



**Literacy Design  
Collaborative**

# 2B. Rights and Responsibilities of U.S. Citizens

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided

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direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at [jirvin@NLProject.org](mailto:jirvin@NLProject.org).

**In this module** students learn about the rights and responsibilities of U.S. citizens. Students explore the relationship between guaranteed rights and why the associated responsibility is important.

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GRADES

**2**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **7hr**

## Section 1: What Task?

### Teaching Task

#### Task Template IE3 - Informational or Explanatory

After reading the first amendment and informational texts on the rights and responsibilities of U. S. citizens , write at least one paragraph in which you explain

`<!-- /* Font Definitions */ @font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:1; mso-generic-font-family:roman; mso-font-format:other; mso-font-pitch:variable; mso-font-signature:0 0 0 0 0 0;} @font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:-536870145 1073786111 1 0 415 0;} /* Style Definitions */ p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-unhide:no; mso-style-qformat:yes; mso-style-parent:""; margin:0in; margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:Calibri; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} .MsoChpDefault {mso-style-type:export-only; mso-default-props:yes; font-family:Calibri; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;} @page WordSection1 {size:8.5in 11.0in; margin:1.0in 1.0in 1.0in 1.0in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;} div.WordSection1 {page:WordSection1;} -->` why one right of U. S. citizens is guaranteed and why one responsibility is important. Support your response with evidence from the text/s.

### Standards

### ***Social Studies Next Generation Sunshine State Standards***

#### **SS.2.C.2.1**

Focus

Identify what it means to be a United States citizen either by birth or by naturalization.

#### **SS.2.C.2.3**

Focus

Explain why United States citizens have guaranteed rights and identify rights.

#### **SS.2.C.3.2**

Focus

Recognize symbols, individuals, events, and documents that represent the United States.

### ***Florida Standards***

#### **LAFS.2.W.1.2.**

Focus

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### ***Language Arts Florida Standards (LAFS)***

#### **LAFS.2.RI.2.6**

Focus

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### **LAFS.2.RI.1.3**

Focus

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

## ***Texts***

 **Citizenship in a Community Video**

 **Becoming\_a\_Citizen.rev.docx**

 **The First Amendment.docx (Option A)**

 **A Guide to the First Amendment.docx (Option B)**

 **Rights and Responsibilities Video**

 **American Symbols Brainpop Video**

 **Visuals.Rights.pptx**

## Student Work Rubric - Informational or Explanatory Task - Grade 2

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a <b>general</b> main idea, with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea, <b>maintaining a focus</b> on the main idea.	Introduces the topic and a <b>specific</b> main idea, maintaining a <b>consistent</b> focus on the main idea.
<b>Use of Sources</b>	Includes no details from sources related to the topic or prompt.	Includes <b>few</b> details from sources related to the topic or prompt.	Includes details from sources related to the topic <b>and</b> prompt.	Includes <b>well-chosen</b> details from sources related to the topic and prompt.
<b>Development</b>	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with <b>minor inaccurate or incomplete elements</b> .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	<b>Explains</b> relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the <b>main idea</b> .
<b>Organization</b>	Sentences are out of logical order or lack an evident structure.	<b>Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.</b>	Sequences sentences <b>and groups related information</b> to introduce the topic, develop points, and provide a concluding statement or section. <b>Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.</b>	Sequences sentences and groups related information in <b>paragraphs or sections</b> that introduce the topic, develop points, and provide a concluding statement or section. <b>Consistently</b> uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. Minor errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors. Attempts to use untaught conventions, appropriate to grade level.</b>
<b>Conventions (Grade 2 examples)</b>	Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely	Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently	Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently	Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently
<b>Additional Task Demands (When applicable)</b>	Does not address additional task demands.	Addresses additional task demands <b>superficially</b> .	Addresses additional task demands <b>adequately to support the explanation</b> .	Addresses additional task demands <b>effectively to strengthen the clarity and development of the explanation</b> .
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### ***Background for Students***

You are a citizen of many communities: the world, the United States, your State, your county, your school, your classroom. In this module we focus on citizenship in the United States. We will look at how people become citizens and then look at citizens' rights and responsibilities.

### ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

### ***Reading Process***

**READING AND NOTE-TAKING:** Ability to select important facts and information for use in one's own writing.

**VIEWING AND NOTE-TAKING:** Ability to select important facts and information for use in one's own writing.

### ***Transition to Writing***

**IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.




**BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**EDITING:** Ability to proofread and format a piece to make it more effective.



**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
40 mins	<p><b>TASK ENGAGEMENT:</b></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>1. VIDEO: "WHAT IS A CITIZEN ?"</b></p> <p>Watch a video and discuss ideas that are important to understanding "What is a citizen?"</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>view the video</li> <li>take notes on the important questions in the video</li> </ul>	<p>The purpose of this mini task is to give an overview to the module and introduce important vocabulary and concepts. The recommended video is 16:50 minutes long. But, two sections are covered in Module 2C and you may wish to skip them in this module to reduce the length of this video. The Teacher Resource gives an outline for the video with time markings for easy navigation. The student handout labeled Important Questions can be used as a note-taking guide if you wish. The words at the bottom will be reviewed in mini task 2 with the Vocabulary Log. A suggested sequence is below although you may wish to modify it to fit the needs of your students.</p> <ol style="list-style-type: none"> <li>Give students a copy of the <i>Citizens in a Community Video: Important Questions</i> handout and tell them this covers the five important ideas that are presented in the video and they will need to know for the module.</li> <li>Play the video (<i>Citizenship in a Community</i>) stopping as appropriate to discuss different concepts. You may wish to combine this video with mini task 2 using the Vocabulary Log.</li> <li>Tell students they will need these notes for their final task.</li> </ol>
<p>Standards:</p> <p><b>LAFS.K12.SL.1.2</b> : Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>LAFS.2.RI.1.1</b> : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>SS.2.C.3.2</b> : Recognize symbols, individuals, events, and documents that represent the United States.</p> <p><b>SS.2.C.2.3</b> : Explain why United States citizens have guaranteed rights and identify rights.</p> <p><b>SS.2.C.2.1</b> : Identify what it means to be a United States citizen either by birth or by naturalization.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <a href="#">Citizenship in the Community.Teacher Resource.docx</a></li> <li> <a href="#">Citizens in a Community Video</a></li> <li> <a href="#">Citizens_in_a_Community.rev.docx</a></li> </ul>				
20 mins	<p><b>TASK ANALYSIS:</b></p> <p>Ability to understand and explain the task's prompt and rubric.</p>	<p><b>2. CHART: ANALYZING THE TASK</b></p> <p>Analyze what you need to know and do to complete this task?</p>	<p>Students meet expectations if they correctly</p> <ul style="list-style-type: none"> <li>discuss the task with a partner</li> <li>complete the Task</li> </ul>	<p>Students will use the information from the Task Breakdown Chart to complete the following activity. A copy of the Task Breakdown Chart handout should be displayed and a copy distributed to each student.</p> <ol style="list-style-type: none"> <li>Distribute the Task Breakdown Chart handout.</li> <li>Read the Task aloud.</li> <li>Have students read the Task with you.</li> </ol>



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			<p>Breakdown Chart Handout.</p>	<ol style="list-style-type: none"> <li>4. Have students turn to a partner and take turns reading it to each other.</li> <li>5. Each student should work independently to complete the Task Breakdown Chart.</li> <li>6. After all students have completed the above segment of the handout, have them share their findings with one or more classmate. You can use a Pair-Share, Pair-Square, or Inner-Outer Circle. (See Burdick Resource under Teacher resources.)</li> <li>7. If time permits, allow students to share final response with a partner, small group, or whole class.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.SL.1.2.</b> : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>LAFS.2.RI.1.1.</b> : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>LAFS.2.RF.4.4.</b> : Read with sufficient accuracy and fluency to support comprehension.</p>				
<p>Additional Attachments:</p> <p> <b>Burdick_Handout4.pdf</b></p> <p> <b>Task_Breakdown.docx</b></p>				
<p>30 mins</p>	<p><b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>3. LOG OF IMPORTANT VOCABULARY WORDS</b> List words and phrases essential to the texts on your Vocabulary Log and write a first definition of each word.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● fill out the first definition in the Vocabulary Log that contains at least 8 definitions including the key terms identified below.</li> </ul>	<p>Provide each student with a Vocabulary Log handout. Explain how students will use it to collect words as they read the texts for the unit. Using the words citizen, community, rights, responsibility, government, and symbol from the task engagement activity (Mini Task 1), model how students are to complete their logs. Identify the video as the text where the key vocabulary word was found. You may wish to review the video.</p> <p>Vocabulary Log will be an on-going activity for the duration of the Active Reading segment. Other key vocabulary words from the texts are:</p> <ol style="list-style-type: none"> <li>1. Citizen</li> <li>2. Community</li> <li>3. Government</li> <li>4. Rights</li> <li>5. Responsibility</li> <li>6. Native citizen</li> <li>7. Naturalized citizen</li> <li>8. Symbol</li> </ol> <p>As these terms are encountered in their texts, provide time for students to add them to their logs. Because the logs will be a resource for completing the final product, circulate as the students build their logs and select students to share their definitions.</p> <p>If you deliver the reading segments in center rotations, you can have the students review vocabulary in the center group at the end of the reading and recording period. Visit each group to monitor student work during the work time.</p>

