



**Literacy Design  
Collaborative**

# 2C. Responsibilities of U. S. Citizens: District Field Test Version

by Judith L. Irvin

*Adapted from "2C. Responsibilities of U. S. Citizens: District Field Test Version" by Lauren Pantoja, Denise W. Crabtree, and Judith L. Irvin*

This module is part of *The Florida Civics Project 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.

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 Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) which are addressed in either the teaching task *or* a mini-task. Essential literacy standards (LAFS) are also addressed in each module. 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 direction, guidance, and oversight for each module and the collection as a whole. 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).

## 2C. Responsibilities of U. S. Citizens: District Field Test Version

**In this module** students will be learning about the responsibilities of U.S. citizens and positive ways citizens contribute to their various communities. This module is parallel to Module 2B which focuses on rights of US citizens. Some of the activities are the same, but the emphasis is different.

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GRADES

**2**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **7hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE2 - Informational or Explanatory

What are the responsibilities of a U. S. citizen? After reading informational texts on the responsibilities of U. S. citizens, write a report in which you describe how the characteristics of good citizenship have been used by responsible citizens to make a positive contribution in a community. Support your response with evidence from the text/s.

## Standards

### Social Studies Next Generation Sunshine State Standards

#### SS.2.C.2.2

Focus

Define and apply the characteristics of responsible citizenship.

#### SS.2.C.2.4

Focus

Identify ways citizens can make a positive contribution in their community.

#### SS.2.C.2.5

Focus

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

#### SS.2.C.3.2

Focus

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

### Florida Standards

#### LAFS.2.RI.1.1.

Focus

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### LAFS.2.W.3.8.

Focus

Recall information from experiences or gather information from provided sources to answer a question.

#### LAFS.2.SL.1.2.

Focus

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## Texts

 [Rights, Rules, Responsibilities of Citizenship.docx](#)

 [Contributions of US Citizens.docx](#)

 [Brian Wong's Community Service](#)

 [Rights and Responsibilities Video](#)

## 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>C3 Core Idea</b> <i>Standard: SS.2.C.2.2</i>	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***

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 the responsibilities of citizenship in the United States. Citizens of our country have many rights, but with those rights, we also have many responsibilities. You will be learning about these rights and responsibilities throughout this module and how you can be the best citizen that you can be!

