



Lesson Plan: Defining Civic Duty and Participation

Context of the lesson: This lesson is the first in a series of three in a unit. It is designed to help students understand that personal habits and attitudes conducive to social harmony lead to a civically virtuous society. Students will create a class definition of civic duty and responsibility.

Standards Addressed:

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 Art Standards:

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.

Visual/Performing Art Standards:

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

2.3 Create a drawing, using varying tints, shades and intensities.

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

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Grades 5th Students

Reading Standards for Informational Text K–5

Key Ideas and Details

1. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



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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.

Students will create a working definition for civic duty and responsibility.

Students will use, as a resource, a selection on the Roman Republic in order to understand key features in the ancient government, specifically civic duty and citizen responsibility.

Students will create an illustration using graphite drawing pencils, colored pencils and art paper to show what civic duty and participation "looks like" to them. Illustrations will include various tints, shades and intensities.



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Essential Questions/Issues:

What does civic duty and responsibility mean to a group of young citizens?



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GRASPS:

<p>Goal</p>	<p>You have been commissioned to create an original piece of artwork for an advertising agency regarding civic duty and participation, specifically pertaining to the youth in your community. You will then present your illustration, discussing your visual images/quotes/representations to show your understanding of the agency’s vision.</p>
<p>Role</p>	<p>A freelance illustrator asked to create an advertisement to “jump start” a benefit to move the community towards civic participation.</p>
<p>Audience</p>	<p>The CEO and his Board of Directors of the “Movement Advertising Agency”, as well as the wealthy funder of the benefit, will listen to your presentation and view your illustration of civic participation.</p>
<p>Situation</p>	<p>Presentation for an advertising agency, potential for your image to be made into an authentic art piece for use in a benefit that “moves” people to civic participation.</p>
<p>Purpose</p>	<p>There is a rich funder in your community who is outraged at the lack of civic participation by the youth, and the apathy towards understanding how civic duty can help our society. He is funding a benefit and has hired the Movement Advertising Agency to create an illustration to “kick off” the event that will move people to do their part. This illustration will be the opening image at the benefit to be followed by other presentations regarding the state of our community, and what we as citizens can do to improve the situation.</p>
<p>Standards for Success</p>	<p>Your illustration and presentation depict a clear picture of civic duty and participation for youth, and it helps create a working definition for that responsibility. This illustration encourages students to sign up for activities that pertain to topic of participation - for example, Adopt a Highway or School Beautification Day.</p>



Quality Criteria:

Criteria	Advanced	Proficient	Basic	Below Basic
<p>Communicate values, opinions or personal insights through an original work of art.</p> <p>Use various observational drawing skills to depict a variety of subject matter. Create a drawing, using varying tints, shades and intensities.</p>	<p>Illustration was creative and depicts clear meaning to the viewer. The viewer is moved to respond to the art about the subject.</p> <p>The use of visual art elements are apparent and contain an aesthetic level of complexity.</p>	<p>Illustration was creative and depicts clear meaning to the viewer.</p> <p>The use of visual art elements are apparent and help communicate your understanding.</p>	<p>Illustration was somewhat creative and depicts little meaning to the viewer.</p> <p>The use of visual art elements is evident but limited.</p>	<p>Illustration was simple, hard to understand meaning.</p> <p>The use of visual art elements are not applied with the purpose of communicating your understanding.</p>



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<p>Hook: Engage Students</p> <p>10 minutes</p>	<p><u>Bring in two loaves of bread</u> one made with yeast, and the other without.</p> <p>Ask students which loaf they would choose to eat and why.</p> <p>Discussion on what went wrong. Why do the two loaves of bread look different?</p> <p>Missing ingredients? (Key)</p>	<p>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....)</p>
<p>Set: Four Corners</p> <p>20 minutes</p>	<p>Explain to students that each corner of the room stands for either “Strongly Agree”, “Agree”, “Disagree” or “Strongly Disagree” – label if necessary.</p> <p>Have students stand and wait for a statement and an action word before they choose a corner to represent their position regarding the statement.</p> <ul style="list-style-type: none"> • Everyone should have to pick up 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. 	<p>Students will actively participate when given statements and action word.</p> <p>After choosing their position, volunteers will share a reason behind their choice.</p> <p>Time for student discussion given.</p>



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<p>Into:</p> <p>30 minutes</p>	<p>Review of Roman Republic through the power point – paying attention to Key Features. (Handout will be given).</p> <p>Review art elements using power point.</p> <p>Teach how tints, shades and intensities effect illustrations.</p> <p>Give the GRASPS to students – set up their mission as freelance illustrators.</p>	<p>Students will briefly look at and discuss the Roman Republic and its key features within the power point – noting the “civic duty” key feature.</p> <p>Students review art elements – using a scratch piece of paper to practice techniques.</p> <p>Students practice with scratch paper.</p> <p>Independently, students will begin to draw, using graphite pencils, 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.</p> <p>Share out illustrations, and thoughts with panel. Create a working definition as to what civic duty and participation means.</p> <p>Students watch video for further impact of civic duty/participation. Clarify definition if needed.</p>
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Materials and Resources Needed:

Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree) signs. Handouts of the Roman Republic information/lesson. Graphite pencils, colored pencils and drawing paper. Video of community doing “civic duty” activities.

