



# Planning Guide



UNITED STATES  
Electoral College M

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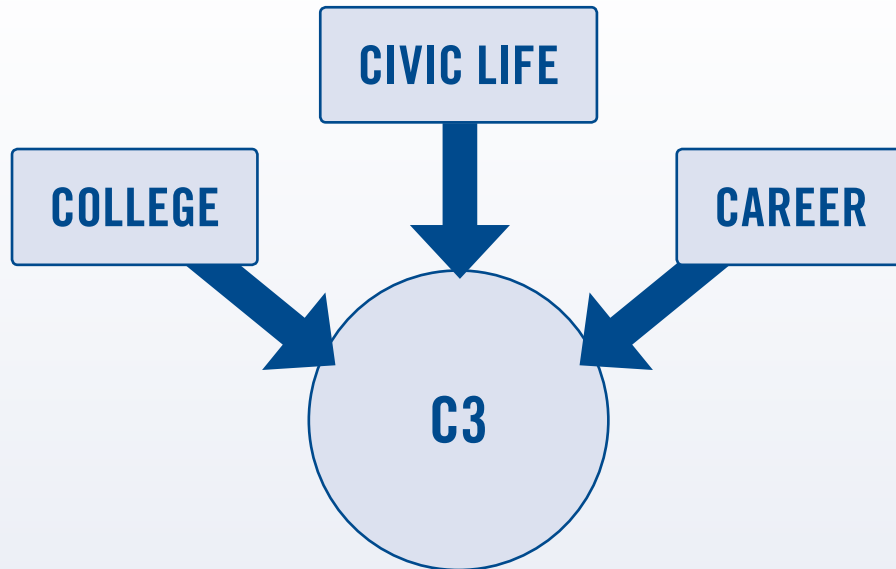
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# A Concise Overview of the New Social Studies Standards



Published by the National Council for Social Studies in 2013, *(C3) Framework* is a richly collaborative response to the merger of Social Studies and ELA in the CCSS. Its stated purpose is to provide guidance to states and practitioners enhancing the rigor of K-12 Civics, Economics, Geography, and History. The fifteen professional organizations and thousands of contributing practitioners who crafted these frameworks shared a goal of building critical thinking, problem solving, and participatory skills of learners. The universal value of knowledgeable, thinking, and active citizens moves the framework forward.

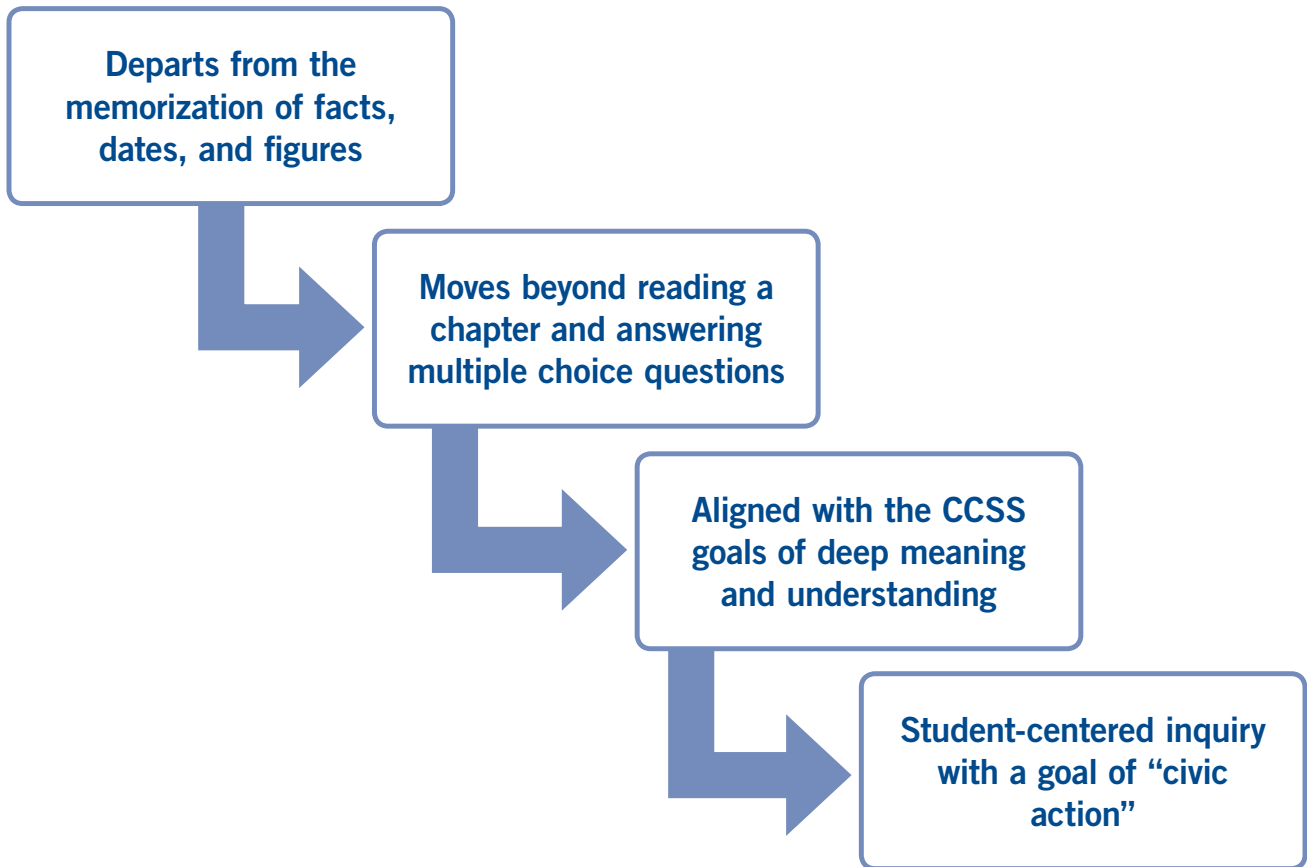
The C3 embraces the arc of inquiry and is the foundation of the new standards. Many questions, knowledge products, and extensions presented in **Spotlight** planning guides are inquiry-ready options for educators. Learners frame questions, investigate, synthesize, and express new knowledge.



**“Now more than ever,** students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary.”

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, p. 6.

Social studies teaching has been redefined by this *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. This opens a doorway to rigorous professional practice. Here's how the C3 Framework is different:



The days of reading chapters in textbooks, answering fact based questions, and taking tests are over. With a goal of regenerating social studies instruction, this framework embraces the arc of inquiry placing students at the center of their own learning. The C3 encourages student-centered learning with four **“dimensions:”**

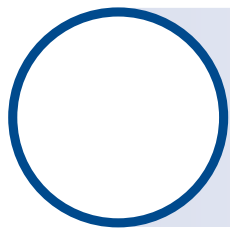
- Developing questions and planning inquiries
- Applying Social Studies concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action.

“The heart of the C3 Framework lies in the Inquiry Arc and the four dimensions that define it. But no inquiry is generic; each takes root in a **compelling question** that draws from one or more of the disciplines of civics, economics, geography, and history.”

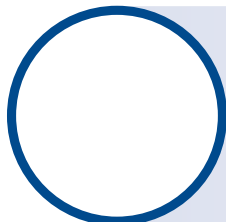
National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, p. 66.



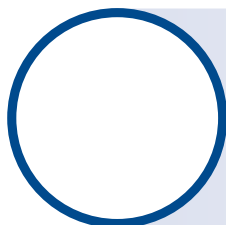
## FUNDAMENTAL PRECEPTS OF THE STANDARDS:



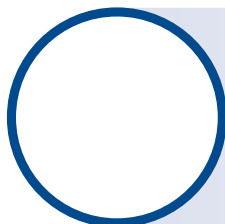
Social studies prepares students for college, career, and civic life.



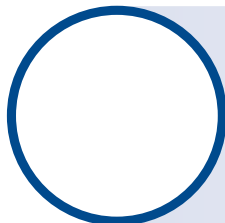
Social studies emphasizes skills which prepare people for democratic decision-making.



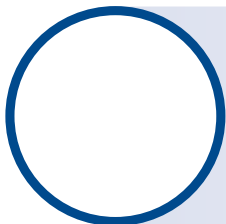
Inquiry is at the heart of social studies with the goal of deep understanding that starts with questioning.



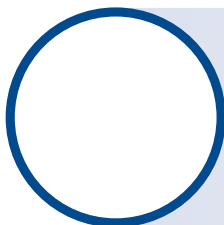
Real world connections bring social studies content to life.



Overarching ideas and unifying concepts provide structure



Social studies welcomes interdisciplinary applications—all other disciplines when possible—and has explicit connections to the CCSS.

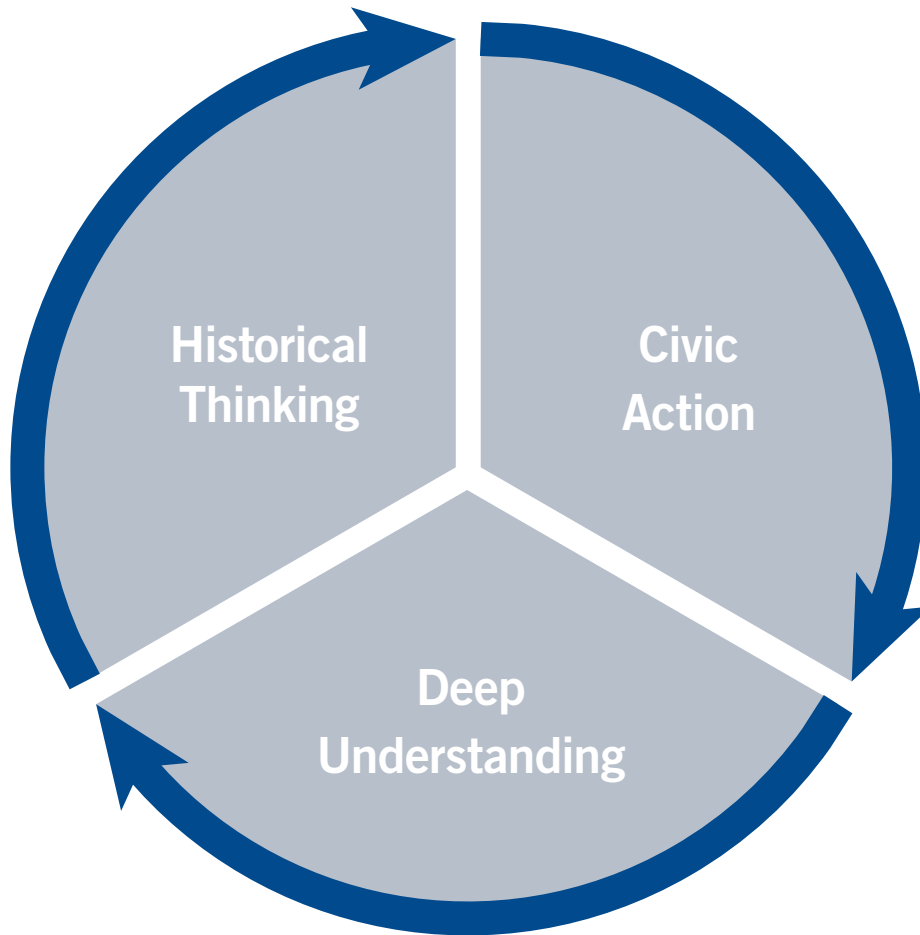


We study history so that we don't repeat it. Social Studies provides deep understanding of human concepts to empower the next generation.

