



**Literacy Design
Collaborative**

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? 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.

This module helps 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

 **8hr**

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 one 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.

A person's civic responsibilities can sometimes create conflicts with his or her personal responsibilities. The demands of time and energy for civic life may make it harder to fulfill financial or family duties. 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

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

ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

OUTLINING THE WRITING: Ability to organize the essay

INTRODUCTORY PARAGRAPH: Ability to write an effective introduction to an essay

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.

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				
15 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1.THE DIFFERENCE BETWEEN CIVIC DUTY AND CIVIC RESPONSIBILITY: A DISCUSSION</p> <p>What is the difference between a civic duty and a civic responsibility? Include examples of each in your discussion.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> participate in the discussion on civic duty and responsibility view the pictures and participate in the discussion of each picture write an exit slip on the difference between civic duty and responsibility give an example of each 	<p>Student Background</p> <p>Today you will consider the difference between a civic duty and a civic responsibility and discuss examples of each. Both are important to citizens and to the community as a whole. After viewing pictures of each, you will explain the difference and give one example of each.</p> <p>Civic Obligation (Duty) and Civic Responsibility</p> <ol style="list-style-type: none"> Write Civic Obligation or Duty on one half of chart paper or white board. Write Civic Responsibility on the other half. Talk about each concept and give examples in the classroom. For example, students have an obligation to obey school and classroom rules, pay attention in class, and attend school. Students have the responsibility to not litter the school grounds, behave in the cafeteria, and participate in school activities. Show students the Civic Duty PowerPoint and talk about how each of these represents obligations or duties of U. S. citizens. Show students the Civic Responsibility slides and have students discuss how the images on the slides show actions that make a community better or stronger. Brainstorm other actions that represent civic responsibility. Tell students that they will be studying why civic responsibility is important to our country. As an exit slip, have students write two things: <ol style="list-style-type: none"> The difference between civic duty and civic responsibility. One example of a civic duty and one example of a civic responsibility. <p>Note: A article written by Jennifer Self on the Definition and Importance of Civic Responsibility is attached for teacher reference.</p>
<p>Standards:</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>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> Self article on Importance of Civic Responsibility.docx</p> <p> Civic Responsibility.pptx</p>				

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

				
30 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>2. WHY IS CIVIC RESPONSIBILITY IMPORTANT TO OUR COUNTRY: DISCUSSION AND WRITTEN RESPONSE How does civic responsibility contribute 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 • write a brief response answering the question "How does civic responsibility contribute 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 page one together about college students. 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. 4. Have students answer the question in writing: How does civic responsibility contribute to the health of our nation? <p>Three other articles are in this one <i>USA Today</i> edition. The topics are:</p> <ul style="list-style-type: none"> • Reactions to 9/11 attacks • Volunteer rates in U. S. are rising • Celebrity Activists and their civic action <p>You may choose to use any of these other articles <i>instead of or in addition to</i> the article about college students.</p>
<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></p>				
25 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt.</p>	<p>3. BREAKING DOWN THE TASK Today we will discuss what each part of the task means to you? In your own words, translate the prompt into student-friendly language.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • correctly paraphrase all portions of the task • draw from what they learned in mini tasks 1 and 2 	<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 is Civic Responsibility Important to an American Democracy? District Field-Test Version

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

<p>40 mins</p>	<p>UNDERSTANDING COMPLEX TEXT: Ability to break down text for deep comprehension</p>	<p>4.READING ABOUT CIVIC RESPONSIBILITY DURING COLONIAL TIMES: CREATING A VENN DIAGRAM What are some of the similarities and differences in civic participation during colonial times and today?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> Participate in group discussions Complete a Venn diagram comparing and contrasting civic participation in the colonial period and today 	<p>Background for Students</p> <p>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.</p> <p>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 <i>who</i> participates and <i>how</i> 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.</p> <p>Instruction</p> <p>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 highlighted and chunked for easier reading. If you choose to use the original, students will need some help reading it.</p> <p>Distribute the text, one copy to each student. Reread the module's prompt, with a focus on the writing product. Have students read the text closely with a focus on details from the text that address the comparison of civic participation during colonial times and today. Students should note the highlighted/underlined text and answer the questions inserted in the text.</p> <ol style="list-style-type: none"> Using the notes from the Civic Responsibility mini-task (mini-task 2) 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. Bring students back together. Ask each group to share their details. <p>See Teacher Resources for more information on Close Reading.</p>
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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

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

text.

