



**Literacy Design
Collaborative**

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

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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

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

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 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.

In this module, students examine the duties and responsibilities of U. S. citizens. They consider several civic responsibilities and explain why civic responsibility is important to an American Democracy.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **7hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational texts and viewing historical images, write an essay in which you explain the importance of civic responsibility in American democracy. Support your response with evidence from the text/s. Give at least one historical and one contemporary example/s from past or current events to illustrate and clarify your position.

Standards

Social Studies Next Generation Sunshine State Standards

SS.5.C.2.2

Focus

Compare forms of political participation in the colonial period to today.

SS.5.C.2.4

Focus

Evaluate the importance of civic responsibilities in American democracy.

SS.5.C.2.5

Focus

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Florida Standards

LAFS.5.RI.3.9.

Focus

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.5.W.1.2.

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Texts

 Civic Duty.pptx

 Civic Responsibility.pptx

 The Responsibility Of Citizens.docx

 Civic.Responsibility.pdf

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
C3 Core Idea Standard: SS.5.C.2.2	Identifies or otherwise applies irrelevant content OR relevant content with major errors or omissions.	Identifies or otherwise applies relevant content with minor errors or omissions.	Explains or otherwise applies relevant and accurate content.	Explains and applies relevant and accurate content.

Background for Students

Each of us has personal responsibilities. We have to help take care of ourselves and our families. We fulfill these responsibilities in many ways. Americans also have civic responsibilities which are the things people do to help support their community and their government. Our system of government depends on the active involvement and participation of people in a number of tasks. For example, because ours is a government of, for, and by the people, citizens must run for office, and others must participate in elections. This module will explore the importance of civic responsibility to ourselves and our country.

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.

Reading Process

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

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

UNDERSTANDING COMPLEX TEXT: Ability to break down text for deep comprehension

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to deepen understanding of content

SEMINAR: Ability to discuss content by listening and contributing thoughtful ideas

Writing Process

PLANNING THE WRITING: Ability to brainstorm content appropriate to the demands of the task.

INTRODUCTORY PARAGRAPH: Ability to craft an introduction that is focused on the task

BODY PARAGRAPHS: Ability to develop a central idea with evidence

CONCLUDING PARAGRAPH: Ability to write an effective conclusion for an essay

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
Preparing for the Task				
30 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. QUICK WRITE Discuss how civic responsibility contributes to the health of our nation.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • read the essay • participate in the discussion • complete a quick write on how civic responsibility contributes to the health of our nation. 	<p>Background for Students</p> <p>After reading an article about civic responsibility, be prepared to discuss the importance of civic responsibility in a Democratic Society and to write a short response to the the prompt.</p> <p>Instruction</p> <p>The article reports survey results of acts of civic responsibility among college students.</p> <ol style="list-style-type: none"> 1. Read the first part of the article about college students together. 2. Have students highlight three facts from the survey that they think are interesting to note. 3. Have students share their three most interesting facts with a group and discuss the relationship of civic responsibility to our nation's well being. 4. Have students complete a quick write on how civic responsibility contributes to the health of our nation.
<p>Standards:</p> <p>LAFS.5.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SS.5.C.2.5 : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p>SS.5.C.2.4 : Evaluate the importance of civic responsibilities in American democracy.</p>				
<p>Additional Attachments:</p> <p> Today's Freshman Want to Lend a Hand</p>				
25 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt.</p>	<p>2. UNPACKED TASK Rewrite the task into student-friendly language.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • list what they need to know and do to complete the task successfully • write the task in student-friendly language 	<ol style="list-style-type: none"> 1. Make sure the task's prompt is visible to students: <i>After reading informational texts and viewing historical images, write an essay in which you explain the importance of civic responsibility in American democracy. Support your response with evidence from the text/s. Give one example/s from past or current events to illustrate and clarify your position.</i> 2. Ask students what they need to know to complete this task successfully. 3. Ask students what they need to <i>do</i> to complete this task successfully. 4. Have students re-state in their own words how to complete this task.

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

Standards:

LAFS.5.RI.1.1. : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Process

Not provided

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

3. KEEPING A VOCABULARY LOG
In your Learning Log on your Vocabulary log page, list words and phrases during the reading process that are essential to understanding the texts. Add definitions as required to complete each column.