## GOALS OF THE NEW C3 STANDARDS:

“Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.”

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, p. 19.



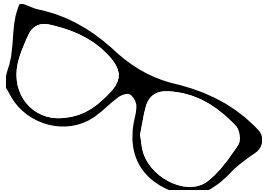
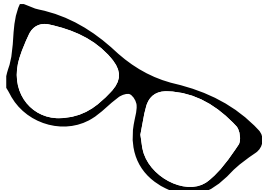
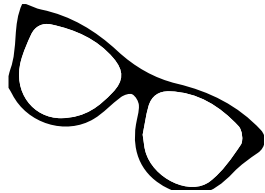
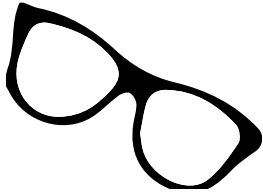
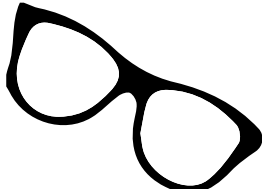
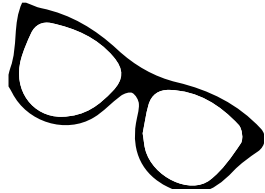
With a goal of “**civic action**,” educators are encouraged to incubate “**historical thinking**” so that students will be able to **deeply understand** an issue. Historical thinking is a nice label for what the C3 calls “**practices**.” If we were to ask a group of SS teachers, “how can we view something through a social studies lens?” They would likely reply:



These “lenses” are the same as the C3 SS *“practices.”* As we ask students to examine history, or concepts, through these lenses, we are building their capacity to deeply understand and we are creating “historical thinkers.” We are meeting the goals of the C3.

In an elementary setting, an assignment might look like this:

Examine [Manifest Destiny], [Immigration and Migration], [etc.], through these lenses:

<p><b>Geography</b></p> 	<p><b>Politics: Government and civic action</b></p> 	<p><b>Timelines: History, perspectives, and evidence</b></p> 
<p><b>Cause and effect/ change over time</b></p> 	<p><b>People: Culture and migration</b></p> 	<p><b>Economics</b></p> 

## So, when we craft a lesson for the new C3 SS standards we are:

Integrating social studies with ELA (and other disciplines), if possible.

Operating under an Arc of Inquiry, where students read closely, identify information, ask questions, analyze and synthesize content to make informed decisions.

Teachers are using Compelling Questions to “frame” the Inquiry and have Guiding Questions (GQ) ready to help direct students toward deep understanding. Teachers act as a “learning concierge” while students dig deeply for discovery.

Embracing student-centered instruction.

Creating historical thinkers who look at issues economically, politically, geographically, historically, demographically, and more.

Encouraging civic action, whenever possible.

Building responsible citizens.



## PRIMARY AND SECONDARY DOCUMENTS

The new *C3 Framework for State Social Studies Standards* wants students to use primary and secondary texts to draw conclusions about what actually happened in a time and place. This introduction to the C3 provides insight:

“Historical inquiry is based on materials left from the past that can be studied and analyzed. [These are], referred to as historical sources or primary sources, and include:

- written documents, but also
- objects,
- artistic works,
- oral accounts,
- landscapes that humans have modified, or
- even materials contained within the human body, such as DNA.

These sources become “evidence” once they are selected to answer a historical question....”

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

## THE ARC OF INQUIRY AND QUESTIONING

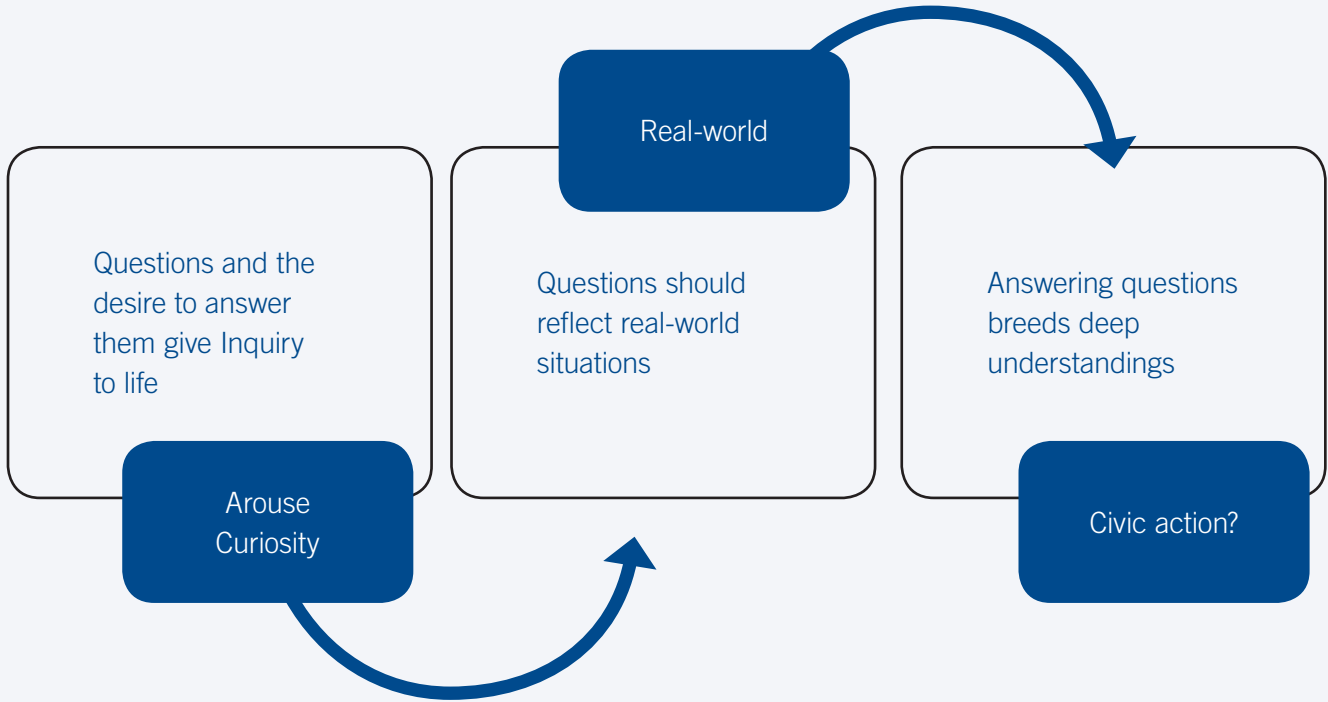
The “arc of inquiry” relies on a teacher understanding the critical role of questioning. An essential question, or a compelling question as the C3 refers to, should be an umbrella question that arouses curiosity and causes a student to want to find an answer. In searching for that answer to the compelling question, the student should naturally uncover material that a teacher may formerly have delivered via “stand and deliver lecture. This is exactly the way that responsibility is successfully transferred to the millennial student—who enjoys being in charge of his own learning.

By asking, “If you were in the 1800’s would you have gone west, young man?” The teacher can require his students to carefully investigate both sides of the scenario and draw conclusions based upon evidence.

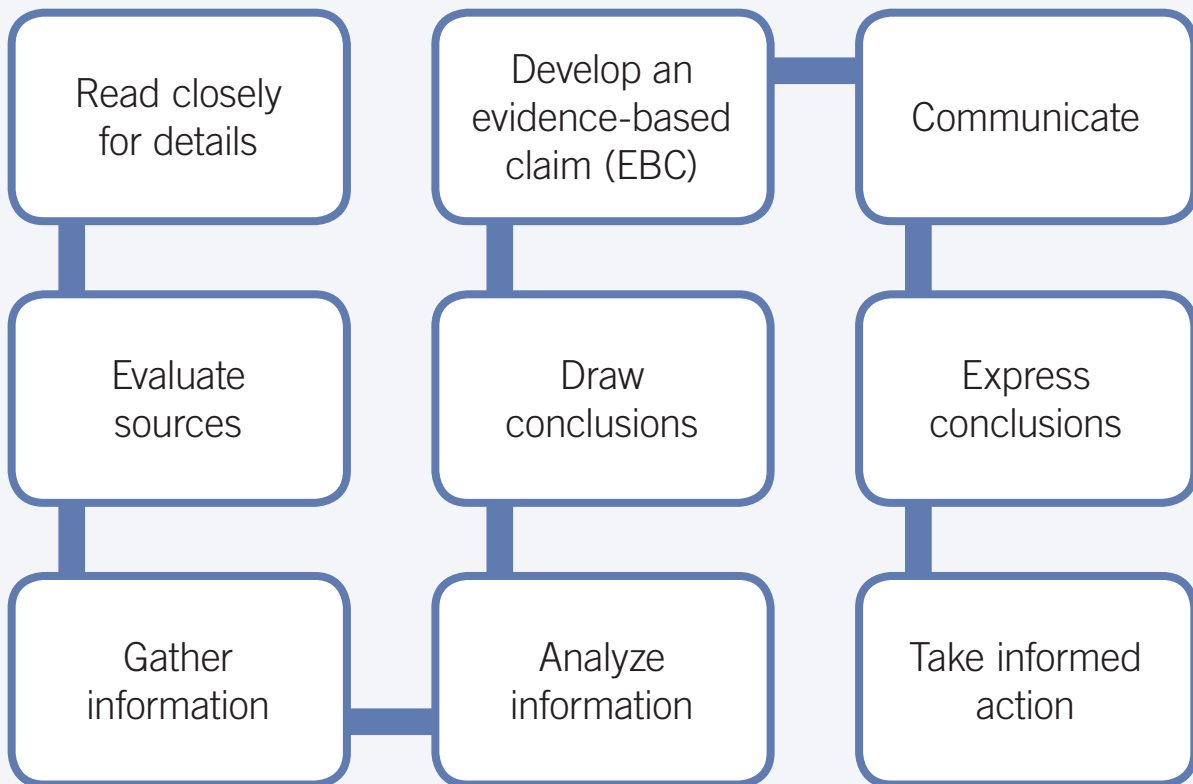
Or, consider the compelling question: “If you were living in Roman times, what problem would you have discussed at the Roman Rosta? – prepare your oration.”

After the teacher poses an over-arching, framing question for inquiry, the student brainstorms his own questions for investigation. Teachers guide this questioning process throughout the Inquiry.