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

Additional Attachments:

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

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

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

Transition to Writing

<p>30 mins</p>	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to deepen understanding of content</p>	<p>5. GIVE ONE, GET ONE: SHARING INFORMATION ABOUT CIVIC RESPONSIBILITY Using the Give One, Get One handout, share evidence that you have collected while reading about civic responsibility with your peers in order to expand understanding and prepare for future writing on your chosen topic.</p>	<p>Meets expectations if students complete the Give One, Get One graphic organizer with 3 pieces of information and add at least two additional pieces of information from classmates.</p>	<p>This activity should be done after students have read <i>The Responsibility of Citizens</i>. Also, they should refer to their notes from previous mini-tasks and the chart of civic responsibilities in communities and the nation.</p> <ol style="list-style-type: none"> 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 know or have 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 One grid. 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. 8. Encourage students to ask clarifying questions and in upcoming days to read more about the new information they hear as a follow-up. 9. Debrief. Ask students to reflect on how this
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5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

				<p>activity helped them. 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>
<p>Standards:</p> <p>LAFS.5.W.3.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.RI.3.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</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> Give One Take One template</p>				
30 mins	<p>SEMINAR: Ability to discuss content by listening and contributing thoughtful ideas</p>	<p>6. TWO-CIRCLE DISCUSSION ON IMPORTANCE OF CIVIC RESPONSIBILITY IN AN AMERICAN DEMOCRACY</p>	<p>Meets expectations if</p>	<p>Background for Students</p>
		<p>Listen and discuss the importance of civic responsibility in an American democracy.</p>	<ul style="list-style-type: none"> ● Responses to questions during the inner and outer 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>Today you will be participating in a two-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 the Two-Circle Discussion Strategies Handout and read the handout aloud. Provide additional examples of each strategy. 2. If this strategy is new, model the strategy: <ul style="list-style-type: none"> ○ Ask four students to model a mini Two-Circle Discussion. Provide them with a sample script (on a different, but related topic) that includes questions and responses. 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 using the Sample Questions Handout). ○ Ask students to provide answers to the

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

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) and pass out the Two-Circle Notes Handout.
2. For the first half of the class period, allow the students in the inner circle to discuss the topic of civic responsibility. (It might be wise to select a discussion chairman to conduct the discussion, keep it going, keep order, if needed.)
3. Students in the outer circle are to listen attentively to the discussion, but they may not speak. They should listen and take notes.
4. Following a set time, the students in the outer circle may ask questions or elaborate on what the inner circle members have said. No questions are to be addressed to any particular student. Instead, each student just asks his/her question and it is up to the inner circle as a whole to deal with it.
5. Students switch roles and continue the discussion.

CLOSING

1. Ask students to assess their own work during the discussion. What did they do well? What could have been improved?
2. Ask students to share responses.

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:

 [Two-Circle Discussion Strategies \(PDF Version\)](#)

 [Two-Circle Discussion Strategies \(Word Version\)](#)

Writing Process

30 mins

ESTABLISHING THE CONTROLLING IDEA:

Ability to establish a claim and consolidate information relevant to task.

7. IDENTIFY A CIVIC ACTION RESPONSIBILITY TO ESTABLISH A CLAIM FOR THE ESSAY

Today you will review the task's prompt and write a claim for your essay

Students meet expectations if they

- identify a civic action or responsibility and establishes a strong claim with a very clear purpose that

Assign partners prior to facilitating this lesson.

Identify Civic Action or Responsibility:

From the list that the class has been keeping and from the notes from previous mini-tasks, students select one civic action or responsibility that he or she wants to write about in the essay. Students should also identify one example that illustrates his

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

	along with one example that illustrates your point.	addresses the task prompt <ul style="list-style-type: none"> ● cites one example that illustrates his or her point. 	or her point. Claim: Have students write the claim for their essay. The claim should address the task's prompt and give an indication of the support that will follow. Have students exchange claims with a partner and provide feedback to each other, making sure the claim has a clear purpose and addresses the task's prompt. Students should take the time to read the feedback from their partners. Using partner feedback, revise their claims.	
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.				
50 mins	OUTLINING THE WRITING: Ability to organize the essay	8. OUTLINE FOR ESSAY Complete an outline based on your notes and reading in which you state a claim, list supporting evidence, and plan a conclusion for the essay.	Meets expectations if student: <ul style="list-style-type: none"> ● Outlines all elements: introduction, supporting evidence, and conclusion ● Notes evidence from texts read earlier ● Lists a sufficient amount of detail <p><i>Note: The outline is a great source of information for a teacher in determining what to reteach to the whole class or certain individuals. The outline shouldn't be graded for correctness.</i></p>	<i>Note: This MT assumes that students have already received some explicit modeling about outlining their ideas, introductions, supporting evidence, and conclusions.</i> Modeling Provide an example of an outline and model how to complete the outline. It is helpful to do this with another, unrelated topic that is familiar to students. Guided Practice Have students use their texts, notes, and organizers to help them complete their outlines. You may wish to use the attached Evidence Map to help guide the students' thinking. Depending on your students' level of comfort with citing evidence, it may be helpful to have students simply outline their points first, and then later go back and add specific, text-based evidence after they have a general outline.
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:  Evidence Map.docx				
30 mins	INTRODUCTORY PARAGRAPH: Ability to write an effective introduction to an essay	9. INTRODUCTION TO THE ESSAY Develop an effective and engaging introduction for your essay, incorporating a claim, a hook, and a preview or explanation of your development.	Meets expectations if: <ul style="list-style-type: none"> ● Claim is specific, well articulated, and the actual topic of the prompt. ● Hook is engaging and relevant 	<ol style="list-style-type: none"> 1. Using the handout, do a think-aloud in which you walk through the steps to develop an introduction. Think about several hooks, and chose the best one (emphasizing that the first idea isn't always the best). 2. Allow students to complete the handout independently. 3. Finish with a share, either classwide or between

