iLearn Civics

Using Technology Based Learning To Connect With Civic Activism

Presented by

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Common Core State Standards (CCSS) Addressed through this Project

CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Introduction: Student Benefits Through Technology Integration

1) Engagement – Students are technology natives and expect technology to be use wherever they are. When classrooms are void of technology students feel like fish out water. Think how uncomfortable you would have been without textbooks in your classroom; this is how students feel in classrooms devoid of technology. Technology along with a personal connection to students creates a welcoming learning environment for them.

2) Motivation – Students are motivated by what feels natural to them and the acknowledgement of their success. Educational games are great tools to motivate and inspire student's interest in content learning. Teachers can compile a list of appropriate games to use in the classroom [Homeroom, testing days, or as an incentive] or from Home Learning [homework].

3) Accountability – Teachers are highly recommended to send a letter home to parents or guardians explaining how digital devices are being used for educational purposes in the classroom and/or for Home Learning. Included in the letter to the parent should feature the teacher's project or activities that will be conducted and a description of the types of apps (applications) that will be used.

4) Self-Directed and Cooperative Learners – One of the most important goal for teachers is to develop learners who possess a large amount of self-efficacy and self-confidence. Using technological devices as a tool for learning, allow students to be more independent and engaged in their studies.

5) Communication – Digital technology allow students to have access to online resources including educational sites which gives them an opportunity to communicate with teachers and peers to increase successful social and academic skills.

iLearn Civics and Bring Your Own Device (BYOD) Initiative

The Bring Your Own Device (BYOD) initiative provides a solution to some of the difficult problems facing educators. Classrooms can be overcrowded, thus having 1:1 computer access is somewhat impossible. Providing an alternative so that every student can possess a technological device in hand reduce the technology access gap.

Schools and school districts with budgetary constraints often see technology upgrades as a luxury and secondary to other educational needs. BYOD allows students at schools who are financially challenge to be brought up to speed with their peers and level the playing field despite financial concerns.

Students are familiar with their own devices thus minimizing the need for a how to use technology device training. In addition, students are naturally inclined to continue using digital devices outside of class since the device is constantly with them.

Educators have the opportunity to increase awareness, thinking, and discussion around technology and digital learning. Although digital learning can occur throughout the school year, the Alliance for Excellent Education a strong proponent of the effective applications of technology in schools encourage teachers to participate in the annual Digital Learning Day. Digital Learning Day is scheduled for February 5, 2014. For more information about Digital Learning please visit www.DigitalLearningDay.org.

iLearn Civics and Project Based Learning (PBL) Overview

Problem solving
Obtain online news article (local, state, national or global issue)

Authority
Identify which levels of government regulate or oversee the issue?

Policies: Constitutional, Legal or Precedent
Explain what laws exist? Can a new law or policy address this issue?

Action
Create a presentation [PowerPoint, Prezi or YouTube Video] to present to elected officials or community representatives

Examining Participation

The Founders believed that the main purpose of government was to protect people's basic rights. Citizens have the right to participate in governing our nation. They may choose among many different ways of doing this. Some ways to participate are listed below.

Your class should be divided into small groups. Each group should read the list of ways citizens can participate to be active in their community. Then each group should answer the following questions and share its responses with the class.

1. What are the advantages and disadvantages of each form of participation that is listed?
2. Are all these forms of participation equally important in protecting our basic rights? Why or why not? Which seem the most important?

Ways Citizens Can Participate To Be active In Their Community

I. Look for information in newspapers, magazines, and reference materials then judge its accuracy

II. Vote in local, state, and national elections

III. Participate in a political discussion

IV. Try to persuade someone to vote a certain way

V. Create and/or Sign a petition

VI. Wear button or putting a sticker on the car

VII. Write letters to elected representatives

VIII. Attend meetings to gain information, discuss issues, or lend support

IX. Campaign for a candidate

X. Demonstrate through marches, boycotts, sit-ins, or other forms of protest

XI. Run for office

XII. Disobey laws and taking the consequences to demonstrate that a law or policy is unjust

Online Project Based Learning (PBL) Procedures for Active Civic-Engagement

Step 1: Using online news sources to identify a problem or issue in your community that requires a public policy solution

Step 2: Gather and Evaluate information (from live/recorded interview, court trial, or other oral testimony) relevant to the problem or issue

Step 3: Outline which level(s) of government has authority over the issue

Step 4: Exam and evaluate solutions to the issue

Step 5: Develop a proposed policy to address the problem or issue

Step 6: Create a plan of action to gain support from policy-makers

Step 7: Present plan of action promoting civic-awareness

LESSON PLAN

Civic Engagement

What are some responsibilities of being an active and informed citizen?