## KEY UNDERSTANDINGS FOR QUESTIONING:



## KEY SKILLS STUDENTS NEED TO SUCCEED:



## BIG IDEAS TO TAKE AWAY: C3 FRAMEWORK

- The framework is characterized by a global perspective, decision making, evidence based argument, and critical thinking.
- The CCSS ELA standards, particularly Reading for Information 1, Writing 7, and Speaking and Listening 1 are consistently embedded.
- The most important big ideas relative to a discipline are concisely listed and scaffolded.
- Social Studies standards have specific performance indicators, and are cross-walked with CCSS ELA Literacy Standards.
- Performance indicators are used to communicate desired learning outcomes.
- The indicators are written with continuity across a range of grade levels, with progressive levels of rigor.
- Each specific performance indicator requires conceptual understanding, and could easily be used for to develop quality essential questions, or compelling questions.
- Primary source documents – originating from time periods in which events occurred –as well as sources that analyze retrospectively are encouraged to be closely read as central texts.

You may download their lengthy PDF document of the C3 Standards at this link:

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

# Spotlight Social Studies Teacher's Guide

The National Council for the Social Studies has published guidance documents for teaching the *C3 Framework for Social Studies State Standards*. Thematic strands in the resource encourage teaching for understanding. Themes focus on key concepts and core big ideas in the discipline. Reasoning that explains how events, ideas, or activities contribute to one another is key to teaching the C3 according to NCSS. An example of this kind of reasoning, cited by NCSS, is an understanding of history that considers politics, economics, geography, and social and cultural factors.

The planning guides for ***Spotlight on Civic Action*** have been carefully cross-walked with the new College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 embraces the arc of inquiry and is the foundation of the new standards. Many questions, knowledge products, and extensions presented in these guides are inquiry-ready options for educators. Learners frame questions, investigate, synthesize, and express new knowledge.

Planning Guides for each ***Spotlight on Civic Action*** book foster thinking and understanding for active citizenship in a democracy. The planning guides



sustain a focus on connections and relationships over time. Questions and knowledge products prompt use of evidence essential to draw conclusions. Change, continuity, context, causation, perspectives, and evidence are constant and interrelated areas of focus. Questions and knowledge products elicit reasoning, synthesis, and analysis, close consideration of evidence, argument, decisions, and civic action. The C3 Framework for Social Studies State Standards identifies civic action as its purpose and focus.

## DIGGING DEEPER INTO C3 GOALS

The C3 calls for teachers to target core conceptual understandings to increase rigor and relevance. These concepts reoccur in Civics, Economics, Geography, and History and appear in the guides for emphasis by teachers and school librarians.

<b>C3 Core Concept Highlights</b>	
<p style="text-align: center;"><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Processes, rules, laws</li> <li>• Powers and limits of government</li> <li>• Role of citizens/participation</li> <li>• Origins, purposes, and impact of laws, constitutions, and treaties</li> <li>• Ideas and principles</li> <li>• Addressing issues and problems</li> <li>• Multiple perspectives</li> <li>• Procedures for making decisions</li> <li>• Use and challenge of laws to address public issues</li> <li>• Public policy, intended and unintended</li> <li>• Changing society</li> <li>• Informed action</li> <li>• Population</li> <li>• Beliefs and values behind perspectives</li> </ul>	<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>• Change and continuity over time</li> <li>• Eras</li> <li>• Chronological reasoning</li> <li>• Context of eras and events</li> <li>• Perspectives and influence</li> <li>• Why perspectives change</li> <li>• Why and how events occur/related events</li> <li>• Why people/historical events are significant</li> <li>• Cause and effect</li> <li>• Historical sources</li> <li>• Historical evidence (and its limitations)</li> <li>• Interpretation of evidence</li> <li>• Tracing a person/event with connections</li> <li>• Chronological sequencing of related events</li> <li>• Comparing life in a historical time period to today</li> <li>• Argument about the past</li> <li>• Influence of past events</li> </ul>
<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Creating maps and other graphical representations for familiar and unfamiliar places</li> <li>• Culture and influence</li> <li>• Culture and environment</li> <li>• Human identities and cultures</li> <li>• Change over time: place, region, and culture</li> <li>• Impact of human settlement, population distribution</li> <li>• Migration patterns and human distribution</li> <li>• Changes in transportation and communication technology</li> <li>• Influences of connections between communities (or isolation)</li> <li>• Human settlement and movement relative to location and use of natural resources</li> <li>• Conflict and cooperation</li> </ul>	<p style="text-align: center;"><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic exchange and markets</li> <li>• Economic decision making</li> <li>• Supply and demand, scarcity</li> <li>• Cost/benefit analyses</li> <li>• Economic interdependence</li> <li>• Economic growth</li> <li>• Trade and barriers to trade</li> <li>• How people choose to use resources</li> <li>• Identifying human, physical, and natural resources</li> <li>• Land use</li> <li>• Choices</li> <li>• Goal of prosperity</li> <li>• Money, taxes, and income production</li> <li>• Government expenditures</li> </ul>
<p><b>General Points</b></p> <ul style="list-style-type: none"> <li>• Issues</li> <li>• Problem solving and issues</li> <li>• Robust, compelling questions as a basis for constructing knowledge</li> <li>• Discussion and debates, policy analysis, video production, portfolios</li> <li>• Questioning</li> <li>• Causation</li> <li>• Communicate, take informed action</li> <li>• Perspectives</li> <li>• Claims, counter claims</li> </ul>	

## GENERAL INSTRUCTIONAL IDEAS

Teachers are most likely familiar with the standard instructional suggestions below. However, we list these to frame instructional ideas, many of which NCSS and the C3 Framework integrate:

- Introduce and discuss the Essential Questions and Compelling Questions to build meaning, purpose, and connections to daily life. (NCSS)
- Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- Tie facts, concepts, and generalizations together through the use of Compelling and Supporting Questions, generated by students and teachers. (NCSS)
- Integrate authentic project based learning experiences, modeled in the Knowledge Products and Learning Extensions found in ***Spotlight Planning Guides***.
- Ask students to test their assumptions about the past. (NCSS)
- Ask for reasons and specific evidence to support conclusions. (NCSS)
- Introduce, model, reinforce, and discuss authentic connections between history and the real world of learners. (NCSS)
- Help students identify questions for further investigation and develop strategies for how they might answer them. (NCSS)
- Check for prior knowledge and background knowledge, checking for misconceptions. Use a Reading and Analyzing Nonfiction (RAN) chart to support close reading.
- Have students brainstorm questions and contribute to a concept map of important, overarching ideas supported by textual facts and data. Highlight relationships among ideas.
- Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- Use the text to scaffold inquiry process, critical thinking, and scientific practices.
- Model expert thinking in developing questions, framing a purpose for reading and investigating, and guiding inquiry. (NCSS)
- Guide learners through the inquiry process from wonder and questioning, to investigations, to synthesis, to sharing. (NCSS)
- Give students the opportunity to express and share knowledge using evidence from the text and other quality information sources. (NCSS)
- Support synthesis of related information by direct instruction, modeling, and guided practice.
- Use direct instruction, modeling, and guided practice in reading complex texts.
- Use direct instruction to teach discipline specific vocabulary.
- Teach visual literacy. Use images, graphical documents, photographs, and illustrations to teach history with visual information.
- Use graphic organizers for formative assessment and to make thinking visible.
- Reinforce the importance of social interaction, collaboration, and communication as brain-based learning strategies.
- Incorporate writing, speaking, and representational models as knowledge products.
- Use diagnostic, formative, and summative assessment to improve performance, thinking, and understanding.



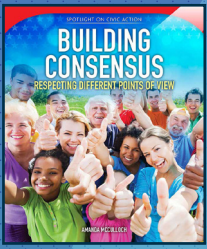
## ASSESSMENT PLANNING IDEAS

Teachers should strive for both formative and summative assessment activities. Each lesson guide holds ideas for creative knowledge products that can be used as summative assessments. It is likely that a teacher will have to build a rubric for grading each product. Please be sure that your rubric includes the “vocabulary of the discipline” for each content area. Domain-specific vocabulary is located within each book.

- Write to learn. Formative knowledge can be captured in a journal. When students paraphrase and document their new knowledge, they are reinforcing what “speaks” to them and making connections to get new knowledge into long-term memory.
- Create a rubric for grading and assessment. Give the students only the “exemplary” column to aim for. Specify criteria for performance so assessment boosts performance.
- Learners generate maps and geographical representations to demonstrate understanding.
- Evidence-based claims and arguments express original conclusions relevant to specific content area.
- Formative assessments using graphic organizers, collaborative self-check, and peer review tools make thinking visible.
- Expository writing uses authentic historical, economic, or geographic information for a real world purpose.
- Speaking and listening can be used in both early formative assessment and summative presentations.
- Learners demonstrate deep understanding of core concepts in social studies through knowledge products that require synthesis, critical thinking, and original conclusions.
- Summative assessment addresses quality of questions, investigations, critical thinking, expression, and deep understanding of essential questions.

## GRAPHIC ORGANIZERS

- Cause-Effect-Why Chart
- Compare and Contrast
- Dilemmas and Decisions
- Drawing Conclusions from Information
- Find Support for the Main Idea
- Social Studies Lenses
- Thinking About Evidence
- VIPs: Very Important Points and People



## Spotlight on Civic Action

### *Building Consensus: Respecting Different Points of View*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » Why is consensus a key to successful decision-making?
- » How does consensus require diversity, trust, cooperation, and the understanding of different perspectives?
- » How can decision-making benefit from including many different perspectives?
- » How do voting and the consensus process work differently in government decision-making?
- » How does consensus depend on ownership, shared power, and compromise?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » What is consensus?
- » Why does voting result in decisions that leave individuals and groups out?
- » What are ways to see things from another person’s perspective?
- » How do laws and rules protect safety and rights?
- » How can some decisions cause more harm than good?
- » Why does consensus result in better decisions?
- » How does mediation solve problems with disagreements in decision-making?
- » How do juries use consensus to come to unanimous decisions?

### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)
- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)

- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEA

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action and consensus making. Capture visual evidence of building consensus at work in the real world.
- » In teams, use a Compare Contrast graphic organizer to contrast shared power with absolute power. Use your experiences in real life and reflect on both the process and the results.
- » In pairs, use a Drawing Conclusions from Information graphic organizer to decide how trust, respect, cooperation, and compromise are necessary for building consensus.
- » In pairs, use a Cause Effect Why? graphic organizer to analyze how consensus-based decisions obtain better results than other processes.
- » Use a Very Important Points graphic organizer to chart reasons for using many perspectives in decision-making. Why do other opinions matter?
- » Discuss the ways that compromise is often very important in sharing decision-making power. Share experiences with and examples of compromise. Students post their reflections on compromise and others post comments and questions.
- » In groups, create a comic to show what happens in decision-making if the following are not part of the process:
  - trust
  - diversity
  - cooperation
  - understanding
  - multiple perspectives
- » Use a Drawing Conclusions from Information graphic organizer to analyze how the government uses voting and consensus to make important decisions. Share your ideas. How could this work better?

