



**Literacy Design
Collaborative**

4B. The Role of the Florida Citizen: District Field-Test Version

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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.

In this module students will explore public issues in Florida and how some citizens solved those issues. Students explain the importance of public service in Florida.

GRADES

4

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template IE7 - Informational or Explanatory

After reading literary and informational texts on civic engagement in Florida, write an essay in which you relate how Florida citizens described in three of the texts used different strategies to solve civic issues. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.4.C.2.1

Focus

Discuss public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.2

Focus

Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.C.2.3

Focus

Explain the importance of public service, voting, and volunteerism.

Florida Standards

LAFS.4.RI.1.1.

Focus

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.W.1.2.

Focus

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

LAFS.4.W.2.4.

Focus

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.)

Texts

-  [Daily Recess Bill.docx](#)
-  [Students Working Against Tobacco.docx](#)
-  [Obama Volunteers.docx](#)
-  [Feeding South Florida.docx](#)
-  [SeaTurtlePatrol.pdf](#)
-  [Recess Pros Cons.pdf](#)
-  [How to Make a PSA Student.docx](#)

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 Practice: Identify Options for Action	Identifies a possible action to address a problem.	Identifies possible group and individual actions to address the problem.	Explains possible group and individual actions to address a social problem and a possible result of each different action.	Explains possible group and individual actions to address a social problem and a possible result of each different action. Recommends a particular approach with a clear rationale.

Background for Students

The Florida constitution protects the rights of its citizens, but as a citizen protected under the constitution, you also have the responsibility of being a good citizen by serving your community and your government. In this module, we will be exploring how anyone can be an amazing citizen in his or her community!

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 and rubric.

ESSENTIAL VOCABULARY: Ability to identify and learn words essential to understanding the module's content

Reading Process

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

Transition to Writing

SEMINAR: Ability to discuss concepts as preparation for writing

Writing Process

OUTLINING THE WRITING: Ability to organize ideas in preparation for writing

INTRODUCTORY PARAGRAPH: Ability to write an engaging introduction that has a clear focus and provides an overview of what will follow in the essay

BODY PARAGRAPHS: Ability to develop a focus or thesis with supportive detail and clear references to the texts read

CONCLUDING PARAGRAPH: Ability to draw the ideas of the essay to a thoughtful ending

PEER EDITING: Ability to revise an essay using feedback from peers

REVISION AND FINAL DRAFT: Ability to incorporate needed revisions and prepare for publication

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
50 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. MORE RECESS? HOW CAN CITIZENS INFLUENCE DECISIONS MADE BY THE FLORIDA LEGISLATURE? How can public opinion sway the opinion of others? After reading articles about the pros and cons of recess, discuss how individual citizens can influence decisions made by the Florida legislature.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> participate in T-Chart discussion read text and identify pros and cons of recess make a case for their opinion complete the <i>Civics Engagement Notes Organizer</i> 	<ol style="list-style-type: none"> Create a T-Chart with the title: Recess Pros and Cons. Label one side "Pros" and one side "Cons." Post the chart in the front of the room. As a class read the attached articles, "Daily Recess Bill for Florida Elementary Schools Passes House Panel" and "Pros and Cons of Recess." Have students work in small groups using post-its to identify evidence from the texts that support the "pros" and the "cons" of having recess. Direct them to place only 1 piece of evidence per post-it. Invite them up to the chart to place their evidence in the appropriate column. Break students into two groups. Assign one group as "Pros" and one group as "Cons." Tell each group that they will need to come up with a pitch to "sell" the pros or cons of the Recess Bill to other students. Let them know they will be talking to other students and trying to convince them, one way or another, that the recess is either necessary or unnecessary. Allow time for both sides to prepare their "pitch." Invite students from another class to the room and have students take turns presenting their pitch to the guests. After each group has presented its side, have the guest students answer a quick poll question: Based on the evidence you've heard, do you think recess is necessary or unnecessary? Tabulate the results and discuss them with the class. Have students complete row one on the <i>Civics Engagement Notes Organizer</i> - three columns: <ol style="list-style-type: none"> What was the problem or concern? Who were the people and what did they do to solve the problem? What were the results of their actions?
<p>Standards:</p> <p>LAFS.4.SL.2.4 : Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SS.4.C.2.3 : Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1 : Discuss public issues in Florida that impact the daily lives of its citizens.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Civic Engagement Notes Organizer.docx  Tools for Classroom Polling  Recess Pros Cons.pdf  Daily Recess Bill.docx  Recess Bill 				
20 mins	<p>TASK ANALYSIS: Ability to</p>	<p>2. MAKING SENSE OF THE TASK</p>	<p>Students meet expectations if they</p>	<ol style="list-style-type: none"> Display the task prominently in the room. Have students complete the handout, "Examining the Task." Break students into small groups to discuss their responses.

