

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Liberty & Citizenship

Designed by:
District:

Content Area: Social Studies
Grade Level(s): 4-5

Summary of Unit



Among the fundamental rights of American democracy are individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. Other principles and rights guaranteed to American citizens can be thought of as ways to achieve these fundamental ideals. For example, the principles of limited government and civil rights are means to achieve individual liberty.

This benchmark introduces civic responsibility, which implies duties of citizenship and requires engagement in civil affairs. Civic responsibilities refer to the things that a citizen is supposed to do, or not do, for the benefit of their community, state, and nation. A society based on the ideal of individual liberty aims to reduce the intrusiveness of government. Consequently, it relies on individuals to do certain things that advance the cause of liberty, promote the common good, and make government “by the people” possible.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

Civics Standard Two 4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.

Big Idea(s)

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Liberty
- Citizenship

Unit Enduring Understanding (K-12)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- The principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.

What makes a good citizen? How do I know if I am one?

What happens if enough people are not good citizens?

- How does the Statue of Liberty symbolize the ideal of individual liberty?
- How does volunteering demonstrate civic responsibility?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Volunteerism
- Liberty
- Citizenship
- Civic responsibility
- Symbol

Students will be able to...

- Exercise personal responsibility and flexibility in personal, workplace, and community contexts
- Act responsibly with the interests of the larger community in mind
- Demonstrate ethical behavior in personal, workplace and community contexts

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

- Performance/Transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

*Complex, real-world, authentic applications

*Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards

*Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

This transfer task and scoring guide should be reviewed with students prior to instruction.

Essential Questions measured by the Summative Assessment:

- What makes a good citizen? How do I know if I am one?

Prior Knowledge	Now that you have learned what makes a good citizen and how volunteering is a civic responsibility, you are ready to think about how people show good citizenship everyday.
Problem	To celebrate Constitution Day, your school's principal has asked each class in your grade to create and exhibit a citizenship collection for display in the school building. The display might be in a showcase near the main entrance or a large bulletin board. Each item chosen for the collection should help you to demonstrate what makes a good citizen.
Role/Perspective	You will need to decide what documents or artifacts would go into your collection. You will then need to work with other students to develop the class exhibit.
Product/Performance	You are responsible for collecting 5 documents or artifacts on your own. You will need to write an explanation of how each item you have chosen helps to demonstrate what makes a good citizen. This explanation will be included in the exhibit. Present your plan to the principal.
Criteria for Exemplary Response	Be sure to include: <ul style="list-style-type: none"> • A personal collection of 5 documents or artifacts that demonstrate what makes a good citizen. • A written explanation of why each item in your collection helps to demonstrate what makes a good citizen. Your class will also work together to design an exhibit that showcases your collections.

Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

An effective scoring guide should:

*Measure what is appropriate for the Content Standard that is assessed.

*Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

Scoring Category	Score Point 3	Score Point 2	Score Point 1
Use of 5 documents or artifacts demonstrating what makes a good citizen	Five or more documents or artifacts effectively demonstrate what makes a good citizen	Four of the five documents or artifacts effectively demonstrate what makes a good citizen	Fewer than four documents or artifacts effectively demonstrate what makes a good citizen
Use of content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is well developed & evident	Some evidence of content-appropriate vocabulary usage	Minimal evidence of content-appropriate vocabulary usage
Reasoned decision of what makes a good citizen	Reasoned decision is thoroughly developed	Reasoned decision is partially developed	Reasoned decision is minimally developed
Explanation for why each item in the collection helps to demonstrate what makes a good citizen	Explanation is thoroughly developed	Explanation is partially developed	Explanation is minimally developed

Total Score: _____

Above the Standard: 10 to 12 points

Meets the Standard: 7 to 9 points

Below the Standard: 4 to 6 points

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).

Formative Assessment is embedded into the lessons through the Checks for Understanding.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- *Align with expectations of Stage 1 and Stage 2
- *Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- *Include a wide range of research-based, effective, and engaging strategies
- *Differentiate and personalize content, process, and product for diverse learners
- *Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson One: Essential Questions

- How does the Statue of Liberty symbolize the ideal of individual liberty?
- Why is liberty important to citizens?

