\_\_  
Scholar Signature

# Lesson 10: Presentations & Reflections

## Overview

*Today students will present, explain, and give the context for their PSAs. Then, using the rubric, they will assess their individual contributions to the group, the contributions of other group members, and the overall effectiveness of their PSA.*

## Objectives

Students will be able to (SWBAT):

- Self- assess several aspects of presentation and give positive constructive feedback for each group that presents

## Classroom Procedures

**I. Essential Question(s) – How can citizens actively engage in civic life?**

### II. Agenda

- Presentations
- Evaluations
- Self-Assessment and Reflection

### III. Presentations (Time will vary)

- Each group will now have an opportunity to present their PSAs.
- While each group presents, students should complete Student Handout 10A, the Audience Response Sheet. Read directions as a class. Modeling an effective response will help students give quality feedback.

### IV. Self-Assessment and Reflection (10-15 minutes)

- All groups have completed their presentations, thus giving each group an opportunity to observe a diverse array of quality, depth, and information. This will help give them a context for self-assessment.
- Have students complete Student Handout 10B, the Self-Assessment and Reflection Sheet.
- End class with discussion of the PSAs and any pertinent comments from the Self-Assessments and Reflection Sheets. Return to and refer to the unit essential questions over the course of this discussion.
  - o What is citizenship? What is a good citizen?
  - o What are the rights and responsibilities of a citizen in a democracy?
  - o How do private responsibilities and civic responsibilities converge? Diverge?
  - o How can citizens actively engage in civic life?
  - o What are the many roles a citizen can play in a democracy?

## STANDARDS

Center for Civic Education, National Standards for Civics and Government  
*I.A.1, V.A.1, V.A.2, V.B.1, V.B.2, V.B.3, V.B.4, V.B.5, V.C.1, V.C.2, V.D.1, V.D.2, V.D.3, V.D.4, V.E.1, V.E.2, V.E.3, V.E.5*

National Council for the Social Studies, Curriculum Standards for Social Studies  
*II.D, II.E, IV.B, IV.G, VI.A, VI.B, X.A, X.B, X.C, X.D, X.I, X.J*

International Reading Association and National Council of Teachers of English, IRA/ NCTE Standards for the English Language Arts  
*1, 2, 3, 5, 6, 7, 8, 12*

International Society for Technology in Education, The ISTE National Educational Technology Standards for Students  
*1.A, 1.B, 2.A, 2.B, 2.D, 3.A, 3.B, 3.C, 3.D, 4.B, 5.B, 6.A, 6.D*

## Audience Response Sheet

*Directions: Use the chart below to offer feedback to your classmates on their presentations. First, write in the name(s) of the presenting group, and then as you watch the presentation, take notes on both the content of the presentation as well as the way in which the information is presented. Offer one positive observation, and one piece of constructive criticism. Finally, write down the overall score you believe the group earned.*

<b>GROUP</b>	<b>FEEDBACK ON CONTENT</b> <i>Focus on the information in the presentation 1 positive observation, 1 constructive comment</i>	<b>FEEDBACK ON PRESENTATION</b> <i>Focus on the way information is presented 1 positive observation, 1 constructive comment</i>	<b>I FEEL THIS GROUP EARNED A SCORE OF ____ BECAUSE...</b>

NAME: \_\_\_\_\_

PER: \_\_\_\_\_

DATE: \_\_\_\_\_

**Unit 1: Civics and Citizenship, Lesson 10: Presentation**

**Student handout 10A**

<b>GROUP</b>	<b>FEEDBACK ON CONTENT</b> <i>Focus on the information in the presentation 1 positive observation, 1 constructive comment</i>	<b>FEEDBACK ON PRESENTATION</b> <i>Focus on the way information is presented 1 positive observation, 1 constructive comment</i>	<b>I FEEL THIS GROUP EARNED A SCORE OF ____ BECAUSE...</b>

NAME: \_\_\_\_\_ PER: \_\_\_\_\_ DATE: \_\_\_\_\_

## Self-Assessment and Reflection

*Directions: Use your rubric to help you complete the chart below. Look at your rubric, write down the category, and give your group a score from 1-4 for each category. Then, in the Reasoning column, be sure to give at least two specific reasons for why you gave yourself the score.*

CATEGORY	RUBRIC SCORE	

## Group Assessment

*Directions: Use the chart below to evaluate the efforts and contributions of your group members to this project.*

GROUP MEMBER	GRADE EARNED	REASONING

## Self-Assessment and Reflection

*Directions: Using the essential questions for this unit as a framework and drawing on the array of prominent figures and primary sources included in this unit, please use the space below to respond to the following:*

- 1) Over the course of this unit, what have you learned about civic involvement?
- 2) What aspects of citizenship and civic involvement would you still like to learn more about?
- 3) If you had to start this project over, what would you do differently this time around?

### Essential Questions

- What is citizenship?
- What is a good citizen?
- What are the rights and responsibilities of a citizen in a democracy?
- How do private responsibilities and civic responsibilities converge? Diverge?
- How can citizens actively engage in civic life?
- What are the many roles a citizen can play in a democracy?

# Appendix

The appendix is divided into three sections:

- I. **Research** – This section cites the influences to the overall curricula and the theory behind our decisions and design.
- II. **Activities and Strategies** – This section delves into the details of how to implement activities and strategies used throughout the curriculum
- III. **Optional Enrichment** – This section provides teachers ideas and resources to go beyond what is provided in the curriculum.
- IV. **Standards** – The four main set of standards that anchored the curriculum are provided for reference.

## I. Research

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### Understanding by Design

Created by renowned educators Jay McTighe and Grant Wiggins, Understanding by Design (UbD) is a framework for curriculum development that centers on student learning. The three-stage, backwards design model was first published in 1998, is endorsed by the Association for Supervision and Curriculum Development and is widely used by educators all over the country. The focus on transfer of skills via an authentic performance task has helped school districts and teachers to prioritize their curriculum and assessments around “big ideas, essential questions, and authentic performances.”

Each unit ends with an authentic performance task or assessment designed using GRASPS. GRASPS is used to help communicate to students the nature of the performance task in real world terms.

#### Goal – Role – Audience – Situation – Product – Standards & Criteria

**Goal** – Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.

**Role** – Define the role of the students in the task. State the job of the students for the task.

**Audience** – Identify the target audience within the context of the scenario. Example audiences might include a client or a committee.

**Situation** – Set the context of the scenario. Explain the situation.

**Product** – Clarify what the students will create and why they will create it.

**Standards and Criteria** – Provide students with a clear picture of success. Identify specific standards for success and issue rubrics to the students before work on the task begins.

The Annenberg Presidential Learning Center (APLC) worked with UbD in the classroom, and used the most updated version of the UbD Template to date in the curricula. APLC emphasizes Understanding by Design as a framework and not merely a template.

UbD is an evolving framework backed by the latest research in education. This most recent design includes an area where curriculum developers and instructors can check for alignment of goals and tasks, ensuring that the desired transfer occurs in the assessments provided for students.

Understanding by Design opens the door for a plethora of learning opportunities for teachers including the effective use of essential questions and project based learning. Institutes exist for further mastery of the UbD framework, and teachers seeking further information can also attend the ASCD Conferences or read the various studies written by either Jay McTighe or Grant Wiggins.

Suggested Resources for further information about Understanding by Design:

- 1) “Authentic Education - What Is UbD?” *Authentic Education - Welcome to Authentic Education*. Web. 15 Sept. 2010. <<http://www.grantwiggins.org/ubd/ubd.lasso>>.
- 2) *Understanding by Design Exchange by ASCD*. Web. 15 Sept. 2010. <<http://www.ubdexchange.org/>>.
- 3) Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Upper Saddle River (New Jersey): Pearson, 2006. Print.

# Appendix

- 4) McTighe, Jay, and Grant P. Wiggins. *Understanding by Design Professional Development Workbook*. Heatherton, Vic.: Hawker Brownlow Education, 2006. Print.
- 5) Tomlinson, Carol A., and Jay McTighe. *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006. Print

## The Expository Reading and Writing Task Force and Reading Rhetorically

The Expository Reading and Writing Course (ERWC) Task Force was developed by high school teachers and faculty from the California State University system. The ERWC is a yearlong college prep English class aimed at high school junior and seniors. The course is designed to help high school students develop their critical reading and writing skills to meet the expectations of colleges and universities. The ERWC is an authentic collaboration and effort between the secondary schools, colleges, and universities to help students meet the expectations of college level reading and writing.

Research that influenced the ERWC comes from the Academic Literacy Report published by the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California.

Published by Longman in 2007, *Reading Rhetorically* is a text by John C. Bean, Virginia A. Chappell, and Alice M. Gillam that demonstrates effective techniques for analyzing texts through recognition of rhetorical strategies and genre conventions. It also shows students how to effectively incorporate selections of text from other writers into their research papers. The ERWC adopted a template based on some ideas from *Reading Rhetorically* specifically the notion that there should always be a pre-reading, reading and post-reading activity with every reading a teacher assigns.

