

- **Lesson Title: Will You All Please Rise?**
- **Grade Level: 5th and 6th**
- **Presented by: Kelly VanAllen**

"Our children should learn the general framework of their government and then they should know where they come in contact with the government, where it touches their daily lives and where their influence is exerted on the government. It must not be a distant thing, someone else's business, but they must see how every cog in the wheel of a democracy is important and bears its share of responsibility for the smooth running of the entire machine." – Eleanor Roosevelt

- **Context of the unit:** This unit is designed to focus on the foundations of democracy from the ancient Romans to our founding fathers, in that, if we as U.S. citizens rise and fulfill our civic duties, the strength of our government will continue to work the way it was intended...by the people. This unit will teach students the need for having “civic virtue”, where their personal habits and attitudes will be conducive to social harmony and group well-being, as well as emphasize the need to educate others on their civic duties.
- **Context of the lesson:** This lesson would be the first in a series of lessons teaching ancient civilizations and their government styles, for 6th grade curriculum, while addressing the intentions of the founding fathers as they developed the Constitution, specifically understanding how the government derives its power from the people, for 5th grade curriculum.
- **Standards Addressed:**

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 Art 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 Art Standard:

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

• **Big Idea(s):**

- Personal habits and attitudes that are conducive to social harmony and group well being 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. (We must understand, participate in, and further develop our system of government to ensure democracy).

• **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?

• **Higher Order Thinking Questions:**

1. What do you think would happen to our democracy if people don't participate and exercise their civic duties and rights? Why do you think that? (Evaluation)
2. In what ways could everyday citizens, including youth, distinguish themselves as having "civic virtue"? (Analysis)
3. How can you create and put into action a new idea for civic participation and/or civic education? (Synthesis)

• **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 comprehend the need to educate citizens on their civic duties in order to maintain the integrity of our democracy.

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

• **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.

	GRASP: Your Mission
GOAL	Your task is to help the state of California create and put into action a new idea for civic participation and/or education, which will be used by the state board of education to teach all 5 th and 6 th graders "civic virtue", using chosen media such as a video, a PSA (including, but not limited to, billboards, marquees and television) or another form of original art work.
ROLE	Your role is to help the state board of education teach students civic virtue to guarantee our democracy's future.
AUDIENCE	Public citizens viewing your chosen media and the state board of

	education’s adoption of your format for the education of 5 th and 6 th graders.
SITUATION	Exhibition for local community and general public.
PURPOSE	To gain a better perspective on “civic virtue” and a deeper understanding of carrying out our civic duty to maintain the integrity of the government.

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

Level of Understanding Demonstrated	4 Above Standard	3 At Standard	2 Approaching Standard	1 Below Standard
<p>Process:</p> <p>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 democracy.</p> <p>Product: (Project)</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>

Based on the final project, student has followed the given criteria.	Theme clearly identified and process is evident. Mechanics of speaking and writing clear and present. Organization and structure of project demonstrates excellent creativity and knowledge.	Theme identified and process is evident. Mechanics of speaking and writing somewhat clear and present. Organization and structure of project shows creativity and knowledge.	Theme identified and process is somewhat evident. Mechanics of speaking and writing not fully clear and present. Organization and structure of project shows little creativity and knowledge.	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.
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- Materials and Resources Needed:** Handouts of the Roman Republic information/lesson, video – Sunnylands Seminars, along with various materials covered during guest speakers’ visits. During the authentic assessment piece, materials will include CDs for movies, computers, projectors and a variety of art, magazine and other materials for PSAs.

Lesson Activity Steps: Teachers could use 2 – 4 days to carry out the beginning lessons on civic duty, in order to set up for the authentic assessment which will take approximately 3 weeks.