## ***Extension***

Not provided

## *Section 2: What Skills?*

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

**ACTIVATING PRIOR KNOWLEDGE:** Connecting new information to what you already know.

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

### ***Reading Process***

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

**CONTENT COMPREHENSION:** Responding to reading.

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

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

**IDENTIFYING SIGNIFICANT ELEMENTS:**

### ***Writing Process***

**INTRODUCTORY PARAGRAPH:**

**BODY PARAGRAPHS:**

**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>				
30 mins	<p><b>ACTIVATING PRIOR KNOWLEDGE:</b> Connecting new information to what you already know.</p>	<p><b>1. USING VISUAL INFORMATION TO ACTIVATE KNOWLEDGE</b> Every individual has both rights and responsibilities. What do you know about citizens' responsibilities and what it means to be part of a community?</p>	<p>Students meet expectation if they</p> <ul style="list-style-type: none"> <li>Actively participate in the discussions</li> <li>Complete the Knowledge Chart independently</li> <li>Discuss the Knowledge Chart with their groups</li> </ul>	<p>Ask the questions below to the class and lead a class discussion to help students make personal connections to the topic. <i>What is a responsibility? What responsibilities do you have in your family, your classroom, or your school?</i></p> <p>Note to teacher: A Knowledge Chart is an instructional tool that allows you to build background knowledge on a topic as well as evaluate how much your class and individual students might already know about the topic. It is also a good strategy to encourage the use of visuals for finding information.</p> <p>Provide all students with a Responsibilities of U.S. Citizens Knowledge Chart handout. Review the procedure for the Knowledge Chart with the students.</p> <ol style="list-style-type: none"> <li>Before you begin, have each student record in the left-hand column what they already know about the topic. You could also use the prompt as the question for a 2-minute Turn and Talk with each partner talking for 60 seconds to help each student generate some information to record on the handout.</li> </ol> <ul style="list-style-type: none"> <li>Optional: Depending upon prior instruction, it might be necessary to develop a working definition of citizen and responsibility for use in this activating activity. This could be done by brainstorming as a class and creating a working definition for each. Either record the definitions on the board or chart paper for reference during the Knowledge Chart activity.</li> <li>Explain that you will show them some examples of citizens engaged in responsible activities. Their job is to identify what the person/people are doing and record it in the right-hand side of the Knowledge Chart.</li> <li>Model for the students what you expect them to do using the first visual.</li> <li>Display the pictures one at a time. Allow enough time for students (1 to 2 minutes) to examine the photograph for evidence regarding U.S. Citizens' responsibilities and record the evidence on the right-hand side of the handout.</li> <li>After all visuals have been reviewed, allow for a brief independent review of the Knowledge Chart details by each student.</li> <li>Divide students into pairs or triads.</li> <li>Within this group, have each member share their New Knowledge with the other member(s). Allow 5 minutes.</li> <li>At the end of the sharing period, have each group generate 3 responsibilities to share in response to the</li> </ul>

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				prompt.
Standards:				
<p><b>SS.2.C.2.2</b> : Define and apply the characteristics of responsible citizenship.</p> <p><b>SS.2.C.2.4</b> : Identify ways citizens can make a positive contribution in their community.</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.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.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>				
Additional Attachments:				
<p> <b>2C.Knowledge Chart.docx</b></p> <p> <b>2C.Visuals.Responsibilities.revised.pptx</b></p>				

20 mins	<p><b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>2. ANALYZING THE TASK</b> <i>What are the responsibilities of a U.S. citizen? After reading informational texts on the responsibilities of U.S. citizens, write a report in which you describe how the characteristics of good citizenship have been used by responsible citizens to make a positive contribution in a community. Support your response with evidence from the text/s.</i></p> <p>What will you need to know and to do to complete the 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 Analysis Chart Handout.</li> </ul>	<p>Students will use the information from the Task Analysis Chart and the Task to complete the following activity. A copy of the Task Analysis Chart handout should be displayed with a copy distributed to each student.</p> <ol style="list-style-type: none"> <li>Distribute the Task Analysis Chart handout.</li> <li>Read the task aloud and model for students by thinking aloud about the task and recording some information on the handout.</li> <li>Have students read the task with you.</li> <li>Have students turn to a partner and take turns reading it to each other.</li> <li>Each student should work independently to complete the Task Analysis Chart.</li> <li>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.</li> <li>If time permits, allow students to share final response with a partner, small group, or whole class.</li> </ol>
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Standards:				
<p><b>LAFS.2.RF.4.4</b> : Read with sufficient accuracy and fluency to support comprehension.</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.W.3.8</b> : Recall information from experiences or gather information from provided sources to answer a question.</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>				
Additional Attachments:				
<p> <b>2C Task Analysis.docx</b></p>				

<b>Reading Process</b>				
30 mins	<p><b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential</p>	<p><b>3. VOCABULARY LOG</b> In your notebook, list words and phrases essential to the texts on</p>	<p>Students will meet expectations if the Vocabulary Log contains at least 10</p>	<p>Provide each student with a Vocabulary Log handout at the beginning of the Reading Process. Explain how students will use it to collect words as they read the texts for the unit. Using the word "right" from the task</p>