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	understand and explain the task and rubric.	Complete the attached worksheet analyzing the task. Discuss the task and re-write it in your own words.	<ul style="list-style-type: none"> are able to complete the worksheet re-write the task in their own words 	<ol style="list-style-type: none"> Ask students to rewrite the task in their own words. Have students examine the module rubric and ask for clarification of anything they do not understand
Standards:				
<p>LAFS.4.RI.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>				
Additional Attachments:				
<p> Examining the Task.docx</p> <p> Informational Explanatory Rubric Grade 2-5.pdf</p>				
20 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and learn words essential to understanding the module's content</p>	<p>3. VOCABULARY MAP Today you will discuss and write about the definition of "civic engagement."</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> discuss civic engagement contribute to the completion of the vocabulary map 	<ol style="list-style-type: none"> Provide students with the handout they will use to map the term civic engagement and project or recreate on chart paper. Introduce the term, "civic engagement," and solicit any background knowledge students may have. (Provide an example or two from your own experiences.) Provide students with a "formal" definition (samples provided under Teacher Resources), but explain that they will be writing a definition in their own words. Begin at the bottom of the map and have students brainstorm examples of civic engagement. Encourage them to be as specific as possible and to explain why they consider these to be good examples. Choose three from the list and record them on the on the map. With those examples as a basis, have students brainstorm words/phrases to further describe or explain civic engagement, such as getting involved, caring, taking action, making a difference, etc. Choose three to record on map. Finally, have students review the "formal" definition and rewrite it in their own words. Have students work on this in pairs before sharing with the class. Highlight key words and phrases that you hear repeated in their examples and use those to reach consensus on a class definition.
Standards:				
<p>LAFS.4.L.3.6 : Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>SS.4.C.2.3 : Explain the importance of public service, voting, and volunteerism.</p>				
Additional Attachments:				
<p> Sample Definitions of Civic Engagement.docx</p> <p> Vocabulay Map.docx</p>				
Reading Process				
40 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own</p>	<p>4. ENVIRONMENTAL ACTIVISM DISCUSSION Today we will read</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> complete the appropriate 	<ol style="list-style-type: none"> Have students take out their <i>Civic Engagement Notes Organizer</i> and review the LDC task at the top. Set the purpose for the lesson: Although we all have rights as a citizen, we also have responsibilities. In this lesson you will learn about