*Reading Rhetorically* is described as an “aims-based rhetoric and reader” that “teaches students analytical reading, academic writing, and inquiry as the keys to success in college.” *Reading Rhetorically* helps teachers and students see reading as interactive and similar to a conversation. Moving to bridge the high school emphasis on fiction and the college emphasis on nonfiction, strategies and models are provided to emphasize academic writing as a process where writers “talk” to texts. Organized by rhetorical aims it focuses on application of rhetorical processes in a student’s writing.

Suggested Resources for further reading:

- 1) “Expository Reading and Writing Course | CSU.” *The California State University*. The California State University. Web. 27 July 2010. <<http://www.calstate.edu/eap/englishcourse/>>
- 2) “About Reading Rhetorically.” *Pearson Longman*. Pearson Longman. Web. 27 July 2010. <[http://wps.ablongman.com/long\\_bean\\_rr\\_1/1/367/94042.cw/index.html](http://wps.ablongman.com/long_bean_rr_1/1/367/94042.cw/index.html)>
- 3) “Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities.” Intersegmental Committee of the Academic Senates. Spring 2002. <<http://www.universityofcalifornia.edu/senate/reports/acadlit.pdf>>
- 4) Bean, John C., Virginia A. Chappell, and Alice M. Gillam. *Reading Rhetorically*. New York: Pearson/Longman, 2007. Print.

# Appendix

## II. Activities and Strategies

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### General Activities and Strategies

#### Formative Assessments

Our curriculum utilizes Exit Slips as a source of formative assessment for teachers along the way. Formative assessments provide data along the way. While some teachers prefer reproducible handouts to help students feel focused, other teachers can get equally relevant data from scraps of paper. Below are some of the types of formative assessments used.

- **Exit Slips or Tickets**

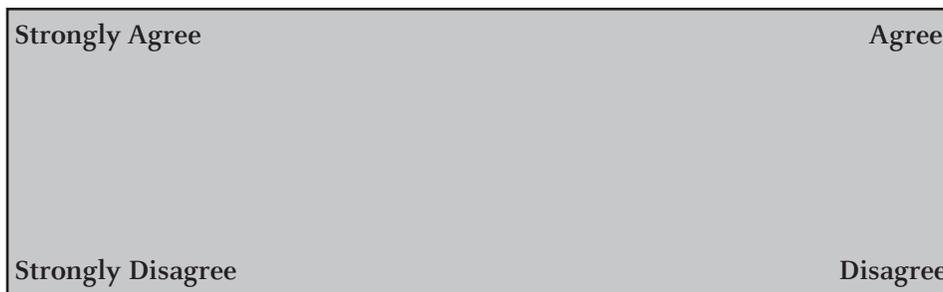
Students are given either a reproducible (provided) or small pieces of paper with enough space to write. Exit Slips can be formal or an impromptu assessment and are used more for the teacher to collect data than to enter into a student's grade. Teachers generally ask one to three questions and usually ask a content question regarding the big idea of the day's lesson, and a higher order thinking skill question. Exit Slips should take around five minutes and should not be high stakes. In fact, teachers often suggest students do not provide their names. Teachers stand at the door and collect the Exit Ticket. The data for whether or not "transfer" occurred is now available to the teacher.

- **Quick Writes or One-Minute Papers**

These do not necessarily have to be one minute. Generally, teachers provide an open ended prompt asking students what they felt was the most important takeaway or what was most confusing about the day's lesson. Often times, teachers open the following day reading or addressing the Exit Slips.

#### Four Corners

This activity can be done along a spectrum as well as within the four corners of a teacher's classroom. The general instructions include:



#### Classroom Setup

1. Project or write a controversial statement(s) that forces students to take a stand.
2. Individually, students will write down whether they strongly agree, agree, disagree, or strongly disagree with the statement and explain. However, some teachers opt to tell students to move to the corner that matches their response.
3. Students have time to discuss with others who share their feelings and then the teacher or students can choose a spokesperson for each group to present their argument to the class. The conversation can be as structured or as loose as the teacher would like.
4. Generally, teachers allow questions or challenge time. During this period students may move if they change their mind.
5. A reflection activity either in writing or in pairs generally follows four corners.

Suggested Resource for further reading:

- 1) Tedick, D.J. (Ed.). "Proficiency oriented language instruction and assessment: A curriculum handbook for teachers." CARLA, 2002.

# Appendix

## Jigsaw

Jigsaw is a cooperative learning strategy that helps students wade through dense materials, while building social skills, and remaining accountable. Dr. Elliot Aronson is credited with implementing this strategy in 1971 as a method of forcing cooperation within a recently desegregated school. Group members depend on one another to accomplish one goal.

- **Home Group** – Their regular cooperative learning groups, where students will return to after they have studied a topic.
- **Expert Group** – This group reads a small section of the materials, with the goal of mastery, and then discusses how to best present it when they return to their home group.

## General Instructions for a Jigsaw

1. Students meet in their Home Groups
2. Divide reading materials into parts, or have different articles available for each Expert Group
3. Assign a different topic to each team member
4. Home Groups will disperse and meet with people who have the same number and form an Expert Group
5. Expert Groups read and dissect the materials together, ultimately looking for the best way to teach it to their Home Group
6. Students return to their Home Group and share their findings. Together, every Home Group should possess an expert about every section of the reading
7. The Home Group synthesizes all of the readings presented

## Suggested Resource for further reading:

- 1) Aronson, E., N. Blaney, C. Stephin, J. Sikes & M. Snapp. *The Jigsaw Classroom*. Beverly Hills, CA: Sage Publications, 1978. Print.

## Context/Say, Mean, Matter

This strategy is used by teachers to dissect primary sources in English and in Social Studies, forcing students to make connections to the text. It can be used with a variety of resources including images, song lyrics, speeches, novels, and statistics.

The template provided looks at Say, Mean, Matter as not just a graphic organizer but an easily transferable skill to help students construct an essay. Students often view graphic organizers as a task they complete for their teacher as opposed to a learning tool for themselves. This new construct helps the student transfer the graphic organizer into a body paragraph that makes sense. The template provided was developed during an Inquiry Group Cycle at Camino Nuevo High School.

Kelly Gallagher provides a Say/Mean Chart in his book *Deeper Reading*, and countless teachers have different variations of this method of analyzing primary sources.

## Suggested Resource for further reading:

- 1) Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, Me.: Stenhouse, 2004. Print.

# Appendix

## Strategies for Primary Source Analysis

### Overview

Our goal is to provide lessons, materials, and activities that contribute to students being active and productive citizens. You know your students and their strengths and weaknesses as learners better than any person or agency outside of your classroom, and because of that we encourage you to make use of the activities and methodologies that work best for your classroom. We realize that our arrangement of these materials and our selection of activities might not always be the best fit. Here we have included a palette of options for analyzing and exploring primary source materials to provide flexibility and options that allow educators to best meet the needs of their student populations. Here we provide an overview of several different strategies, handouts to accompany those strategies, and suggestions for where to find more information. These activities are generic and designed to be used with any primary source.

### The National Archives and Records Administration - Document Analysis Worksheets

The National Archives has one of the largest collections of primary source documents in the world. At the Ronald Reagan Presidential Library alone, there are more than 48 million documents. Archivists in all of the National Archives facilities have extensive experience with primary source documents, and their Education Team has developed a series of document analysis worksheets that students can use to examine and interpret a variety of document types. They have created worksheets for examining written documents, photographs, cartoons, posters, maps, artifacts, motion pictures, and sound recordings. You can find links to editable PDF versions of these resources at: <http://www.archives.gov/education/lessons/worksheets/>

### Socratic Seminar

A Socratic Seminar is named for the Greek philosopher Socrates. Socrates believed that the best way for students to learn was through self-generated inquiry and dialogue rather than merely having their heads filled with the “correct” answers by a teacher. He would often respond to his students’ questions with more questions, encouraging them to think about and arrive at their own answers.

Used with a primary source text, a Socratic Seminar follows the examination of the primary source. All students have an opportunity to read the text, and then participate in a class dialogue that begins with open-ended questions. It is essential to the success of Socratic Seminar that there is a clear expectation that dialogue (and exploration of a topic) takes place instead of debate (an argument about a topic). Often, it may take several class periods to effectively institute the expected behaviors and rhetorical techniques necessary for a successful Socratic Seminar.

There are four essential components of a Socratic Seminar. 1) Text: Should be rich with ideas and issues to allow for questions and exploration. 2) The Question: A Socratic Seminar begins with an open-ended question that can be posed by a teacher, a student moderator, or from a participant. It should lead to more questions. In this way, a line of inquiry develops organically. 3) The Leader: Both leader and participant, the leader keeps discussion focused, asks follow up questions, helps clarify ideas, and tries to keep all involved. 4) The Participant: Must closely study the text and come to the seminar prepared. They search for evidence in the text to support their ideas.

