

CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Lesson Plan: Defining Civic Duty and Participation

Hook: Engage Students 10 minutes	Bring in two loaves of bread one made with yeast, and the other without. Ask students which loaf they would choose to eat and why. Discussion on what went wrong. Why do the two loaves of bread look different?	Small group discussions of personal stories, where key ingredients may have been missing in order to complete a task or event. (Making a peanut butter and jelly sandwich, but out of jelly. Or, going fishing, but no bait)
	Missing ingredients? (Key)	
Set: Four Corners	Explain to students that each corner of the room stands for either "Strongly Agree", "Agree", "Disagree" or "Strongly Disagree" – label if necessary.	Students will actively participate when given statements and action word.
20 minutes	Have students stand and wait for a statement and an action word before they choose a corner to represent their position regarding the statement. • Everyone should have to pick up	After choosing their position, volunteers will share a reason behind their choice.
	 one bag of litter per day to keep our community looking nice. All K – 12 students should have to participate in Boy Scouts, Girl Scouts or some other after school organization. Upon turning 18 years of age, one must serve a minimum of 2 years in the armed forces. 	Time for student discussion given.

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Into:	Review of Roman Republic	Students will briefly look at and
into.	through the power point –	discuss the Roman Republic and its
	paying attention to Key	key features within the power
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	Features. (Handout will be	point – noting the "civic duty" key
20	given).	feature.
30 minutes		
	Review art elements using	Students review art elements –
	power point.	using a scratch piece of paper to
		practice techniques.
	Teach how tints, shades and	Students practice with scratch
	intensities effect illustrations.	paper.
	Give the GRASPS to students –	Independently, students will begin
	set up their mission as	to draw, using graphite pencils,
	freelance illustrators.	colored pencils and drawing paper,
		what civic duty and participation
		may look like to them for the
		purpose of being chosen by ad
		agency and to help create a
		working definition.
		Share out illustrations, and
		thoughts with panel. Create a
		working definition as to what civic
		duty and participation means.
		Students watch video for further
		impact of civic duty/participation.
		Clarify definition if needed.
		Clarify definition if fleeded.

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Into: 30 minutes	Show video of community involvement and participation created with movie maker of local area.	Students think about this individually and may share with teacher at the appropriate time if they so desire. (Recess, independent work time, etc)
	End lesson with the rhetorical question, "In your life, have you ever been the missing "key ingredient" that hasn't allowed some event to have a successful outcome?" (Bring back to opening "hook" and story).	

Special Needs of students are considered in this lesson:

Students are put into flexible grouping scenarios that will address all learning modalities including special need students within our full inclusion program, as well as EL Learners. This is a hands-on learning environment with plenty of opportunities for movement, verbal and non-verbal communication.

Extension Ideas:

This lesson is designed to get students thinking beyond the classroom, into the community, but could easily be taken beyond the community and into a bigger audience base within the U.S. by putting PSAs on teachertube.com or other media forms.

CVCS-Lesson1-VanAllen-d 3-06-12