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	<p>to understanding a text.</p>	<p>your Vocabulary Log. Record a definition in your own words. If necessary, use a dictionary, electronic dictionary, or other resource to find the correct meaning for your log.</p>	<p>definitions including the key terms identified below.</p>	<p>engagement activity, model how students are to complete their logs.</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. Role</li> <li>3. Responsibility</li> <li>4. Duty</li> <li>5. Volunteer</li> <li>6. Community</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> <p>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.</p>
<p>Standards:</p> <p><b>LAFS.2.L.3.4.</b> : 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.</p>				
<p>Additional Attachments:</p> <p> <b>Vocabulary Log.docx</b></p>				
<p>45 mins</p>	<p><b>CONTENT COMPREHENSION:</b> Responding to reading.</p>	<p><b>4. RIGHTS AND RESPONSIBILITIES OF A U.S. CITIZEN: TAKING NOTES</b> What responsibilities do 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 noting a responsibility for each right</li> </ul>	<p><b>Note to the teacher:</b> The first part of this lesson is repeated in Module 2B. The emphasis in this mini task is on responsibilities of U.S. Citizens. The emphasis in Module 2B was on rights of U. S. Citizens. The purpose of this mini task, however, is to show students that rights and responsibilities go together.</p> <p><b>Rights and Responsibilities Video</b></p> <ol style="list-style-type: none"> <li>1. Tell students they are going to talk about rights and responsibilities of US citizens today.</li> <li>2. Play the Rights and Responsibilities video once.</li> <li>3. 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 the responsibility that goes with each right.</li> <li>4. 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>5. Students should record any new words for their</li> </ol>

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			Vocabulary Log.
<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.2.2</b> : Define and apply the characteristics of responsible citizenship.</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.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>Additional Attachments:</p> <p> <b>Rights and Responsibilities Video</b></p> <p> <b>Note-taking Guide Rights Responsibility.docx</b></p>			
30 mins	<p><b>CONTENT COMPREHENSION:</b> Responding to reading.</p>	<p><b>5. CONTRIBUTIONS OF CITIZENS</b></p> <p>How have famous US citizens made a contribution to their communities?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● read about the US citizens and the contributions they made</li> <li>● select one citizen</li> <li>● tell how they made a contribution to their community and nation</li> </ul>
			<ol style="list-style-type: none"> <li>1. Pass out copies of Contributions of U.S. Citizens to each student.</li> <li>2. Have them work in pairs to read through the descriptions of the famous U.S. citizens who contributed to their nation and their communities.</li> <li>3. Have students choose one leader and explain how this person made a contribution to their community and their nation.</li> <li>4. Help students explain how this person was a good citizen and acted responsibly.</li> </ol>
<p>Standards:</p> <p><b>SS.2.C.2.5</b> : Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</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>Additional Attachments:</p> <p> <b>Contributions of US Citizens.docx</b></p>			
30 mins	<p><b>NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>6. CITIZENSHIP: RIGHTS, RULES, AND RESPONSIBILITIES</b></p> <p>What do good citizens do at home, at school, and in their community?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● read the Rights, Rules, and Responsibilities</li> <li>● respond to each section by adding words or pictures to show what a good citizen does</li> </ul>
			<ol style="list-style-type: none"> <li>1. Pass out a copy of <i>Rights, Rules and Responsibilities</i> to students.</li> <li>2. Working with a partner, have students read each section (at home, at school, in the community) about what rights, rules, and responsibilities are expected in each setting.</li> <li>3. Help students to add words or pictures to show what a good citizen does.</li> <li>4. Remind students to add words to their Vocabulary Log.</li> </ol>
<p>Standards:</p> <p><b>SS.2.C.2.2</b> : Define and apply the characteristics of responsible citizenship.</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</p>			

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details in a text.