Background

This student-centered lesson provides the opportunity for students to uncover the meaning of liberty by studying an American symbol, the Statue of Liberty in New York Harbor.

This lesson uses as its main resource **Liberty for All**, published in 2002 that tells the story of the 1986 historic restoration of the Statue of Liberty. Many American citizens demonstrated civic responsibility by volunteering time or money (or both) to preserving a national symbol.

The book contains photographs by Peter Kaplan and text by Lee Iacocca, the head of the Statue of Liberty – Ellis Island Foundation that oversaw the restoration.



Instructional Strategies

Strategy 1 – Gathering Information: Anticipation Guide

Anticipation guides help students generate prior knowledge at the beginning of new units. New learning should be built on the foundation of previous learning. The guide may also “hook” students’ interest, particularly if opinion-based questions are included. In addition, both teachers and students can understand the misconceptions that the students have about the upcoming content or concept.

A well-constructed anticipation guide requires students to answer not only yes/no or agree/disagree types of questions/statements focused on concepts students are expected to understand, but the guide also requires students to explain why they answered the question the way they did.

Have students complete the anticipation guide individually and then compare the responses with a partner.

Anticipation Guide:

Think about the following statements and then **write a letter** in the line next to the statement to show **how much you agree or disagree** with the statement. **Explain why** you think so in the space beneath the statement.

A	a	d	D
Agree Strongly	Agree a little	Disagree a little	Disagree Strongly

___ **1. Protecting the past helps make the future better.**

___ **2. America has symbols that help it remember its history.**

___ **3. I can tell if someone is acting as a good citizen.**

___ **4. Volunteering to help others is a civic responsibility.**

Check for Understanding

- What word or words in the Anticipation Guide do I understand well?
- What word or words in the Anticipation Guide do I understand a little bit?
- What word or words in the Anticipation Guide do I not understand well?

Rubric

1 – This response gives a valid word(s).

0 – This response does not give a valid word(s).

Note: If the teacher would like a two-point rubric, the question “why” will need to be added to each question.

2 – This response gives valid words with accurate and relevant evidence of why they were chosen.

1 – This response gives valid words with an inaccurate, irrelevant, or no explanation of why they were chosen.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 2 – Gathering Information: Think-Pair-Share

Focus on the following concepts from the Anticipation Guide in order to group together students with differing background knowledge.

<ul style="list-style-type: none">▪ Volunteerism▪ Freedom▪ Liberty	<ul style="list-style-type: none">▪ Citizenship▪ Civic responsibility▪ Symbols
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These groups should, as much as possible, not be homogenous. For example, having four students with a strong understanding of the same concept (e.g., civic responsibility) will not promote a sharing of ideas. Groups should be no larger than 4 students, and 2-3 is preferable.

In their groups, students should

- Examine only the front and back covers of ***Liberty for All***.
- Describe the covers to each other.
- Talk about the Statue of Liberty, the torch, or the crown.

Ask students to think about and write down what liberty means to them, and then share with a partner.

Record this initial understanding of liberty on the board. Potential student responses are freedom, peace, able to do things alone or without interference.

Check for Understanding

- Which response written on the board makes the most sense to you right now? Why?

Rubric

2 – This response gives a valid choice with an accurate and relevant explanation of why it was chosen.

1 – This response gives a valid choice with an inaccurate, irrelevant, or no explanation of why it was chosen.

- Which is the hardest to understand? Why?

Rubric

2 – This response gives a valid choice with an accurate and relevant explanation of why it was chosen.

1 – This response gives a valid choice with an inaccurate, irrelevant, or no explanation of why it was chosen.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3 - Extending & Refining Information: Graphic Organizers and Think-Pair-Share

Post the first essential question for students to use as a goal.