Objectives:

- Describe the duties versus responsibilities of citizenship outlined in the United States Constitution.
- Identify the rights of a active citizen.
- Explain ways in which citizens can participate in their community and bring about changes in government actions: being informed, participate in public forums, voting, volunteering

Benchmarks:
SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.

SS.912.C.2.2 Evaluate the importance of political participation and civic participation.

LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

LA.8.5.2.4 The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade.

LA.910.1.6.5 The student will relate new vocabulary to familiar words.

LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).

Grade Levels: 6-12

Time: 2 weeks [55 minutes per class]

Assignments:

I. Whole Group – Ask students to define the term citizen using noting various meaning from multiple online dictionary sources. Use Handout I.1

II. Teacher review the various meanings of the citizens:
   1. A native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection dictionary.reference.com/
   2. An inhabitant of a city or town; especially : one entitled to the rights and privileges of a freeman merriam-webster.com
   3. A person owing loyalty to and entitled by birth or naturalization to the protection of a state or nation thefreedictionary.com/
   4. A person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city dictionary.cambridge.org
   5. A resident of a city or town, especially one entitled to vote and enjoy other privileges there education.yahoo.com
   6. A legally recognized subject or national of a state or commonwealth, either native or naturalized oxforddictionaries.com
   7. The 14th Amendment defines citizenship this way: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." usconstitution.net

III. Whole Group Discussion – Ask students to make a list (two column notes) column one “Active Citizen” and column two “Inactive Citizen;” this activity can be done virtually using Google Graphs; Power Point [Refer to Online Activity I.2]

IV. Small Groups [See Online Activity II.1]
   a. What does the U.S. Constitution states about citizen’s duties and responsibilities?
   b. Name two (one past and one present) active citizens; it can be someone famous or someone you know from your community
   c. List online sources where information was retrieved to answer questions a and b

V. Small Group
   a. In groups of 3-5 students, have the students research via digital device a current issue affecting the community (local, state, national or global)
   b. Have student groups to complete the Online Activity III.1
   c. From their list, students will choose one issue to represent their group project [preferably the most important issue]

VI. Common Core Connection [role play/reenactment then whole group discussion]
   a. Civics, Government or United States History topic: read about the perspectives of American colonists (Patriots v. Loyalists) – Thomas Paine pamphlet ***Common Sense*** vs. Chalmers {Candidus} response to ***Common Sense*** written as ***Plain Truth or Another Appeal For Common Sense*** and arguments for or against the American Revolution.
   b. AP Government or AP United States History topic: review Civil Rights of the Twentieth Century and Dr. Martin King speech ***Nonviolence and Racial Justice*** vs. Malcolm X speech ***The Ballot Or The Bullet***; discuss the relevance of civic engagement.
   c. Student option to pick a topic from textbook or Common Core State Standard to compare different perspectives about an issue.

VII. Project Based Portfolio [in class and home learning]
   a. Have student groups to complete the Online Activity III.2
   b. Review the different levels of government (Diagram I.1) and create a teacher list of how to contact elected officials
   c. Teach the students how to cite their sources
      The Education Fund Impact Grant
      http://www.educationfund.org/programs/impactii/ Date of access.
   d. Have student groups to create a Power Point, an Online Petition, Prezi, or YouTube Video advocating a resolution or civic action.
   e. Have student groups review the check list for compilation of virtual civics project (Online Activity IV.1)
   f. Allow student groups to present their project to classmates for feedback/critique before they conduct a community presentation.

VIII. Web Project Rubric (Diagram II.1)

IX. Student Reflections (Diagram III.1)

Handout I.1

Direction: Students will use online dictionaries to define the term citizen

	MEANING	WEBSITE
1. Citizen	An inhabitant of a city or town, especially one entitled to its privileges or franchises.	dictionary.reference.com/

Online Activity I.2 {Example}

Active Citizen	Inactive Citizen
1. Be informed on current issues	1. Does not read or watch daily news
2. Volunteer in the community	2. Refuse to volunteer
3. Vote in elections	3. Will not vote in elections
4. Write to elected leaders expressing opinion on policy to support or oppose	4. Does not see the relevancy of contacting elected officials to express point-of-view
5. Attend and/or speak at neighborhood meeting	5. Never participates in neighborhood meetings

