



Lesson Title: Public Service Announcement

Context of the lesson within the unit: This is the final lesson in a unit designed to help students understand E Pluribus Unum (Out of many, One), and that personal habits and attitudes conducive to social harmony lead to a civically virtuous society.

Standards Addressed:

Grade 5 History/Social Studies Standards:

5.7.3 Understand the fundamental principles of American Constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

Grade 6 History/Social Studies Standards:

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

Language Arts Standards:

2.0 Reading Comprehension (Focus on Informational Materials)

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use features to obtain information.

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

1.0 Listening and Speaking Strategies – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Visual and Performing Arts Standards:

2.7 Communicate values, opinions, or personal insights through an original work of art.

2.1 Use various observational drawing skills to depict a variety of subject matter.



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Objective(s):

Students will understand and be able to explain what is involved in a citizen's civic responsibility and why participation is important using the information from earlier lessons, specifically the Roman Republic.

Students will comprehend the need to educate citizens on their civic duties in order to maintain the integrity of our community and government.

Students will identify and describe through discussions, written material and artwork how a society's "civic virtue" benefits the well being of a people.



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Essential Questions/Issues:

Do we all have a civic duty to the government to ensure that it derives its power from the people?

Whose responsibility is it to educate others about their civic duties?

Can a small group of thoughtful, committed citizens change the world?



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Assessment:

Students will be evaluated through informal checks for understanding, self and peer assessments and creating an authentic assessment evaluated by a rubric, based on a 4-point scale.

Quality Criteria:

Level of Understanding Demonstrated	4 Advanced	3 Proficient	2 Basic	1 Below Basic
<p>Process:</p> <p>Based on the content of their PSA, student demonstrates understanding from all previous unit lessons, the importance in educating, participating in and carrying out civic duties pertinent to the integrity of our community and how this ultimately leads to citizens participating in government.</p>	<p>Strongly demonstrates a clear vision of final project. Properly organized to complete project. Student creates an original, accurate and interesting product that adequately addresses the issue, using multiple sources, managing time wisely and communicating efforts with teacher.</p>	<p>Demonstrates a clear vision of final project. Somewhat organized to complete project. Student creates an original, somewhat accurate product that addresses the issue, using multiple sources, managing time appropriately and communicating efforts with teacher.</p>	<p>Demonstrates a somewhat clear vision of final project. Some organization to project. Student creates an interesting product that addresses the issue, using at least one source, managing time somewhat consistently, not fully communicating efforts with teacher.</p>	<p>Completes final project. Some organization apparent. Student creates a product based on the idea of another. The issue is somewhat clear, little time management apparent, little to no communication with teacher.</p>



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<p>Product: (Project)</p> <p>Based on the final PSA, student has followed the given criteria.</p>	<p>Theme clearly identified and process is evident. Mechanics of speaking and writing are clear and present. Organization and structure of project demonstrates excellent creativity, critical thinking and knowledge.</p>	<p>Theme identified and process is evident. Mechanics of speaking and writing are somewhat clear and present. Organization and structure of project shows creativity, critical thinking and knowledge.</p>	<p>Theme identified and process is somewhat evident. Mechanics of speaking and writing are not fully clear and present. Organization and structure of project shows little creativity, critical thinking and knowledge.</p>	<p>Theme not clearly identified and process is not evident. Mechanics of speaking and writing are not clear and present. Organization and structure of project lacks creativity and shows little understanding.</p>
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	GRASPS
Goal	Your goal is to create and put into action a new idea for civic participation and/or education, geared toward youth, to teach your peers and the community about “civic virtue”, using chosen media for a PSA, such as a video, marquee display, billboard or another form of original art work.
Role	You are one of many curriculum developers hired by the state board of education to create and share your ideas to teach civic participation and education to youth and community members throughout the state.
Audience	After presenting to your classmates, your audience, at a public PSA festival, will then be a group of community members, local school board members and state board of education members.
Situation	It is 10 years from now and the community you live in has been vandalized and looks disheveled due to lack of civic participation and education. The state board of education is looking for curriculum ideas to implement into state curriculum. You are one of the developers creating ideas to teach youth and community “civic virtue”.
Purpose	For students to create, implement and share ideas for youth and community participation and education in order to gain a deeper understanding of carrying out personal civic duties to maintain the integrity of our community and government.
Standards for Success	Your PSA must clearly show an understanding of what civic duty is and how it can lead to a “civically virtuous” society, through research based on the standards and the use of critical thinking throughout the PSA development. Presentation of ideas must make accurate and thoughtful connections between civic duty and communities in which the participation of its citizens will help create community pride.



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<p>Opening:</p> <p>Drawing review.</p>	<p>Review video segment, specifically the part about judicial system, its boundaries and ordinary citizens.</p>	<p>Students will share their interpretation of how the judicial system works to provide boundaries, but also how ordinary citizens play a part in the process.</p>
<p>Authentic Assessment:</p> <p>20 - 30 minutes</p>	<p>Handout authentic assessment project criteria – communicate criteria and expectations. Give due date.</p> <p>*Show PSAs – have students create one of them.</p>	<p>Follow along – ask clarifying questions as needed.</p> <p>*With given criteria, create a PSA on self.</p>

PSA – Guidelines for Rubric

When you think of advertising, images of commercials for sports cars, cereal or upcoming movies may come to mind; however, not all advertisements are about selling a product. There are organizations that utilize various forms of media to raise awareness of, gain support for and inspire action on behalf of social issues or disadvantaged communities. These types of advertisements are called public service announcements, or PSAs.

An effective PSA should accomplish the following:

- Capture the audience’s attention and leave a lasting impression.
- Make the audience aware of how your knowledge of civic duty can lead to a civically virtuous society.
- Demonstrate how you have taken action, or how your audience can make action and do their civic duty, or support your community.



All PSAs should include:

- Positive contributions that you have made or information educating the community on their civic duties.
- A creative slogan.
- Pictures and/or graphic organizers.

Some PSAs may include music and video, depending on your chosen media.

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.



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Materials and Resources Needed:

- During the authentic assessment piece, materials will include CDs for movies, computers, projectors and a variety of art, magazine and other materials for PSAs.

References:

Doing Democracy - http://orhs.eduhsd.k12.ca.us/staff/uploads/136_GOV_Toolkit.pdf

Windows Movie Maker - <http://www.brothersoft.com/windows-movie-maker-download-67210.html>

Free website maker – www.weebly.com

Civic podcasts – <http://www.civiced.org/>



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Outline of Unit Plan:

Unit Title Will You All Please Rise?