Maintain the student groups. Have the groups go to Chapter 2 in ***Liberty for All***. Students should read through the chapter in their groups focusing on the photographs and captions to explore the symbolism found in the Statue of Liberty.

Have students write down responses to the posted essential question:

- **How does the Statue of Liberty symbolize the ideal of individual liberty?**

Have the students compile their answers into a graphic organizer, such as a web. Write the words “symbols of liberty” in the middle of the web.

Students might write: broken chains (pages 46–47), torch lighting the way to freedom (page 50), date the Declaration of Independence was signed (page 50), rays on the crown—liberty is worldwide across the seven continents and seas (page 50).

Ask students to think about and write down what liberty means to them, then share with a partner. Record this initial understanding of liberty on the board. Potential student responses are freedom, peace, able to do things alone or without interference.

Ask students to think about and share with a partner other symbols of liberty and then share with the class. Students might mention the Liberty Bell, a bald eagle, Uncle Sam, a soldier fighting, or an image of the Capitol Building or White House.

Check for Understanding

- Have students view these other images of liberty.



- In your graphic organizer, add to, delete, or modify your understanding of liberty based on the images.
- Explain how the symbols chosen in the images demonstrate the ideal of liberty.

Rubric

2 – This response gives a valid change with an accurate and relevant explanation.

1 – This response gives a valid change with an inaccurate, irrelevant, or no explanation.

- Why is liberty important to citizens?

Rubric

1 – This response gives a valid reason.

0 – This response does not give a valid reason.

Note: If the teacher would like a two-point rubric, the phrase “explain your answer” needs to be added.

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 4 – Extending & Refining Information: Summarizing

Summarizing requires the student to process the text and then write in their own words the main and supporting ideas of the material. Many suggestions for this process are available. Following is one model:

- Create a topic sentence that represents the main idea.
- Delete what is trivial.
- Delete what is redundant.

Maintain the student groups. The group should use a summarizing strategy to focus on text excerpts related to the concept of liberty from these specific pages in ***Liberty for All***:

- Pages 8-9, *The New Colossus* by Emma Lazarus
- Page 43
- Page 93
- Page 115
- Page 223

Have the group summarize the ideal of liberty based on the excerpts from ***Liberty for All***. Share each group's summary with the rest of the class.

Check for Understanding

- Why is the Statue of Liberty important? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 5 – Applying Information: Cubing

Use cubing to lead students to think critically about the topic under study. A teacher can use the strategy with the whole class, as small group work, and/or on a one-on-one basis. Cubing requires students to think about a concept in new ways.

This strategy allows students to understand a concept from six different points of view. The name "cubing" comes from the fact that cubes have six sides, and students explore a topic from the following six perspectives:

Describe it: What words would you use to describe liberty?

Compare it: What is liberty similar to? Different from?

Associate it: What does liberty make you think of? How does liberty connect to other topics/issues/subjects?

Analyze it: How is liberty made? How would you break liberty down into smaller parts?

Apply it: How does understanding liberty help you understand other people's point of view?

Argue for it: Take a stand and list reasons for why liberty is important.

- It is important because

Differentiation Tip:

- Some of the understandings above are more difficult than others.
- Ask students to draw or otherwise graphically represent liberty, without using any symbols previously discussed or shown in class.

Check for Understanding

- Find an image in *Liberty for All* between pages 54–61 that best symbolizes liberty for you.
- Why do you think it is the best? Explain your answer.

Rubric

3 – This response gives a valid image plus rationale of why it is best with an accurate and relevant explanation.

2 – This response gives a valid image plus rationale with an inaccurate, irrelevant, or no explanation.

1 – This response gives a valid image without rationale with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Lesson Two: Essential Questions

- What makes a good citizen?
- How do I know if I am one?
- What happens if enough people are not good citizens?



Smithsonian Institution
Produce for Victory

Background

The American political system was intentionally created to rest on a foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. But individual liberty depends on a free society. A society relies on *individuals* to do certain things that advance the cause of liberty, promote the common good, and make government "by the people" possible. Civic responsibilities refer to the things that a citizen is supposed to do, or not do, for the benefit of their community, state, and nation.