## SIMULATION IDEAS

Your class has an end-of-the-year field trip to plan. Agreement on the best possible destination for all of the students needs to be reached through building consensus, not voting. Prepare for and simulate the consensus building for this decision. Role play students with different perspectives, values, experiences, and background. Using *Building Consensus*:

1. Use the stages of consensus building.
2. Model the strategies that encourage ownership of the decision. Make every opinion count.
3. Include all perspectives.

4. Try to reach compromises so all members of the group agree and abide by the decision.
5. Reflect on whether or not the consensus process reached a decision that worked for the entire group.

## KNOWLEDGE PRODUCT IDEAS

» *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.

- Read and analyze texts and information sources in discussions, forums
- Collaborate to build wikis as information platforms
- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

- » Write an evidence-based argument to support or counter the statement that in decision-making, no voice will mean no change.
- » In pairs, generate an infographic that compares and contrasts consensus and voting as two means of decision-making.
- » In teams, create a classroom guide to arriving at a successful consensus. As a class, brainstorm the table of contents for the guide. Then have each team develop two items from that table of contents by writing the text and designing the graphics for each item. Share the guide for use in your class, your school, your family, and your community. You will be taking civic action!
- » Write a blog about ownership and shared power in group decision-making. Compare and contrast experiences when one person made a decision affecting others and an experience with a decision based on consensus.
- » Use Photostory or Animoto to communicate the ways that students, parents, schools, and communities can use consensus to solve problems. Include ways that groups can plan a process that encourages compromise and cooperation.

- » Take a look inside conflict. Generate a point/counterpoint graphic organizer based on examples of conflicts. Use the perspectives of both sides of the conflict. Match the conflict with the eight reasons for conflict on page 18 of *Building Consensus*.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action Building Consensus*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into use of voting and consensus in the U.S. Senate and House of Representatives. Investigate the work of committees and subcommittees and the way that consensus works to impact bills and proposals before they come up for a vote. Use current or historical examples of decision-making in Congress.
- » Dig deeper into the ways that votes can make a group of citizens feel overlooked or overpowered. How does this affect voter confidence in the system of government, voter turnout, and ownership of policy decisions?

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

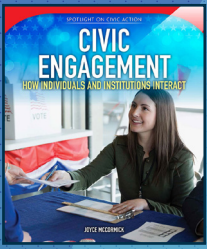
CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses





## Spotlight on Civic Action

### *Civic Engagement: How Individuals and Institutions Interact*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How does civic action require knowledge, problem solving, collaboration, and communication?
- » How do people come together to have their voices heard and cause positive change?
- » How does civic engagement give people power to create change?
- » How can students be agents of positive change and benefit from the experience?
- » Why is civic engagement necessary in a representative democracy?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How do communities form to take civic action?
- » Why does civic action benefit the individual taking action as well as those who need change?
- » How is the need for change the cause of civic action?
- » How do institutions, schools, governments, and groups have connections to civic action?
- » How do the three branches of government framed in the Constitution create a pathway for government by the people?
- » How can citizens get their voices heard in a representative democracy?
- » How did civic action cause important change in our nation’s history?
- » How can citizens find many different ways to take informed action in their communities?
- » Why is service learning a way to jump-start civic action?

### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)



- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)
- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action. Access images that capture evidence of civic action and the creation of change.
- » In teams, use a Drawing Conclusions from Information graphic organizer to analyze how civic engagement involves a reciprocal relationship. Post big ideas and student questions and reflections.
- » Brainstorm and use a Compare Contrast graphic organizer to analyze examples of civic action in the local community, region, nation, or world.
- » In teams, use a Cause and Effect Why? Graphic organizer to make connections between the historical roots of American democracy and the importance of civic engagement today.
- » In teams, use a Dilemmas Decisions graphic organizer to analyze a specific dilemma encountered by your school or community when change was needed to solve a problem.
- » Read newspapers or news articles in quality databases to uncover examples of civic action by students who are close to your age. Generate a bulletin board, display, morning announcement, or reader-response application to share the actions, motivation, and outcomes of young people.
- » Participate in a discussion with a school or community member who participates in civic action. Reflect using the Very Important Points graphic organizer.

## SIMULATION IDEAS

- » Plan and participate in a simulation of a town meeting where a local problem is being discussed by citizens who want to create positive change through civic action.
- » Collaboratively research an important event in recent or past American history that generated participation and civic engagement. In the voices of those who were there, role play the men and women who stepped up and created change. Read deeply and understand the why and the how of their actions. Examples: a gathering of abolitionists during slavery, a protest for reform of child labor laws and unsafe working conditions by union members, a march in support of the right of women to vote, a Civil Rights march, a campaign to end hunger, a public gathering of environmentalists to reduce global warming or save endangered species, etc.

## KNOWLEDGE PRODUCT IDEAS

» *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.

- Read and analyze texts and information sources in discussions, forums
- Collaborate to build wikis as information platforms
- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

- » Generate a podcast or documentary video about a local problem in your community, highlighting its characteristics, causes, challenges, and opportunities for civic engagement.
- » In teams, generate infographics that analyze a problem for a community, the process and actions that solved the problem, and the results of civic action. This could be historical or current.
- » Use Adobe Voice or iMovie to capture and share interviews with people in your school or community who have participated in informed civic action to solve a problem. Carefully plan questions that will explore their commitment to their community, how they see their roles as citizens, how they experienced challenges and opportunities during their civic engagement, and how they accomplished their goal.
- » Collaboratively write and publish on the web or in your community a How-to Guide to Civic Action. Provide carefully researched and specific information about how to get your voice heard and effectively connect with government representatives, community leaders, experts, volunteers, and institutions. Investigate as teams and use available public information on the Internet and from quality information sources.
- » In teams, brainstorm ways that your school or community could problem-solve and create change. Use a wiki work space for notes, links, and ideas that the team can share and interact with. Decide on an issue that is relevant and meaningful to students in your community and plan a project that will address a problem and work toward change.

Evaluate your ability to take action and the resources available to you. Students journal their experience in civic engagement and generate reflections.

- » Write an informed letter to a government official or a blog with an evidence-based argument for change or problem-solving in your community, region, state, or nation.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into civic-action projects carried out by youth and teens using quality databases, media accounts in newspapers, projects featured on websites linked to meaningful causes, even Skype interviews, or direct communication with student community volunteers. Highlight these in a blog or presentation.
- » Investigate and create a concept map with the evidence that active citizens can make a difference, drawing conclusions from reading and research about civic engagement.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

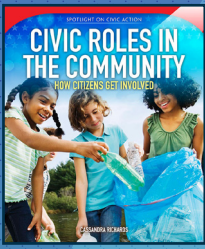
CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses



## Spotlight on Civic Action

### *Civic Roles in the Community: How Citizens Get Involved*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » Why do citizens need to be aware of how their government works?
- » How does a citizen choose a civic role and get involved with their community?
- » How does citizenship have many privileges and duties?
- » How can active and informed citizens cause and create change?
- » What if no American citizens made the choice to speak out, volunteer, protest, or take bold, direct action?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » What if some or all citizens were not allowed to vote?
- » How can citizens voice their opinions in their communities, states, and nation?
- » How does volunteering solve problems, meet needs, and improve the lives of other citizens?
- » How do communities depend on public service workers?
- » How does government work at the local level in cities, towns, and counties?
- » Why does civic action need the organization of groups of willing citizens with a clear purpose?
- » How do strikes, demonstrations, and protests continue to oppose unfair policy?
- » How can social entrepreneurs help to solve problems in communities?
- » How do the values of the classical liberal tradition give power to the people?
- » How does republicanism view the purpose of government?
- » How do citizens contribute their time and effort and participate in government?

### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens capable of informed civic action. (NCSS)

- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)
- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)
- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action. Access images that capture evidence of civic action, civic virtue, and the creation of change.

Using Skype, student-conducted interviews, or classroom visits, speak with local public servants about their roles in the community, their services to citizens, and the ways that they solve problems through action. In response, work in teams to write letters of recognition to those who serve and use digital photography for a Volunteer Wall of Fame.

In teams, use a Drawing Conclusions from Information graphic organizer to observe, reflect, record, and share the privileges of citizenship enjoyed by the students in your school. Create posters that raise awareness of these privileges.

In teams, use a Compare Contrast graphic organizer to analyze the many levels of government that affect your community and how they operate. Ask questions of public officials by email or phone to get needed information.

In teams, investigate volunteerism in your community and use the Thinking about Evidence graphic organizer to draw conclusions about the ways that volunteers make a difference in the lives of citizens.

Participate in a discussion where members of your class who are part of Boy Scouts, Girl Scouts, 4H, or other community groups that are involved in service share their experiences with community action.

Collaboratively reflect using the Very Important Points graphic organizer on the role of those who strike, protest, demonstrate, march for a cause, or take direct action to bring about change. Use news sources to investigate the reasons why these actions are taken and how they cause change.

## SIMULATION IDEAS

- » Plan and participate in a simulation of a Town Hall meeting with a local, regional, state, or national leader or representative. Collaboratively brainstorm and investigate issues and problems for the meeting. Prepare questions and talking points and take on the role of informed citizens, with a few peers playing the role of government officials.
- » Collaboratively plan and simulate an organizational meeting of interested citizens who want to organize a letter-writing campaign or a demonstration addressing an unfair policy or social problem. Using *Spotlight on Civic Action* and quality information sources, investigate reasons for such actions in the recent or historical past. Teams take on responsibility for reporting on how to contact leaders and important public figures, as well as the requirements for a public demonstration in your community.



## KNOWLEDGE PRODUCT IDEAS

» *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.

- Read and analyze texts and information sources in discussions, forums
- Collaborate to build wikis as information platforms
- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

- » Generate and share a podcast or documentary video about volunteers and those who serve the community through their roles, actions, organizations, work, or leadership. Seek responses from audiences and the views they held before and after witnessing your product regarding the importance of getting involved.
- » Write an evidence-based argument to support or refute this statement: “The only thing needed for the triumph of evil is for good men [and women] to do nothing.” Edmund Burke
- » In teams, generate infographics that communicate the roles of local, county, state, and federal governments in making decisions and providing services to the community. At each level, clearly show how individual citizens and groups can have their voices heard and be a part of decision making.
- » Collaboratively research, plan, and select a relevant issue that you care about affecting your school, community, or nation. Use a model of an existing volunteer organization to create a plan and mission statement for a group that could engage in solving the problem.
- » Write a letter to the editor or talking points for a meeting with a public official regarding a social problem or need in your community.



## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into current issues regarding voting rights and the opposing viewpoints that surround the opportunity to cast a ballot.
- » Investigate the process of naturalization and the steps required to become a citizen of the United States. Explore the challenges and benefits of becoming a naturalized citizen.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

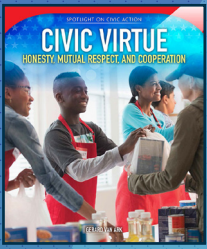
CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses



## Spotlight on Civic Action

### *Civic Virtue: Honesty, Mutual Respect, and Cooperation*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

Note: The C3 Framework defines civic virtue as participation and deliberation, discussing issues and making choices with information and evidence, civility, respect, and fairness.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How does civic virtue have many meanings because of different perspectives?
- » How do individual rights and the common good converge in politics, government, and everyday life?
- » How can an individual take action that models civic virtue?
- » How does civic participation strengthen communities, governments, and individual rights?
- » Why is civic virtue necessary in a representative democracy?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How does civic virtue benefit the common good?
- » Why is civic virtue necessary for the Constitution and government to work?
- » How do American citizens work for the good of all?
- » How does voting affect the common good?
- » How does civic participation contribute to the common good and individual rights?
- » What if leaders and politicians do not demonstrate the virtue of honesty?
- » How is mutual respect between citizens and their government a critical virtue for both?
- » How do the values of the liberal tradition give power to the people?
- » How does republicanism view the purpose of government?
- » How do citizens contribute their time and effort to civic causes?
- » How do citizens participate in government?

## C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)
- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)
- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support their conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action. Access images that capture evidence of civic action, civic virtue, and the creation of change.
- » In teams, use a Drawing Conclusions from Information graphic organizer to develop a definition of civic virtue. Post big ideas, student questions, and reflections.
- » In teams, brainstorm and use a Compare Contrast graphic organizer to analyze multiple perspectives on the meaning of **civic virtue** from *Spotlight on Civic Action*. Use real-world examples from your community or school, or viewpoints shared by peers or family.
- » In teams, use the Thinking about Evidence graphic organizer to draw conclusions about the common good as it is addressed in the words and actions of political leaders or government officials. Use news sources and gather relevant quotes where possible.
- » In teams, use a Cause and Effect Why? graphic organizer to make connections between the vital role of civic virtue and the smooth functioning of a representative democracy.
- » In teams, use a Dilemmas Decisions graphic organizer to analyze a specific dilemma in the real world that challenged individual rights and the common good.
- » Read newspapers or news articles in quality databases to uncover examples of civic virtue demonstrated by citizens and leaders in the American democracy. Generate a bulletin board, display, morning announcement, or reader response application to share their actions and impact with a sharp focus on how they serve the common good.
- » Collaboratively reflect using the Very Important Points graphic organizer on the meaning of civic virtue in your school and involve all members of the school community in signing a banner displaying your civic virtues.

## SIMULATION IDEAS

- » Plan and participate in a simulation of a panel of citizens in a democracy that failed. Historically only 4% of democracies survive. The democracy can be a prototype and fictitious. Through the lens of civic virtue, give voices to those who reflect on the reasons why a democracy could fail. Collaboratively dramatize what happens when the civic virtues necessary to make a government work are not practiced.
- » Collaboratively plan a voter registration event where students role play citizens trying to persuade potential voters to register and participate in an upcoming election. Dramatize a range of perspectives and viewpoints on civic participation and civic virtue in the scenario, highlighting the positive and negative reactions of individuals to their responsibility to participate. Students could interview someone who voted in the last few elections and someone who does not usually vote to get ideas about attitudes and values.

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums
  - Collaborate to build wikis as information platforms
  - Design websites to inform and communicate conclusions about needed change
  - Create digital documentaries or presentations
  - Discuss or debate claims using evidence
  - Write collaborative essays using evidence
  - Publish, write, or speak op-ed pieces using evidence
  - Write blogs
  - Write and circulate petitions
  - Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
  - Plan and present podcasts regarding policies and needed change
  - Journal and post entries on social media
  - Employ strategic action to take public action
  - Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
  - Investigate and share understanding of how government operates
  - Create and engage in opportunities to discuss current social problems and issues
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- National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).
- » Generate and share a podcast or documentary video about the ways that students and young people can participate as active citizens in their school, community, or government. Feature the actions of peers who model civic virtues such as respect, honesty, making decisions based on evidence, volunteerism, responsibility, and fairness. Seek responses from audiences and the views they held before and after witnessing your product.
- » In teams, generate infographics that analyze connections between civic virtues and their impact on the community, government, the common good, and individual rights.

- » Use Adobe Voice or iMovie to capture and share interviews with people in your school or community who have been role models for civic virtue. Carefully plan questions that will explore their commitment to their community, how they see their roles as citizens, and how they participate, deliberate, and cooperate.
- » In teams, access the Inaugural Address of a president of your choice and analyze evidence of beliefs of that leader regarding civic virtue or common good. Distinguish classical republican and classical liberal views when possible. Share your conclusions in a Socratic Seminar.  
[http://avalon.law.yale.edu/subject\\_menus/inaug.asp](http://avalon.law.yale.edu/subject_menus/inaug.asp)
- » Collaboratively research, plan, and publish on the web an evidence-based argument that citizenship requires individual action for the common good. In your argument, focus on an important responsibility of citizenship such as voting, paying taxes, participating in meeting the needs of individuals in the community, or carefully basing decisions and views on reliable information and evidence.
- » Write an informed letter to a government official or a blog with an evidence-based argument for truth and fairness in information sources and media as a fundamental requirement for civic participation.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into how civic virtue in countries with different forms of government vary from those of a democratic republic. Investigate a country such as North Korea, Saudi Arabia, Cuba, China, Iraq, or another choice. Create a Point/Counterpoint comparison of civic virtue in democracies and non-democratic states.
- » Investigate the comparison of republicanism and liberalism and how they align with American political parties today. Analyze how each party views the common good and individual rights.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses





# Spotlight on Civic Action

## *Community Service and Volunteering*

### LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

#### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How do those involved in community service help define the kind of community they want to live in?
- » How can one person make a difference through volunteering and community service?
- » Why do volunteers who make a difference for others also make a difference for themselves?
- » Why do volunteers need to ask questions, investigate opportunities, and seek information before deciding on a form of service that is right for them?
- » Why is a volunteer involved in community service seeking and finding opportunities?

#### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How does service and volunteering meet the needs of the community?
- » How do volunteers have a reciprocal relationship with those they serve?
- » How do engaged citizens use strategies to find volunteer opportunities that fit their skills and interests?
- » How can volunteering and service reach beyond the local level to assist others?
- » Why is community service like a job?
- » How can volunteers help young people to reach their full potential?
- » How can young volunteers take action to help senior citizens, animals, or the environment?
- » How can one person’s creative idea lead to valuable service in the community?

#### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: A Concise Overview of the New Social Studies Standards

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)



- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)
- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action. Access images that capture evidence of civic action, civic virtue, and the creation of change.
- » In teams, use a Cause and Effect Why? graphic organizer to analyze the positive change created by the action and motivation of volunteers in your community.
- » In teams, use a Very Important Points graphic organizer to generate ideas for a checklist of things to consider before choosing a volunteer job.
- » Brainstorm the skills, talents, and interests that match various community volunteers with community service opportunities.
- » Plan and participate in a Skype session or classroom visit with community volunteers connected to students in your class. Students who already volunteer will be valuable presenters. In teams, use a Drawing Conclusions from Information graphic organizer to decide how the person has the talent and the interest to serve in a specific way.
- » Interview family members, teachers, and community leaders to discover what important community needs would benefit from volunteer service. Collaboratively discuss how community service could create change for those in need. Post evidence of needs and possible service ideas for student questions and responses.
- » In journal entries which are shared, respond to the question: “Can I make a difference?” Use this quote from Anne Frank as a possible inspiration: “How wonderful that no one need wait a single moment to improve the world.”

## SIMULATION IDEA

- » Collaboratively brainstorm and plan a simulation of a Town Meeting or Community Meeting where students take on the roles of community members. Prepare talking points to become the voice of a diverse group of active citizens who are discussing the community they want to live in, how that community needs creative change to happen, and how volunteers can make it happen. Consider the purpose of the meeting to be a sharing of ideas and a development of achievable goals.

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums
  - Collaborate to build wikis as information platforms

- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

» Write an evidence-based argument to support or refute one of the quotes below:

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

“Life’s most persistent and urgent question is, what are you doing for others?” Martin Luther King Jr.

- » Collaboratively produce a needs assessment of your community using a survey or interviews with local officials, volunteers in the community, church representatives, and school leaders. Identify what needs are being met and what needs require volunteers and community service. Share your findings.
- » In teams, create your own community-service project addressing a need for positive change. Use an action plan for this purpose, identifying resources, potential volunteers, a timeline, goals, and evidence of change. Share your plan with a community leader.
- » Create an application form for volunteers who want to be involved with a community-service project. Include questions that will help applicants match their values, interests, skills, talents, time, and strengths with the needs of a program.
- » Write and share a public service announcement promoting volunteer service and the positive outcomes it brings to the person serving and the person being served.
- » Use Adobe Voice or iMovie to capture and share interviews with people in your school or community who have participated in community service or volunteering. Carefully plan questions that will explore their commitment to their community, how they see their roles as citizens, how they experienced challenges and opportunities during their civic engagement, and how they accomplished their goal.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into successful community service projects created by and initiated by children and teens. Highlight these in a blog or a podcast that motivates civic action.
- » Investigate and draw conclusions from data and information regarding volunteers in America, their service, their outcomes, the scope of their role in positive change, and their unique qualities.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

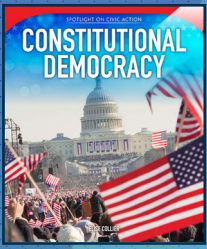
CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses



## Spotlight on Civic Action

### *Constitutional Democracy*

# LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

## ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How does our constitutional democracy uphold the values of our nation and the inalienable rights of the people?
- » Why does the U.S. Constitution begin with the words: “We the People of the United States”?
- » How does a constitutional democracy balance majority rule with minority rights?
- » How does the U.S. Constitution divide and limit powers to insure a democratic government?
- » How does the U.S. Constitution reflect the ideas of the Age of Enlightenment and of a Social Contract?

## GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » Why is the United States a republic with a constitutional democracy?
- » How does the government of the United States get its authority and power from the people?
- » How does representation serve the needs of the people in our democracy?
- » Why can majority rule sometimes cause minorities to suffer?
- » How does the Constitution divide power between the federal government and the states?
- » How does the Constitution separate the powers of the three branches of the federal government?
- » How does the separation of powers in the federal government depend on checks and balances?
- » How is the U.S. Constitution a living document?
- » How do citizens and government have a social contract based on privileges and duties?

