



## Unit Plan: Will You All Please Rise?

**Grade Level: 5th Grade**

### Unit Plan at a Glance

In this fully developed unit designed for fifth and sixth grade students, the focus is on the importance of civic participation in a democratic society. The unit begins with learning activities relating to the foundation of societal participation in government in the Roman Republic, and ends with student created public service announcements.



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### Content Standard(s)

#### **Grade 5 History/Social Studies Standards:**

**5.7** Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American Republic.

**5.7.3** Understand the fundamental principals 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** Students analyze geographical, political, economic, religious and social structures during the development of Rome.

**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 Arts Standard:**

**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 **6-8 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.

## Integration of Knowledge and Ideas

1. Integrate visual information (charts, graphs, photos, maps, videos) with other information in print and digital texts.



## Unit Plan: Will You All Please Rise?

### **Big Ideas:**

- Personal habits and attitudes conducive to social harmony lead to a civically virtuous society.
- E Pluribus Unum – Out of many, One.
- The strength of our democracy is equal to the strength of its citizens.

### **Essential Question(s) or Issues**

- What does civic duty and responsibility mean to a group of young citizens?
- Where do we as young students fit into the judicial system?
- Whose responsibility is it to educate others about their civic duties and how does that education look?
- Do we all have civic responsibilities to our government and what does that duty look like for young adults?
- Can a small group of thoughtful, committed citizens change the world?

### **Concepts and skills students will be taught in this unit**

#### **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. 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.



**Unit Plan: Will You All Please Rise?**

**End of Unit Authentic Assessment**

Each student will create and share a PSA which includes an idea for civic participation and/or education for youth. Students will then share their original PSAs with their peers and with community members.

	<b>GRASPS</b>
<b>Goal</b>	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.
<b>Role</b>	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.
<b>Audience</b>	You will present your final project, at a public PSA festival, to a group of community members, local school board members and state board of education members.
<b>Situation</b>	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”.
<b>Purpose</b>	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.
<b>Standards for Success</b>	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.



**Quality Criteria: Teacher/Peer Scoring Guide/Rubric**

<b>Rubric for PSA Process and Product</b>  Level of Understanding Demonstrated	4  Advanced	3  Proficient	2  Basic	1  Below Basic
<b>Process:</b>  Based on the content of their project, student demonstrates understanding about educating, participating in and carrying out civic duties pertinent to the integrity of our communities.	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.	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.	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.	Demonstrates unclear vision of final project. Little organization to project. Student creates a product that addresses the issue, using at least one source, managing time inconsistently, while not fully communicating efforts with teacher.



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<p><b>Product: (Project)</b></p> <p>Based on the final project, student has followed the given criteria.</p>	<p>PSA theme clearly identified and process shows the application of creative and critical thinking. Mechanics of speaking clearly and writing of advanced quality are present. Organization and structure of project demonstrates excellent knowledge.</p>	<p>PSA theme identified and process shows an element of creative and critical thinking. Mechanics of speaking clearly and writing quality somewhat clear and present. Organization and structure of project demonstrates a certain level knowledge.</p>	<p>PSA theme identified and process shows an element of creative and critical thinking. Mechanics of speaking clearly and writing not fully present. Organization and structure of project shows little knowledge.</p>	<p>PSA theme not clearly identified and process of creative and critical thinking not evident. Mechanics of speaking clearly and writing are not present. Organization and structure of project lacks understanding.</p>
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## Unit Plan: Will You All Please Rise?

### Developed Lesson Plans

Defining Civic Duty and Participation

Where Do We Fit In

Public Service Announcements.