Students meet expectations if they

- include at least 12 of the identified unit terms and a total of 20 words in their vocabulary log
- include student-friendly definitions, formal definitions, and citations of locations in text

The Vocabulary Log will be an on-going activity for the duration of the Active Reading and Transition to Writing sections of the Module. The following terms are suggested as essential based on the texts but should not be considered a complete list:

- cherish
- inattentive
- unremitting
- endeavors
- exertions
- patriotism
- enlist
- petition
- sovereign
- jury
- draft
- civic responsibility
- obligation
- taxes
- community action program
- leveraged
- civic duty
- volunteer
- survey
- tsunami

Depending upon your students, you may elect to preview the essential vocabulary term(s) as they appear in the texts throughout the Module. A daily review of essential vocabulary at the beginning of each mini-task would be beneficial to ensure that all students are capturing the essential terms and definitions in their Learning/Vocabulary Logs.

Note: A chart paper, sticky-note, add-a-word poster, or any word collection strategy/technique that allows easy viewing and addition would allow you and the students to quickly note and reference vocabulary throughout the Module. For ideas, see *5 Easy Steps to Rockin' Word Walls* in Teacher Resources.

Standards:

LAFS.5.L.3.4.C. : Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LAFS.5.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Additional Attachments:

 [Essential Vocabulary Teacher.docx](#)

 [{5 Steps Series} 5 Easy Steps to Rockin' Word Walls | Dr. Kimberly's Literacy Blog.pdf](#)

Essential Vocabulary Log.docx

25 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>4.NOTES ORGANIZER Read, view, and discuss information about civic responsibility; complete an organizer; and complete a quick write on how this mini-task will help them respond to the task.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● read and view information about civic responsibility ● participate in the discussion on civic responsibility ● complete the organizer ● complete a quick write on how this lesson will help them respond to the task 	<p>Student Background</p> <p>After reading text about and viewing pictures concerning civic responsibility, you will discuss examples of each. Civic responsibility is important to citizens and to the community as a whole.</p> <p>Civic Responsibility</p> <ol style="list-style-type: none"> 1. Explain to students that along with their rights come certain responsibilities. For example, students have the right to attend school, but they also have a responsibility to obey school and classroom rules. Students have the responsibility not to litter the school grounds, to behave in the cafeteria, and to participate in school activities. 2. Provide students with the handout, "Citizenship Rights and Responsibilities." As they read, have students consider why these responsibilities are important to our democracy and what other ways people can show they are responsible citizens. <ul style="list-style-type: none"> ○ Some of the responsibilities are listed in very general terms, such as "Participate in your local community." Have students discuss specific examples of these responsibilities in small groups. Then record on the board or chart paper as students share out with the class. ○ Discuss how their examples benefit our American democracy. 3. Have students explore the link Volunteering. Direct them to read about a couple of the projects under "Student Social Action Projects" and "Student Community Service Projects." Then have them discuss with a partner a specific project and why it is a good example of civic responsibility. 4. Pair students and have students take out their organizers and discuss both required and voluntary examples of civic responsibility. Have them record several examples and the benefits to our democracy. 5. Discuss the vocabulary words "draft" and "jury" to ensure students understand their meanings. Use the Civic Responsibility PowerPoint to deepen the discussion of civic responsibility and probe for additional examples. Have students add to their organizer during the discussion. 6. As an exit slip, have students complete a quick write on how this lesson will help them respond to the task. <p>Note: An article written by Jennifer Self on the Definition and Importance of Civic Responsibility is attached for teacher reference.</p>
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5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

Standards:

LAFS.5.SL.1.1.C. : Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

LAFS.5.RI.3.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SS.5.C.2.5. : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.5.C.2.4. : Evaluate the importance of civic responsibilities in American democracy.

Additional Attachments:

 **Civic Responsibility Organizer.docx**

 **Volunteering**

 **Citizenship Rights and Responsibilities _ USCIS.pdf**

 **Self article on Importance of Civic Responsibility.docx**

 **Civic Responsibility.pptx**

40 mins

UNDERSTANDING COMPLEX TEXT:

Ability to break down text for deep comprehension

5. VENN DIAGRAM

Describe some of the similarities and differences in civic participation during colonial times and today.

