

Unit 5: Civil Engagement Project

Content Area: **Social Studies**
Course(s): **Civics**
Time Period: **Semester 2**
Length: **4 Weeks**
Status: **Published**

Enduring Understandings

1. Local, state, and national government have a large impact on the policies and practices for citizens of the United States and their respective towns and communities.
2. One person can make a difference and students will determine the most effective way to do so.

SOC.6.3	Active Citizenship in the 21st Century
SOC.6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Civics, Government, and Human Rights: Participation and Deliberation Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Civic participation and deliberation are essential characteristics of productive citizenship.

Standards

SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Historical sources and evidence provide an understanding of different points of view about historical events.

Essential Questions

1. How can one person change his/her community socially, economically, politically, and intellectually to provide for and impact its citizens?
2. What is an action research project?
3. How does policy and laws passed by government impact my role as a student in a public school setting?

Knowledge/Skills/Project/Assessment

Overview:

The purpose of this project is to explore the different access points of the **local, state, and federal governments in your lives**. Students will organize into a group of ____ based on a specific issue listed below. Based on the issue chosen, each group will engage in a plan of action towards making some meaningful change in that issue in our school/community.

Objectives:

Statement about the Issue: Write a statement of concern about the issue. This should be a statement that you can use to justify your actions as well as possibly inspire others to join/assist your plan of action. This statement must include:

- Introduction: The introduction summarizes the issue and offers the opposing viewpoints on the issue.
- Goal: The goal section proposes a solution to the issue.
- Research: This section should include evidence (ie articles, statistics etc) that support the stated goal. The research must include BOTH quantitative and qualitative research.

Plan of Action: The plan of action should target the goal and explain how the goal will be accomplished. The Plan of Action must identify at least 3 definite and specific ways to accomplish the goal. If your goals are policy based, consider how to get specific school policy passed. If your goals are social, consider how you can spread awareness in a meaningful way.

Action: Attend or organize an event. This could be any kind of social/political event directed towards addressing your issue. It can be but does not have to be an event that you planned/performed. Consider political rallies, protests, scheduled governmental hearings/meetings, etc. Your participation in this part of

the assignment may be an extension of one of your goals stated in the above section. For example, you may identify meeting with/writing to a state legislator as part of your goal above. If you actually write to the state legislator or meet with them, this can count as an action toward your goal. Your participation in this event must be memorialized in some way and pre-approved by Mr. Lovejoy. Some ways to complete this part of the assignment may include:

- Communicate and link up with another advocacy group associated with your issue. There are many advocacy groups and interest groups in America that focus and address change on many issues-find one that shares your vision as laid out in your statement and contact them how your group can help or how they can help your group.
- Communicate with a member/representative of your local government. This could be for specific advice, a meeting towards proposing/advancing your proposal, spreading awareness, etc.
- Communicate with a member/representative of the state government. This could be for specific advice, a meeting towards proposing/advancing legislation, spreading awareness, etc.
- Communicate with a member/representative of the national government. This could be for specific advice, a meeting towards proposing/advancing legislation, spreading awareness, etc.

Reflection: Your issue and goal should be presented in a 3 minute video, which will be presented to the class. This video should incorporate your position and goal on the issue and should be a video that would convince others to join your cause and motivate others into action.

Grading:

All students will be graded as a group based on the quality of work in each step of this project. If any group member is not “pulling their weight” or if there is a dysfunction within the group dynamic, it is up to the group to bring this to the attention of the teacher as soon as possible to resolve.

Issues:

- School start time
- Drug testing in schools
- Vaping in schools
- **Green initiatives in schools**
- State testing in schools
- School shootings/security in schools
- **Affirmative Action**
- **Violence since Covid**
- **LGBTQ+ rights**
- **Religion and schools**
- **Additional issues** may be proposed for approval

Resources

Students will be researching using valid websites, digital resources, and community resources. This unit is a project that allows students to apply their knowledge. They will engage with the local community and local government. Students will have a choice of resources to include within parameters and will be citing their work.

Students will use technology to record videos.

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72ftT8XsUIe3K1VSG7nxuc4CpCec/edit>