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

Additional Attachments:

 **Rights, Rules, Responsibilities of Citizenship.docx**

<p>30 mins</p>	<p><b>NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>7. COMMUNITY SERVICE DISCUSSION AND SHARING</b> How is community service an opportunity to be a good citizen?</p>	<p>Student meet expectations if they</p> <ul style="list-style-type: none"> <li>• answers questions in complete sentences</li> <li>• actively views the Brian Wong video</li> <li>• describe three ways he/she can help in a community</li> <li>• makes the connection between community service and good citizenship</li> </ul>	<p>1. Have students fold a piece of notebook paper in half lengthwise. On the left side of the paper they should answer these questions in complete sentences:</p> <ul style="list-style-type: none"> <li>• Define "community service" in your own words.</li> <li>• What have you done to help your community?</li> <li>• What would you like to do to help your community</li> </ul> <p>2. Show the TED video of Brian Wong - His Community Service Projects</p> <p>3. Have students answer the question below on the right side of their notebook paper. Students should answer the question in complete sentences:</p> <ul style="list-style-type: none"> <li>• What does Brian do to help his community?</li> </ul> <p>4. On the bottom of their paper, have students describe three things that they can do to help their family, neighborhood or community.</p> <p>5. Think-Pair-Freeze. Play music as students move about the room with their note-taking sheet. When the music stops, they find a partner in close proximity and share one thing they can do to help in their community. Do this twice more until all three community helping ideas have been shared.</p> <p>6. As an exit slip, have students think about and then share and write the answer to this question: <i>How is community service an opportunity to be a good citizen?</i></p> <p>Extension:</p> <p>* See the Utah Education Network Volunteering handout that students can use to research various social and community projects.</p>
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Standards:

**SS.2.C.2.4.** : Identify ways citizens can make a positive contribution in their community.

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

**LAFS.2.SL.1.1.** : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**LAFS.2.SL.1.2.** : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Additional Attachments:

 **Brian Wong's Community Service**

 **Utah Education Network Volunteering**

<p>30 mins</p>	<p><b>NOTE-TAKING:</b> Ability</p>	<p><b>8. AMERICAN SYMBOLS</b></p>	<p>Students meets</p>	<p>Good citizens understand the symbols of America.</p>
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to select important facts and passages for use in one's own writing.

**GOOD CITIZENS SHOULD KNOW**  
 What symbols represent American democracy?

- expectations if they
- engage in the discussion about symbols
  - attentively watch the video about American symbols
  - complete the symbol handout in a group

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 look at the pictures of American symbols and answer the three questions about each symbol.

1. 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 MacDonal'd's golden arches, we think of hamburgers.
2. 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.
3. Watch the "Brain Pop" video on American symbols.
4. 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:
  - Is this symbol a thing, animal, event, monument, or person representing an important part of the American democracy?
  - What is it? (or on pages 8 and 9 - Who is he?)
  - What does it mean to Americans?
5. You may need to help students identify the symbols or look them up in a book or the internet.
6. This activity can be further extended by having students explain the symbols to another group.

Standards:

- SS.2.C.3.2** : Recognize symbols, individuals, events, and documents that represent the United States.
- LAFS.2.W.3.8** : Recall information from experiences or gather information from provided sources to answer a question.
- LAFS.2.SL.1.1.C** : Ask for clarification and further explanation as needed about the topics and texts under discussion.
- LAFS.2.SL.1.2** : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Additional Attachments:

-  **Brain Pop Video on US Symbols**
-  **Symbols in American Democracy.docx**

**Transition to Writing**

30 mins	<b>IDENTIFYING SIGNIFICANT ELEMENTS:</b>	<b>9. FOUR SQUARE WRITING PLANNER</b> <i>What are the</i>	Student meets expectations by thoroughly	1. Explain that students will be using a graphic organizer called a Four Square to help them plan for their report.
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		<p><i>responsibilities of a U.S. citizen? After reading informational texts on the responsibilities of U.S. citizens, write a report in which you describe how the characteristics of good citizenship have been used by responsible citizens to make a positive contribution in a community. Support your response with evidence from the text/s</i></p> <p>Complete the four-square planner, thinking carefully about the task's prompt and the texts we have examined.</p>	<p>completing the four-square planning organizer.</p>	<p>2. Model completing an organizer using some characteristics of good citizenship (see Teacher Resources).</p> <p>3. As students work, have them refer back to Analyzing the Task at the beginning of this module and their notes to bullet in the four-square organizer the points they will be writing about to respond to the task.</p> <p>5. Students share their four-square plan with a shoulder partner and discuss how they will elaborate on their plan in their final product.</p>
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Standards:

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

Additional Attachments:

-  [Four Square Writing Planner.docx](#)
-  [Four Square Writing Planner Example.docx](#)
-  [Four Square Writing Method](#)
-  [four square writing.pdf](#)

**Writing Process**

20 mins	<p><b>INTRODUCTORY PARAGRAPH:</b></p>	<p><b>10. OPENING PARAGRAPH</b> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition. Use your Four Square Writing Planner and the resources from your reading to guide you.</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>	<ul style="list-style-type: none"> <li>● Review the Dissecting the Task information that students created earlier to identify what details are required to successfully respond to the Task. (from Cluster 1, skill 2).</li> </ul>
<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>				
40 mins	<p><b>BODY PARAGRAPHS:</b></p>	<p><b>11. FIRST DRAFT</b> Write a first draft complete with opening,</p>	<ul style="list-style-type: none"> <li>● Provides complete draft with all parts.</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> </ul>

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		development, and closing. Product will include two to three textual citations from the selected texts to support information.	<ul style="list-style-type: none"> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	
Standards:				
<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>				
20 mins	<p><b>REVISION</b>: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>12. REVISING FIRST DRAFT FOR FINAL PAPER</b></p> <p>Review and revise your analysis of the information, the logic of your explanation, and the organization of your ideas/main points. Use textual evidence carefully, with clear reference to the text from which you selected the evidence. Decide what to include and what not to include.</p>	<p>Students will meet expectations when they:</p> <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> <li>The final product evidences demonstrable improvement from the first draft.</li> </ul>	<p>Students will work with a partner to edit the first draft.</p> <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> <p>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.</p>
Standards:				
<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> <p><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.</p>				
20 mins	<p><b>EDITING</b>: Ability to proofread and format a piece to make it more effective.</p>	<p><b>13. CORRECT FIRST DRAFT</b></p> <p>Revise first draft to have correct spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<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:				
<p><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.</p>				
20 mins	<p><b>FINAL DRAFT</b>: Ability to submit final piece that meets expectations.</p>	<p><b>14. FINAL DRAFT</b></p> <p>Turn in your Project Notebook (including Vocabulary Log and all reading resources), your first draft, and the final</p>	<ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	None

version of your essay.

Standards:

**LAFS.2.W.1.2** : 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***

 **2C.Knowledge Chart.docx**

 **2C.Task\_Analysis.docx**

 **Vocabulary\_Log.docx**

### ***Teacher Resource***

 **2C.Visuals.Responsibilities.revised.pptx**

## *Section 4: What Results?*

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

No resources specified

### ***Teacher Reflection***

Not provided

## ***All Attachments***

 **Rights, Rules, Responsibilities of Citizenship.docx :**

<https://s.ldc.org/u/2sr4w0diron1m6lsa6dk0yxnp>

 **Contributions of US Citizens.docx :** <https://s.ldc.org/u/di7xr8ol80w8l1r94vdhzpc12>

 **Brian Wong's Community Service :** <https://s.ldc.org/u/c5vsjzfk81msmglzrsumfn9g>

 **Rights and Responsibilities Video :** <https://s.ldc.org/u/1k4w9na3wmnrb48zwxexj9q>

 **2C.Knowledge Chart.docx :** <https://s.ldc.org/u/cj0k0vi8e4njwtpj8oykz3tu>

 **2C.Task\_Analysis.docx :** <https://s.ldc.org/u/5l73x7h2e0u1h1f9e2p9kplfu>

 **Vocabulary\_Log.docx :** <https://s.ldc.org/u/3yy0cv80gx01ago6991wmecph>

 **2C.Visuals.Responsibilities.revised.pptx :** <https://s.ldc.org/u/7kc4foj2ca1gb036ho0gmm1vs>