Online Activity II.1 {Example}

QUESTIONS	1st RESPONSE	2nd RESPONSE
What does the U.S. Constitution state about citizen's duties and responsibilities?	RESPONSIBILITY – Run for Office Article. II. No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President	DUTY – To serve as juror; Amendment VI public trial, by an impartial jury -or- RESPONSIBILITY – To vote AMENDMENT XV, XIX, XXIV, XXVI The right of citizens of the United States to vote
Name two (one past and one present) active citizens	Will vary but can include: **Alexis de Tocqueville** "The most powerful and perhaps the only means that we still possess of interesting men in the welfare of their country is to make them participate in the government." **Margaret Mead** "Never doubt that a small group of thoughtful, committed people can change the world."	Will vary but can include: **The KONY 2012** The experiment yielded the fastest growing viral video of all time. 3.7 million people pledged their support for efforts to arrest Joseph Kony. **Justice for Trayvon Martin Petition** Background 17 year old Martin was shot and killed while walking home from a convenience store on the evening of Feb. 26, 2012. The shooter, George Zimmerman, was the neighborhood watch captain. petitions.moveon.org/

Online Activity III.1

Direction: In small groups, discuss three issues that affect your community (local, state, national, or global). Rate each issue, 3 being the most important, 2 important and 1 least important.

Current Issue Summary:

_____

_____

_____

_____

Current Issue Summary:

_____

_____

_____

_____

Current Issue Summary:

_____

_____

_____

Online Activity III.2

Clearly state the problem (include who is being affected by this problem):

List three policies (local, state, national or global law) that currently exist which address this issue:

1. _____

2. _____

3. _____

Choose or create a policy that your group thinks that could best address the issue

What constitutional law or policy that is in question or what human rights that is being violated?

U.S. Constitution refer to
http://www.archives.gov/exhibits/charters/constitution_transcript.html

Declaration of Human Rights http://www.un.org/en/documents/udhr/

Name steps that your group could do to actively support a positive outcome to this issue (Civic Action)

1. _____

2. _____

3. _____

Online Activity IV.1 {Compilation of final project as a Cloud, Prezi, Power Point etc…}

Check List

√ Problem identified

√ Policies/Laws are featured

√ Statistics of people affected by the issue is charted or graphed

√ Constitutionality/Declaration of Human Rights is referenced

√ Outcome/Civic Action [petition, video, or letter to elected official]

√ Bibliography/References

√ Reflection

PROJECT CITIZEN

Project Citizen Level 2 Textbook

Project Citizen is a civic education program for middle, secondary, post-secondary students and youth or adult groups. Project Citizen promotes competent and responsible participation in state, local and federal government. It actively engages people in learning how to monitor and influence public policy. The final product is a portfolio that may be presented before other classes, groups or community organizations. Project Citizen is administered nationally by the Center for Civic Education in cooperation with the National Conference of State Legislatures.

EBooks Instant Online Access

- Read the full version in your browser
- Send to mobile device

List Price: $12.00

To access online textbook, visit http://www.scribd.com/doc/49415417/Project-Citizen-Level-2-Textbook

Issues To Explore

Affordable Health Care vs. Mandatory Health Insurance

Alternative Energy vs. Fossil Fuels

Capital Punishment vs. Eighth Amendment of the United States Constitution

Climate Change: Global Warming vs. Opponents of Climate Change

Early Childhood Education/School Readiness vs. Defunding Head Start & Preschool/Privatization

Economic Bail Out vs. Bankruptcy

Egypt Citizen Conformity vs. Civil Disobedience

Espionage Act of 1917 (Bradley Manning) vs. Freedom of Speech and the Press

ESE/Inclusion vs. Traditional Classrooms

Euthanasia: Moral vs. Medical Perspectives

Human Trafficking vs. International Child Adoption

Legalization of Medicinal Marijuana vs. Food Drug Administration

Made in American and Face Tariffs vs. Overseas Production and Imported Goods

Military Chaplain/Traditional Religion v. the Military Religious Freedom Foundation (MRFF) and Humanist Society Celebrant Jason Heap for Navy Chaplaincy

National Legalization of Marijuana vs. Tobacco

National Minimum Drinking Age Act of 1984 vs. Minimum Age for Enlistment in the United States Military (10 U.S.C., 505)