Students meet expectations if they

- participate in group discussions
- complete a Venn diagram comparing and contrasting civic participation in the colonial period and today

Background for Students

To effectively respond to a writing prompt, we must understand how to break down complex text. As we develop our essays, we must use these texts to support our own writing.

Our task is to read the text closely, focusing on comparing forms of civic participation in the colonial period to today. As you read, select key and supporting details and fill out a Venn diagram focusing on *who* participates and *how* they participate. The left side of the Venn diagram should focus on the colonial period and the right side should focus on today. The intersecting part of the diagram should focus on characteristics common to both.

Instruction

This text is a speech given by James Wilson on July 4, 1788. Two versions of this text are attached: the original and one that has been abridged and chunked for easier reading.

1. Distribute the text, one copy to each student. Reread the module's task, with a focus on the writing product.
2. Read the text aloud once. Discuss the challenging nature of the text, and model unpacking the language. Involve the class in the unpacking of more of the text.
3. Have students reread the text closely with a focus on details from the text that address the comparison of civic participation during colonial times and today.
4. Using the notes from the Civic Responsibility mini-task (mini-task 1) and the text ("The Responsibility of Citizens"), create a Venn Diagram, listing similarities and differences in civic participation during colonial times and today. Label one side of the Venn diagram "Colonial Civic Participation" and the other side "Civic Participation Today." The intersecting part of the diagram should list commonalities.

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

5. Bring students back together. Ask each group to share their details.

See Teacher Resources for more information on Close Reading.

Standards:

LAFS.5.RI.1.3 : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LAFS.5.RI.1.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

SS.5.C.2.2 : Compare forms of political participation in the colonial period to today.

Additional Attachments:

 [The Responsibility of Citizens Speech.docx](#)

 [close reading in elementary schools.pdf](#)

 [The Responsibility of Citizens Original Text.docx](#)

Transition to Writing

30 mins

IDENTIFYING SIGNIFICANT

ELEMENTS: Ability to deepen understanding of content

6. GIVE ONE, GET ONE ORGANIZER

Create a Give One, Get One graphic organizer to share evidence collected while reading about civic responsibility.

Students meet expectations if they complete the Give One, Get One graphic organizer with

- 3 pieces of information from their own notes and
- at least 2 additional pieces of information from classmates.

Students should refer to their notes from previous mini-tasks and the chart of civic responsibilities in communities and the nation.

1. Explain the expectations/purpose for the activity: you can build your knowledge around a topic by discussing it with others and building on each other's knowledge.
2. Have students fold a piece of paper lengthwise to form two columns and write "Give One" (What I Know) at the top of the left column and "Get One" (Something New) at the top of the right column.
3. Explain that the Give One column is a list of information that they already found while reading. The Get One column is information that is something new pointed out by a classmate.
4. Ask students to individually write in the Give One column all the information they have found in the texts or learned from the discussions.
5. Next, have students take their graphic organizer and move around the classroom to share information one-on-one with a classmate. Instruct students to take turns with a classmate where one person shares pieces of information from their Give One column while the other student listens. Remind students that when they are listening, they should write any new information they hear in their Get One column. This may need to be modeled by a pair of students before the students do it.
6. Once everyone has had the opportunity to Give and Get information from at least two classmates, have the whole class discuss the information listed.
7. Remind students to add new information they hear during the class discussion to their Get

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

			<p>One column of their organizers. You can model this activity by generating your own Give One list and display it during the class discussion and then add something new to your own Get One column as students are sharing information.</p> <p>8. Encourage students to ask clarifying questions and in upcoming days to read more about the new information they hear as a follow-up.</p> <p>9. Debrief. Ask students to reflect on how this activity will help them respond to the task. Did any questions surface about information you were sharing? Did you have any disagreements about information/how did you resolve them? What was something that surprised you? Did you find this activity helpful/would you use it again?</p> <p>Reference: Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. The Jossey-Bass Education Series.</i> Jossey-Bass Inc, Publishers, 350 Sansome St., San Francisco, CA 94104-1342.</p>
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Standards:

LAFS.5.W.3.9. : Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.5.RI.3.9. : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SS.5.C.2.5 : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.5.C.2.4 : Evaluate the importance of civic responsibilities in American democracy.