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Regardless of which delivery method you choose, before beginning the Transition to Writing component, include a Vocabulary Log review so that students can compare their logs to the target list and ensure they have captured the key terms.

Standards:

**LAFS.2.L.3.4.** : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Additional Attachments:

 **Vocabulary Log.docx**

**Reading Process**

30 mins

**READING AND NOTE-TAKING:** Ability to select important facts and information for use in one's own writing.

**4. A THINK ALOUD WITH A SHARED READING: BECOMING A US CITIZEN**  
Listen to text and complete an organizer on becoming a U. S. citizen

Students meet expectations if they

- listen attentively to the read aloud
- correctly complete the Native-Naturalized Organizer.

Think-Alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalization include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

1. Begin by reviewing what students already know about being a citizen. Then ask them to listen as you read with the end goal of answering the question, "How does a person become a citizen in the United States?"
2. Give each student a copy of "Becoming a Citizen" and the Native-Naturalized handout.
3. In this mini-task the teacher will read the text aloud, and the students will follow along on their own copies as the teacher reads. As you read, point out authors' purpose and text features including italicized words, headings, and quotation marks.
4. Have students complete the Native-Naturalized Organizer.
5. Remind students to add words to their Vocabulary Log.
6. Finally, make a classroom chart of the ways that a person becomes a United States citizen.

Additional resources: Attached is a description of the Think Aloud strategy, and a Think Aloud checklist. The checklist can be used by the teacher to monitor students thinking aloud with future texts.

Standards:

**LAFS.2.W.3.8.** : Recall information from experiences or gather information from provided sources to answer a question.

**LAFS.2.RI.2.6.** : Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**LAFS.2.RI.2.5.** : Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**LAFS.2.RI.2.4.** : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.



**SS.2.C.2.1.** : Identify what it means to be a United States citizen either by birth or by naturalization.

Additional Attachments:




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	<p> <b>Think-alouds   Reading Rockets.pdf</b>  <b>thinkaloud_checklist.pdf</b>  <b>Becoming_a_Citizen.docx</b>  <b>Native-Naturalized Organizer.docx</b> </p>			
30 mins	<p><b>READING AND NOTE-TAKING:</b> Ability to select important facts and information for use in one's own writing.</p>	<p><b>5. KNOWLEDGE CHART: UNDERSTANDING RIGHTS OF U. S. CITIZENS</b> Read about how the rights described in the First Amendment of the U. S. Constitution are guaranteed.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>review the First Amendment with the teacher</li> <li>work individually or in a group to list prior knowledge about rights of U. S. citizens</li> <li>work with a group to list rights guaranteed to citizens by the U. S. Constitution</li> </ul>	<p><b>The First Amendment Rights</b></p> <p>Students should understand that their rights are guaranteed by the first amendment of the US Constitution. If you wish for students to actually read what is in the First Amendment, it is attached for you in two different formats, but the reading level is quite difficult.</p> <ol style="list-style-type: none"> <li>Pass out Knowledge Chart to students and have them fill in what they now know about rights of citizens. Students can do this individually then share comments as a group.</li> <li>Explain to students that the First Amendment of the US Constitution guarantees certain rights to its citizens.</li> <li>Use either <i>the First Amendment</i> or <i>A Guide to the First Amendment</i> to read with students. Have students highlight the rights that are guaranteed and list the rights on the right side of the Knowledge Chart. Students can work with a small group for this activity.</li> <li>Make sure that students keep this work to help with their final product.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.RI.2.4.</b> : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>SS.2.C.2.3</b> : Explain why United States citizens have guaranteed rights and identify rights.</p>				
<p>Additional Attachments:</p> <p> <b>The_First_AmendmentText.docx</b>  <b>A_Guide_to_the_First_Amendment.docx</b>  <b>Knowledge_Chart of Rights.docx</b> </p>				
30 mins	<p><b>VIEWING AND NOTE-TAKING:</b> Ability to select important facts and information for use in one's own writing.</p>	<p><b>6. CHART MATCHING RIGHTS AND RESPONSIBILITIES</b> View pictures of rights and match them with the appropriate responsibility.</p>	<p>Students meets expectation if they</p> <ul style="list-style-type: none"> <li>view the pictures in the powerpoint</li> <li>actively participate in the discussions</li> <li>complete the Rights and Responsibilities handout</li> </ul>	<p>The purpose of this activity is to help students connect guaranteed rights with responsibilities which will be explored more fully in the next mini task.</p> <ol style="list-style-type: none"> <li>Give students a copy of the Rights and Responsibilities handout and talk about how responsibilities come with rights of citizens.</li> <li>Show students the powerpoint of visuals of rights described in the left column of the handout. Go through them one by one. Talk about the image and how it shows the right in the left column. Have students match the responsibility on the right side with the right described in the left.</li> <li>Have students choose one right they think is important and answer these two questions. You may wish to have students choose a right and discuss the questions below in small groups.             <ol style="list-style-type: none"> <li>Why is this right guaranteed to citizens?</li> </ol> </li> </ol>

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				<p>(because it is identified in the U. S. Constitution, Amendment 1)</p> <ol style="list-style-type: none"> <li>Why is the responsibility that goes with it important? (or you may want to discuss with students "what if no one did this?")</li> <li>Have students keep a record of what they say for the final writing.</li> <li>You can have students complete the question at the bottom during this mini task or after the next one.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.SL.1.2.</b> : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.2.SL.1.1.</b> : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SS.2.C.2.3.</b> : Explain why United States citizens have guaranteed rights and identify rights.</p>				
<p>Additional Attachments:</p> <p> <b>Visuals.Rights.pptx</b></p> <p> <b>Rights.Resp handout.pdf</b></p>				
<p>40 mins</p>	<p><b>VIEWING AND NOTE-TAKING:</b> Ability to select important facts and information for use in one's own writing.</p>	<p><b>7. NOTES: RIGHTS AND RESPONSIBILITIES OF A U.S. CITIZEN</b></p> <p>Learn about several examples of rights and responsibilities we have as citizens.</p>	<p>Students meet expectations if they have</p> <ul style="list-style-type: none"> <li>listen to the video</li> <li>discuss each right with the class or a partner</li> <li>completed the note-taking guide by describing the right at home, at school, or in the community</li> </ul>	<p><b>Rights and Responsibilities Video</b></p> <ol style="list-style-type: none"> <li>Tell students they are going to talk about rights and responsibilities of US citizens today. The rights of citizens are guaranteed in the First Amendment of the US Constitution. It guarantees such rights religion, free press, assembly, and free speech.</li> <li>Play the Rights and Responsibilities video once.</li> <li>Pass out the note-taking guide for this activity and play the video again, stopping after each segment so that students can discuss and record what this right looks like either at home, at school, or in the community. This activity may get a little long, so you may wish to just play the video and have students summarize at the end.</li> <li>Assist students to write a summary of what they learned at the end which should include something like each right carries a responsibility for citizens. Students then share in small group their responses.</li> <li>Alternatively, you may wish to have students to summarize what they learned using the question at the bottom of the Rights and Responsibilities handout from the previous mini task.</li> <li>Remind students to add words to their Vocabulary Log.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.SL.1.2.</b> : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SS.2.C.2.3.</b> : Explain why United States citizens have guaranteed rights and identify rights.</p>				





