

Subject: Civics

Lesson Title: *We Can Make a Difference*

Grade Level: 9-12

Lesson Overview: This lesson provides students the opportunity to deepen their understanding and personal integration of the concept of commitment to civic service. In the lesson, students will examine the historic contribution of young people in shaping positive changes in America using primary sources from the Library of Congress (LOC). Students will explore the civic service accomplishments of young people to help bring about social change. Referencing LOC Resources and sources of current events in our country, students will identify the potential of young people in creating positive change through civic service. Students will identify characteristics of civic activists as well as current problems or causes about which they are passionate and draft an action plan to impact change. The length of this lesson segment is 30 – 40 minutes and can have follow up activities to extend student civic action project development.

CONCEPT : Civic Service		THEME: Impact
Overarching Essential Question:		Lesson Essential Question(s):
<ul style="list-style-type: none"> What is civic service? 		<ul style="list-style-type: none"> How do students like you have the potential to change America? How have young people impacted change in our country? How are young people impacted by issues in America?
Lesson Objectives:		
Students will:		
<ul style="list-style-type: none"> Analyze historical and contemporary examples of young people who have had positive impact in America. Define characteristics of young people who have made an impact in America. Identify current challenges facing our country and young people. Develop an action plan to participate in civic service to address a cause. 		
CIVIC KNOWLEDGE	CIVIC SKILLS	CIVIC DISPOSITIONS
<ul style="list-style-type: none"> Civic life, politics, & government Foundations of the American political system Purposes, values, and principles of American democracy established by the Constitution Roles of citizens in American democracy 	<ul style="list-style-type: none"> Identifying and describing information and arguments Working with others Clearly articulating ideas and interests Building coalitions, seeking consensus, negotiating compromise, and managing conflict 	<ul style="list-style-type: none"> Developing as an independent member of society Respecting individual worth and human dignity Assuming the personal, political, and economic responsibilities of a citizen Participating in civic affairs in an informed, thoughtful, and effective manner Promoting the healthy functioning of American constitutional democracy
LIBRARY OF CONGRESS RESOURCES & ADDITIONAL RESOURCES		
Library of Congress Resources:		
Article: Youth in the Civil Rights Movement https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/		
Handout A - Photo: Nashville police officer wielding nightstick holds African American youth at bay during a civil rights march in Nashville, Tennessee https://www.loc.gov/item/00652484/		

Funded by a grant from the Library of Congress as part of its *Teaching With Primary Sources* program, the Barat Education Foundation, in collaboration with the Constitutional Rights Foundation and the DePaul University College of Education, has developed this lesson as part of a larger initiative, *Citizen U*®, which aims to integrate civic learning across the curriculum for students in grades 3-12. Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.

Primary Source Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

Materials Needed:

Library of Congress Resources (listed above)

Article: Civil Conversation Challenge for Teenagers <https://www.nytimes.com/2016/10/03/learning/civil-conversation-challenge-for-teenagers-issue-one-immigration.html>

Quick write <https://ablconnect.harvard.edu/quick-write>

Concept Map Template <http://www.readingrockets.org/content/pdfs/conceptmap1.pdf>

Handout B – Exit Slip

Supporting Question 1 ENGAGE	Supporting Question 2 EXPLORE	Supporting Question 3 EVALUATE
How do students like you have the potential to change America?	How have young people impacted our country?	How are young people impacted by current situations in our country today?
PERFORMANCE TASK 1	PERFORMANCE TASK 2	PERFORMANCE TASK 3
Open ended quick write on responses.	Jigsaw activity Library of Congress Primary Source Analysis of photo	Civil conversations Concept map for change

TEACHING PLAN

**PART 1 – INQUIRY
INTRODUCTION**

1. Begin by stating to students (write on board), "Students like us have the potential to change important issues in America." Ask students to do a [quick write](#) with their personal answer with "Strongly Agree," "Agree," "Not Sure," "Disagree," and "Strongly Disagree" with reason. (1 – 2 minutes)
2. Post around the room signs with statements in #1. Have students stand to share their opinion by those who "Strongly Agree" they can change important issues on one side, and those who "Strongly Disagree" they have power to change issues on the other, and those who are in the middle scatter themselves accordingly. Ask a student from each group to comment on their opinion and reason. (2 – 3 minutes)

**PART 2 – INQUIRY
EXPLORATION**

3. Provide students the Library of Congress Resource article:

[Youth in the Civil Rights Movement](#). (1 minute)