Additional Attachments:

 **Give One Take One template**

50 mins	<p>SEMINAR: Ability to discuss content by listening and contributing thoughtful ideas</p>	<p>7. INNER OUTER CIRCLE DISCUSSION Listen, discuss, and take notes on the importance of civic responsibility in an American democracy.</p>	<p>Meets expectations if</p> <ul style="list-style-type: none"> • Responses to questions and responses during discussions are relevant and reference the texts. • Notes are complete with ideas from the inner circle discussion. • Observations from notes are shared with classmates. 	<p>Background for Students</p> <p>Today you will be participating in an inner outer circle discussion. During your turn in the inner circle, you will discuss the importance of civic responsibility in an American democracy. Be ready to support your responses by referencing evidence in the readings. Discuss one example you learned that illustrates your point. During your turn in the outer circle, take notes on the inner circle's ideas and discussion strategies. Share your observations when it is your turn.</p> <ol style="list-style-type: none"> 1. Pass out Inner Outer Circle Discussion and read the handout aloud. Provide additional examples of each strategy. 2. If this strategy is new, model the strategy (optional): <ul style="list-style-type: none"> o Ask four students to model a mini Inner Outer Discussion. Provide them with a sample script (on a different, but related topic) that includes questions and responses.
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5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

Provide the entire class with this script, along with sample notes.

- Ask students to identify strengths and weaknesses about the observed discussion. What questions were relevant? What questions could have been improved?
- Ask students to pose other questions they might want answers to about this sample topic. (If students don't generate adequate responses, teacher can model for them).
- Ask students to provide answers to the questions posed. (Teacher can model answers for students).

STUDENT PRACTICE

1. Assign all students their role for the discussion (1/2 of the class will form an inner circle and 1/2 of the class the outer circle).
2. Allow the students in the inner circle to discuss the topic of civic responsibility for 20 minutes. (It might be wise to select a discussion chairman to conduct the discussion, keep it going, keep order, if needed.) Students in the outer circle are to listen attentively to the discussion, but they may not speak. They should listen and take notes.
3. At the end of the allotted time, the students in the outer circle switch places with their classmates and conduct their discussion.
4. After the second round, students share their Outer Circle observations.
5. Have students reflect on how this activity will help them respond to the task.

Standards:

LAFS.5.SL.2.4. : Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.5.SL.1.1.C. : Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

LAFS.5.SL.1.1.A. : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SS.5.C.2.5 : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.5.C.2.4 : Evaluate the importance of civic responsibilities in American democracy.

Additional Attachments:

 [Inner Outer Circle.pdf](#)

 [Inner Outer Circle Discussion.docx](#)

Writing Process

20 mins

PLANNING THE WRITING: Ability to brainstorm content appropriate to the demands of the task.

8. BRAINSTORMING ORGANIZER
Define civic responsibility and brainstorm examples and benefits of civic responsibility.

Students meet expectations if they

- define civic responsibility
- provide 3 or more examples of civic

With a partner, have students brainstorm a list of civic responsibilities they've read about from past and present, and how those actions helped our society.

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

			responsibility <ul style="list-style-type: none"> ● provide 3 or more benefits of civic responsibility 	
Standards:				
LAFS.5.W.4.10. : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
Additional Attachments:				
				
20 mins	INTRODUCTORY PARAGRAPH: Ability to craft an introduction that is focused on the task	9. INTRODUCTION Review the task and write an introduction for your essay.	Students meet expectations if they <ul style="list-style-type: none"> ● use a "hook" to engage the reader ● introduce the concept of civic responsibility ● state its importance to our democratic society 	Assign partners prior to facilitating this lesson. <ol style="list-style-type: none"> 1. Provide students with the handout for writing an effective introduction. Discuss each part of the handout, giving students time to complete each section for their own essays. Analyze the sample paragraph with the whole group to ensure they recognize each of its components. 2. Have students write an introduction for their essay that defines civic responsibility and addresses the overall value to our democratic society. 3. Have students exchange introductions with a partner and provide feedback to each other, making sure the introduction hooks the reader, has a clear purpose, and addresses the task. 4. Students should take the time to read the feedback from their partners. Using partner feedback, revise their introductions.
Standards:				
LAFS.5.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Additional Attachments:				
				
