Unit 3: The Citizens' Role in Government

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **13 Weeks**
Status: **Published**

Summary

In the fifth grade Social Studies course, students will study the development of our republican system. The course begins by examining the reasons for the American independence movement and the factors that ultimately led to its success. Students will then study how the founders developed the Constitution at the Philadelphia Convention and how this document serves as the law of the land. Students' study of our republic continues as they examine how the founders sought to develop a free market system and how our economic system has changed and developed over time. The course ends with an examination of our civic values today; students will complete a civic action project where they will identify, research, and propose a course of action to address an issue affecting their school, local, state, or national community.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a claim and support it with evidence, both in writing and orally
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects

This unit is part of the larger aforementioned course sequence and specifically focuses on the citizens' role in the government where students will understand that while our government is strong, they have the ability to continue to enact positive changes as part of a civic responsibility. As part of this unit, students will research and identify issues in our school, local, state, or national communities. The course culminates with a civic engagement project where students propose a course of action in response to their chosen researched issue and present their findings and plans to their school community.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2021

Standards

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a

current or historical community, state, or national issue

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

LA.RI.5.3 - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.RI.5.4 - [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LA.RI.5.9 - [Progress Indicator] - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.W.5.2 - [Progress Indicator] - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.5.7 - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of

Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions and Enduring Understandings

Essential Questions:

- What are the civic responsibilities of a US citizen?
- What actions can you take to fulfill your civic duty?
- To what extent can the collective actions citizens take lead to positive change in our communities?

Enduring Understandings:

- Our civic responsibility as Americans requires lifelong participation in our republican system.
- In order to preserve and better the republican system, citizens are encouraged to take action to address issues in their local, state, and national communities.

Objectives

Students will know:

- it is our duty to express civic values and work to improve our community.
- how to recognize a personal responsibility to stand up to exclusion, prejudice, and injustice.

Students will be skilled at:

- explaining the civic responsibilities of U.S. citizens.
- analyzing civic values of the past and discussing if they are still relevant today.
- analyzing options and taking informed action to address a local or regional problem.
- planning and carrying out a collective civic action plan.
- applying problem-solving skills to a variety of situations that affect our local, state, and national communities.
- recognizing the power they have to influence change at interpersonal, intergroup, and institutional levels.

Learning Plan

The learning plan includes, but is not limited to the following:

- Introduce this unit by asking the following discussion questions - What does it mean to be a citizen of the United States? Why do countries need laws? What would happen if there were no laws at all? What are some ways you can help make your country a better place? What do civic values mean to you? (TCI)
- Identify problems and solutions that relate to citizenship and civic values (TCI). Use the TCI online component as a whole class “hook” activity to discuss problems that can affect citizens of a nation - discuss possible solutions to improve the community.
- Introduce unit vocabulary: civic values, democratic responsibilities, interest group, political party (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Read "What is your democratic responsibility?" (TCI) to learn about democratic responsibility and use the Check for Understanding to assure they understand the image that represents how citizens fulfill it.
- Lead a discussion about how education plays a significant part in civic responsibility. Explain that learning how our government works, keeping up with current events, and engaging in our political process is an important part of our civic duty. We, as a nation, have certain civic duties to make our society better at every level. Use TCI to explore how individuals can participate in the political process. Explaine that “interest groups” and “political parties” are a way they can work with others to affect change at the local, state, and national level.
- Create a T-Chart differentiating between patriotism and civility (TCI - whole class activity).
- Read "The Whispering Town" on Epic to consider both how young people can have an impact and how citizens can work together for a common good.
- Teachers are encouraged to use the district provided slide deck for the civic action project.
- Utilize Project Citizen to discuss methods and procedures used in our governmental process. Ask, “What is public policy?” Explain that public policy begins with people, like you, who notice a problem and then brainstorm ideas to solve it.
- Using the Fridays for Future Movement as an example, examine how Greta Thunburg identified a problem regarding climate change, conducted research, and developed a plan of action for change.
- Explain to students that they are going to spend the remainder of the year completing a civic engagement project where, in small groups, they wil research an issue in their school, local, state, or national community, discuss what change should

occur, and create a plan of action in attempt to enact change.

- Brainstorm a list of problems at the local (Cranford or Union County), state, and national levels as a class - list these on the board or on chart paper. These issues should be ones that currently or potentially impact their generation. The list should be comprehensive and may require teacher guidance when developing. Issues should include, but not be limited to the following categories: climate change/environment, social justice, poverty, hunger/food insecurity, healthcare/wellness (topics should be broken down within these categories so they are more manageable for students)
- Break students into their civic action groups - have students select the issue they intend to research. Students may need to complete preliminary research before selecting a topic if they are not very familiar with the list of options (teacher may provide videos or articles regarding topics).
- Discuss what reputable sources are when conducting research. Remind students that they can always ask their teacher if they have a question about a source.
- Allow students to conduct their research - provide graphic organizers to guide students' research and organize their findings.
- As a class, discuss different ways to enact change in our communities - list these options on the board (https://mobilisationlab.org/resources/10-ways-people-power-can-change-the-world/ includes many options for teacher reference). Explain to students that while civil disobedience is a tactic to enact change (make connection to Sons of Liberty or Civil Rights Movement), we are going to attempt to use other options that must be approved by the teacher for this project.
- Complete a graphic organizer that asks students to consider what change they would ultimately like to see regarding their topic - then ask them to work backwards to consider what might be the best way to create this change. The instructor should circulate to groups and guide discussion.
- Allow students structured time to create their plan of action including developing any materials they might need. The teacher will serve as an advisor or coach to each group and offer suggestions or support as needed.
- Assist students in executing their plan of action (ex: circulating petition, presenting artwork, Google Meet with a local politician, mailing letters, etc.)
- Have students develop presentations regarding their civic engagement projects (ex: Google Slides, videos, trifold boards) where they outline key information about the issue, what they would like to see change, the action they took, and how addressing this issue will lead to a stronger community. Allow students to present to the class or possibly to other fifth grade Social Studies classes in the building.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- TCI - Unit 4: Civics and Economics in America - Lesson 16 Our Role In Government
- Project Citizen Level 1 TE
- Project Citizen Level 2 TE

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative: Teacher observation during lessons, student responses during lessons, exit tickets, social studies notebook questions and answers, TCI Check for Understandings

Summative: Social Studies notebooks, TCI Assessments: Our Role in Government, teacher-created vocabulary assessments, Final Civic Engagement Project and Presentation

Alternative: Oral presentation with visual model, such as a Google slideshow, to demonstrate understanding of concepts; drawing models for vocabulary; curation project

Benchmark: Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.

- Mark texts with a highlighter