4. Divide the students into 5 groups and give each group one paragraph of the article to read. Only use the first 5 paragraphs as the last is a summary. (1 – 2 minutes)
5. Have the group read the paragraph assigned to them. Have the students click on the link to learn more about the biography of the young person. Each group should create a summary to share with the class. Have one member of each group share the summary. (7 -9 minutes)
6. After all groups are complete, ask students to reflect on, "What can you learn from this?" Have students do a pair share. (2 – 3 minutes)



7. Give each student the Library of Congress resource photo Handout A: [Nashville police officer wielding nightstick holds African American youth at bay during a civil rights march in Nashville, Tennessee](#). Give students the Library of Congress [Primary Source Analysis Tool](#) to observe, reflect, and question. (2 minutes)
8. Ask "What are the characteristics of students who engage in civic action?" List on the board. (2 – 3 minutes)

PART 3 – APPLYING

INQUIRY AND ACTION

9. Direct students into pairs and ask students to do a pair share of, “How do issues in our country impact young people today?” (2 minutes)
10. Have each pair of students share their list of the ways young people are impacted by issues in America. (2 – 3 minutes)

PART 4 – INQUIRY TO DRAW CONCLUSIONS

11. Share the article [Civil Conversation Challenge for Teenagers](#). Ask students to identify a current issue area which is of interest to them. (2 minutes)
12. Invite students to create a concept map about a cause to undertake or problem that they would like to work to solve. Have them use the [Concept Map Template](#). Students should enter actions they can take to work to solve the problem. (5 – 7 minutes)
13. As an exit slip (Handout B), ask students to name one person they can share their concept map with. (1 minute)

Citizen U[®]

Preparing tomorrow's citizens today



CitizenU Teacher Guide

Lesson Title: *We Can Make a Difference*

Subject: *Civics*
Grade Level: *9-12*

Overview

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Learning Objectives

Students will:

- Analyze historical and contemporary examples of young people who have had positive impact in America.
- Define characteristics of young people who have made an impact in America.
- Identify current challenges facing our country and young people.
- Develop an action plan to participate in civic service to address a cause

Teacher Instructions

- Print out signs that read “Strongly Agree,” “Agree,” “Not Sure,” “Disagree,” and “Strongly Disagree”
- Post these signs around the room
- Make copies (one for each group that you will create) of the Library of Congress Resource Article: Youth in the Civil Rights Movement <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/>
- Make copies (one for each student) of Handout A - Photo: Nashville police officer wielding nightstick holds African American youth at bay during a civil rights march in Nashville, Tennessee
- If students do not have access to a computer, make copies (one for each student) of Library of Congress Primary Source Analysis Tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>
- If students do not have access to a computer, make copies (one for each student) of Article: Civil Conversation Challenge for Teenagers <https://www.nytimes.com/2016/10/03/learning/civil-conversation-challenge-for-teenagers-issue-one-immigration.html>
- Make copies (one for each student) of the Concept Map Template <http://www.readingrockets.org/content/pdfs/conceptmap1.pdf>
- Make copies (one for every two students) of Handout B – Exit Slip
 - NOTE: Exit Slip handouts are printed two per page, so they will need to be cut in half.

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Library of Congress Resources:

- Article: Youth in the Civil Rights Movement <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/>
- Handout A - Photo: Nashville police officer wielding nightstick holds African American youth at bay during a civil rights march in Nashville, Tennessee <https://www.loc.gov/item/00652484/>
- Primary Source Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

Materials Needed:

- Library of Congress Resources (listed above)
- Article: Civil Conversation Challenge for Teenagers <https://www.nytimes.com/2016/10/03/learning/civil-conversation-challenge-for-teenagers-issue-one-immigration.html>
- Quick write <https://ablconnect.harvard.edu/quick-write>
- Concept Map Template <http://www.readingrockets.org/content/pdfs/conceptmap1.pdf>
- Handout B – Exit Slip

PART 1 – INQUIRY INTRODUCTION

I. Introduction

The lesson will be introduced by having students explore how they feel about having the potential to change important issues in America.

- Begin by stating to students (write on board), *"Students like us have the potential to change important issues in America."*
- Ask students to do a [quick write](#) with their personal answer with "Strongly Agree," "Agree," "Not Sure," "Disagree," and "Strongly Disagree" with reason. **(1 – 2 minutes)**
- With the signs already posted around the room signs, have students stand to share their opinion with those who "Strongly Agree" they can change important issues on one side, and those who "Strongly Disagree" they have power to change issues on the other, and those who are in the middle scatter themselves accordingly.
- Ask a student from each group to comment on their opinion and reason. **(2 – 3 minutes)**

Signs "Strongly Agree", "Agree", "Not Sure", "Disagree" and "Strongly Disagree" hung on the wall around the classroom.