Purpose	Anchor	Students will volunteer to
<p>Hook: Engage Students</p> <p>10 minutes</p>	<p>Anchor: Roman Republic</p> <p>Bring in two loaves of bread 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>Students will volunteer to</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>10 - 15 minutes</p> <p>6</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>Into:</p> <p>25 minutes</p>	<p>Handout Roman Republic information sheet. As a class, we will read and discuss the material. (See references for copy of this)</p> <p>Debrief lesson. (Civic Duty)</p>	<p>Students will volunteer to read and actively follow along.</p> <p>With partner, students will highlight key ideas to the Roman Republic.</p> <p>Within small group of 3 to 4, students will answer questions 1 and 2, using highlighted information to help guide them.</p> <p>Share out ideas and thoughts with class.</p>
<p>Through:</p> <p>10 minutes</p>	<p>Create a list of community involvements in which students, parents, friends or</p>	<p>Work as a class to make a list of what people in the community are doing.</p>

Let the students know that tomorrow we will continue to explore our topic of civic duty.

<p>Quick review:</p> <p>5 minutes</p>	<p>Elicit class review from our reading material and list of community involvements.</p>	<p>With partner, take a minute to see what each remembers. As a class, volunteers share thoughts and key terms from yesterday.</p>
<p>Show Movie:</p> <p>5 minutes</p>	<p>Movie Maker (see references for downloading) film of community members in action.</p>	<p>View film and follow up with comments.</p>
<p>Guest Speaker:</p> <p>30 minutes</p>	<p>Person from the community: newspaper reporter, television cameraman, television newscaster, etc...to share their favorite story involving civic virtue.</p>	<p>Students will respectfully listen and ask questions upon the completion of the guest speaker's story.</p>
<p>Video:</p> <p>6:18 minutes</p>	<p>Share Video: Segment of "A Conversation on the Constitution: Judicial</p>	<p>View film and reiterate the message.</p>

	Independence” (Start of video to 6:18) Sunnylands Seminars (see references)	
Drawing Start in class – Complete at home.	Review video segment, specifically the part about judicial system, its boundaries and ordinary citizens.	Students will draw their interpretation of how the judicial system works to provide boundaries, but also how ordinary citizens play a part in the process.
Authentic Assessment: (This part may need to be given out at the beginning of the next day, after a review and discussion of class drawings) 20 - 30 minutes	Handout authentic assessment project details – communicate criteria and expectations. Give due date. *Show PSAs – have students create one of them.	Follow along – ask clarifying questions as needed. *With given criteria, create a PSA on self.

- **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. Hands-on learning environment with plenty of opportunities for movement, verbal and non-verbal communication, in addition to outside resources and guest speakers.
- **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.
- **References:**
Sunnyland Seminars – Video Resources: The Constitution Project: An Independent Judiciary <http://sunnylandsclassroom.org/Asset.aspx?id=1256>

Roman Republic - <http://www.ballard-tighe.com/eawweb/ExploreMore/EMCh17.pdf>

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/>

Project Criteria – “Will You All Please Rise?”

Your task is to help your state create and put into action a new lesson for civic participation and/or education, which will be used by the state board of education to teach all 5th and 6th graders “civic virtue”, using chosen media such as a video, a PSA (including, but not limited to, billboards, marquees and television) or another form of original art work.

Your role is to help the state board of education teach students civic virtue to guarantee our democracy’s future.

Public citizens who view your chosen media will be your audience, as well as, the state board of education.

The exhibition will take place for the local community and general public.

The purpose of this project is to gain a better perspective on “civic virtue” and a deeper understanding of carrying out your civic duty in order to maintain the integrity of the government.

PSA – Guidelines

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 take 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.

The rubric for your project is as follows:

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Agree

Strongly Agree

Disagree

Strongly

Disagree

The following is a list of civic projects my students completed with the "Will You All Please Rise?" unit....amazing stuff!

Edgar Aguilera took his family to HSS to educate themselves on recycling in order to educate others, which he did through a PSA. Felecia Gilbert, Michael Nguyen, Michael Butera, Sabrina Clark, Summer Rodriguez, Austin Rybcynski, Isela Flores, Lilly Silveira and Richard Valencia also did projects regarding recycling education and service hours.

Romina Antonio did research to educate the community on what civic duty is and how they can take action.