## 2B. Rights and Responsibilities of U.S. Citizens

	<p>Additional Attachments:</p> <p> <a href="#">Rights and Responsibilities Video</a></p> <p> <a href="#">Note-taking_Guide_for_Rights_Video.docx</a></p>		
30 mins	<p><b>VIEWING AND NOTE-TAKING:</b> Ability to select important facts and information for use in one's own writing.</p>	<p><b>8. VIDEO: AMERICAN SYMBOLS GOOD CITIZENS SHOULD KNOW</b></p> <p>What symbols represent American democracy?</p>	<p>Students meets expectations if they</p> <ul style="list-style-type: none"> <li>engage in the discussion about symbols</li> <li>attentively watch the video about American symbols</li> <li>complete the symbol handout in a group</li> </ul> <p>Good citizens understand the symbols of America. Today we will think about what a symbol is and learn about American symbols. First, you will watch a video about American symbols. Then, in a group, you will look at the pictures of American symbols and answer the three questions about each symbol.</p> <ol style="list-style-type: none"> <li>Ask students "what is a symbol?" Explain that it is something that stands for something else. For example, when we see a heart, we generally think of love. When we see the MacDonald's golden arches, we think of hamburgers.</li> <li>Explain that part of being a good citizen in the United States is recognizing the symbols that represent American democracy. People all over the world recognize certain things, animals, events, monuments, and individuals that represent American democracy. For example, the bald eagle was chosen June 20, 1782, as the emblem of the United States of America because of its long life, great strength, and majestic looks, and also because it was then believed to exist only on this continent. The eagle represents freedom. The bald eagle can be found on our currency, the presidential seal, and many other places. Likewise, certain events and people are celebrated in our country.</li> <li>Watch the "Brain Pop" video on American symbols.</li> <li>Pass out the attached handout that contains pictures of 9 important symbols of American democracy. Divide students into groups and have them answer the three questions on each page which are:             <ul style="list-style-type: none"> <li>Is this symbol a thing, animal, event, monument, or person representing an important part of the American democracy?</li> <li>What is it? (or on pages 8 and 9 - Who is he?)</li> <li>What does it mean to Americans?</li> </ul> </li> <li>You may need to help students identify the symbols or look them up in a book or the internet.</li> <li>This activity can be further extended by having students explain the symbols to another group.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.SL.1.2.</b> : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.2.SL.1.1.C.</b> : Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SS.2.C.3.2</b> : Recognize symbols, individuals, events, and documents that represent the United States.</p>			
<p>Additional Attachments:</p> <p> <a href="#">Symbols in American Democracy.docx</a></p>			

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 [Brain Pop Video on US Symbols](#)

**Transition to Writing**

30 mins	<p><b>IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.</p>	<p><b>9. FOUR SQUARE WRITING PLANNER</b> Complete the four-square planner to plan your paper</p>	<p>Student meets expectations by thoroughly completing the four-square planning organizer.</p>	<ol style="list-style-type: none"> <li>1. Have students review the Vocabulary Log to target academic vocabulary they may wish to use in the final product.</li> <li>2. Have students organize their notes from previous minitasks about rights and responsibilities of U. S. citizens.</li> <li>3. Have students select one right and one responsibility to write about in their task</li> <li>4. Model completing an organizer or share a the sample organizer.</li> <li>5. Refer back to Task Breakdown at the beginning of this module.</li> <li>6. Students use their notes to bullet in the four-square organizer the points they will be writing about to respond to the task.</li> <li>7. Students share their four-square plan with a shoulder partner and discuss how they will elaborate on their plan in their final product.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SS.2.C.2.1</b> : Identify what it means to be a United States citizen either by birth or by naturalization.</p>				
<p>Additional Attachments:</p> <p> <a href="#">Four Square Writing Planner.docx</a></p> <p> <a href="#">Strategies for completing a four-square planner</a></p> <p> <a href="#">foursquarewriting.pdf</a></p> <p> <a href="#">Four Square Writing Planner Example.docx</a></p>				