### Suggested Resources:

#### A book overview of Socratic Seminar

- 1) Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*. Portland, Me.: Stenhouse, 2005. Print.

#### A written overview of Socratic Seminar

- 2) [http://www.solonschools.org/schoolforms/pdf/SHS656\\_English%2010%20Honors%20Socratic%20Seminar%20Information.pdf](http://www.solonschools.org/schoolforms/pdf/SHS656_English%2010%20Honors%20Socratic%20Seminar%20Information.pdf)

#### A PowerPoint overview of Socratic Seminar

- 3) <http://www.slideshare.net/jgerst1111/socratic-seminars>

# Appendix

## Debate

Academic writing and interpretation often demands that a student take, defend, and support a position with regard to a specific issue. A debate asks students to collaborate, deeply read a primary source, and consider multiple angles of an argument. In a Lincoln-Douglas style debate, teams of six students represent either the affirmative or negative side of a debatable assertion or question. The roles include: Moderator, Lead Debater, Questioner, Question Responder, Rebutter, and Summarizer. For example, if you were to use this activity with Lesson 4, students might debate the statement, “To be a good citizen, you must be disobedient from time to time.” If you were to use this activity with Lesson 5, students might debate the statement, “In order to be an effective public servant, a person must exhibit a high degree of private character.” Students would then use the primary sources as well as other sources they might uncover in researching the topic to support their side of the argument. A debate demands that students turn their focus on how to effectively use information, rather than simply store or absorb it.

Suggested Resources:

**A journal article on debate in the classroom (describes several different types of classroom debate)**

- 1) Kennedy, Ruth. “In-Class Debates: Fertile Ground for Active Learning and the Cultivation of Critical Thinking and Oral Communication Skills.” *International Journal of Teaching and Learning in Higher Education* 19.2 (2007): 183-90. Print.

**A website describing Lincoln-Douglas style debate in the classroom**

- 2) [http://www.educationworld.com/a\\_lesson/03/lp304-01.shtml](http://www.educationworld.com/a_lesson/03/lp304-01.shtml)

## Role-Playing

Role-Playing is a learning strategy in which students take on the role of a character in an attempt to gain deeper understanding of an issue or primary source. Students can take on a variety of roles to achieve this end, including the author of the primary source, the subject of the primary source, contemporaries of the author or subject, historians, experts, journalists, talk show hosts, etc... There is no limit to the roles that can be taken on so long as each role leads to a deeper understanding and comprehension of the primary source and the ideas and issues raised in the primary source. For example, in Lesson 3, students could take on the roles of President Reagan, a press secretary, and members of the press. The press secretary could introduce President Reagan and give a brief statement on the importance and history of Citizenship Day and Constitution Week. President Reagan could read the proclamation. Reporters could prepare questions about the content of the proclamation as well as its relation to current events.

Suggested Resources:

**A book that discusses the positive impact of role-playing in the classroom**

- 1) Himmele, Pérsida, and William Himmele. “Chapter 3. C= Content Reading Strategies.” *The Language-rich Classroom: a Research-based Framework for Teaching English Language Learners*. Alexandria, VA: ASCD, 2009. Print.

**A web article that discusses role-play**

- 2) [http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-29.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-29.pdf)

## Written Conversation

This technique is described in Content Area Writing. Essentially, this capitalizes on student fondness for writing notes to one another. In this exercise, the class will first examine a primary source. Following the first draft of the reading, students will participate in a writing-to-learn activity. Depending on what arrangement works for your class, students can work in groups of 2-4 students. Each student will have a piece of paper, and they will write a reaction to the primary source. The students in their group will then write a response, and the students will go back and forth until the allotted time expires. You will want to encourage students to reference specific elements of or ideas from the text in their written responses.

# Appendix

## Example Written Conversation for Lesson 3, Oath of Allegiance

*Student 1: I wouldn't want to take the oath because if we went to war, they could force me to join the Army and fight, even if I didn't want to. The people who are born here don't have to take any kind of oath.*

*Student 2: Yeah, but look at what is happening in some countries. Imagine if you lived in a country where they could stone you to death because you didn't want to marry your father's choice of husband, and you ran off with the person you loved instead. I saw that on the news last week. You're telling me that you'd miss the opportunity to live in the United States because you didn't want to take an oath that asked you to fight for that?*

*Student 1: I don't want anyone to force me to do anything. I thought that was the whole point of living in the United States. That's why it is a free country.*

*Student 2: It is free. You are free to choose whether or not you want to fight for freedom or be stoned to death for running away to get married. Besides, it says you will defend the United States against enemies. They won't make you fight unless there is a good reason.*

If you are slightly more tech savvy (and trusting of your students), you might also have students complete this exercise via Twitter, Facebook, or a class blog.

### Suggested Resource

- 1) Daniels, Harvey, Steven Zemelman, and Nancy Steineke. "Chapter Four: Going Deeper with Writing to Learn." Content-area Writing: Every Teacher's Guide. Portsmouth, NH: Heinemann, 2007. Print.

### Conclusion

These are just a few methods of examining and exploring primary sources from among the plethora of effective pedagogical methods available to educators. We hope they serve as useful options and provide a balance between the structure and flexibility needed to ensure effective curriculum. For other ideas, please look at our ELL Toolkit that follows the Guide for the unit, and our Strategies for Vocabulary Development and Strategies for Integrating Writing.

# Appendix

## Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum <input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT:  POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) <span style="border: 1px solid black; padding: 2px;">Limit response for each question to 3 lines of text</span> A. List three things the author said that you think are important:  B. Why do you think this document was written?  C. What evidence in the document helps you know why it was written? Quote from the document.  D. List two things the document tells you about life in the United States at the time it was written.  E. Write a question to the author that is left unanswered by the document:

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# Appendix

## Cartoon Analysis Worksheet

<b>Level 1</b>	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title.  2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.  3. Record any important dates or numbers that appear in the cartoon.
<b>Level 2</b>	
Visuals	Words
2. Which of the objects on your list are symbols?  3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?  5. List adjectives that describe the emotions portrayed in the cartoon.
<b>Level 3</b>	
A. Describe the action taking place in the cartoon.  B. Explain how the words in the cartoon clarify the symbols.  C. Explain the message of the cartoon.  D. What special interest groups would agree/disagree with the cartoon's message? Why?	Limit response for each question to 3 lines of text

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# Appendix

## Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Limit response for each question to 2 lines of text</div>	
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

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# Appendix

## Map Analysis Worksheet

1.	<p>TYPE OF MAP (Check one):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="radio"/> Raised Relief map</td> <td style="width: 50%;"><input type="radio"/> Bird's-eye map</td> </tr> <tr> <td><input type="radio"/> Topographic map</td> <td><input type="radio"/> Artifact map</td> </tr> <tr> <td><input type="radio"/> Political map</td> <td><input type="radio"/> Satellite photograph/mosaic</td> </tr> <tr> <td><input type="radio"/> Contour-line map</td> <td><input type="radio"/> Pictograph</td> </tr> <tr> <td><input type="radio"/> Natural resource map</td> <td><input type="radio"/> Weather map</td> </tr> <tr> <td><input type="radio"/> Military map</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Raised Relief map	<input type="radio"/> Bird's-eye map	<input type="radio"/> Topographic map	<input type="radio"/> Artifact map	<input type="radio"/> Political map	<input type="radio"/> Satellite photograph/mosaic	<input type="radio"/> Contour-line map	<input type="radio"/> Pictograph	<input type="radio"/> Natural resource map	<input type="radio"/> Weather map	<input type="radio"/> Military map	<input type="radio"/> Other
<input type="radio"/> Raised Relief map	<input type="radio"/> Bird's-eye map												
<input type="radio"/> Topographic map	<input type="radio"/> Artifact map												
<input type="radio"/> Political map	<input type="radio"/> Satellite photograph/mosaic												
<input type="radio"/> Contour-line map	<input type="radio"/> Pictograph												
<input type="radio"/> Natural resource map	<input type="radio"/> Weather map												
<input type="radio"/> Military map	<input type="radio"/> Other												
2.	<p>UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Compass</td> <td style="width: 50%;"><input type="checkbox"/> Name of mapmaker</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> Title</td> </tr> <tr> <td><input type="checkbox"/> Date</td> <td><input type="checkbox"/> Legend (key)</td> </tr> <tr> <td><input type="checkbox"/> Notations</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Scale</td> <td></td> </tr> </table>	<input type="checkbox"/> Compass	<input type="checkbox"/> Name of mapmaker	<input type="checkbox"/> Handwritten	<input type="checkbox"/> Title	<input type="checkbox"/> Date	<input type="checkbox"/> Legend (key)	<input type="checkbox"/> Notations	<input type="checkbox"/> Other	<input type="checkbox"/> Scale			
<input type="checkbox"/> Compass	<input type="checkbox"/> Name of mapmaker												
<input type="checkbox"/> Handwritten	<input type="checkbox"/> Title												
<input type="checkbox"/> Date	<input type="checkbox"/> Legend (key)												
<input type="checkbox"/> Notations	<input type="checkbox"/> Other												
<input type="checkbox"/> Scale													
3.	<p>DATE OF MAP:</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>												
4.	<p>CREATOR OF THE MAP:</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>												
5.	<p>WHERE WAS THE MAP PRODUCED?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>												
6.	<p>MAP INFORMATION</p> <p>A. List three things in this map that you think are important. <span style="float: right; border: 1px solid black; padding: 2px; font-size: small;">Limit response for each question to a single line of text</span></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>B. Why do you think this map was drawn? <span style="float: right; border: 1px solid black; padding: 2px; font-size: small;">Limit response for each question to 2 lines of text</span></p> <p>C. What evidence in the map suggests why it was drawn?</p> <p>D. What information does this map add to the textbook's account of this event?</p> <p>E. Does the information in this map support or contradict information that you have read about this event? Explain.</p> <p>F. Write a question to the mapmaker that is left unanswered by this map.</p>												