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	writing.	articles and discuss why is it important for citizens to volunteer.	sections on their Civic Notes Organizer <ul style="list-style-type: none"> actively participating in classroom discussions 	<p>more about civic engagement, people getting involved, to help solve a local problem.</p> <p>3. Show the NBC Making a Difference video (2 min, 18 sec) at http://www.nbcnews.com/video/nightly-news/38437936#38437936 that describes how Florida Wildlife officials, volunteers, and FedEx came together to save endangered sea turtles.</p> <ul style="list-style-type: none"> Review the questions on the graphic organizer so that students are prepared to focus their viewing to capture notes that will help them respond to the task. Have students share their notes with a partner and jot down any questions they have or note any information they missed. Play the video a second time to allow students to correct or complete their notes. As a class, discuss why NBC thought it was important to highlight these people and what they did. <p>4. Pass out the story, "On Sea Turtle Patrol," and explain to students that they will be reading a story that has some similarities to the video. Again, they are to use their organizer to capture key details as they read.</p> <ul style="list-style-type: none"> Have students discuss their notes with a partner and find the evidence in the text to resolve any differences. As a class, discuss why the volunteer work that Callie and her grandmother do is important to the state of Florida. <p>5. Have students turn to a partner and discuss the following questions:</p> <ul style="list-style-type: none"> Where have you seen volunteers in your community? Why is it important for citizens to volunteer?
<p>Standards:</p> <p>SS.4.C.2.3. : Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.C.2.2. : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1. : Discuss public issues in Florida that impact the daily lives of its citizens.</p> <p>LAFS.4.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.</p> <p>LAFS.4.W.3.8. : Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>LAFS.4.RI.1.3. : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>				
<p>Additional Attachments:</p> <p> SeaTurtlePatrol.pdf</p> <p> Saving Gulf Sea Turtles</p> <p> Civic Engagement Notes Organizer.docx</p>				
45 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>5. FEEDING SOUTH FLORIDA POSTER After reading "Miami Dolphins and UnitedHealthcare Sack Hunger in South Florida," create a poster that</p>	<p>Work meets expectations if they</p> <ul style="list-style-type: none"> complete a poster that illustrates key details from the article complete the appropriate 	<p>1. Discuss the challenges of ensuring that everyone has enough food to eat. Ask students to share examples of times that they have donated food to help others (possibly a school or church food drive).</p> <p>2. Review the task (posted in room or at the top of their <i>Civics Engagement Notes Organizer</i>). Provide students with the handouts, <i>Annotating the Text</i> and "Miami Dolphins and UnitedHealthcare Sack Hunger in South Florida."</p> <ul style="list-style-type: none"> Review the instructions for annotating the article. Model use of this strategy with the first two paragraphs. For example,

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	illustrates the work of these volunteers.		section of the <i>Civics Engagement Notes Organizer</i> with appropriate information	<ul style="list-style-type: none"> o underline the identified volunteers as a key detail, o put a question mark and ask what a sort room is, and o circle the word sack and define it in the margin. ● As students read silently, ask them to annotate the rest of the text using the handout as a guide. After completing the article, have them revisit to answer questions they noted. (Partners can help with any unanswered questions. ● In small groups, have students create a poster that illustrates the important information they identified from the article. <ul style="list-style-type: none"> o Display posters and have one volunteer from each group explain how their poster captures the information from the article. ● Finally have students work independently to complete this section of their <i>Civics Engagement Notes Organizer</i>. <ul style="list-style-type: none"> o Ask individual students to explain how the evidence they selected will help them respond to the task.
<p>Standards:</p> <p>LAFS.4.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.</p> <p>LAFS.4.RI.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SS.4.C.2.3 : Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1 : Discuss public issues in Florida that impact the daily lives of its citizens.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Civic Engagement Notes Organizer.docx 📄 Feeding South Florida.docx 📄 Annotating the Text.docx 				
50 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>6. SAVE THE LAST WORD - KEY DETAILS After reading "Obama Volunteers Share the Power of Personal Stories," identify the most important part of the article and be prepared to explain your reason to your group.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● identify an important part of the text and can explain its significance to classmates ● record evidence from the text that will support hie or her response to the task 	<ol style="list-style-type: none"> 1. Pass out the article, "Obama Volunteers Share the Power of Personal Stories" 2. Introduce challenging vocabulary, such as "neophyte" (a beginner) and "Kumbaya" (taking an overably favorable view), and discuss how they are used in this context. 3. As the teacher reads the article aloud, direct students to follow along and note important information by placing a check in the margin. 4. Save the Last Word for Me is designed to build on each other's thinking. Participants may decide to have an open dialogue about the text at the end of the 30 minutes. <ul style="list-style-type: none"> o Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch. o Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage. o When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the presenter) says nothing about why s/he chose that particular passage. o The group should pause for a moment to consider the passage before moving to the next step. o The other 3 participants each have 1 minute to respond to the passage — saying what it makes them think about, what questions it raises for them, etc. o The first participant then has 3 minutes to state why s/he chose

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			<p>that part of the article and to respond to — or build on — what s/he heard from his/her group members.</p> <ul style="list-style-type: none"> o The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.” o Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol. <p>5. Have students take out their <i>Civic Engagement Notes Organizer</i> and complete the section for this article</p> <p>from National School Reform Faculty, Patricia Averette http://www.nsrharmony.org/system/files/protocols/save_last_word_0.pdf</p>
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Standards:

LAFS.4.SL.1.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

LAFS.4.RI.1.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SS.4.C.2.3 : Explain the importance of public service, voting, and volunteerism.