Civic responsibility implies duties of citizenship and requires engagement in civil affairs.

Delaware Content Standards Integrated in Instructional Strategies

Civics Standard Two 4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.

Instructional Strategies

Strategy 1 – Gathering Information: Conducting a Survey and Summarizing

The use and analysis of data is an important skill that students should master. As a result they should not only understand how surveys and public opinions polls take place and the results but also apply that knowledge to their own research. Background information about surveys and public opinion polls is available at <http://www.gallup.com>.

Here are the general steps required for valid surveys or public opinion polls:

1. Decide on the topic and make a hypothesis.
2. Write questions relating to your topic that are not leading or loaded. The teacher should assign the minimum number of questions.
3. Decide on the population (which group—just high school students or anyone available) and sample (random or representative of the population). Thus, each survey should require the participant to mark gender, age, class, etc., depending on the population and sample decided. The teacher should then assign the minimum number of distributed surveys.
4. Administer the survey in the same manner to each participant (i.e., all recorded on paper or orally).
5. Tabulate the results.
6. Report the results question by question.
7. Analyze the data (i.e., did males answer the question differently than females? What do the responses tell us about American public opinion? Etc.)

Teachers may go to surveymonkey (<http://www.surveymonkey.com/>) to start an online survey for the class. A basic registration is free and easy to use. Teachers will be able to collect the responses for the class to analyze.

A sample survey to use as a model can be found at:

http://www.surveymonkey.com/s.aspx?sm=malIen2YA_2fUDQacoBaKzRg_3d_3d

The sample survey asks the following questions of the students:

- What makes a good citizen?
- What would the community look like if most Delawareans did these things?
- What can be done to encourage people to be good citizens?

Teachers, for a reading about the use of a survey much like this one go to <http://www.extension.umn.edu/extensionnews/2005/MNgoodcitizen07.html>

Work with the class to summarize the survey responses in a 3-column chart.

What makes a good citizen?	What would the community look like if most Delawareans did these things?	What can be done to encourage people to be good citizens?
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Check for Understanding

- How are your responses similar to or different from some responses in the survey?

Rubric

1 – This response gives a valid similarity or difference.

0 – This response does not give a valid similarity or difference.

Note: If the teacher would like a two-point rubric, the phrase "Explain your answer" needs to be added.

2 – This response gives a valid similarity or difference with an accurate and relevant explanation.

1 – This response gives a valid similarity or difference with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 2 – Extending and Refining: Timed-Pair Paraphrasing

Place students in groups of two. Have each student read the 6th grade student essays on citizenship available at: http://www.lcsd.k12.wa.us/~wwesterberg/la6/citizen_essays.htm

Have students individually read an essay. Then one student should explain to the other what makes a good citizen, according to the essay. Give the first student two minutes. If the first student stops sharing, the second student should ask questions.

- Set a timer. After two minutes, have each student restate what the other just said. The paraphrase might start, "I heard you say...."
- Ask students to share with the whole class what their partners said.
- Reverse the process.

This strategy requires all students to participate in the discussion.

Check for Understanding

- Has your understanding of what makes a good citizen changed after reading the essays from other students? Why or why not?

Rubric

2 – This response gives a valid effect with an accurate and relevant explanation.

1 – This response gives a valid effect with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 3 – Extending & Refining Information: A-B-C Graffiti

This strategy groups students together to reach an understanding of a concept.

Have the group of 2–4 students draw a rectangular box at the top of a sheet of paper. Give the following directions to each group:

- Write “citizenship” in the box.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the right side.

Your goal is to write terms that relate your understanding of citizenship.


Use each letter of the alphabet in the two columns as the first letter of the term you write.

For example, if I had written “pro football” in the box, I might write “punishing” next to the P in the second column.

Once students have written terms for each column, have each group agree on the best 3 terms that describe “citizenship.” Ask the group to circle the top 3 and debrief by sharing with the class.