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# Appendix

## Artifact Analysis Worksheet

1.	<b>TYPE OF ARTIFACT</b> Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.  _____
2.	<b>SPECIAL QUALITIES OF THE ARTIFACT</b> Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.  _____
3.	<b>USES OF THE ARTIFACT</b> A. What might it have been used for? _____ B. Who might have used it? _____ C. Where might it have been used? _____ D. When might it have been used? _____
4.	<b>WHAT DOES THE ARTIFACT TELL US?</b> A. What does it tell us about technology of the time in which it was made and used? _____ B. What does it tell us about the life and times of the people who made it and used it? _____ C. Can you name a similar item today? _____
5.	<b>BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.</b>

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# Appendix

## Motion Picture Analysis Worksheet

<b>Step 1. Pre-viewing</b>									
A.	Title of Film: _____ Record Group Source: _____								
B.	What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.								
	<table border="1"> <thead> <tr> <th>Concepts/Ideas</th> <th>People</th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>1. _____</td> </tr> <tr> <td>2. _____</td> <td>2. _____</td> </tr> <tr> <td>3. _____</td> <td>3. _____</td> </tr> </tbody> </table>	Concepts/Ideas	People	1. _____	1. _____	2. _____	2. _____	3. _____	3. _____
Concepts/Ideas	People								
1. _____	1. _____								
2. _____	2. _____								
3. _____	3. _____								
<b>Step 2. Viewing</b>									
A.	Type of motion picture (check where applicable): <input type="checkbox"/> Animated Cartoon <input type="checkbox"/> Theatrical short subject <input type="checkbox"/> Documentary Film <input type="checkbox"/> Training film <input type="checkbox"/> Newsreel <input type="checkbox"/> Combat film <input type="checkbox"/> Propaganda Film <input type="checkbox"/> Other								
B.	Physical qualities of the motion picture (check where applicable): <input type="checkbox"/> Music <input type="checkbox"/> Live action <input type="checkbox"/> Narration <input type="checkbox"/> Background noise <input type="checkbox"/> Special effects <input type="checkbox"/> Animation <input type="checkbox"/> Color <input type="checkbox"/> Dramatizations								
C.	Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?								
<b>Step 3. Post-viewing (or repeated viewing)</b>									
A.	Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.								
B.	What is the central message(s) of this motion picture?								
C.	Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?								

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# Appendix

## Sound Recording Analysis Worksheet

<b>Step 1. Pre-listening</b>	
A.	Whose voices will you hear on this recording? _____
B.	What is the date of the recording? _____
C.	Where was this recording made? _____
<b>Step 2. Listening</b>	
A.	Type of sound recording (check one): <input type="radio"/> Policy Speech <input type="radio"/> Convention proceedings <input type="radio"/> Congressional Testimony <input type="radio"/> Campaign speech <input type="radio"/> News report <input type="radio"/> Arguments before a court <input type="radio"/> Interview <input type="radio"/> Panel discussion <input type="radio"/> Entertainment broadcast <input type="radio"/> Other <input type="radio"/> Press conference
B.	Unique physical qualities of the recording <input type="checkbox"/> Music <input type="checkbox"/> Live broadcast <input type="checkbox"/> Narrated <input type="checkbox"/> Special sound effects <input type="checkbox"/> Background sounds
C.	What is the tone or mood of this recording? _____
<b>Step 3. Post-listening (or repeated listening)</b>	
A.	List three things in this sound recording that you think are important: 1. _____ 2. _____ 3. _____
B.	Why do you think the original broadcast was made and for what audience? _____
C.	What evidence in the recording helps you to know why it was made? _____

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# Appendix

## Strategies for English Language Learners (ELL)

### Overview

Teaching English Language Learners oftentimes is simply good teaching. Using an assortment of instructional strategies is not just beneficial for students who are English Language Learners, but for highly gifted students as well. Including visual aids, activating prior knowledge, modeling new strategies, and attempting universal participation are great ways to integrate language with the content. For many teachers, this may just be review. However, we've provided some of our favorite tools to add to your teaching tool belt.

### Anticipatory Guide

The teacher creates a series of statements that relate to the selected reading or topic of the day. Students can agree or disagree with the statements. This method can be done kinesthetically (for example, thumbs up/ thumbs down) or on paper. Students can use the same anticipatory guide at the end of a lesson to see if there has been any change in their opinion as a result of the lesson. Anticipatory Guides work well when the main idea of the unit is presented to the class.

### The Final Word

The Final Word allows students to share their understandings in an organized manner.

- First, students will read a selected text and choose a quotation from the text that is important to them.
- Then, students will be organized into groups of four and enter four rounds of conversation. The first student will read his/her quotation without explanation.
- The other students in the group will respond to the quote by explaining what they think it means and why they think the quotation was chosen. After everyone in the group has had a chance to respond, the first student has the Final Word on the matter and has a chance to offer his/her explanation.
- Then the second student will read his/her quotation and repeat the process above. All students will go through the process until everyone in the group has the Final Word.
- A class debrief or share out should occur at the end.

### GIST

GIST forces students to discard unneeded information and search for the main idea. Allotting 5 words per paragraph (some teachers change it according to their need) students must choose what they believe to be the most important words from the paragraph they are reading. Then they summarize the passage using the 5 words they have chosen and any other words that are not used in the text. Teachers can ask students to share their words with the class and come to a class consensus on the most important words before constructing an individual summary sentence.

### RAFT

RAFT stands for Role, Audience, Format, and Topic. Teachers may use this activity to have students quickly show understanding of information that has been taught recently. Examples are:

# Appendix

	Role	Audience	Format	Topic
<b>Explanation:</b>	<i>What is the writer's persona? ie. eye-witness, character, reporter</i>	<i>Who is this intended for? Who will read it? Community members, theater audience</i>	<i>How is this presented? Paragraph, a letter, a poem</i>	<i>What is the subject of this writing?</i>
<b>English Ex.</b>	Boo Radley	Scout's class	Editorial	Why people should keep their privacy
<b>Math Ex.</b>	Therapist	Isosceles Triangles	Editorial	Why are some triangles called right triangles?
<b>Science Ex.</b>	Cactus	Sun	Letter	Request for a better climate.
<b>Social Science Ex.</b>	Robert E. Lee	Abraham Lincoln's memorial service	A eulogy	The Battle of Gettysburg.
<b>Civics</b>	News Anchor	Public	Television Segment	Explain the role of campaign finance on the upcoming election.

## The Read Aloud

Sometimes known as a Think Aloud, teachers can model the mental process of proficient readers. Teachers assign students a specific guiding task, questions or instruction as they read. For example:

- One thing I pictured was. . .
- I wonder why. . .
- This reminds me of. . .

As the teacher reads, they can pause in between and define vocabulary in context, ask rhetorical questions, make connections and pose challenges to comprehension. Reading aloud often exposes students to pronunciation or text that is difficult to comprehend without the correct emphasis and emotion.

## Reciprocal Teaching

Reciprocal Teaching is a structured dialogue where students take turns being the teacher. In groups of four students will take on one of the roles below.

- Summarizing – Student will identify the key elements or the most important parts of the text.
- Questioning – Student will generate different levels of questions about confusing concepts, connections and motivations.
- Clarifying – Student will try to answer questions posed, and seek further comprehension.
- Predicting – Student will guess what the author has in store, what events might occur, etc.
- Roles can be switched after one round of reciprocal teaching.

# Appendix

## SQ<sub>3</sub>R

This popular tool for expository reading asks students to read through a selection of text several times. Each read has a different goal, described below.

- Survey – Students skim the text, looking at headings, features and photos.
- Questioning – Students predict what the chapter will be about by writing questions and turning headings into questions.
- Read – Students will read with the knowledge from surveying and see if their questioning was correct.
- Recite – Students will find and recite key phrases, summarize aloud what was read, and/or write notes from the text.
- Review – Students will create materials to review the ongoing process of learning.