Obesity and Government Intervention vs. Conscious Choice

One Nation Under God vs. Separation of Church and State

Parent Trigger/Charter Schools vs. Alternative Solutions to Address Failing Schools

Preserving vs. Enjoying National Parks

Red-Light Cameras/Automated Enforcement vs. Opposition to red-light cameras fueled by vested interests

Same Gender Marriage vs. Precedent of Traditional Marriages

School Safety and Funding vs. Opponents of property tax increase

Stand Your Ground Law vs. Brady Campaign to Prevent Gun Violence

Standardized Testing To Measure Grade Level Comprehension vs. Minimum Testing/More Interactive Approach to Learning

Tablets vs. Textbooks

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 vs. School Funding of Male Dominated Sports (baseball, basketball, football and soccer instead of female sports such as cheerleading etc…)

United States Embargo Against Cuba vs. Open Trade With Countries Who Violates Democratic/Human Rights

Vaccination vs. Avoiders of Immunizations

Volunteer Hours as a Graduation Required vs. Inactive Citizen

Voting Rights/State Authority vs. U.S. Constitution

Year Round vs. Traditional Schedules in Public Schools/Summer Recess

Diagram I.1 **LEVELS OF GOVERNMENT**

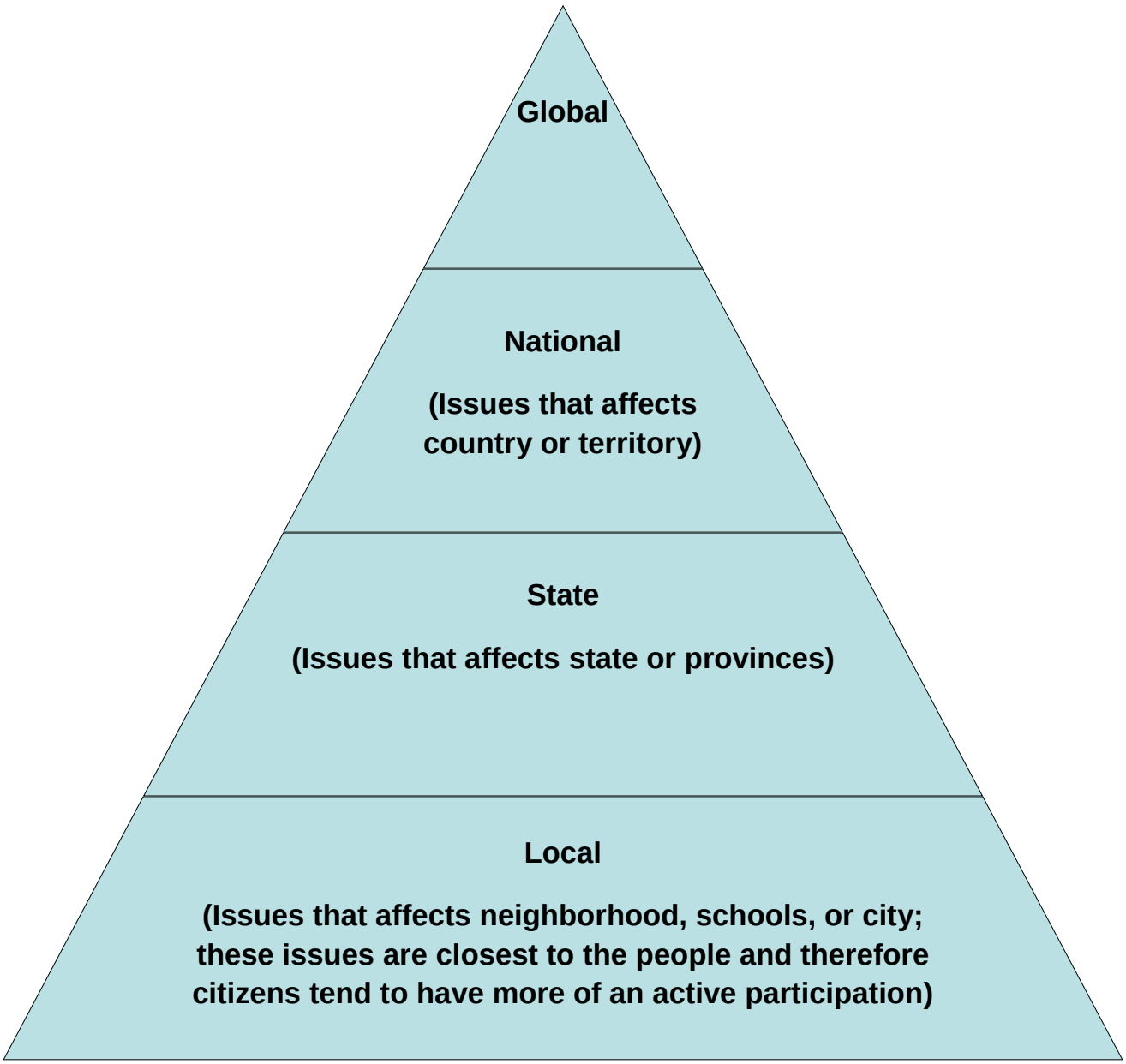


Diagram II.1 WEB PROJECT RUBRIC

Criteria	**Incomplete** (10 point per category)	**Proficient** (15 point per category)	**Exemplary** (20 point per category)
Content	Information is incomplete or not correct. The Web page does not have a clear purpose or central theme.	The content has accurate and useful information. The theme or main idea of the Web page is clear and related to the purpose or theme of the project.	The theme or main idea of the Web page is clear, and pages link to related information. The content has accurate and very useful information. The theme or main idea is very clear. The Web pages link to quality information.
Writing Process	Difficult to understand the main idea, many errors in spelling, grammar.	Clear, concise, and basically well written; still has a few errors.	Clear, concise, and well written and edited with no serious errors.
Web Skill	1 page.	3–5 pages with clear order, labeling and navigation is clear; links work	5–7 pages with clear order; labeling and navigation is clear; links work. Used storyboarding.
Images (charts, diagrams, or graphs)	No images or images that are the wrong type.	Images are related to page/text; some images are produced by student. Most images are correct size or resolution.	Images have strong relation to page/text; some images are produced by student; images have proper size, resolution, colors, and cropping.

Group Work	Never works toward group goals or contributes. Is not sensitive to the feelings of others.	Works toward group goals and contributes. Sensitive to feelings of others. Helps identify needed changes and action.	Consistently works toward group goals; is sensitive to feelings of others and values all members. Encourages group action for change.