Additional Attachments:

 [Save the Last Word for Me](#)

 [Civic Engagement Notes Organizer.docx](#)

 [Obama Volunteers.docx](#)

1 hr	<p>NOTE-TAKING: Ability to select important facts and passages for use in one’s own writing.</p>	<p>7. CALLING FOR ACTION - PSA Choose one of the issues you’ve read about and craft a public service announcement to increase awareness of the issue.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● create a PSA that identifies the issue ● explains or demonstrates why it is an issue ● includes a suggestion to solve the issue 	<ol style="list-style-type: none"> 1. Have students take out their <i>Civic Engagement Notes Organizer</i> and review the LDC task at the top. 2. Tell students that they’ll be reading about students who have taken a stand against tobacco use. <ul style="list-style-type: none"> ● As a class, ask students what they know about the dangers of tobacco use, and discuss the issue of tobacco use in Florida. ● Pass out the handout, “Students Working against Tobacco,” and remind students to use their organizer to capture key details that will help them respond to the task. ● Have students discuss their notes with a partner and find the evidence in the text to resolve any differences. 3. Highlight the use of public service announcements in both articles. Tell students they will be creating their own PSAs. <ul style="list-style-type: none"> ● Remind students that communication is also an important part of civic engagement. One of the strategies the SWAT students highlighted in these articles have used is a PSA, or public service announcement. ● Show students sample PSAs. (Links to 2 anti-bullying and 1 SWAT PSAs are Under Teacher Resources.) ● Provide students with the handout, How to Make a PSA. Explain that their message is to be brief, only 1-2 minutes long. Consider the issues that you have learned about in this module: preserving recess, protecting sea turtles, fighting hunger, supporting a candidate, and discouraging tobacco use. Working in small groups, students choose one of these topics and draft a script for a PSA. ● If time and technology allow, have students record their PSAs. Choose some to showcase on school website.
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Standards:

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LAFS.K12.W.2.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.4.RI.1.3 : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RI.1.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SS.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.

Additional Attachments:

 [Civic Engagement Notes Organizer.docx](#)

 [SWAT "Why I Joined SWAT" PSA](#)

 [Anti-Bullying "Friendship is for Sharing" - PSA - The Vale Elementary, Cashmere WA](#)

 [Anti-Bullying "Some Jokes Aren't Funny" - PSA - Greenfield Elementary, NY](#)

 [How to Make a PSA Teacher.docx](#)

 [How to Make a PSA Student.docx](#)

 [Students Working Against Tobacco.docx](#)

Transition to Writing

1 hr	<p>SEMINAR: Ability to discuss concepts as preparation for writing</p>	<p>8. CONVER-STATIONS: PROVIDING EVIDENCE FOR YOUR ESSAY</p> <p>Use your notes as you rotate through our "Conver-Stations" to discuss the evidence you gathered to support your essay. You may add to your notes as you move around the room. Always keep the task's prompt in mind.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> Participate in the Conver-Stations 	<p>1. Place students in groups of four with their completed <i>Civic Engagement Notes Organizer</i>.</p> <ul style="list-style-type: none"> Have each group review the task and discuss how the evidence they have collected in their notes can be used to respond to the task. Have each member share an example of evidence and explain why he or she feels it represents a good strategy for solving civic issues. While students are sharing, others add to their notes on their organizers. <ul style="list-style-type: none"> Allow about 10 minutes for everyone to share. Using a clockwise rotation, select two students from each group to the next group to repeat the process. Using a counterclockwise rotation, move the two students who remained to the next group to repeat the process. Using a clockwise rotation again, have the two students who moved originally go to the next group to repeat the process one last time. Allow 10-15 minutes for students to review their notes and highlight information they plan to use to respond to the prompt. <p>For information regarding Conver-Stations see the attached link.</p>
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Standards:

LAFS.4.SL.1.1.B. : Follow agreed-upon rules for discussions and carry out assigned roles.

LAFS.4.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.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.C.2.1 : Discuss public issues in Florida that impact the daily lives of its citizens.