References:

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

MovieMaker – already loaded on PC. Mac computers have a similar version.

[Drawing for the Absolute Beginner: A Clear & Easy Guide to Successful Drawing](#)

Drawing and Sketching Pencil Set in Zippered Carrying Case – available at Amazon.com (very reasonable - \$7.70)



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Student Handouts

The Roman Republic

Etruscan kings ruled over the Romans until about 509 B.C. At that time, the Romans forced the Etruscans to leave Rome and pushed the Etruscan king out of power. The Romans then established their own form of government. Rather than having a king, they decided to choose their own leaders. This type of government is known as a Republic. Rich landowners and military leaders, called Patricians, made up one of Rome's two social classes. Poor artisans, farmers, merchants, and former slaves, who were the majority of the Roman people, made up the other social class, the Plebeians. Patricians formed an assembly and chose two men from their class to act as consuls that would lead the Roman Republic. Consuls had the power to administer the law. The advisors to the consuls were called senators. Senators were allowed to serve in government as long as they wanted to; consuls served for one year.

Even though Romans chose their own leaders, the Roman Republic was not a Democracy. Plebeians did not have representation in government. Eventually, Plebeians began to demand rights and start their own council. Because the Patricians needed the Plebeians to serve in the military, and perform jobs in the Republic, they agreed to give the Plebeians a voice in government matters.

Key Feature: Written Constitution

One of the changes that were made in the Roman Republic as a result of the Plebeians' demands were the writing down of laws. At the beginning of the Roman Republic, only consuls and senators, all representatives of the Patricians, had knowledge of the laws. This was unfair to the Plebeians. If the Patricians wanted to change the laws to favor them; they could do so very easily since the laws were not written down. About 450 B.C., the plebeians' demands for written laws were met. The Patricians wrote the Roman laws down on 12 bronze tablets.

These tablets are called the Law of the Twelve Tables. Everyone in the Republic Patricians and Plebeians alike were subject to follow the same set of written laws.

Key Feature: Tripartite Government

Something that is "tripartite" is divided into three parts or made up of three parts. The Roman Republic was a tripartite government. There were three parts of the Roman government that shared the power to rule. The Senators were from the wealthy class called the Patricians. The senators elected two consuls from their group.

Then there was a third group, an assembly of Roman citizens. In time, the Plebeians had representation in the assembly and representatives that were equal to the senators, called tribunes. Tribunes could prevent laws proposed by the Senate from being passed. After a while, plebeians also were able to elect one of the consuls.



Key Feature: Checks and Balances

A system of checks and balances in government prevents any one part of a government from becoming too powerful. In ancient Rome, the tripartite government kept any one person or group from taking control of the Republic. The Senate gave the aristocracy a voice in government. The consuls had to be elected by senators and so were dependent on them for their power. The assemblies provided representation for regular citizens. Even today, we value the system of checks and balances. In the United States, we have three branches of government. Power is distributed among the president, the lawmakers and the courts so that nobody has too much control over government.

Key Feature: Civic Duty

The structure of the Roman Republic demonstrates that its people valued the concept of civic duty. “Civic duty” refers to the types of responsibilities that citizens have to their nation or country. In Rome, people could not rely on a king or dictator to rule them and make decisions for them. Instead, they had to take an active role in their government. Citizens could work towards the betterment of their community through economic participation, public, volunteer work, and other such efforts to improve life for all citizens. People also participated in other ways. Citizens were expected to defend the Republic when required. Citizens served the Republic when enemies threatened its existence, and the citizens helped defend it. Roman citizens took their civic duties seriously which helped the Republic remained strong and stable for a very long time.

Write your answers to the following questions.

1. Describe the significance of the Roman Republic in relation to its key features of the government.



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2. Which key feature of the Roman Republic do you think is most important to people today? Explain your answer.

For further discussion:

1. What would you like to know more about in terms of the government of the Roman Republic? Frame questions that you can answer by historical study and research. Conduct this research and discuss your findings.
2. How is the Roman Republic similar to the government of the United States today? How is it different? Explain the sources of historical continuity and how the combination of deas and events explains the emergence of new patterns.
3. Read the historian Polybius’s comments on the government of the Roman Republic. Detect his point of view on historical events and determine the context in which the historical statements were made (the questions he may have asked about the subject, the sources he used, and the perspective from which he is writing).



Visual Arts Elements Guide

Use the elements (line, shape, color, texture) to enhance your meaning in the artwork. Using a variety of each kind of element is highly recommended! Here are some helpful hints about each element.