Check for Understanding

KIM Vocabulary Building

K. (K = Key Vocabulary Word) defeat (v.)	I. (I = Information/Definition) to win victory over	M. (M = Memory Clue/Picture) 
Your Sentence: Bush defeated Kerry in the 2004 election by winning the electoral college.		

Graphic Source: <http://www.asdk12.org/MiddleLink/HighFive/KIM/>

- Create a KIM chart for the word citizen or citizenship.

Rubric

3 – This response gives a valid definition & memory clue with an accurate and relevant sentence.

2 – This response gives a valid definition & memory clue with an inaccurate, irrelevant, or no sentence.

1 – This response gives a valid definition or memory clue with an inaccurate, irrelevant, or no sentence.

- Why is citizenship a responsibility? Explain your answer with an example.

Rubric

2 – This response gives a valid reason with an accurate and relevant example.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 4 – Application: Socratic Seminar

The goal of Socratic Seminars is to collaboratively build meaning for student understanding, with preparation playing an integral role in this process. This type of learning can be organized for any classroom, from upper elementary to graduate school. First, the teacher selects a piece of text associated with the Big Idea the class is currently learning. Obviously the length of the text should be age appropriate and must be in the form of an essay or type of material that lends itself to questioning and interpretation. Below is the text for students to read in advance of the seminar.

Citizenship is in a certain sense a full-time job. Which is why it is hard, because Americans also have other jobs—they've got families, they've got to earn a living. Citizenship is, at its best, a full-time job. It means taking ongoing responsibility for all of the communities in which you live: your family, your neighborhood, your church, your school, your synagogue, the town, the state, the nation, and of course increasingly now we talk about a genuine responsibility to the whole globe environmentally as well. Those are tremendous responsibilities and they do make a person pay a real price. People get tired out, they don't want to have the time for it, so it takes that kind of civic work. It's a work that is not finished when a person votes—people think somehow " Now I've been a good citizen, I voted, now I can go home again." But voting is the first step towards citizenship, not the last step.

-- Adapted from a Benjamin Barber quotation found at:

http://www.soton.ac.uk/citizened/activities/rights_duties_of_citizenship/civicrep.html.

Have each student read the text and highlight, underline, make notes, pose questions, etc. The goal is for the students to "interact" with the text before the Socratic Seminar takes place. This interaction should serve as an entrance ticket to the Seminar.

During the seminar the students begin by responding to open-ended essential question(s) posed by the teacher who acts as the facilitator. Other responsibilities of the facilitator include: setting clear expectations and a positive climate where students can speak in positive environment, arranging the classroom in a circle, and redirecting discussion back to the text when tangents begin.

The two essential questions for students to discuss are:

- What makes a good citizen? How do I know if I am one?
- What happens if enough people are not good citizens?

The role of the students includes thoughtfully listening and speaking. However, the seminar itself is not graded and students should be allowed to be silent if they would like.

The assigned text is the common experience that binds the group together, so the discussion should revolve around it. The facilitator should frequently pose the question, "Where did you find that in the text?" so that everyone understands the evidence for their opinion. However, the students should realize that during most Socratic Seminars there is no one right answer. The goal is to critically think about the concept or topic and create meaning.

After the seminar ends, two follow-up pieces are essential.

1. Critique or debrief that day's seminar
 - ♦ What did you notice about this seminar?
 - ♦ What were the strengths, weaknesses?

2. A short written reaction

- Provide a few choices where the student is expected to take a position while referring back to the text.

Think of a situation where you saw someone not act as a good citizen. Explain the consequences of poor citizenship for the community.

How can we encourage good citizenship? Should there be personal consequences if someone is not a good citizen?

- For assessment purposes, both the entrance ticket and written reaction is graded.

Check for Understanding

- Turn to a partner and explain why it is important to be a good citizen.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Lesson Three: Essential Question

- How might volunteering demonstrate civic responsibility?

Background

This lesson uses as its main resource posters produced by the United States government during the Second World War that were intended to encourage Americans to demonstrate civic responsibility by producing goods and services needed for the war effort.