Additional Attachments:

 [Conver-stations](#)

Writing Process

50 mins	OUTLINING THE	9. OUTLINE FOR	Students meet	1. Have students take out their completed <i>Civics Engagement Notes</i>
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	<p>WRITING: Ability to organize ideas in preparation for writing</p>	<p>AN INFORMATIVE ESSAY Using your <i>Civics Engagement Notes Organizer</i>, create an outline in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<p>expectations if they</p> <ul style="list-style-type: none"> complete an outline that shows the organization for his/her essay 	<p><i>Organizers</i> and review the task and the handout they completed when they analyzed the task at the beginning of the module.</p> <ol style="list-style-type: none"> Provide and model one or more examples of outlines or organizers. Pass out an outline handout. Invite students to generate questions in pairs about how the format works, and then take and answer questions. Students complete outline handout using brief notes rather than complete sentences. Mini-conference with students while they work. Approve completed outlines. <p>Note Although a sample outline is provided as a resource, any classroom essay organizer can be used with this task. If you choose to use the sample outline, please note that students should make brief notes at this point and not try to write in complete sentences.</p>
<p>Standards:</p> <p>LAFS.4.W.3.9. : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
<p>Additional Attachments:</p> <p> Outline for Writing an Essay</p>				
<p>20 mins</p>	<p>INTRODUCTORY PARAGRAPH: Ability to write an engaging introduction that has a clear focus and provides an overview of what will follow in the essay</p>	<p>10. INTRODUCTION Develop an effective and engaging introductory paragraph for your essay that addresses the task. Your introduction should provide your reader with a clear picture of the journey they are taking in your essay.</p>	<p>Meets expectations if the introduction provides the reader with an overview of the essay, addresses the task, contains the controlling idea, and captures the reader's interest.</p>	<ol style="list-style-type: none"> Using a couple of the texts students have read for the module, examine introductory paragraphs with students. Remind them that the purpose of an introduction is to create bridge to carry the reader into their the world of civic engagement, to help the reader engage with and care about the topic. Discuss how the writers did this in the examples you share. Have students draft an introductory paragraph that includes a well developed controlling idea and clearly addresses the task. Have students work with a partner for peer feedback. Have students revise their introductions based on the peer feedback.
<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>1 hr</p>	<p>BODY PARAGRAPHS: Ability to develop a focus or thesis with supportive detail and clear references to the texts read</p>	<p>11. BODY PARAGRAPHS Each of your body paragraphs should focus on details that support your controlling idea. You will cite evidence to support these details in each paragraph. As you write, periodically reread</p>	<p>Students will write at least three quality body paragraphs that develop the controlling idea, include evidence from the texts, and include an analysis of the evidence.</p>	<ol style="list-style-type: none"> Write one body paragraph with the class to model how it is done, or analyze a body paragraph one of the module texts. Using their notes and text, students will write their body paragraphs, citing evidence from the text to support the key details. Students should include the following in their body paragraphs: <ul style="list-style-type: none"> Transitional words or phrases A reference to the prompt Key detail Evidence from the text to support the detail Analysis of the evidence

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		the task to ensure that you address all of the important aspects of the task. Utilize your organizer and outline to guide you as write your body paragraphs.		4. Have students share their work, either class wide or with partners.
Standards:				
<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.1.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAFS.4.W.1.2.C : Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>LAFS.4.W.1.2.B : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAFS.4.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
15 mins	<p>CONCLUDING PARAGRAPH: Ability to draw the ideas of the essay to a thoughtful ending</p>	<p>12. CONCLUSION Write a conclusion to wrap up your essay including the following:</p> <ul style="list-style-type: none"> ● Transition ● A restatement of your controlling idea ● Something for your reader to think about 	Scored according to the LDC rubric	<ol style="list-style-type: none"> 1. Remind students that an effective conclusion allows the writer to have the final say on the issues, to synthesize their thoughts, to demonstrate the importance of their ideas, and to give the reader to a new view of the subject. It should show the reader how the examples and evidence fit together. 2. Write a concluding paragraph with the class to model what a conclusion should look like, or analyze a concluding paragraph from one of the module texts. 3. Have students write their conclusion.
Standards:				
<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.1.2.E : Provide a concluding statement or section related to the information or explanation presented.</p> <p>LAFS.4.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
45 mins	<p>PEER EDITING: Ability to revise an essay using feedback from peers</p>	<p>13. SMALL PEER GROUP WORKSHOP In groups of three, help edit other students' essays.</p> <p>Step One:</p> <ol style="list-style-type: none"> 1. Read your group member's essay and add comments, suggestions, and questions in the margins. 2. Try to add <i>at least three comments</i> per 	<p>Meets expectations if:</p> <ul style="list-style-type: none"> ● includes at least three comments per page ● questions are asked to prompt the writer to provide more details and to get the author to reflect on his/her own writing. ● comments provide useful and constructive 	<ol style="list-style-type: none"> 1. Discuss the Peer Group Workshop Handout with students. 2. Arrange students into groups of three. 3. Have them comment on a paper for about 10, then pass the paper to the next group member for further commentary. 4. When all of the members of the group have read an essay, have them discuss their feedback. 5. The author will take notes silently on the discussion. 6. Then, when the discussion is over, the author asks clarifying questions and questions about any other aspect of the writing that did not come up in discussion.