## Think – Pair – Share

This strategy can be used with reading or considering a question posed by the teacher or text.

- Think – Without speaking to each other, students will first write or jot their ideas on paper for a short amount of time.
- Pair – Students will then share with a partner (i.e. elbow or assigned partner)
- Share – Students will verbally read their responses. Teachers can assign this strategy as students read a textbook, and they can take turns sharing with their partners.
- This strategy is an enhanced version of pair reading, where two students take turns reading to each other.

## Suggested source for further reading:

- 1) Echevarria, Jane, et. al. Making Content Comprehensible for English Language Learners: The SIOP Model. Boston: Allyn and Bacon, 2004.

# Appendix

## Strategies for Differentiating for Gifted Students

### Overview

According to Sandra L. Berger, students who are gifted “need an appropriately differentiated curriculum to address their individual characteristics, needs, abilities, and interests.” The study of civic engagement provides many opportunities to differentiate for gifted and accelerated learners in the classroom. Following are a few examples and ideas for working with this population:

### Altering Content

There are a number of ways to effectively alter content for gifted students. Berger suggests that content, “can be modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials.” Important to note here is that altering the content does not simply mean giving a student more work to do, but giving them options that allow them to extend their knowledge and make new connections to the material. For example, in Lesson 4, gifted students could examine the writings of Thoreau in comparison to contemporaries like Emerson, Melville, Alcott, and Hawthorne. They might also research the lives of those who later embodied his philosophy of civil disobedience, people like Martin Luther King, Jr. and Mohandas Gandhi, and trace the arc of the history and development of civil disobedience in general.

### Changing the Process

Changing the process means the teacher should alter the activities that accompany primary source investigation to ensure that they are more intellectually demanding. For example, students who are able to construct effective arguments will not need to complete a Say, Mean, Matter chart in order to write a paragraph. Instead, have them go through a more organic process of writing. Other techniques of changing the process include asking open-ended inquiry questions that allow the students to explore an idea without looking for a “right answer.” In this unit, the essential questions are designed to fulfill this function. Teachers should also use Bloom’s Taxonomy when changing questions for gifted students.

### Creating the Right Learning Environment

Berger suggests that gifted children “learn best in a receptive, non-judgmental, student-centered environment that encourages inquiry and independence, includes a wide variety of materials, provides some physical movement, is generally complex, and connects the school experience with the greater world.” Gifted students also need to feel a degree of ownership of their education, and that they are key components in determining the direction of their learning. The culminating tasks for this unit, as well as many of the strategies included in the various appendices, are designed to help create this sort of environment.

### Suggested Resources for further reading:

- 1) Berger, Sandra L. “Differentiating Curriculum for Gifted Students.” ERIC EC Digest E510 (1991). KidSource OnLine. 10 July 1996. Web. 10 Sept. 2010. <[http://www.kidsource.com/kidsource/content/diff\\_curriculum.html](http://www.kidsource.com/kidsource/content/diff_curriculum.html)>.
- 2) Troxclair, Debra A. “Differentiating Instruction for Gifted Students in Regular Education Social Studies Classes.” Roper Review 22.3 (2000): 195-98. Print.

# Appendix

## Strategies for Integrating Content-Area Writing

### Overview

According to “Writing Next,” a report published by the Alliance for Excellent Education for the Carnegie Corporation of New York, “Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.” The report goes on to identify “11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning.” One of the elements identified in the report is Writing for Content Learning, and is integrated into nearly every aspect of this unit. Quick Writes, Exit Slips, scripts for the culminating task, the Say, Mean, Matter activities, and the essay are just a few of the many ways writing has been integrated into this unit. Further writing activities are available in the ELL Toolkit and the Strategies for Primary Source Analysis sections. Here, even more explicit options are provided for integrating writing into classroom instruction, because, as the report says, writing is a necessity and a basic requirement for civic participation.

Whether looking at the words of celebrated politician-communicators like Thomas Jefferson, Abraham Lincoln, John F. Kennedy, or Ronald Reagan, or the thoughtful words of citizens like Henry David Thoreau or those who responded to the question in American Profile magazine, the power and the impact of writing is critical to both civic life and history. For these reasons, the active cultivation of writing skills is an essential component of civics education. Below, please enjoy a few favorite methods of integrating writing into civics instruction.

### Writing to Learn vs. Public Writing

Content-Area Writing makes a distinction between writing to learn and public writing. Both types of writing should be used in the classroom, but the conditions for each type of writing are quite different.

#### Writing to Learn

Writing to Learn is typically much shorter, more informal, and should not be graded. Writing to learn is a format that does not involve editing of ideas or mechanics. If writing were compared to basketball, Writing to Learn would be the separate elements that formulate a practice. Like basketball, there are many small and separate elements that constitute effective writing. A basketball player might be asked over the course of a practice to work on his/her dribbling, free throw shooting, posting up, or cutting off a screen in the course of a practice. These are relatively low stakes opportunities to improve at the fundamentals. Writing to learn is much like this. Kelly Gallagher, in *Teaching Adolescent Writers*, suggests that students should be writing at least 4 times the amount that the teacher is able to assess. Writing to Learn allows students the opportunity to do this. Examples of writing to learn include:

#### Quick Writes and Exit Slips

Both of these Writing to Learn techniques are included throughout the unit and are described elsewhere.

#### Brainstorming

Brainstorming is writing down as many ideas as you can in a limited amount of time. There are many ways students can brainstorm. They can create bullet point lists, use word or concept webs, or draw images or sketches to represent what they think. They can brainstorm individually or in groups. They can sit at their desk and brainstorm on a piece of paper; they can use the white board, or a computer, or even use sites such as <http://www.imaginationcubed.com/> or <http://bubbl.us> to brainstorm online.

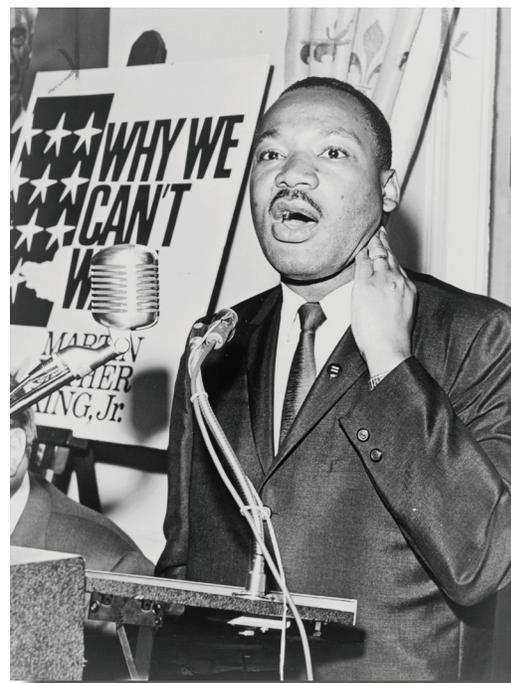
# Appendix

## Eyewitness to History

This writing to learn technique can be used with any primary source, but works particularly well with audio or visual media. Essentially, teachers share a primary source with their students, and ask them to respond, in writing, to the source. For example, if a class is working on Lesson 4: Civil Disobedience, the teacher might project an image of Martin Luther King, Jr. like the one to the right. Have students assume the role of a person or object in the image, and write their reaction to the event depicted.

The same format can be used with paintings, audio recordings, movie clips, or pieces of text as well. Options exist in terms of how much structure different groups of students need when they respond.

- 1) Freedom: Students can write whatever pops into their head in reaction to the source.
- 2) Guided: Give students a specific prompt to focus their writing. For the image to the right, the prompt might be: "Pretend you a reporter attending this press conference. Explain your thoughts on civil disobedience based on your reaction to the words of Dr. King."
- 3) Structured: Assign students a specific role when responding to the source.
  - a. Questioner: Student writes down as many questions about anything in the scene as they can from the point of view of a witness to this event.
  - b. Interviewer/ Interviewee: Student writes and then responds to questions about the event from the point of view of key figures from the source.
  - c. Detail Noticer: Student writes down details, words, and ideas that stand out from the source.
  - d. Summarizer: Student summarizes what is happening in the source.
  - e. Interpreter: Student offers both a positive and a negative interpretation of the source in an effort to represent multiple viewpoints.