				
1 hr	BODY PARAGRAPHS: Ability to develop a central idea with evidence	10. BODY PARAGRAPHS Develop paragraphs for your essay that include clear topic sentences that respond to the task, text-based details, analysis connecting the details to the task, and a concluding reflection or connection.	Students meet expectations if paragraphs include: <ul style="list-style-type: none"> ● a topic sentence that clearly responds to the task ● a brief explanation that focuses the reader on what is important to understand in the paragraph ● details that are text-based, punctuated 	<ol style="list-style-type: none"> 1. Give students copies of the T-BEAR Graphic Organizer. They will need one for each body paragraph. Instructions for students: <ul style="list-style-type: none"> ○ Using your notes from class and your brainstorm organizer, write your essay's s body paragraph(s) by filling in the T-BEAR graphic organizer provided. ○ For each body paragraph you plan to write, use the description of each section of the essay listed to help you write your <i>topic sentence (T)</i>, <i>brief explanation (B)</i>, <i>examples (E)</i>, <i>analysis (A)</i>, and <i>to relate or reflect (R)</i>. ○ Be certain to use evidence from the texts that we have read to support your controlling idea.

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

			<p>correctly (quotes as needed), and cited properly</p> <ul style="list-style-type: none"> ● an analysis connecting the evidence to the task ● a conclusion with a connection or reflection 	<ol style="list-style-type: none"> 2. Help students complete the column headed "Helpful ways to begin..." and then have them fill in their ideas and notes for each section. 3. Have students use the information they added to the organizer to develop one or more body paragraphs.
<p>Standards:</p> <p>LAFS.5.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.5.W.1.2.D. : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAFS.5.W.1.2.B. : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>SS.5.C.2.5 : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p>SS.5.C.2.4 : Evaluate the importance of civic responsibilities in American democracy.</p>				
<p>Additional Attachments:</p> <p> T-BEAR.docx</p>				
<p>20 mins</p>	<p>CONCLUDING PARAGRAPH: Ability to write an effective conclusion for an essay</p>	<p>11. CONCLUSIONS Draft a conclusion for your essay.</p>	<p>Meets expectations:</p> <ul style="list-style-type: none"> ● Student participates in discussion and partner work to identify strategies for writing effective conclusions. ● Student's conclusion includes a recap of the claim. ● Student's conclusion includes at least one of the strategies for effective conclusions. ● Student provides feedback to a partner to identify if their claim is recapped and any strategies used. 	<p>Part 1: Analyzing Conclusions in Models</p> <p>Show students the "How to Write a Conclusion" video. Discuss the strategies presented and how they can apply the to their writing.</p> <p>If additional support is needed, choose one of the texts used in the reading process. (Students will need to have the text in front of them.)</p> <ol style="list-style-type: none"> 1. Display the conclusion and read aloud. <ul style="list-style-type: none"> ○ Model for students how you would begin to analyze the steps the author took to create this conclusion. ○ Demonstrate the need to look back at the introduction and body paragraphs. ○ point out an example of paraphrasing, if possible. 2. Ask students to work with a partner to complete the analysis. 3. Share out as a class and discuss how effective, or ineffective, this author's approach was. <p>Sample strategy list:</p> <p><u>Strategies Authors Use to Write Conclusions</u></p> <ul style="list-style-type: none"> ● a short summary of the topic ● repeat of the controlling idea, in different words ● a call to action ● restatement of why the topic is so important or why the reader should be concerned ● a quote that reflects the big picture ● a thought-provoking question to leave the reader with something to think about