Content points _____ **[max 20 points]**

Writing Process _____ **[max 20 points]**

Web Skill _____ **[max 20 points]**

Images (charts, diagrams, or graphs) _____ **[max 20 points]**

Group Work _____ **[max 20 points]**

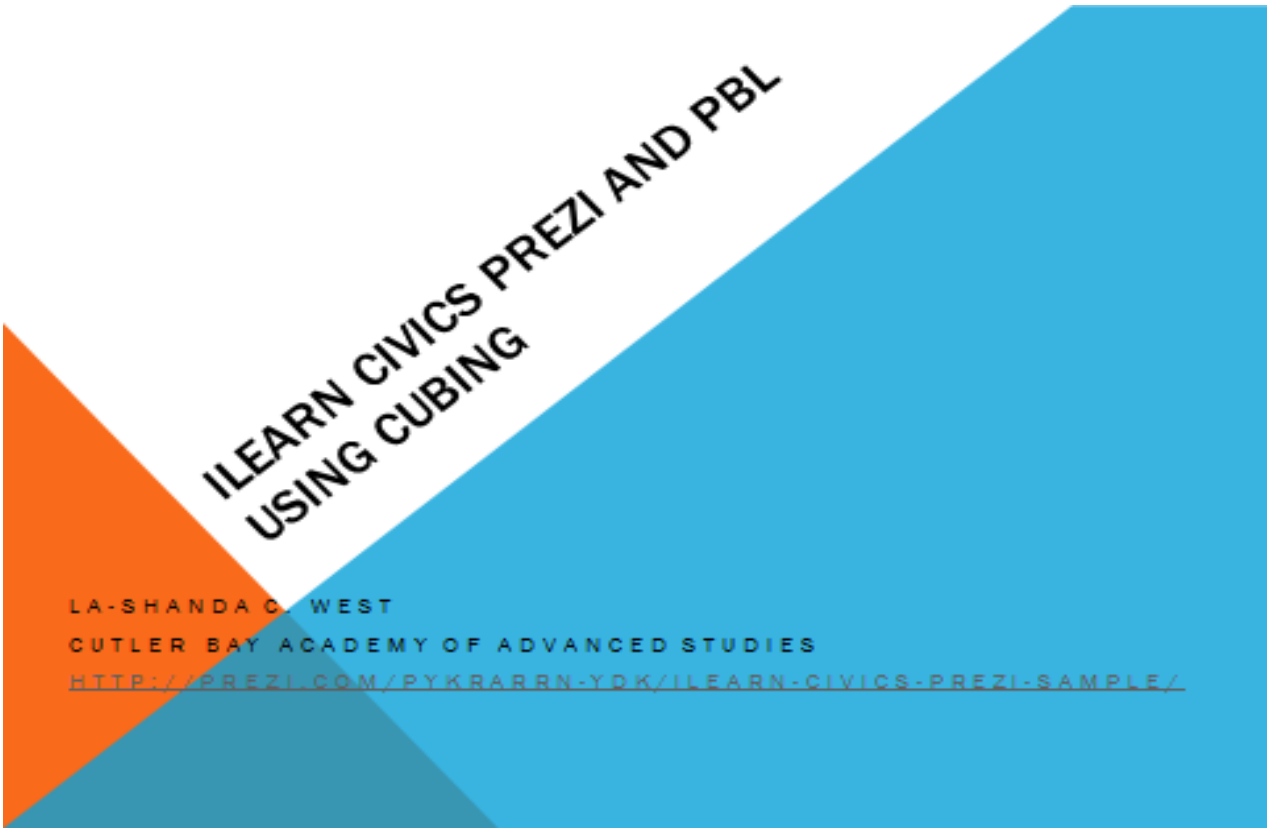
Diagram III.1 **REFLECTION**

Your opinion about project based learning will inform the teacher of how to improve this civic activity. Please rate each question 3 strongly agree, 2 agree, 1 disagree, 0 strongly disagree.

1. I am more actively involved in my community as a result of participating in this project based learning activity. _____ **points**
2. I am more familiar with the use of digital devices in content classes. _____ **points**
3. My research skills have improved. _____ **points**