*Martin Luther King, Jr.  
Library of Congress*

## Blogging

Depending on teacher and student familiarity with and access to internet technology, a classroom blog can be an excellent Writing to Learn tool. Blogs help students to improve as writers for many reasons, including:

- 1) Real sense of audience: Regardless of a stated audience for any particular writing assignment, students will often address their writing to the teacher. On a blog, students know that their audience is not only their teacher, but their classmates, parents, friends, and anyone with an internet connection. Feedback and response from peers and teachers helps them develop their thoughts and the depth of their writing. Making peer response a required part of a blog assignment is suggested. For example, "On tonight's blog, write about whether or not a citizen can break the rules of his/her community and still be considered good. You must also respond to at least two of your classmates' posts."
- 2) Multiple models for emerging writers: Research shows that one of the best ways to help students become better writers is to model the writing process for them. On a blog, many models of good writing are within reach, from a teacher responding, commenting, and posting on a blog, to the stronger writers in the classroom sharing their writing with the entire class. It can be effective to have students compose and post their blogs outside of class, and then choose a select few to share their posts in class. Project their writing on the board and have the student read aloud from his/her post. Ask students to share both their content and their process. In this way the teacher (or the students) are teaching both content and effective writing simultaneously.

# Appendix

- 3) Gives equal voice to reluctant speakers: In any classroom in the country, a handful of students who, for whatever reason, are reluctant to participate in classroom discussion exist. On a blog, these quiet students can share their thoughts and reactions to sources and events, and everyone in class has a chance to read them. Find an opportunity to share the thoughts of these sorts of students, and show all students the power that the written word can have in affecting others. This helps inspire both the confidence and the communication skills that are necessary for effective civic participation.

## Public Writing

If we compare Writing to Learn to basketball practice, then public writing would be the actual game time. The stakes are higher, the length is substantial, and because the writing has gone through several drafts, has been edited and formatted, and planned out in advance, it is now ready for assessment. In a basketball game, the final assessment is the score board. In public writing, it is the grade or rubric score. Remember, for public writing, students should go through the entire process of writing: pre-writing, drafting, revising, and editing before presenting for publication. Examples of public writing include:

### PSA Unit Task

In this unit, the culminating task of a PSA is the result of public writing. There are several drafts, the final product will be assessed by both students and the teacher, and it is a substantial piece of work representing weeks of research and development.

### Faction

Content-Area Writing describes faction as “the marriage of factual research and imagination.” Examples of faction include Truman Capote’s *In Cold Blood*, Alex Haley’s *Roots*, and countless works of historical or science fiction. This example of public writing can be used as a unit assessment and allows students to investigate resources beyond the material explored in class. For example, a student might write a series of interviews with the authors of the primary sources in this unit.

### Web Page or Facebook Page

Students research either a person or an event, and create a web page or Facebook page that exhibits a strong understanding of the person or the event as revealed through primary and secondary sources. Be sure to set clear expectations for students on the intended goal, and encourage them to keep their focus on the content and research rather than all the special effects or features they can add to a web page.

### Suggested Resources for further reading:

- 1) Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content-Area Writing: Every Teacher’s Guide*. Portsmouth, NH: Heinemann, 2007. Print.
- 2) Gallagher, Kelly. *Teaching Adolescent Writers*. Portland, Me: Stenhouse, 2006. Print.
- 3) Graham, Steve, and Dolores Perin, “Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools- A Report to the Carnegie Corporation of New York.” Washington, DC: Alliance for Excellent Education, 2007. Print.

# Appendix

## Strategies for Vocabulary Development

### Overview

Camille Blachowicz and Peter Fisher, in an article entitled “Vocabulary Lessons,” write, “Developing a strong vocabulary not only promotes reading comprehension but also enables us to actively participate in our society.” This is especially true when it comes to teaching students about ways to become an actively engaged citizen. Texts written in the 18th Century by Thomas Jefferson or James Madison are difficult for many readers because of both their elevated vocabulary and their highly stylized syntax. Students ranging from gifted to language learners will struggle to comprehend these primary sources. Though we have included a glossary of key terms with each lesson in the unit, it is highly probable that students will encounter words that are confusing or unfamiliar throughout the unit. Following are several strategies for helping students to develop a strong vocabulary that will assist them both in learning about and becoming active and engaged citizens.

### Strategies for Learning Vocabulary

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#### STAR

This technique is described by Blachowicz and Fisher in “Vocabulary Lessons.”

- **Select:** Read through a selection of text and select 4-6 words a student would need to summarize the text. For example, you might select the word “diplomacy” from Condoleezza Rice’s opening statement for her Senate confirmation hearing. Also, select 4-6 words that aren’t essential to summarizing the piece, but would be high frequency words the students would be likely to encounter in other reading, such as “aspirations.” For gifted learners, give students the option of selecting their own vocabulary words.
- **Teach:** Once students have a list of new words, they need to be taught the meaning. Students can look up the word, use the context of the sentence, use the internet to explore other sentences in which the word has been used (for example, if a student really likes sports, have him/her use the search function on ESPN.com or sportsillustrated.cnn.com to find stories that use that word.) Students can also learn about the word by using a thesaurus to look up synonyms.
- **Activate:** Use classroom discussion and activity to allow students an opportunity to see, hear, and write the new words. Provide an array of activities and learning strategies to forge as many connections as you can between the new words and the brains of the students. Singing, acting, pantomiming, incorporating the words into art projects, or having discussions where students must utilize the new words are a multitude of ways to help students activate these new words.
- **Revisit:** Once students have learned the new words, find ways to continually integrate them into the classroom. Games, writing activities, classroom discussion, or word walls are all ways to help students revisit the new words they’ve learned.

#### Personal Dictionary

A strategy that uses all four parts of the STAR strategy is having students create and keep a personal dictionary. As students encounter new and unfamiliar words in their reading, they write the word down in their dictionary (you can have them arrange them alphabetically or by source). Students are then responsible for learning the word through whatever method works best for them. They should write a definition in their own words, write an original sentence that shows their comprehension, compile a list of synonyms for the word, and draw an image that represents the word. You will find a blank personal dictionary sheet directly following this selection.

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## Word Maps

There are several different graphic organizers that have been developed to help students learn new vocabulary words. Two examples of these maps are included directly following this selection.

## Word Wall

This strategy is just what it sounds like, a section of the classroom wall specifically dedicated to new and challenging words that show up in class. This strategy encourages student independence, as either students or teachers may initiate adding a word to the word wall. As students encounter unfamiliar words, the class will discuss the meaning of the word, and once the word is clear, the student writes the word on a piece of paper, and attaches it to the word wall. The class should then reference the word to review key concepts and ideas from the unit.

## Strategies for Using and Reviewing Vocabulary

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### Student Choice

Provide students a list of options for how they'd like to utilize the vocabulary words from a text in their own compositions. Please see the Vocabulary Activities Menu handout that follows this section for an example.

### Vocabulary Match Game

This strategy asks students to work in groups of three. Each group will be given a set of three blank flash cards and assigned a vocabulary word. The group will write the word on one flash card, synonyms on another flash card, and a definition for the word on a third flash card. All of the flash cards are then mixed up and distributed throughout the whole class randomly. Students then must navigate the classroom and find their triad (word, definition, and synonyms.) The group will then write a sentence that demonstrates understanding of the word. Repeat as time allows to give students a chance to review as many words as possible.

### Suggested Resources for further reading:

- 1) Fisher, Douglas, and Nancy Frey. *Word Wise & Content Rich: Five Essential Steps to Teaching Academic Vocabulary*. Portsmouth, NH: Heinemann, 2008. Print.
- 2) Blachowicz, Camille L.Z., and Peter Fisher. "Vocabulary Lessons." *Educational Leadership* (2004): 66-69. Print.

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Unit 1: Civics and Citizenship

Personal Dictionary

## Personal Dictionary

**Directions:** Use this handout to create your personal dictionary. Select words from the text that are challenging or unfamiliar to you and write them in the word box. Then, complete the accompanying activities to help you learn and use the word.

<b>Word</b>	<b>Definition:</b> (Use your own words)	<b>Image:</b> (Draw an image to represent this word)
<b>Synonyms:</b> (Write a couple of synonyms that will help you remember this word)		<b>Sentence:</b> (Write a sentence where the context of the word shows a comprehensive understanding )
<b>Other uses:</b> (Use the search function on your favorite news, entertainment, or cultural website to find ways in which this word has been used in recent articles. Write the sentences and the source citation below.)		