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

				<p>Post the chart for students to reference.</p> <p>Part 2: Drafting a Conclusion</p> <p>Tell students "Now that you have seen samples of conclusions, I'd like you to draft a conclusion for your paper." Ask, "What do you need to make sure is included in your conclusion?" (Students should note that they must include clear emphasis on their controlling idea.)</p> <p>Allow time for students to draft, then ask them to share with a partner. Provide the following directions:</p> <ul style="list-style-type: none"> ● Author reads conclusion to his/her partner. ● Author confirms or clarifies and makes notes of any needed revision. ● Partner identifies any strategies used from our class list. ● Author confirms or clarifies. ● Authors makes notes of any needed revisions. <p>Switch roles and repeat.</p>
<p>Standards:</p> <p>LAFS.5.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.5.W.1.2.E. : Provide a concluding statement or section related to the information or explanation presented.</p> <p>LAFS.5.W.1.2.C. : Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>				
<p>Additional Attachments:</p> <p> How to write a Conclusion</p>				
<p>40 mins</p>	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>12. REVISION Revise your essay for content, organization, word choice, and the accuracy and depth of your text-based evidence.</p>	<p>Students meet expectations if they improve their drafts through revision.</p>	<p>Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized. Later, they can edit for style, grammar, spelling and usage. Revise your essay to make it the best it can be.</p> <p>Have students read their writing aloud (quietly), and circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.</p> <p>Once they have self-edited, have students read their essays aloud to another student. The partner should summarize/paraphrase the content. The student author should then note changes, misunderstandings, and omissions, and then clarify</p>

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

				<p>the partner's paraphrase. The partner asks questions about the content and organization to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing.</p> <p>Another option is to have students use the ARM Strategy:</p> <p>Add words and sentences (be descriptive, capture all ideas). Remove words and sentences (be concise). Move words and sentences (sentence fluency, organization). Substitute words and sentences (word choice, voice).</p>
<p>Standards:</p> <p>LAFS.5.SL.1.2. : Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.SL.1.1.C. : Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>LAFS.5.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.5.W.2.4. : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SS.5.C.2.5. : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p>SS.5.C.2.4. : Evaluate the importance of civic responsibilities in American democracy.</p>				
30 mins	<p>EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>13. PEER EDITING Provide feedback to another student and seek clarification on another student's feedback.</p>	<p>Students meet expectations if they provide specific feedback to peers.</p>	<ol style="list-style-type: none"> 1. Arrange students into groups of three, providing each with three copies of the Editing Checklist. <ul style="list-style-type: none"> o Review the Editing Checklist with students and have them complete the self-editing. o Direct students to pass their essay to another group member. o Each student then reads another's essay and applies the editing checklist, adding comments, suggestions, or questions as needed. o Repeat once more so that everyone receives feedback from two classmates. 2. Allow time for students to ask for clarification from peer editors as needed.
<p>Standards:</p> <p>LAFS.4.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.2.4. : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p> Editing Checklist.pdf</p>				
15 mins	<p>FINAL DRAFT: Ability to submit final piece that meets</p>	<p>14. FINAL DRAFT Write the final draft of your essay.</p>	<p>Students meet expectations if their final drafts have been revised</p>	<p>Students will use their edited and revised drafts to complete their final draft.</p>

5E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy

expectations.

and edited.

Standards:

LAFS.5.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SS.5.C.2.5 : Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.5.C.2.4 : Evaluate the importance of civic responsibilities in American democracy.

Instructional Resources

Teacher Resource

-  **Civic Responsibility Essential Vocabulary.docx**
-  **Civic Responsibility.pptx**
-  **Self article on Importance of Civic Responsibility.docx**
-  **The Responsibility of Citizens Speech.docx**
-  **Civic Responsibility Current.pdf**
-  **Close Reading Article.pdf**
-  **Brainstorming Organizer.docx**
-  **Editing Checklist.pdf**
-  **Give One Get One.docx**
-  **Inner Outer Circle Discussion.docx**
-  **T-BEAR.docx**
-  **Informational Writing for Kids- Episode 4: Writing an Introduction**
-  **How to write a Conclusion**
-  **Stages of Second Language Development and ESOL Strategies.pdf**
-  **Standards Matrix for All Modules.pdf**
-  **Descriptive Matrix of All Modules.pdf**

Student Handout

-  **Civic Responsibility Essential Vocabulary.docx**
-  **Civic Responsibility Current.pdf**
-  **Citizenship Rights and Responsibilities _ USCIS.pdf**
-  **Civic Responsibility Organizer.docx**
-  **The Responsibility of Citizens Speech.docx**
-  **Brainstorming Organizer.docx**
-  **Give One Get One.docx**

 **Inner Outer Circle Discussion.docx**

 **Editing Checklist.pdf**

 **T-BEAR.docx**

Section 4: What Results?