<p>page.</p> <p>3. Use What? When? Why? Where? Who? or How? questions when you want the essay's writer to provide more details.</p> <p>4. Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft.</p> <p>Step Two:</p> <p>1. Once you have read the entire essay and noted suggestions on post-its, provide oral feedback to the essay's writer; your goal should be to provide the writer with specific possibilities for revision.</p> <p>2. Make your feedback as specific as possible so that the writer knows exactly which section of the essay you're addressing.</p> <p>3. In your feedback, deal with areas such as <i>purpose, clarity, content, textual support, organization, and how well the essay addresses the task's prompt.</i></p>	<p>feedback for the writer</p> <ul style="list-style-type: none"> ● positive comments are explained ● feedback avoids broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good" ● feedback targets aspects of the essay like organization, textual support, content, and focus, rather than editing for typos, misspellings, and grammatical errors.
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Standards:

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	<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> Peer Group Workshop - Student Handout</p>		
30 mins	<p>REVISION AND FINAL DRAFT: Ability to incorporate needed revisions and prepare for publication</p>	<p>14. PUTTING THE ESSAY TOGETHER Examine your introduction, body paragraphs, and conclusion, and revise your work to make it the best it can be. Be sure all of the body paragraphs relate to your controlling idea.</p>	<p>Students will produce a revised draft for publication.</p> <p>1. Remind students that revising is the process of making sure that the essay says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones.</p> <ul style="list-style-type: none"> 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, then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases. <p>2. Have students put their essay together and then quietly read their work aloud. They should circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. They can also edit their writing by circling words and phrases that they wish to improve or that have been overused.</p> <p>3. Have students revise their work for publication.</p>
	<p>Standards:</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>LAFS.4.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		

Instructional Resources

Student Handout

 **Civic_Engagement_Notes_Organizer.rev.docx**

Teacher Resource

 **Annotating the Text.docx**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

-  **Daily Recess Bill.docx** : <https://s.ldc.org/u/d3x7bfyzofl3cwrohunc8zpxg>
-  **Students Working Against Tobacco.docx** : <https://s.ldc.org/u/797nzx0uzpmgns9whr9gw6xil>
-  **Obama Volunteers.docx** : <https://s.ldc.org/u/72h8rssl1039c8o6lxkw59hdx>
-  **Feeding South Florida.docx** : <https://s.ldc.org/u/bw2ptjse4xabouej02v25w8b9>
-  **SeaTurtlePatrol.pdf** : <https://s.ldc.org/u/de6957w13cwbunt9rrmxod8b3>
-  **Recess Pros Cons.pdf** : <https://s.ldc.org/u/eiggklkowitzygwt0tjsjtxun1>
-  **How to Make a PSA Student.docx** : <https://s.ldc.org/u/4xoykgvmcj1l1rrgyt1uuznrl>
-  **Civic_Engagement_Notes_Organizer.rev.docx** : <https://s.ldc.org/u/5b6rpdffkk8jhdwzd1l53phdt>
-  **Annotating the Text.docx** : <https://s.ldc.org/u/79mx77mz29xs3u85gbg0yo4kq>