World War II posters helped to mobilize a nation. Inexpensive, accessible, and ever-present, the poster was an ideal agent for making war aims the personal mission of every citizen. Government agencies, businesses, and private organizations issued an array of poster images linking the military front with the home front—calling upon every American to boost production at work and at home. Posters conveyed more than simple slogans. Posters expressed the needs and goals of the people who created them.

-- from [Produce for Victory](#), an online exhibition of the Smithsonian Institution's National Museum of American History.



Smithsonian
Institution
Produce for Victory

Instructional Strategies

Strategy 1 – Gathering Information: KWL Chart

The KWL strategy activates prior knowledge and organizes information for learning.

Have students to begin to think about what life was like in America during the Second World War by posing this question.

- How might American citizens demonstrate citizenship during wartime?

Have students complete the KWL chart below independently, and then compare responses with a partner.

What I know	What I want to know	What I learned
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

Check for Understanding

- How is your response like or unlike your partner's?

Rubric

1 – This response gives a valid explanation.

0 – This response does not give a valid explanation.

Note: If the teacher would like a two-point rubric, the phrase "support your answer with an example" will need to be added.

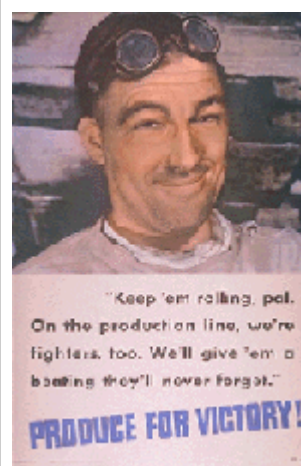
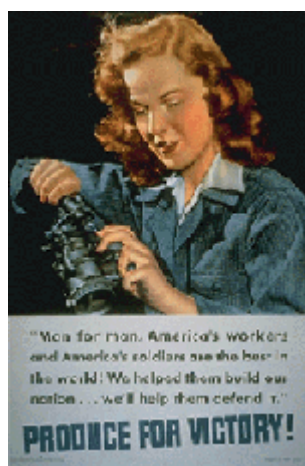
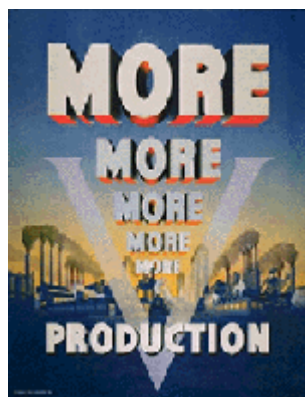
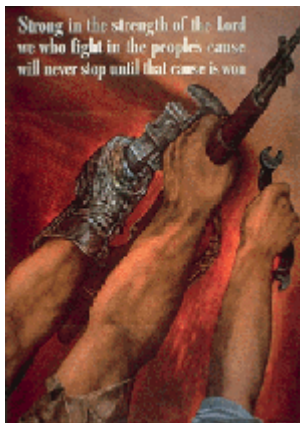
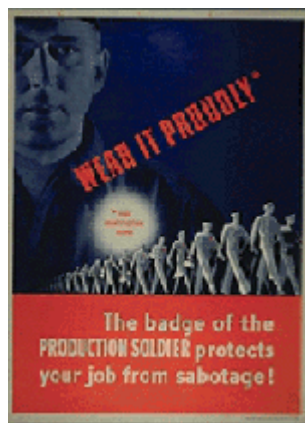
2 – This response gives a valid explanation with an accurate and relevant example.