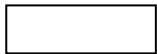
LINE short/long, thick/thin, broken/solid, zigzag/curved, spiral/straight

vertical: strength

horizontal: calm

diagonal: action

SHAPE



Geometric/Man-made



Organic/Nature-made

TEXTURE



COLOR has meaning or emotional tone.

COLOR MEANING for Western Cultures	
RED	Patriotism with white and blue, conservative, can mean "stop" anger or violence
ORANGE	Religious connotations, nature. old world
YELLOW	Nature, earthiness GOLD opulence or wealth
GREEN	"environmental" or "go ahead" move forward, grow, energy
BLUE	"water" cold, isolation, calm "democratic"
VIOLET	Spiritualism, power, otherworldly
BLACK	Apathy, anger, defiance, absence of emotion, void, strength, right or wrong
WHITE	Summer, spiritual, innocence, youth, purity

Be A COMPOSITION DESIGNER



Use Unity and Emphasis

Unity: Making artwork as a whole look like all the components fit together through: repetition of shape, color, line, or pattern.

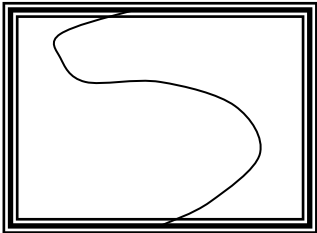
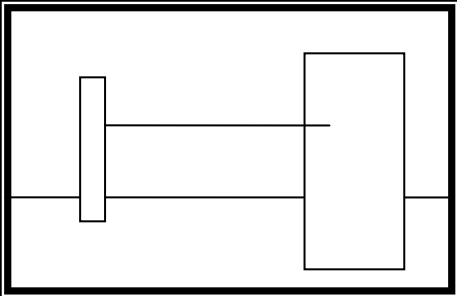
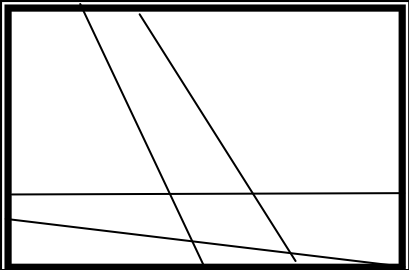
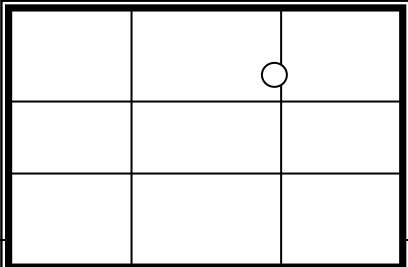


Emphasis: The visual art principle of design that has one item in a piece of art stand out the most to focus the viewer on the most important concept in the art.

Emphasis can happen by...

- making an object larger than others
- giving it a stronger shape (triangles create the most strength; open shapes are the weakest in energy).
- use of strong color
- making it a different texture than the rest of the artwork
- creating lines or shapes around it working like “arrows” pointing toward the important area
- overlapping shapes with the most important on top

Place shapes in one of these *tried and true* compositional templates.

<p>Form an S Curve</p> 	<p>Form a Bridge</p> 
<p>Form an intersection</p> 	<p>Find the Golden Mean or Section (Rule of thirds)</p> 



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Outline of Unit Plan:

Unit Title: Will You All Please Rise?

I. Lesson One: Defining Civic Duty and Participation.

Analogies, inquiries and reading about the Roman Republic to create a foundation in the understanding of society participation in government.

- A. Activities designed to help understand students' backgrounds regarding service and civic responsibility.
 - 1. Bread analogy to show that key ingredients are essential for a successful project.
 - 2. Four Corners activity to represent students' opinions regarding issues of community participation.
 - 3. Roman Republic information regarding the key features in making the Republic.
- B. Draw what civic duty and participation looks like to individual students.
- C. Creating a definition of civic duty and responsibility.
 - 1. Share out ideas and thoughts from activities listed above in order to generate a definition of civic duty and responsibility.

II. Lesson Two: Where Do We Fit In?

Our role as citizens as it relates to the judicial system.

- A. Guest Speaker.
 - 1. Person from the community to share stories of youth roles in civic virtue.
- B. Watch "A Conversation on the Constitution: Judicial Independence".
(Start of video to 6:18) Sunnylands Seminars
- C. Draw an interpretation of judicial system and where "we" fit in, after watching video segment.

III. Lesson Three: Public Service Announcements.

Creating an authentic PSA to share with peers and community members.

- A. Examples from various media forms.
 - 1. Show PSAs from TV, magazines and Internet.
- B. PSA on self.
 - 1. To raise awareness on the purpose of PSAs.
- C. Authentic assessment guidelines.
 - 1. Create a PSA showing civic participation and/or education with chosen media.
 - 2. Share your PSA with the class and members of the community.