Quick write is a "brief written response to a question or probe" that requires students to rapidly explain or comment on an assigned topic (Green, Smith & Brown, 2007; Nunan, 2003).

Quick write directions <https://ablconnect.harvard.edu/quick-write>

**PART 2 – INQUIRY EXPLORATION
WITH PRIMARY SOURCES**

II. Exploration with Primary Sources

In this section students will learn the characteristics of students who engage in civil action by exploring examples of youth in the Civil Rights Movement.

- A. Provide the Library of Congress Resource article: [Youth in the Civil Rights Movement](#)
- B. Divide the students into 5 groups
- C. Give each group one paragraph of the article to read. NOTE: Only use the first 5 paragraphs as the last is a summary. **(1-2 minutes)**
- D. Have the group read the paragraph assigned to them. **(1 minute)**
- E. Have the students click on the link to learn more about the biography of the young person. **(2-3 minutes)**
- F. Each group should create a summary to share with the class. Have one member of each group share the summary **(3 -5 minutes)**
- G. After all groups are complete, ask students to reflect on, “*What can you learn from this?*”
- H. Have students do a pair share. **(2 – 3 minutes)**
- I. Give each student the Library of Congress resource photo [Handout B](#): Photo: Nashville police officer wielding nightstick holds African American youth at bay during a civil rights march in Nashville, Tennessee <https://www.loc.gov/item/00652484/>
- J. Give students the Library of Congress [Primary Source Analysis Tool](#) to observe, reflect, and question. **(2 minutes)**
- K. Ask “*What are the characteristics of students who engage in civic action?*”
- L. List on the board. **(2 – 3 minutes)**

The “Jigsaw Method” is a teaching strategy of organizing student group work that helps students collaborate and rely on one another. This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual responsibility. (The Jigsaw Method Teaching Strategy – TeachHub.com). Use only the first 5 paragraphs of the article as the last is a summary.

Jigsaw directions <http://www.teachhub.com/jigsaw-method-teaching-strategy>

“Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience. Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.”

(Using Primary Sources, Library of Congress, <https://www.loc.gov/teachers/usingprimarysources/>)

Primary Source Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

PART 3 – APPLYING INQUIRY AND ACTION

III. Applying Inquiry and Action

In this section students will apply what they learned in the previous section to how issues in our country impact young people today.

- A. Direct students into pairs.
- B. Ask students to do a pair share of, “*How do issues in our country impact young people today?*” (2 minutes)
- C. Have each pair of students share their list of the ways young people are impacted by issues in America. (2 – 3 minutes)

PART 4 – INQUIRY TO DRAW CONCLUSIONS

IV. Draw Conclusions

The lesson will conclude with students examining civil challenges for teenagers, choosing an issue for which they have an affinity, and creating a concept map explaining actions they can take to work to solve the problem.

- A. Share the article [Civil Conversation Challenge for Teenagers](#).
- B. Ask students to identify a current issue area which is of interest to them. (2 minutes)
- C. Give each student a [Concept Map Template](#).
- D. Invite students to create a concept map about a cause to undertake or problem that they would like to work to solve.
- E. Students should enter actions they can take to work to solve the problem. (5 – 7 minutes)
- F. Give students an **exit slip** (Handout C), asking students to name one person with whom they can share their concept map. (1 minute)

“A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, ‘What is it? What is it like? What are some examples?’ Concept maps deepen understanding and comprehension” (Reading Rockets, http://www.readingrockets.org/strategies/concept_maps)

Concept Map Template <http://www.readingrockets.org/content/pdfs/conceptmap1.pdf>

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Grade Level: 9-12

Lesson Title: *We Can Make a Difference*

Handout A

Nashville police officer wielding nightstick holds African American youth at bay during a civil rights march in Nashville, Tennessee



Photo: Library of Congress: <https://www.loc.gov/item/00652484/>

Exit Slip: My Concept Map

After you have created your Concept Map, do the following:

Name one person with whom you can share your Concept Map

Exit Slip: My Concept Map

After you have created your Concept Map, do the following:

Name one person with whom you can share your Concept Map