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## Unit 1: Civics and Citizenship

## Vocabulary Activities Menu

### Vocabulary Activities Menu

*Directions: For each of the primary sources you examine in this unit, you must complete one of the following assignments. Vary your selection with each source, and make sure you do not use the same activity twice. This assignment was assigned on \_\_\_\_\_ . This assignment is due on \_\_\_\_\_ .*

<b>Option #</b>	<b>Description of Activity</b>
1	Write a sentence using each word. Each sentence must demonstrate a direct (rather than an implied) understanding of the word.
2	Write a poem that correctly uses all of your words. Your poem should adhere to the conventions of poetry. It may rhyme, but does not have to.
3	Create a podcast or a recording that demonstrates an understanding of the vocabulary words. This recording can be a dramatic reading, a play, or a talk show. This recording will be played for the class.
4	Create a quiz for these vocabulary words. You must use at least 3 of the following 4 types of questions in the creation of your quiz: matching, multiple choice, fill in the blank, and short answer.
5	Write a short story or magazine/ newspaper article that uses all of your vocabulary words. The story or article must make sense as a whole and cannot just be a series of sentences that uses the vocabulary words.
6	Choose an issue that is important to you and write a letter to a local, state, or national politician that uses your vocabulary words. You should send one copy to the politician and turn one copy in for class.
7	Write a letter to a real person or fictional character that uses all of your vocabulary words. You must use proper formatting for a business letter, and the letter should be no less than 3 paragraphs.
8	Write your vocabulary words in a list and next to each word write the name of a famous person or fictional character who exemplifies that word, and then explain why.
9	In the style of David Letterman, compose a top ten list. Use at least one vocabulary word for each item on the list.
10	Draw pictures or create a collage that includes an image that represents each vocabulary word. Be sure to make clear which word relates to which image.
11	Create and deliver an inspirational speech on a topic of your choosing. Use all of your vocabulary words in the speech.
12	Write and film a commercial for a real or imagined product that uses all of your vocabulary words. Show the commercial to your classmates.

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## Unit 1: Civics and Citizenship

## Word Maps

### Word Maps

*Directions: Use the word maps below to help you extend your understanding of key vocabulary terms from your reading.*

#### Word Map

Definition:

Synonyms:

Word:

Sentence or picture:

Antonym (if applicable):

#### Concept Map

Definition or Category (What is it?)

Comparisons (What is it like?)

Properties (What are its parts or identifying features?)

Concept/ Word:  
Works best with nouns

Illustrations (What are some examples?)

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## III. Optional Enrichment

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### Optional Essay Prompts

Oftentimes, teachers want to capitalize on student interest on a lesson, or find that a class truly responds to one area of a curriculum unit. We have included essay prompts for each lesson should a teacher want to expand on a topic.

#### Lesson 1: Citizenship

- Narrative Essay: Write about an experience in your life where you became aware of your citizenship status.
- Descriptive Essay: Choose your favorite quote from the Quotation Exploration activity and describe how a person can live by that example.

#### Lesson 2: Rights and Limits

- Definition Essay: Write an essay describing personal rights, political rights, and economic rights. Use the Declaration of Independence and Bills of Rights as a basis for your writing.
- Persuasive essay: Choose the amendment from the Bill of Rights that you feel is most needed in American society. Defend your choice with examples of how society would suffer without this freedom.

#### Lesson 3: Roles and Responsibilities

- Compare/Contrast Essay: Compare the varying rights and responsibilities of non-citizens (aliens), naturalized citizens, and natural born citizens.
- Persuasive Essay: Defend positions regarding civic responsibilities of citizens in our American constitutional democracy.

#### Lesson 4: Civil Disobedience

- Persuasive Essay: Upon reading the background on Thoreau (found in lesson 4), do you agree with his forms of protest (i.e. not paying taxes)?
- Definition Essay: Thoreau's works, including "Civil Disobedience," influenced both Mohandas Gandhi and Martin Luther King Jr. in their "creative protests." Define peaceful protests and their effectiveness in history.

#### Lesson 5: Private vs. Public Character

- Descriptive Essay: Henry Clay, "The Great Compromiser," negotiated compromises between the North and South during the Nullification Crisis. Upon reading his eulogy, identify three beliefs or traits that made him an outstanding citizen.
- Persuasive Essay: Can a person with failures in their personal character be a good citizen?

#### Lesson 6: Civic Dispositions

- Compare/Contrast Essay: Compare and contrast the ideas presented in the following two quotes:  
"A well instructed people alone can be permanently a free people." - James Madison  
"How fortunate for governments that the people they administer don't think." - Adolf Hitler
- Persuasive Essay: Select three traits that are the most valuable civic dispositions that an individual can possess and defend your value of these traits over three lesser traits using examples.

#### Lesson 7: Civic Participation

- Narrative Essay: Write about how you have demonstrated or plan to demonstrate responsible participation in American democracy.
- Persuasive Essay: Of the thirteen traits (VOTE-C) listed as necessary for an effective and productive citizen, choose the three most important and defend your choices

#### Summative:

- Descriptive Essay: What does it mean to be a good citizen? Provide personal commentary on the topic and cover key points related to U.S. citizenship, such as accepting responsibility, and adhering to moral principles.
- Cause and Effect Essay: Evaluate how civic responsibilities and participation attribute to the development of democratic values in America?

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## Essay Template

This is a basic essay template that you can use or modify as needed.

### I. **Introduction:** (Brief and specific, includes main idea or argument of your paper)

a. Hook: (Attention grabber)

b. Thesis: (Topic or point of your essay)

### II. **Body Paragraph # 1:** (Main idea of this paragraph)

a. Topic Sentence:

b. Support: (Fact, evidence, quote supporting main idea of this paragraph)

i. Explanation: (State and extend Support over in your own words)

ii. Explanation: (Explain importance of your Support)

c. Support: (Fact, evidence, quote supporting main idea of this paragraph)

i. Explanation: (State and extend Support over in your own words)

ii. Explanation: (Explain importance of your Support)

d. Concluding Sentence: (Re-read explanation and restate main idea of paragraph)

### III. **Body Paragraph # 2:**

a. Topic Sentence:

b. Support: (Fact, evidence, quote supporting main idea of this paragraph)

i. Explanation: (State and extend Support over in your own words)

ii. Explanation: (Explain importance of your Support)

c. Support: (Fact, evidence, quote supporting main idea of this paragraph)

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i. Explanation: (State and extend Support over in your own words)

ii. Explanation: (Explain importance of your Support)

d. Concluding Sentence: (Re-read explanation and restate main idea of paragraph)

## IV. Body Paragraph # 3:

a. Topic Sentence:

b. Support: (Fact, evidence, quote supporting main idea of this paragraph)

i. Explanation: (State and extend Support over in your own words)

ii. Explanation: (Explain importance of your Support)

c. Support: (Fact, evidence, quote supporting main idea of this paragraph)

i. Explanation: (State and extend Support over in your own words)

ii. Explanation: (Explain importance of your Support)

d. Concluding Sentence: (Re-read explanation and restate main idea of paragraph)

## V. Conclusion: (Restate main ideas in a new way and summarize points)

a. Restate Thesis:

Summary: (Review, anecdotes, strong sentences and connections)

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## Unit 1: Civics and Citizenship

## Quiz

### Essential Terms Quiz

*Directions: Choose \_\_\_\_\_ out of the 21 words below. Then 1) define the concept in your own words and 2) write a sentence to show correct usage and mastery of the concept or describe the significance of the concept as it relates to Civics and Citizenship. Place a check on terms required by your teacher.*

✓	Concept	Definitions	Sentence/ Significance
	Citizenship		
	Democracy		
	Constitutional Democracy		
	Republic		
	Civics		
	Declaration of Independence		
	Bill of Rights		
	Values		
	Naturalization		
	Immigration		
	Responsibilities		
	Civic Life		
	Morality		
	Dissent		
	Civil Disobedience		
	Law		
	Self- Discipline		
	Public Affairs		
	Jingoism		
	Patriotism		
	Public Service Announcement		

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## Suggested Essay Rubrics

Links provided below are to rubrics and scoring guides that have been transferred into rubrics by teachers. We have provided the links to the official websites.

- [http://www.collegeboard.com/student/testing/psat/psatextra/scoring\\_guide\\_popup.html](http://www.collegeboard.com/student/testing/psat/psatextra/scoring_guide_popup.html)
- [http://www.calstate.edu/eap/documents/scoring\\_guide.html](http://www.calstate.edu/eap/documents/scoring_guide.html)
- [http://www.readwritethink.org/files/resources/lesson\\_images/lesson398/rubric-essay2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-essay2.pdf)

## Suggested Reading on Rubrics

- 1) Arter, Judith A., and Jay McTighe. *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance*. Thousand Oaks, CA: Corwin, 2001. Print.
- 2) Wilson, Maja. *Rethinking Rubrics in Writing Assessment*. Portsmouth, NH: Heinemann, 2006. Print.
- 3) Martin-Kniep, Giselle O. "Chapter 5. Using Scoring Rubrics to Support Learning." *Becoming a Better Teacher: Eight Innovations That Work*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. Print.
- 4) Luongo-Orlando, Katherine. *Authentic Assessment: Designing Performance-based Tasks*. Markham, Ont.: Pembroke, 2003. Print.

# Appendix

## Center for Civic Education, National Standards for Civics and Government

### I.A.1: Defining civic life, politics, and government.

Students should be able to explain the meaning of the terms ‘civic life’, ‘politics’, and ‘government’.