Alicia Aragon went to the Humane Society, along with Ethan Betty, to volunteer community service hours and educate others on what they can do to help.

Garrett Barreneche held a yard sale to raise money for the Santa Maria Food Bank. He handed them a check for \$50!

Darien Duran and Andrea Maxwell went to the Goodwill with items to donate, and then helped them sort items for several hours. Parris Styles did the same.

Azalea Dwyer and Sarah Wyatt held a yard sale, collected \$40, and bought school supplies to donate to our philanthropy project FAR and WIDE.

Tiana Evans and Dominique Rivera made a video and raised money for graffiti removal in our community. Other students who made graffiti awareness PSAs include Erinn Freeman, Kilah Cassel, Elysia Torres, Krystal Randel, Keith Moles, Emily Belenger, Aimee Cota and Jillian Ujano.

Community service hours were logged in by several students who went to local schools, parks and community event areas to clean up and produce videos to educate others. These students include: Jacob Harbuck, Scott Kallies, John Martinez, Miguel Alonso, Daniele Eckenrode, Kiana Kawatachi, Corbin Morehouse, Alex Gutierrez and Mariah Vargas.

Brad Mason and Mason Silvas made a video with a Righetti High School student to educate others on the dangers of gangs.

Through weebly.com, several students made websites on various topics: Olivia Reyes's site – www.pawsforpeople.weebly.com, Mickala Sanders and Lacy Price's site – www.moresass.weebly.com, Tim Torres and Tucker Johnson's site – www.tuckerandtim.weebly.com, Kashawn Mance's site – www.2goodfordrugs.weebly.com.

Janelle Reynolds went to the children's section of the local hospital to find out what they need; she then created a PSA to educate her classmates, and help make them aware of compassion for others.

Alexander Stewart created a PSA on issues in our community, ways to educate yourself about these issues and solutions to the issues. She was solution oriented, but wanted everyone to be aware of graffiti, littering and gang violence.

Joshua Begg interviewed his Grandpa, a local hero and Chief of Police several years ago. Kathryn Martel interviewed Linda Clarke, a local resident who shared her insights regarding helping others. Michael Gallet and Jordan Allen interviewed local heroes in our fire department and the animal shelter. Rogelio Felix-Ayon and Michael Rucker interviewed Daniel Orr, our city's Fire Chief. Connor Morinini and Joshua Willoughby interviewed Judge Staffel and got a first hand look at sitting in the juror's box. Nathan Houchin, Dylan Wasylychyn and Noah Lossing interviewed and spent time with Kendall Greene of the Santa Maria Police Department. Each of these students did either a video or a poster board PSA to teach their classmates about what they learned.

Blake Aragon went to the Red Cross, Marian Medical Center and the animal shelter to educate himself and others on community service available in our community.

Noah Bowers taught us through a PSA how "family nights" are important to our community.

Allison Miller, Rudy Carrillo, Rachael Hinker, Cloey Morehouse, Emily Johnson, Robert Spencer, Shanwna Randel, Alyssa Scanelli, Baily Woo and Morgan Sarten all did activities for the animal shelter which included raising money and community service hours.

Justin Sanchez made a video on the Santa Maria Sheriff's Explorers group. He wants to "protect and serve" when he gets older.

Jordan Zimmerman went to Woods Humane Society to give donations. She also handed out a Woods' "wish list" to her classmates and to local board members.

Katelynne Dewey and Mikayla House went to the Good Samaritan and really learned about what the establishment provides for community members and how we can help. They taught all of us lots of things we didn't know about Good Sam in a wonderful PSA.

Diane Lewis, Sarai Lugo and Megan Nelson led a group of 5th graders in a play regarding the judicial system.

Wayne Tafoya interviewed, as a pretend news reporter, two neighbors of his on the topic of Neighborhood Watch.

Maeloni Fulp helped out and walked in our local Alzheimer Walk.

Finally...Amiee Domingues and Morgan Silva went around to local businesses to collect toiletries for the women's shelter. They were on the news and also wrote a letter to the editor making others aware of their project and of everyone's civic duties.