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

			<ul style="list-style-type: none"> Preview or explanation successfully bridges the claim and argument. 	partners.
<p>Standards:</p> <p>LAFS.5.W.1.1.A. : Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>				
<p>Additional Attachments:</p> <p> Intro Handout</p>				
1 hr	<p>BODY PARAGRAPHS: Ability to develop a central idea with evidence</p>	<p>10. T-BEAR BODY PARAGRAPH OUTLINE</p> <ol style="list-style-type: none"> Using your notes from class and your outline, write your editorial’s body paragraphs by filling in the T-BEAR graphic organizers provided. Use the description of each section of the essay and the sentences stems 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 we have read in your explanation or example section. 	<p>Meets expectations if:</p> <ul style="list-style-type: none"> topic sentences clearly and directly respond to the prompt and establish the purpose of the paragraph. a brief explanation focuses the reader on what is important to understand in the paragraph. details support the writer’s stance and specific textual references are cited properly and denoted with quotation marks for direct quotes. analysis discusses the meaning of the evidence. concluding sentence establishes a connection to text evidence, historical occurrence, society, universal human behavior, OR reflects on the main idea OR states a conclusion consistent with the opinion/judgment and focus of the paragraph. 	<ol style="list-style-type: none"> Remind students of the Teaching Task they will write to. Give students a copy of the T-BEAR Graphic Organizer. Help them fill out the column headed "Helpful ways to begin..." and then fill in their ideas and notes for each section. Assign students to peer revising groups to provide feedback on each other’s writing so far.
<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>				

5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

LAFS.5.W.1.2.B. : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Additional Attachments:

 **T-BEAR Graphic Organizer.docx**

<p>45 mins</p>	<p>CONCLUDING PARAGRAPH: Ability to write an effective conclusion for an essay</p>	<p>11. WRITING EFFECTIVE CONCLUSIONS Using models, identify strategies authors use to write effective conclusions, and then draft your own conclusion.</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>Return to texts used in the reading process. Focus on argumentation writing.</p> <p>Display one conclusion for all students to see. The <i>USA Today</i> articles might be the most useful here.</p> <p>Tell students you are going to read it out loud and ask them to listen for how the author concludes his/her message to the reader. Tell them "we are looking for strategies the author used in concluding thoughts."</p> <p>Read the conclusion aloud. With students' help, underline in the text-specific language that portrays concluding thoughts communicated to the audience. Then, again with students help, create a list on chart paper of what the author did to sum up the writing. Label the list "Strategies for Effective Conclusions" or something similar.</p> <p>Sample strategy list:</p> <p style="text-align: center;"><u>Strategies Author's Use to Writing Conclusions</u></p> <ul style="list-style-type: none"> • a short summary of the topic • repeat of the claim • 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 to think about • a short personal story or scenario reflecting the topic <p>Post the chart for students to reference.</p> <p>Part 2: Drafting an 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 claim.)</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.
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5E. Raise Your Hand! Why is Civic Responsibility Important to an American Democracy? District Field-Test Version

				<ul style="list-style-type: none"> • 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>			
40 mins	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>12. REVISING</p> <p>Combine all previous writing into a clear and coherent draft of your essay. 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, and then look at style, grammar, spelling and usage. Revise your essay to make it the best it can be.</p>	<p>Students meet expectations if they complete the assigned task by the given deadline.</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 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).</p> <p>Remove words and sentences (be concise).</p> <p>Move words and sentences (sentence fluency, organization).</p> <p>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>			
50 mins	<p>FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>13. FINAL DRAFT</p> <p>Students will write their final drafts using previous feedback to make necessary revisions and corrections.</p>	<p>Students meet expectations if they submit their final drafts by the designated deadline. Scoring will be based upon the LDC Rubric.</p>	<p>Students will use their edited and revised drafts to complete their final draft.</p>

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.

Instructional Resources

Teacher Resource

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

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Civic Duty.pptx** : <https://s ldc.org/u/4lknovd3zxq1r04svsbh5r203>

 **Civic Responsibility.pptx** : <https://s ldc.org/u/e9bxxnm58dab2b0e1r5glt4kf>

 **The Responsibility Of Citizens.docx** : <https://s ldc.org/u/ed4vw51g0w4at75un31yck7kf>

 **Civic.Responsibility.pdf** : <https://s ldc.org/u/elu6pm7wwihn0awy18e8kohhw>

 **Self article on Importance of Civic Responsibility.docx** :
<https://s ldc.org/u/30kvs6fpu5b0ce9okef15we3o>