**Writing Process**

20 mins	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><b>10. OPENING PARAGRAPH</b> Write an introductory paragraph for your report.</p>	<p>Student will meet expectation when opening paragraph includes:</p> <ul style="list-style-type: none"> <li>● controlling (main) idea;</li> <li>● supporting details that will be developed in the body paragraphs; and</li> <li>● a transition to the body paragraphs.</li> </ul>	<p><b>Note to teacher:</b> The directions for writing in mini tasks 10-14 are for a report with more than one paragraph. Since the task says "write at least one paragraph," you should decide how to modify these mini tasks based on the length of the response you expect.</p> <ol style="list-style-type: none"> <li>1. Have students review their notes from mini-task 2, Analyzing the Task, to identify what details are required to successfully respond to the Task.</li> <li>2. Discuss the attached powerpoint about opening paragraphs with students.</li> <li>3. Direct them to use their Four Square Writing Planner and the other resources from their reading to guide them.</li> <li>4. Have students write an opening paragraph that includes a controlling idea and sequences the key points they plan to make in their reports.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.W.1.2.</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>				

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	Additional Attachments:  🔗 <b>Powerpoint on opening paragraphs</b>			
40 mins	<b>BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>11. FIRST DRAFT</b> Write a first draft complete with opening, development, and closing.	Students meet expectations if they <ul style="list-style-type: none"> <li>provide complete draft with all parts.</li> <li>support the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>Also, make sure students are using their Planner to guide the development of the first draft.</li> </ul>
	Standards:  <b>LAFS.2.W.1.2</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  <b>SS.2.C.2.3</b> : Explain why United States citizens have guaranteed rights and identify rights.			
20 mins	<b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>12. FEEDBACK ON FIRST DRAFT</b> Review feedback from a partner and revise the first draft of the paper.	Students will meet expectations when they: <ul style="list-style-type: none"> <li>provide a complete draft with all parts.</li> <li>support the opening in the later sections with evidence and citations.</li> </ul>	Students will work with a partner to edit the first draft. <ul style="list-style-type: none"> <li>Each partner will read the other partner's first draft.</li> <li>Suggestions for improvement may be provided orally for author note-taking OR the reader may annotate the first draft with an oral follow-up.</li> </ul> As necessary, the teacher may elect to conference with all or selected students after the partner review to provide useful feedback that balances support for strengths and clarity about weaknesses.
	Standards:  <b>LAFS.2.W.2.5</b> : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>LAFS.2.W.1.2</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
20 mins	<b>EDITING:</b> Ability to proofread and format a piece to make it more effective.	<b>13. CORRECT FIRST DRAFT</b> Revise first draft to have correct spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.               <ul style="list-style-type: none"> <li>Consider previous writing instruction and resources to guide the content of the review.</li> </ul> </li> <li>Assign students to proofread each other's texts a second time. (Optional)</li> </ul>
	Standards:  <b>LAFS.2.W.2.5</b> : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			

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20 mins	<b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>14. FINAL DRAFT</b> Turn in the final version of your essay.	<ul style="list-style-type: none"><li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li></ul>	None
Standards: <b>LAFS.2.W.1.2.</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				

### *Instructional Resources*

#### *Student Handout*

-  **Citizenship Overview.Important Questions.docx**
-  **Task\_Breakdown.docx**
-  **Vocabulary Log.docx**
-  **Native-Naturalized.docx**
-  **Knowledge\_Chart of Rights.docx**
-  **Rights.Resp handout.pdf**
-  **Note-taking\_Guide\_for\_Rights\_Video.docx**
-  **Symbols\_in\_American\_Democracy20161018-3-9gkbj9.docx**
-  **Four Square Writing Planner.docx**

#### *Teacher Resource*

-  **Citizenship in the Community.Teacher Resource.docx**
-  **Think Alouds**
-  **thinkaloud\_checklist20160721-3-6scvjr.pdf**
-  **Visuals.Rights.pptx**
-  **Four Square Writing Planner Example.docx**
-  **FourSquareWriting.Instructions.pdf**
-  **Stages of Second Language Development and ESOL Strategies.pdf**
-  **Primary Grades Writing Resources.docx**
-  **Standards Matrix for All Modules.pdf**
-  **Descriptive Matrix of All Modules.pdf**



## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Advanced***

 [About the Writing Samples for 2B.docx](#)

#### ***Meets Expectations***

 [2B.High Writing Sample.pdf](#)