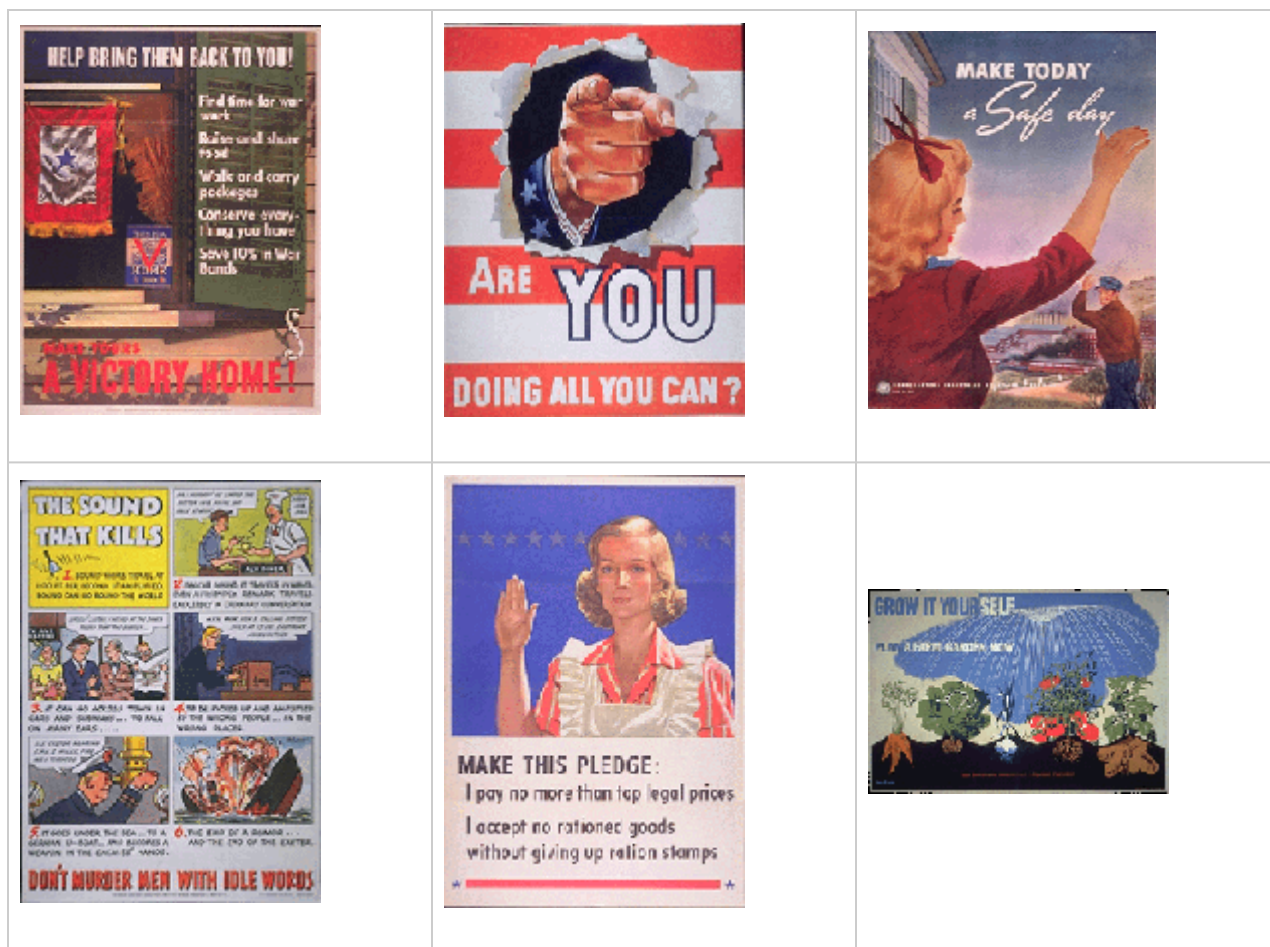
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 2 – Gathering Information: Note-taking

Have students analyze these posters from [Produce for Victory](http://americanhistory.si.edu/victory/index.htm) (<http://americanhistory.si.edu/victory/index.htm>), an online exhibition of the Smithsonian Institution's National Museum of American History, by taking notes on the main ideas and supporting details.





Have students divide a sheet of paper in half or draw two columns. While working in pairs, the students should write the main ideas found in the posters on one side and the details on the other. For example, a main idea from a poster might be saving food, while a supporting detail might be canning vegetables, or planting a garden. Stress with the students that the main ideas are likely to be one or two words, while the details may be examples of the ideas in action.