## C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)

- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)
- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action and constitutional democracy. Capture visual evidence of American democracy in action in the real world.
- » Create a Social Contract bulletin board using student drawings with captions. Discuss ways that students, families, and the community create a social contract with privileges and duties. Capture examples of how this works in the real world where people work together and compromise for the greater good of the group.
- » America is a representative democracy, a constitutional democracy, and a republic. In teams, create a word wall that communicates the meaning of this complex statement in everyday language.
- » Use a Thinking about Evidence graphic organizer to analyze how the U.S. Constitution gives government limited power and protects the needs of the people.
- » Use a Cause Effect Why graphic organizer to explore the way that the desire of the founding fathers to reject a monarchy shaped the U.S. Constitution.
- » In teams, use a Drawing Conclusions from Information graphic organizer to decide how our constitutional democracy insures that ordinary people retain power, representation, and a voice.
- » In pairs, use a Dilemmas and Decisions graphic organizer to show how majority rule and minority rights can work together.

## SIMULATION IDEA

Students will make choices for the roles they will take on in a hearing before a congressional committee on majority rule and minority rights. Students will brainstorm the possible roles, but will include: voters whose representative does not share their views and votes against their wishes; voters who are happy with the way their representatives are voting on bills and policy; citizens who have been harmed by majority rule decisions; citizens who believe their rights and needs are protected; citizens who believe their rights and needs are neglected; and citizens who do not vote and do not care about bills and policy. The students playing the role of legislators can question those who wish to testify and respond to them from their perspective as majority or minority members of Congress.

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums
  - Collaborate to build wikis as information platforms



- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

- » Groups generate “We the People” murals, graphical and textual collages, or PhotoStory presentations which communicate the meaning of these words in the earliest days of our constitutional democracy, and then as the Constitution has been amended and been interpreted over time. Consider who had the right to vote, the right to own property, the right to represent, and the right to have a voice.
- » Write an evidence-based claim that majority rule needs to have provisions for minority rights.
- » In teams, generate an infographic that communicates the limits and balance of power established by the Constitution in the three branches of government, and in the division of state and federal powers. Include specifics that affect your world.
- » In a Socratic Seminar, discuss the possibility that aspects of our constitutional democracy resulted from a distrust of true, open democracy and the will of citizens to make informed and effective decisions. If this could be true, were the founding fathers right or wrong? Use evidence to support your views.
- » Large group performance: The American constitutional democracy is based on a social contract in which people sacrifice some of their freedoms in exchange for government protection. In an actual or simulated Skype dialog with students from an undemocratic country, explain how living under this system of government affects your life. Use evidence to show how the government upholds the values of our nation and the inalienable rights of the people. Explain how the people enjoy privileges but also have responsibilities and civic duties.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.

- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into the constitutional democracies of Germany, Israel, or Japan. Compare what our government and theirs have in common, and highlight unique aspects to each.
- » Dig deeper into the constitutional democracy of the United States and ways that it needs to be improved. How can citizens make this democracy work better?

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

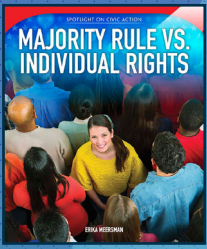
CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses





# Spotlight on Civic Action

## Majority Rule vs. Individual Rights

### LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

#### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How do majorities have and use power to rule?
- » How does the balance of power in government protect individual rights and prevent the tyranny of the majority?
- » Why do the voices of minority groups contribute to the common good?
- » How can individuals protect their rights?
- » How do the courts protect individual rights?

#### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How does the Constitution address individual rights?
- » How do majorities and minorities impact decisions?
- » Why do some congressional decisions require a supermajority?
- » How does the representation of Americans in Congress prevent tyranny?
- » How do both houses of Congress change an amendment to the constitution?
- » How do minority parties and groups work against the tyranny of the majority?
- » How does the Constitution protect the rights of the accused?
- » Why is gerrymandering an issue for individual rights?
- » How do courts of different types and levels protect citizens?

#### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for change in communities and societal problems. (NCSS)

- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)
- » Introduce and discuss the Essential Questions questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action. Access images that capture evidence of civic action, the creation of change, and the roles of government and citizens.
- » Majority Math: Brainstorm, investigate, and chart examples of majorities and minorities in decision making in your class, your family, your town, your state, and your nation. Use math as evidence of majority power.
- » In teams, use a Cause Effect Why? graphic organizer to make connections between the powers of the three branches of government in the system of checks and balances.
- » In teams, use a Very Important Points graphic organizer to generate ideas about how individual rights and opinions can be protected when a majority is in power.
- » Use databases, newspapers, and quality information resources to build a display of real-world evidence of the majority rule and issues about individual rights. Students post questions and response.
- » Use a Thinking about Evidence graphic organizer to analyze ways that the power of majority rule impacts those in the minority. Think about evidence in *Spotlight on Civic Action* and in everyday experience in the real world.
- » Use a Drawing Conclusions from Information graphic organizer to analyze the effects of the shift to America as a majority minority country. Discuss opinions of students in your class about this shift.

## SIMULATION IDEAS

- » Collaboratively brainstorm and plan a response from your class to a rule passed by the city council that, because of the need for healthy eating, ice cream trucks cannot drive through neighborhoods and soda cannot be served in local restaurants. Role play city council members who voted for this as a majority decision. Speak out as students with individual opinions about the issue. Try to change the rule.
- » Collaboratively investigate, plan, and participate in a meeting with local officials and state representatives from the Department of Transportation who are claiming a large part of the school playing fields for a water project using the power of eminent domain. Eminent domain means that the government can take property despite individual rights under certain circumstances.

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums

- Collaborate to build wikis as information platforms
- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
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- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

- » In teams, generate an infographic which communicates the balance of powers in the U.S. government. For each branch of government, highlight their powers and how they use and are affected by checks and balances.
- » In teams, generate a Point/Counterpoint graphic document for presentation and discussion. Investigate and summarize an example of the abuse of individual rights by a government at any level from the present or past. Use databases, *Spotlight on Civic Action*, or newspapers. Point out the reasons for the abuse. Counter with ideas about how protest or protection of those rights made a difference.
- » Investigate and draw conclusions about the tyranny of the majority, and how the majority can ignore opinions and needs. Use a cartoon or animation to capture scenarios where this is happening. Use real-world examples from any level of life experience.
- » Collaboratively plan, design, and share a mural, bulletin board, or Adobe Voice presentation that communicates the potential for change in America with a majority minority population.
- » Track a Supreme Court case through the lower courts using the information available in databases or on reliable Internet sources. Analyze the decisions made by courts and how they were similar or different.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.

- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into gerrymandering and how it can affect elections, voters, majorities, and minorities. Write a blog or evidence-based claim based on your conclusions about the practice.
- » Dig deeper, investigate, and draw conclusions about the Civil Rights Act of 1964. Investigate the laws that impacted individual rights, including the right to vote. Investigate the reasons why this law addressed needed change.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

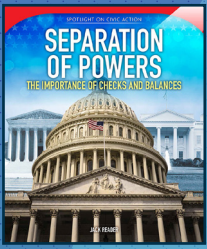
CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses



## Spotlight on Civic Action

### *Separation of Powers: The Importance of Checks and Balances*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How and why does the U.S. government divide powers into three branches?
- » How did the American Founding Fathers shape a government that blocked absolute power?
- » How does the U.S. government derive its power from the consent of the governed?
- » How is American democracy influenced by great thinkers of the past?
- » How does the U.S. government's system of checks and balances insure democracy?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How did opposition to monarchy shape American government?
- » How does each branch of the U.S. government have its own separate powers?
- » What do “checks and balances” check and balance?
- » What if the president made the laws and ran the courts?
- » How did John Locke’s ideas influence American democracy?
- » How does American democracy restrain those who want to commit harmful actions?
- » How does a president get impeached?
- » How does the judicial branch of the government use its power of judicial review?

### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for change in communities and societal problems. (NCSS)
- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)



- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action and separation of powers. Access images that capture evidence of separation of powers or checks and balances at work.
- » Use a Compare Contrast graphic organizer to compare the U.S. government with a monarchy where all power is held by one person.
- » In teams, use a Cause Effect Why? graphic organizer to analyze how the three branches of government insure a separation of powers.
- » Use a Thinking about Evidence graphic organizer to draw conclusions about the ideas of a great thinker of the past and his or her influence on the U.S. government. Post student ideas for response as questions or comments.
- » In groups, brainstorm ways that America would be different if the president had all the power to make laws and run the courts. Share ideas and discuss the possibilities with knowledge of the separation of powers.
- » In teams, use a Very Important Points graphic organizer to generate ideas for ways that the U.S. government gets its power from the consent of the people it governs.
- » Brainstorm and apply knowledge of checks and balances or separation of powers to clubs, sports teams, school councils, or local leadership. Can students find connections to these principles in the everyday world? Chart ideas for discussion.
- » In teams, use a Drawing Conclusions from Information graphic organizer to agree or disagree with this quote from former Senator Robert Byrd: “It was the separation of powers upon which the framers placed their hopes for the preservation of the people’s liberties.” Share and discuss.

## SIMULATION IDEA

- » Collaboratively brainstorm and plan a simulation of a Town Meeting or Community Meeting where students take on the roles of community members. Prepare talking points and become the voices of a diverse group of active citizens who are discussing the community they want to live in, how that group needs creative change to happen, and how volunteers can make it happen. Consider the purpose of the meeting to be a sharing of ideas and the development of achievable goals.

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums
  - Collaborate to build wikis as information platforms



- Design websites to inform and communicate conclusions about needed change
- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

- Write an evidence-based argument to support or refute one of the quotes below:

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

“Life’s most persistent and urgent question is, what are you doing for others?” Martin Luther King Jr.

- » Collaboratively produce a needs assessment of your community using a survey or interviews with local officials, volunteers in the community, church representatives, and school leaders. Identify what needs are being met and what needs require volunteers and community service. Share your findings.
- » In teams, create your own community-service project addressing a need for positive change. Use an action plan for this purpose, identifying resources, potential volunteers, a timeline, goals, and evidence of change. Share your plan with a community leader.
- » Create an application form for volunteers who want to be involved with a community-service project. Include questions that will help applicants match their values, interests, skills, talents, time, and strengths with the needs of a program.
- » Write and share a public service announcement promoting volunteer service and the positive outcomes it brings to the person serving and the person being served.
- » Use Adobe Voice or iMovie to capture and share interviews with people in your school or community who have participated in community service or volunteering. Carefully plan questions that will explore their commitment to their community, how they see their roles as citizens, how they experienced challenges and opportunities during their civic engagement, and how they accomplished their goal.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into how other governments in the world ensure or deny democracy. Highlight this issue in a blog or a podcast that compares and contrasts these governments with the U.S. government.
- » Investigate and draw conclusions from data and information regarding volunteers in America, their service, outcomes, unique qualities, and the scope of their role in positive change.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses



## Spotlight on Civic Action

### *Social Activism: Working Together to Create Change in Our Society*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How can citizens create change in our society by working together?
- » How can young people use direct action to change a problem important to them?
- » How have social movements improved American life?
- » How does the response of activists to social problems cause far-reaching reform?
- » How does social activism in America's past, present, and future share the same goals?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How do social activists make change happen?
- » How did the Progressive Era respond to problems caused by the industrial boom?
- » How did the activists in the civil rights movement collectively resist segregation, oppression, and discrimination?
- » How have boycotts, marches, and sit-ins been effective non-violent strategies for creating change?
- » How can the power of social media be used to create change?
- » How have the rights of people with disabilities been recognized through activism and law?
- » How can a citizen change his or her behavior to reflect personal beliefs?
- » How do social activists take a series of steps to accomplish their goals?

### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)
- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)

- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action and social movements. Capture visual evidence of social activism at work in the real world.
- » Use a Compare Contrast Graphic organizer to analyze the similarities and differences between historic and current social movements.
- » In teams, use a Thinking about Evidence graphic organizer to draw conclusions about how non-violent actions have caused social change and improved the lives of many.
- » In groups, use a Cause Effect Why? graphic organizer to make connections between social problems that lead to social activism and change.
- » In groups, brainstorm ways that citizens could build a better America or a better world today. Share ideas, catch-phrases, and possible actions in a poster session. Discuss the possibilities with knowledge of social activism.
- » Collaboratively create a digital or actual bulletin board with evidence of social activism in your school, community, state, nation, or world. Use newspapers, social media, databases, or quality online information. Feature catch-phrases and messages used by activists. Share and discuss.
- » In teams, use a Very Important Points graphic organizer to generate ideas for ways that a few active citizens in your class, school, or community could take steps to solve a social problem.
- » In teams, use a Drawing Conclusions from Information graphic organizer to analyze how social movements in the past and present all have similar goals.

## SIMULATION IDEA

- » Collaboratively plan and present a role play of social activists from American history or the world today. Investigate and draw conclusions about what they would say in their own words if they were in a forum together. How could they share their beliefs and the actions they took to create change? Why did they march, protest, form unions, communicate social problems, risk their safety, and work with others? How did reform occur that changed the lives of many Americans?

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums
  - Collaborate to build wikis as information platforms
  - Design websites to inform and communicate conclusions about needed change

- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- *Participate in simulations of political activity*

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

- » Write an evidence-based argument that supports the truth of this quote from young social activist Malala Yousafzai in her speech to the U.N. Youth Assembly: “One child, one teacher, one book, and one pen, can change the world.”
- » In teams, generate an infographic that compares the perspectives of those who changed history with social activism. Choose social movements in *Spotlight on Civic Action* or others you want to investigate. Be sure to highlight the problem, the cause of the problem, the ways that activists raised awareness, the methods they used to cause change, and the way they changed American lives. Draw conclusions about the perspective of the activists about the problem and their direct action.
- » In a blog, share your vision for a better America and the communication, determination, and actions that would bring about change. Think about who, what, where, when, why, and how. Try to gain support for your idea.
- » In teams, investigate and share web links and useful information that could be used to address a social problem of your choice in your school or community. Share what you learned in a speak-out in your class or school.
- » Reflect and make a choice of a way that you can solve a social problem by changing your personal behavior. Write journal entries that captures your actions and efforts. Plan how you will go beyond talking the talk to walking the walk.
- » Use Adobe Voice or iMovie to recreate the actions of those who took risks to change a social problem. In focused scenes with dialog, be the activists who held sit-ins at Woolworth’s lunch counter, who refused to give up seats on segregated buses, who were freedom riders, or who participated in marches for voting rights for women or for better working conditions. Highlight what they all had in common.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)



- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into the court cases that created and abolished segregated schools in the South. Analyze the arguments put forth in *Plessy v. Ferguson* and *Brown v. Board of Education*.
- » Investigate and draw conclusions about social activism in America since you were born. Use databases and books to explore the problems that caused marches on Washington, protests in the streets, court cases, and organized action by citizens working together. How do these efforts make life better for Americans?

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses





## Spotlight on Civic Action

### *The Importance of Jury Service*

# LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

## ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How does the right to trial by jury preserve democratic values?
- » How is the role of a juror an empowering responsibility of citizenship?
- » How do courts use due process to ensure decisions that are based on evidence and the law?
- » How can juries affect justice or injustice?
- » Why do juries impact the rights of all Americans?

## GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » How do juries make decisions about guilt or innocence?
- » Why do American juries have greater impact than those in other countries?
- » How is a grand jury different from a trial jury?
- » How does jury selection affect people’s individual freedoms?
- » How do potential jurors qualify for jury duty?
- » How is a jury a part of the system of checks and balances in American government?
- » How do American courts have levels and geographic districts?
- » How do the stages in a trial contribute to fairness?

## C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)
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- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand civic action and jury service. Capture visual evidence of a trial by jury in the real world using local media.
- » In teams, use a Thinking about Evidence graphic organizer to draw conclusions about why jury service is important in a democracy.
- » In groups, use a Cause Effect Why? graphic organizer to make connections between due process in a court of law and the rights of citizens in America.
- » In teams, create a word wall for the legal vocabulary connected with juries and trials. Identify important terms from *Spotlight on Civic Action*. For meaning, arrange the words in clusters that show their connections to each other and to due process in a court.
- » In teams, use a Drawing Conclusions from Information graphic organizer to analyze how jury selection affects the outcome of a trial.
- » In teams, use a Very Important Points graphic organizer to generate job descriptions for the key roles in a jury trial. Include the judge, prosecutor, defendant, defense attorney, and jurors.
- » Collaboratively create a graphical representation of the American court system that reflects the different kinds of courts, levels, and geographic connections. Share and discuss.
- » Discuss and chart the reasons why jurors are active citizens who preserve democratic values and the rights of all Americans.

## SIMULATION IDEA

Collaboratively plan and present a role-playing demonstration of a fictional trial based on a crime. Using the procedures described in *Spotlight on Civic Action*, plan a trial which includes pretrial motions, jury selection, opening statements, presentation of evidence by the prosecution, presentation of evidence by the defense, closing arguments, the judge charging the jury, jury deliberation, verdict, and, if relevant, penalty.

Creativity may be used in putting an historic figure or literary character on trial.

<https://visual.ly/community/infographic/entertainment/16-childrens-book-characters-court-0>

<https://www.socialstudies.org/publications/socialeducation/may-june2008/using-literature-to-teach-the-rule-of-law->

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.

- Read and analyze texts and information sources in discussions, forums
- Collaborate to build wikis as information platforms
- Design websites to inform and communicate conclusions about needed change
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- Participate in simulations of political activity

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

- » Write an evidence-based argument that supports the position that the Founding Fathers were preserving our democratic system by including the right to trial by a jury of one's peers in the Constitution.
- » In teams, generate an infographic that communicates the responsibilities of active citizens performing jury service. Analyze their direct role in preserving democratic values, making decisions based on evidence and law, and having a voice in the judicial branch of government.
- » In teams, use a Google or PowerPoint presentation to generate and present a point/ counterpoint which compares the rights of citizens in countries where trial by jury is guaranteed and citizens in countries where this right is not in place. Compare the effects of having this right and not having this right. Use historic evidence if that is useful.
- » In a blog, share your arguments, supported by evidence, that juries can affect justice and injustice. Consider the ways that juries make decisions that are just or unjust.
- » Use Photo Story or Adobe Voice to narrate the progress of a trial and introduce the steps in a court that lead up to a decision of guilt or innocence by a jury. Use the perspective of a juror to do this.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.

- » Expository writing that uses evidence and authoritative information for a real-world purpose.
- » Speaking and listening in both early formative assessment and as a part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into the history of trials before juries or the justice system in countries without juries. Contrast the methods, the roles of those involved, the rights of the accused, and the results.
- » Investigate and draw conclusions about the way fiction sometimes portrays courts, trials, or justice systems. Possibilities include *Alice's Adventures in Wonderland* by Lewis Carroll, *Holes* by Louis Sachar, *To Kill a Mockingbird* by Harper Lee, *Harry Potter and the Order of the Phoenix* by J.K. Rowling, or scenes from Charles Dickens's work such as *Oliver Twist*, *Little Dorrit*, *Pickwick Papers*, or *Bleak House*.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

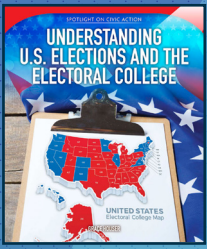
CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
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## Spotlight on Civic Action

### *Understanding U.S. Elections and the Electoral College*

## LESSON PLAN

The *College, Career & Civic Life C3 Framework for Social Studies State Standards* affirms that the purpose of social studies education is to prepare learners to be active and informed citizens of a democracy. Taking informed action individually and collaboratively is a means of learning and applying social studies knowledge. Communicating and critiquing evidence-based conclusions in public venues constitutes Dimension 4 of the C3 Framework, with disciplined inquiry as the foundation for decision making, investigations, using evidence, drawing conclusions, and engaging in civic action.

### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline-specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » How do voters have duties and responsibilities in U.S. elections?
- » How and why does the Constitution determine rules for U.S. elections?
- » Why is the nomination and election of a president a long process with many steps?
- » Why does the Electoral College draw criticism and debate in the 21st Century?
- » How could U.S. elections be more free and fair?

### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » Why is voting a civic duty in a democratic society?
- » How has the right to vote changed over time to include more citizens?
- » How do the elections and qualifications of candidates for the U.S. Senate and House of Representatives differ?
- » Why isn't the presidency decided by popular vote?
- » What steps must a presidential candidate go through before an election is held?
- » How do voters cast their ballots on Election Day?
- » How and why is the Electoral College able to elect a president who loses the popular vote?
- » How does American democracy continue to struggle to have free and fair elections?

### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

- » Guide and motivate learners in developing civic-minded thinking and deep understanding of their role as citizens of a democracy, capable of informed civic action. (NCSS)
- » Help students identify questions for further investigation and collaborative action, addressing the need for resolving social problems and changing communities. (NCSS)
- » Teach students to develop strategies to answer questions and create authentic knowledge products with real-world connections. (NCSS)



- » Introduce and discuss the Essential Questions to build meaning, purpose, and connections to daily life. (NCSS)
- » Uncover the depth and richness of the topic, its enduring issues and concerns. (NCSS)
- » Tie facts, concepts, and generalizations together through the use of concept maps, mind maps, and compelling and supporting questions, generated by students and teachers. (NCSS)
- » Ask students to test their assumptions, asking for reasons and specific evidence to support conclusions. (NCSS)
- » Use the text to scaffold deep understanding of social studies practices: timelines, history, government, geography, economics, and culture. (NCSS)
- » Guide learners through the inquiry process from wonder and questioning, to investigations, synthesis, and sharing and expressing knowledge. (NCSS)

## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning to understand civic action and U.S. elections. Capture visual evidence of U.S. elections in the real world.
- » Create a bulletin board using student statements about why each young citizen should understand U.S. elections, even if their ability to vote is far in the future.
- » Collaboratively identify and post the new vocabulary words about U.S. elections and use them meaningfully in a Think Pair Share.
- » In pairs, use a Compare Contrast graphic organizer to break down the differences between electing a senator and a member of the House of Representatives.
- » In teams, create a sequence chart of the steps that candidates take as they progress toward a presidential election. Highlight new vocabulary words such as primaries, caucuses, and delegates.
- » Use a Very Important Points graphic organizer in pairs to determine the who, what, where, when, and why of the Electoral College.
- » In groups, use a Thinking About Evidence graphic organizer to analyze positive and negative views of the Electoral College.
- » Use a Drawing Conclusions from Information graphic organizer to analyze how the Constitution determines how U.S. elections proceed. Why is this important to understand?
- » As future voters, post and share ideas for completing these statements: As a voter I will always\_\_\_\_\_. As a voter I will never \_\_\_\_\_.