To achieve this standard, students should be able to:

- o distinguish between civic life—the public life of the citizen concerned with the affairs of the community and nation—and private life—the personal life of the individual devoted to the pursuit of private interests
- o describe politics as the process by which a group of people, whose opinions or interests might be divergent
  - reach collective decisions that are generally regarded as binding on the group and enforced as common policy
  - seek the power to influence decisions about such matters as how their government will manage the distribution of resources, allocation of benefits and burdens, and management of conflicts
  - accomplish goals they could not realize as individuals
- o describe government as the formal institutions with the authority to make and implement binding decisions about such matters as the distribution of resources, the allocation of benefits and burdens, and the management of conflicts
  - define political authority, identify its sources and functions, and differentiate between authority and power without authority
  - identify examples of formal institutions with the authority to control and direct the behavior of those in a society, e.g., tribal councils, courts, monarchies, democratic legislatures

### V. What are the roles of the citizen in American Democracy?

#### A. What is citizenship?

1. The meaning of citizenship in the United States. Students should be able to explain the meaning of citizenship in the United States.

To achieve this standard, students should be able to:

- o explain the idea that citizenship
  - is a legally recognized membership in a self-governing community
  - confers full membership in a self-governing community; no degrees of citizenship or legally recognized states of inferior citizenship are tolerated
  - confers equal rights under the law
  - is not dependent on inherited, involuntary groupings such as race, ethnicity, or ancestral religion
  - confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
- o explain that Americans are citizens of both their state and the United States

2. Becoming a citizen. Students should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization.

To achieve this standard, students should be able to:

- o explain the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens
- o compare naturalization in the United States with that of other nations
- o evaluate the criteria used for admission to citizenship in the United States:
  - residence in the United States for five years
  - ability to read, write, and speak English
  - proof of good moral character
  - knowledge of the history of the United States
  - knowledge of and support for the values and principles of American constitutional government

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## B. What are the rights of citizens?

1. Personal rights. Students should be able to evaluate, take, and defend positions on issues regarding personal rights.

To achieve this standard, students should be able to:

- o explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances
- o identify major documentary statements of personal rights, e.g., the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights
- o explain the importance to the individual and to society of such personal rights as
  - freedom of thought and conscience
  - privacy and personal autonomy
  - freedom of expression and association
  - freedom of movement and residence
  - right to due process of law and equal protection of the law
- o explain how personal rights are secured in American constitutional democracy by such means as the rule of law, checks and balances, an independent judiciary, a vigilant citizenry
- o evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care

2. Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.

To achieve this standard, students should be able to:

- o explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses
- o identify the major documentary statements of political rights—the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, civil rights legislation, court decisions
- o explain the importance to the individual and society of such political rights as
  - freedom of speech, press, assembly, petition
  - right to vote and run for public office
- o explain how political rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry
- o evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts

3. Economic rights. Students should be able to evaluate, take, and defend positions on issues regarding economic rights.

To achieve this standard, students should be able to

- o explain the meaning of economic rights as distinguished from personal and political rights, e.g., the right to use money to buy personal property as distinct from the right to donate money for political campaigns
- o identify major documentary statements of economic rights—the Declaration of Independence, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, legislation, court decisions, and the common law
- o explain the importance to the individual and society of such economic rights as the right to

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- acquire, use, transfer, and dispose of property
- choose one's work, change employment
- join labor unions and professional associations
- establish and operate a business
- copyright and patent
- enter into lawful contracts

- o explain how economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry
- o evaluate the view that economic responsibilities follow from economic rights
- o evaluate contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents

4. Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights.  
To achieve this standard, students should be able to:

- o explain the relationship between the economic right to acquire, use, transfer, and dispose of property to political rights
- o explain the relationship of economic rights such as the right to choose one's work, to change employment, and to join a labor union and other lawful associations to political rights
- o explain and give examples of situations in which personal, political, or economic rights are in conflict
- o evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights
- o evaluate the argument that personal, political, and economic rights reinforce each other

5. Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.  
To achieve this standard, students should be able to:

- o explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others
- o evaluate the argument that all rights have limits
- o explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.,
  - clear and present danger
  - compelling government interest
  - national security
  - chilling effect on the exercise of rights
  - libel or slander
  - public safety
  - equal opportunity
- o evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard
- o evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment

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## C. What are the responsibilities of citizens?

1. Personal responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

To achieve this standard, students should be able to:

- o explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them
- o evaluate the importance for the individual and society of
  - taking care of one's self
  - supporting one's family and caring for, nurturing, and educating one's children
  - accepting responsibility for the consequences of one's actions
  - adhering to moral principles
  - considering the rights and interests of others
  - behaving in a civil manner

2. Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.

To achieve this standard, students should be able to:

- o evaluate the importance of each citizen reflecting on, criticizing, and reaffirming basic constitutional principles
- o evaluate the importance for the individual and society of
  - obeying the law
  - being informed and attentive to public issues
  - monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
  - assuming leadership when appropriate
  - paying taxes
  - registering to vote and voting knowledgeably on candidates and issues
  - serving as a juror
  - serving in the armed forces
  - performing public service
- o evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
- o evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities

## D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.

To achieve this standard, students should be able to:

- o explain the meaning and importance of self-discipline and self-governance—adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls
- o explain the meaning and importance of individual responsibility—fulfilling the moral and legal obligations of membership in society

2. Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect

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for individual worth and human dignity.

To achieve this standard, students should be able to:

- o explain the meaning and importance of respect for the rights and choices of individuals—even beyond the legally enforceable rights guaranteed by the Constitution—such as holding and advocating differing ideas and joining associations to advance their views
- o explain the meaning and importance of compassion—concern for the well-being of others

3. Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs.

To achieve this standard, students should be able to:

- o explain the meaning of civic mindedness—what the Founders called civic virtue—or attentiveness to and concern for public affairs
- o explain the meaning of patriotism—loyalty to the values and principles underlying American constitutional democracy as distinguished from jingoism and chauvinism

4. Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.

To achieve this standard, students should be able to:

- o evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs
  - civility—treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument
  - respect for the rights of other individuals—having respect for others’ right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views
  - respect for law—willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust
  - honesty—willingness to seek and express the truth
  - open mindedness—considering others’ points of view
  - critical mindedness—having the inclination to question the validity of various positions, including one’s own
  - negotiation and compromise—making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so
  - persistence—being willing to attempt again and again to accomplish worthwhile goals
  - civic mindedness—paying attention to and having concern for public affairs
  - compassion—having concern for the well-being of others, especially for the less fortunate
  - patriotism—being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism
  - courage—the strength to stand up for one’s convictions, when conscience demands
  - tolerance of ambiguity—the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles

## E. How can citizens take part in civic life?

1. The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals.

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To achieve this standard, students should be able to:

- o explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy
- o explain the relationship between participation in the political process and the attainment of individual and collective goals

2.The difference between political and social participation. Students should be able to explain the difference between political and social participation.

To achieve this standard, students should be able to

- o explain what distinguishes participation in government and political life from nonpolitical participation in civil society and private life, e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home
- o evaluate the importance of both political and social participation to American constitutional democracy

3.Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.

To achieve this standard, students should be able to

- o describe the many ways citizens can participate in the political process at local, state, and national levels
- o describe historical and current examples of citizen movements seeking to expand liberty, to insure the equal rights of all citizens, and/or to realize other values fundamental to American constitutional democracy, such as the suffrage and civil rights movements
- o explain what civil disobedience is, how it differs from other forms of protest, what its consequences might be, and evaluate the circumstances under which it might be justified
- o evaluate the importance of voting as a form of political participation
- o evaluate the usefulness of other forms of political participation in influencing public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office

4.Political leadership and careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy.

To achieve this standard, students should be able to

- o explain the functions of political leadership and why leadership is a vital necessity in American constitutional democracy
- o describe various ways one can exercise leadership in public affairs
- o describe opportunities for citizens to engage in careers in public service
- o describe the personal qualities necessary for political leadership
- o explain and evaluate ethical dilemmas that might confront political leaders

5.Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.

To achieve this standard, students should be able to:

- o explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation
- o explain how awareness of the nature of American constitutional democracy may give citizens the ability to reaffirm or change fundamental constitutional values
- o evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry

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Center for Civic Education. Calabasas, California.

# Appendix

## National Council for the Social Studies, Curriculum Standards for Social Studies

### II. Time, Continuity, and Change:

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- e. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgments.

### IV. Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other personal behaviors on individual group work.

### VI. Power, Authority, & Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. examine persistent issues involving the rights, roles, and status of individuals in relation to general welfare.
- b. explain the purpose of government and analyze how its powers are acquired, used, and justified.

### X. Civic Ideals and Practices:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- b. identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- c. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view;
- d. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- i. construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.
- j. participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

Excerpted from: National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994).

# Appendix

## International Reading Association and National Council of Teachers of English, IRA/NCTE Standards for the English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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<http://www.ncte.org/standards>

# Appendix

## The International Society for Technology in Education, The ISTE National Education Technology Standards for Students

### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

### 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others, employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

### 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

### 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

### 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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