Student Work Samples

Meets Expectations

 [Sample 1.docx](#)

Approaches Expectations

 [Sample 2.docx](#)

Emerging

 [Sample 3.docx](#)

Teacher Reflection

Not provided

All Attachments

- 📎 Civic Duty.pptx : <https://s ldc.org/u/1zir7srjavzlfcmo26m3enelg>
- 📎 Civic Responsibility.pptx : <https://s ldc.org/u/34u59lsbvg01g61mfjzdg2wiz>
- 📎 The Responsibility Of Citizens.docx : <https://s ldc.org/u/c68fyb3qemhfmvkiop9qrf3io>
- 📎 Civic.Responsibility.pdf : <https://s ldc.org/u/9b8flgmikya7keqdlfti3zsp7>
- 📎 Sample 1.docx : <https://s ldc.org/u/2nyfoyqgmzmvy8h9cyh7bwfxq>
- 📎 Sample 2.docx : <https://s ldc.org/u/d37fwizk9jfr9moyr7h4lrdzf>
- 📎 Sample 3.docx : <https://s ldc.org/u/a7f6832n99ytc3zvuer65lglg>
- 📎 Civic Responsibility Essential Vocabulary.docx : <https://s ldc.org/u/8ernfyead3cvrri0gweujvn42>
- 📎 Civic Responsibility.pptx : <https://s ldc.org/u/3mqbsmm4zh8vznmml7mcnu8>
- 📎 Self article on Importance of Civic Responsibility.docx :
<https://s ldc.org/u/dy58h80uhqjfp01dzqis9s2g2>
- 📎 The Responsibility of Citizens Speech.docx : <https://s ldc.org/u/6dot2sk6zzrhgo7pj12540482>
- 📎 Civic Responsibility Current.pdf : <https://s ldc.org/u/cj25qg0waxt64xggy3qeb948o>
- 📎 Close Reading Article.pdf : <https://s ldc.org/u/3pb8mvuj80a2qv6jutvr6obgw>
- 📎 Brainstorming Organizer.docx : <https://s ldc.org/u/d9dtd9wcy40ev7ze40cdmnb81>
- 📎 Editing Checklist.pdf : <https://s ldc.org/u/8e0r9snh4eaw73fev44lg727g>
- 📎 Give One Get One.docx : <https://s ldc.org/u/cmu9n9zgfapfpzmxfdmlo7uph>
- 📎 Inner Outer Circle Discussion.docx : <https://s ldc.org/u/7cd2nk9kpu7k6ov0w4cwqnvsk>
- 📎 T-BEAR.docx : <https://s ldc.org/u/13j1akh9lusvqgeop90z2m3gv>
- 🔗 Informational Writing for Kids- Episode 4: Writing an Introduction :
<https://s ldc.org/u/9tzltre01fwmhqflp6wa5mjr7>
- 🔗 How to write a Conclusion : <https://s ldc.org/u/2ppoaj6oug6bcbwig3ifkr58c>
- 📎 Stages of Second Language Development and ESOL Strategies.pdf :
<https://s ldc.org/u/7kw55m66vtuxay7yhig5czkke>
- 📎 Civic Responsibility Essential Vocabulary.docx : <https://s ldc.org/u/4xx1tm5pq9qxzt74rnq9rdngr>
- 📎 Civic Responsibility Current.pdf : <https://s ldc.org/u/zgmfa8vym3f1v740fscfkdc7>
- 📎 Citizenship Rights and Responsibilities _ USCIS.pdf :
<https://s ldc.org/u/4bzavk2w6lmeacd3mzct2kjr9>
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- 📎 Inner Outer Circle Discussion.docx : <https://s ldc.org/u/cg3rute6k01uddbal457myz>
- 📎 Editing Checklist.pdf : <https://s ldc.org/u/a6qmarfb7iq5lcwblcvjzgvad>
- 📎 T-BEAR.docx : <https://s ldc.org/u/7vmcm4qqxc0nrc86hnu089klz>
- 📎 Standards Matrix for All Modules.pdf : <https://s ldc.org/u/32p7dc1ffcgs2w69p10ei47f8>

 **Descriptive Matrix of All Modules.pdf** : <https://s ldc.org/u/41bi8ghytqmd0zwp4lhji992g>