#### ***Approaches Expectations***

 [2B.Medium.Writing Sample.pdf](#)

#### ***Emerging***

 [2B.Low.Writing Sample.pdf](#)

#### ***Teacher Reflection***

Not provided

## All Attachments

- 🔗 Citizenship in a Community Video : <https://s ldc.org/u/58iylemkxi1gt683c8gzg3u8y>
- 📄 Becoming\_a\_Citizen.rev.docx : <https://s ldc.org/u/68r84ackhobo56fw28v83go86>
- 📄 The First Amendment.docx (Option A) : <https://s ldc.org/u/5fv63tiz4emhcmb3bgmnae0vo>
- 📄 A Guide to the First Amendment.docx (Option B) : <https://s ldc.org/u/9zrsv24r0vqggrqu7iz6qu924>
- 🔗 Rights and Responsibilities Video : <https://s ldc.org/u/1k4w9na3wmnr48zwxfej9q>
- 🔗 American Symbols Brainpop Video : <https://s ldc.org/u/v6i501ye0gv6j3a4d2en6n4v>
- 📄 Visuals.Rights.pptx : <https://s ldc.org/u/9ufhd9yrjxirz9lk6j6v6z6zp>
- 📄 About the Writing Samples for 2B.docx : <https://s ldc.org/u/7ay4488d9wwzqa5k3tl9auk3a>
- 📄 2B.High Writing Sample.pdf : <https://s ldc.org/u/5psz3qk6j7n7n88vfrl4er5k>
- 📄 2B.Medium.Writing Sample.pdf : <https://s ldc.org/u/2qihe8n4owf7v3y2oyjoyfdxq>
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- 📄 Task\_Breakdown.docx : <https://s ldc.org/u/6l0scjaaw533czj3dfpblxam3>
- 📄 Vocabulary Log.docx : <https://s ldc.org/u/2opchk2rm1ekmm8sdjzrcbv1>
- 📄 Native-Naturalized.docx : <https://s ldc.org/u/a7234clbp8fdyehdbq76wwy5z>
- 📄 Knowledge\_Chart of Rights.docx : <https://s ldc.org/u/5e1od098pjoxhasfb4qr3hvu>
- 📄 Rights.Resp handout.pdf : <https://s ldc.org/u/d1x46jifrpmanwwq2b8duo7fo>
- 📄 Note-taking\_Guide\_for\_Rights\_Video.docx : <https://s ldc.org/u/1nqb4hmw7g2sxp9059f5j9pw>
- 📄 Symbols\_in\_American\_Democracy20161018-3-9gkbj9.docx :  
<https://s ldc.org/u/da3lcsrjm0x3912zgumt6dhn>
- 📄 Four Square Writing Planner.docx : <https://s ldc.org/u/7ihspe0fa34l3d3gnxknnughj>
- 📄 Citizenship in the Community.Teacher Resource.docx :  
<https://s ldc.org/u/9dh6mr9w48rckqzhhdgzx6hr>
- 📄 Think Alouds : <https://s ldc.org/u/9gs90car15fwn2yreq1p0dwcd>
- 📄 thinkaloud\_checklist20160721-3-6scvjr.pdf : <https://s ldc.org/u/8vlx0izbsvfixubpff2qi0glu>
- 📄 Visuals.Rights.pptx : <https://s ldc.org/u/9tolmnmzy0c3mi38csfp2l23g>
- 📄 Four Square Writing Planner Example.docx : <https://s ldc.org/u/aypspfvwj9dwehvj5rnwmz3ar>
- 📄 FourSquareWriting.Instructions.pdf : <https://s ldc.org/u/9tiuu9uvay68iua636nwm7tgb>
- 📄 Stages of Second Language Development and ESOL Strategies.pdf :  
<https://s ldc.org/u/alpvfk8vmj4witkykt5aotelg>
- 📄 Primary Grades Writing Resources.docx : <https://s ldc.org/u/njql0iomk1agtw4p5c6uwz2h>
- 📄 Standards Matrix for All Modules.pdf : <https://s ldc.org/u/4txuv2cma3nwm5bjqxwxjzwa>
- 📄 Descriptive Matrix of All Modules.pdf : <https://s ldc.org/u/ccsqo20qoeyouh19q0y1gsx37>