Work with the class to create a master list of the main ideas found in the posters.

Ask students: *Why might the U.S. government use these posters to encourage people to volunteer?*

Introduce the term “civic responsibility” as a main idea. Explain that this term is another way to describe the duties of citizenship.

Ask students: *If you were to write “civic responsibility” or “duties of citizenship” as a main idea, what supporting details from the poster would you list?*

Check for Understanding

- After viewing the posters, what do you now know about what life was like for Americans during the Second World War?

Rubric

1 – This response gives a valid explanation.

0 – This response does not give a valid explanation.

Note: If the teacher would like a two-point rubric, the phrase "explain your answer using an example" will need to be added.

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

- Fill in the "What I Learned" column of the K-W-L chart from Strategy 1.
- How did your understanding of American life during the Second World War change as a result of viewing the posters?

Rubric

2 – This response gives a valid change with an accurate and relevant explanation.

1 – This response gives a valid change with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3 – Extending & Refining Information: Summarizing & Identifying Similarities and Differences

Summarizing requires the student to process information and then write in his or her own words the main and supporting ideas of the material.

Have students work in pairs to create a topic sentence that represents the main ideas they have gathered from the posters. The topic sentence should respond to the question:

- How might American citizens have demonstrated citizenship during wartime?

Have students write the topic sentences on the board or in sentence strips for the entire class to compare. Ask students to use a T-chart like the one below to compare the similarities and differences between the topic sentences.

The big idea of **volunteerism** should be brought out by students as topic sentences are compared.

Similarities	Differences
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

Check for Understanding

- Compare the results from this T-chart to the results of the survey in Lesson 2, Strategy 1.
- Why is volunteering to help out the nation important? Use your topic sentence or one created with the class to respond to this question.

Rubric

2 – This response gives a valid reason with an accurate and relevant topic sentence.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no topic sentence.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 4 – Application: Interactive Features and Discussion Web

Have pairs of students go to the *Peace Corps* website (<http://www.peacecorps.gov/index.cfm?shell=learn.whatlike.interactive>) to find out what it is like to volunteer in another country.

Students should use one of the four interactive features available in order to discuss the essential question found above:

- How might volunteering demonstrate civic responsibility?

How to conduct a discussion web:

- A student draws on research conducted in the previous strategy, the class textbook, from previous classroom discussions, and from personal experiences as he/she thinks about the question and discusses with a partner.
- The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience.
- Then the partners are paired with another set of partners to form a discussion group. The members of the group share their responses. Together, they reach a consensus on a point of view. Then student groups have the opportunity to share their point of view with the entire class.
- As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class.

Check for Understanding

Why should a person's sense of civic responsibility extend beyond the borders of your community? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

This lesson uses as its main resource ***Liberty for All***, published in 2002 that tells the story of the 1986 historic restoration of the Statue of Liberty. The book contains photographs by Peter Kaplan and text by Lee Iacocca, the head of the Statue of Liberty – Ellis Island Foundation that oversaw the restoration. Copies were distributed to every public school that houses 4th and 5th grade students. In addition, useful websites are embedded within the lessons. Other background information and teaching tips are embedded within the lessons.

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded into the teaching strategies. For instance, using graphic organizers, cooperative learning, and paired discussion take place throughout the unit.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **8th Grade Technology Literacy** – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Differentiated instruction** – the ability to effectively and efficiently reach all students in a heterogeneous environment.
- **Universal Design for Learning** – the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

21st Century learning skills include:

- Exercise personal responsibility and flexibility in personal, workplace and community contexts
- Act responsibly with the interests of the larger community in mind
- Demonstrate ethical behavior in personal, workplace and community contexts

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Useful websites are embedded within the lessons. Student use of computers for some strategies, such as conducting a survey, is encouraged.

Content Connections

Content Standards integrated within instructional strategies

Civics Standard Two 4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.