## SIMULATION IDEA

In your school, participate in the election of student council members, club leaders, or class officers. Take the steps that are used in federal, state, and local elections. These steps could include nominations, caucuses, campaigning, voting, and determining successful candidates. If a school-based election is not possible, simulate the election of class representatives to a committee or team that is making an important decision.

## KNOWLEDGE PRODUCT IDEAS

- » *The College, Career & Civic Life C3 Framework for Social Studies State Standards* identify knowledge products suited for civic engagement and informed civic action.
  - Read and analyze texts and information sources in discussions, forums
  - Collaborate to build wikis as information platforms
  - Design websites to inform and communicate conclusions about needed change



- Create digital documentaries or presentations
- Discuss or debate claims using evidence
- Write collaborative essays using evidence
- Publish, write, or speak op-ed pieces using evidence
- Write blogs
- Write and circulate petitions
- Prepare for and attend public meetings regarding local, regional, or global problems, or problems in school
- Plan and present podcasts regarding policies and needed change
- Journal and post entries on social media
- Employ strategic action to take public action
- Develop talking points for letters, emails, or face-to-face meetings with policy makers and officials of school, governments, and institutions
- Investigate and share understanding of how government operates
- Create and engage in opportunities to discuss current social problems and issues
- Discover and uncover ways to be involved with high-impact decision making
- Participate in simulations of political activity

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

- » Groups generate concept maps using Popplet or Kidspiration that feature important big ideas about U.S. elections, and the connections of those ideas to key supporting details. Share ideas and merge into one map that is projected and discussed.
- » Write a blog as a future voter that explores civic duty, the responsibility to vote, and participation in U.S. elections from the perspective of a student learning about elections.
- » In teams, generate an infographic that communicates the specific differences between elected officials. Include senators, members of Congress, and the president. Feature their qualifications, terms, who elects them, and how politics, power, and other influences affect them.
- » In teams, use evidence to debate a bill introduced in Congress to eliminate the Electoral College by amending the U.S. Constitution.
- » In groups, brainstorm, plan, and generate a Storyboard or Power Point that communicates how the United States elects its president. Capture in images and words the road to the presidency.
- » In a Socratic Seminar, discuss knowingly the question: do U.S. elections insure the power of the people and democratic government?

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
- » Summative assessments for the knowledge products recommended by NCSS and the C3 Framework. (See list above.)
- » Evidence-based claims and arguments that express original conclusions relevant to social issues, community problems, or needed change.
- » Expository writing that uses evidence and authoritative information for a real-world purpose.

- » Speaking and listening in both early formative assessment and as part of summative presentations.
- » Demonstration of deep understanding of core concepts in social studies and essential questions, using knowledge products that require synthesis, critical thinking, and original conclusions.
- » Formative assessment using metacognitive strategies, graphic organizers, collaborative self check, and peer-review tools.

## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper, investigate, and use data to analyze the U.S. elections decided by the Electoral College when the president did not win the popular vote.
- » Dig deeper into the ways that democracy needs to be protected during the election process. Investigate the use of politics, power, or discrimination that works against the democratic process.

## ALIGNMENT WITH THE STANDARDS

College, Career & Civic Life C3 Framework for Social Studies State Standards

CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

CCSS ELA Literacy SL 1, SL 1. c, SL 1. d, SL 2, SL 3, SL 4, SL 5, SL 6

## GRAPHIC ORGANIZERS TO CONSIDER

- » Compare & Contrast Graphic
- » Dilemmas and Decisions
- » Cause Effect Why?
- » Drawing Conclusions from Information
- » Find the Support for the Main Idea
- » Thinking About Evidence
- » Very Important Points
- » Social Studies Lenses



# Spotlight on Civic Action

## *Why Voting Matters*

### LESSON PLAN

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#### ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline specific vocabulary. Questions address core concepts: Civics, History, Economics, Geography, and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem-solving, civic action, and more.

- » Why is one vote and one voice among millions important in our American democracy?
- » Why have citizens in the past and present been unable or unwilling to vote?
- » How have laws enacted by the U.S. government insured voter rights over time?
- » Why does a democracy need active citizens who vote?
- » How are free and fair elections an ideal that has not yet been reached?

#### GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

- » What is voting?
- » How is a citizen a constituent of many representatives and levels of government?
- » How do careful voters investigate candidates and issues before an election?
- » How do voting laws determine who gets to vote and who cannot vote?
- » How are votes kept private in polling places, and why is that important?
- » How did suffragists struggle and sacrifice to achieve voting rights for women?
- » How did some southern states prevent African Americans from voting?
- » Why does low voter turnout occur, and why does it matter?

#### C3 SOCIAL STUDIES STANDARDS: INQUIRY IN ACTION

See: *A Concise Overview of the New Social Studies Standards*

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## LESSON PLAN ACTIVITY IDEAS

Pick and choose from the list. Be certain to embrace all the inquiry practices.

- » Teach visual literacy using the images in *Spotlight on Civic Action*. Generate activities where learners use pictures to build meaning and understand the importance of voting and civic action. Capture visual evidence of why voting matters at work in the real world.
- » Collaboratively construct a Why Voting Matters Word Wall in your classroom. Display posts of vocabulary about voting, and learn to speak like a citizen.
- » Use a Very Important Points graphic organizer to explain what a first-time voter should expect when he or she goes to vote.
- » In teams, create a timeline of the American right to vote. How did America expand voting rights over the centuries?
- » Use a Drawing Conclusions from Information graphic organizer to analyze how groups of U.S. citizens struggled and sacrificed to gain the right to vote.
- » In pairs, use a Dilemmas Decisions graphic organizer to analyze the struggle of a minority citizen deciding to vote or not to vote with the threat of white supremacists who want to keep him or her from voting.
- » In pairs, use a Thinking about Evidence graphic organizer to analyze how the U.S. government has used legislation to secure voter's rights.
- » Use a Cause Effect Why graphic organizer to analyze the reasons why the U.S. has low voter turnout in many elections.

## SIMULATION IDEA

Your school is having a vote to decide about the use of a piece of land outside the school. Two choices for the vote are:

1. Students plant and manage a community garden to feed hungry community members.
2. A new piece of playground equipment is installed for student use.

Simulate voting for the choice three times. The first time everyone in your class votes what they think is best. Second, students who have been randomly given a blue card do not vote. Third, students who have been randomly given a yellow card do not vote. In each case, at least a third of the students get cards.

Students reflect and observe how the results change when a block of voters do not vote.

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- » Write an evidence-based claim and take a stand on this statement: the right to vote is one of the most valuable rights that an American citizen has.
- » Write and share or present a dialog between a U. S. citizen who does not vote and a suffragist or an African American citizen from the Deep South who sacrificed and suffered to obtain the right to vote.
- » In teams, develop an iMovie or Animoto that persuades a viewer that voting is important to a democracy. Address the positive impact of voting along with the negative impact of voter fraud and low voter turnout.
- » In pairs, generate a point/counterpoint that analyzes the ideal of free and fair elections in American democracy. Communicate the forces working for and against this ideal. What makes free and fair elections possible? What stops them from working?
- » Create an infographic that illustrates the actions that the U.S. government has taken over time to protect, insure, and support voting rights.

## ASSESSMENT IDEAS

- » Collaborative and informed real-world civic action.
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## LEARNING RESEARCH EXTENSIONS

Note: for deeper discovery or differentiation.

- » Generate a question for an inquiry that starts with *Spotlight on Civic Action*. Use quality information sources, evaluate, synthesize, and express new understanding and original conclusions in an effective medium.
- » Dig deeper into recent threats to free and fair elections. Investigate what is known about Russian attempts to influence the election of 2016.
- » Dig deeper into groups in American history who had to struggle and sacrifice to gain the right to vote. Explore ways that they were treated in their effort.
- » Dig deeper into the recent history of the Voting Rights Act and actions taken by states to restrict the right to vote, including recent court decisions.

## ALIGNMENT WITH THE STANDARDS

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CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9

CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9

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**CURRICULUM CONTENT**

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**LEARNING OBJECTIVES**

Blank space for learning objectives.

**ESSENTIAL QUESTIONS TO GUIDE DISCOVERY**

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**GUIDING QUESTIONS**

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## SIMULATION IDEAS

## KNOWLEDGE PRODUCTS

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## ASSESSMENT

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## LEARNING EXTENSIONS OR RESEARCH FOR DIFFERENTIATION

Name: \_\_\_\_\_

## Cause-Effect-Why

Event, Person, Decision that "caused" something:

**Effect:**

**Effect:**

**Why:**

Name: \_\_\_\_\_

## Compare and Contrast

Compare this: \_\_\_\_\_

With this: \_\_\_\_\_

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**SYNTHESIS and CONCLUSIONS:** Based on the above facts, please draw a few conclusions:

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Name: \_\_\_\_\_

## Dilemmas and Decisions

Complete this form with evidence from the text.

Decision Action	Supporters:	Opposition:
Who made the decision?		
Why?	Why supported?	Why opposed?
Short-term consequences:		
Long-term consequences:		
Seeing things clearly: What do you think about the decision, now that we know how history played out?		

Name: \_\_\_\_\_

## Drawing Conclusions from Information

Statement:	Inference – (hidden meaning)
Statement:	Inference – (hidden meaning)
Conclusion:	



## Find Support for the Main Idea

*What's the big idea?*

Fact:

Fact:

Detail:

Detail:

Detail:

Detail:

Name: \_\_\_\_\_

## Social Studies Lenses

Read a Spotlight on the Maya, Aztec, and Inca Civilizations book and take notes in the appropriate category. Record interesting facts in the appropriate box.

<b>History (Eras/Timelines)</b>	<b>Politics</b>
<b>Economics</b>	<b>Cause and Effect</b>
<b>Geography</b>	<b>Culture</b>

## Thinking About Evidence

### My Conclusion

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### Evidence:

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How did I evaluate my evidence? Is my evidence **FACT**?

Name: \_\_\_\_\_

## VIPs: Very Important Points and People

Follow your teacher's directions.

Working with a partner, find 5 VIP points or people in the text, and be ready to support why you chose them.

Page Number	VIP Event	Why
Which one point or person do you think is the most important?		