4. I have improved my understanding of policy how citizens can influence elected officials. _____ **points**
5. I have increased my awareness of issues that affect my community. _____ **points**
6. I understand the different levels of government and the role each play in creating and enforcing policy. _____ **points**
7. It is the practice of civic-responsibility that encourages people to be active citizens in their community. _____ **points**
8. Using social media is an effective tool to encourage others to be proactive citizens regarding issues that affect humanity. _____ **points**
9. Which component of this lesson was most interesting? _____

_____

Project Based Learning Sample Using Prezi

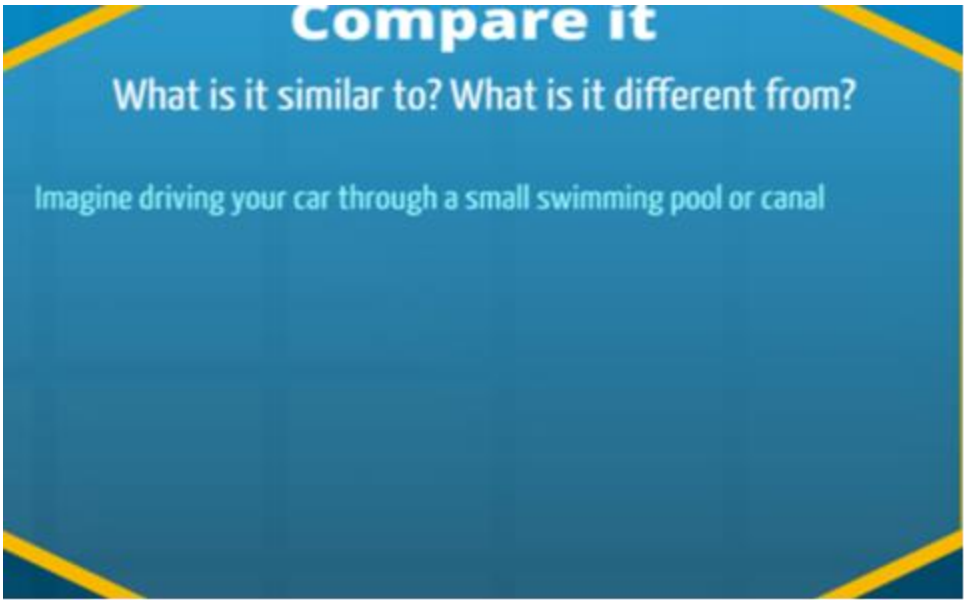


Type of Graphic Organizer [Prezi]

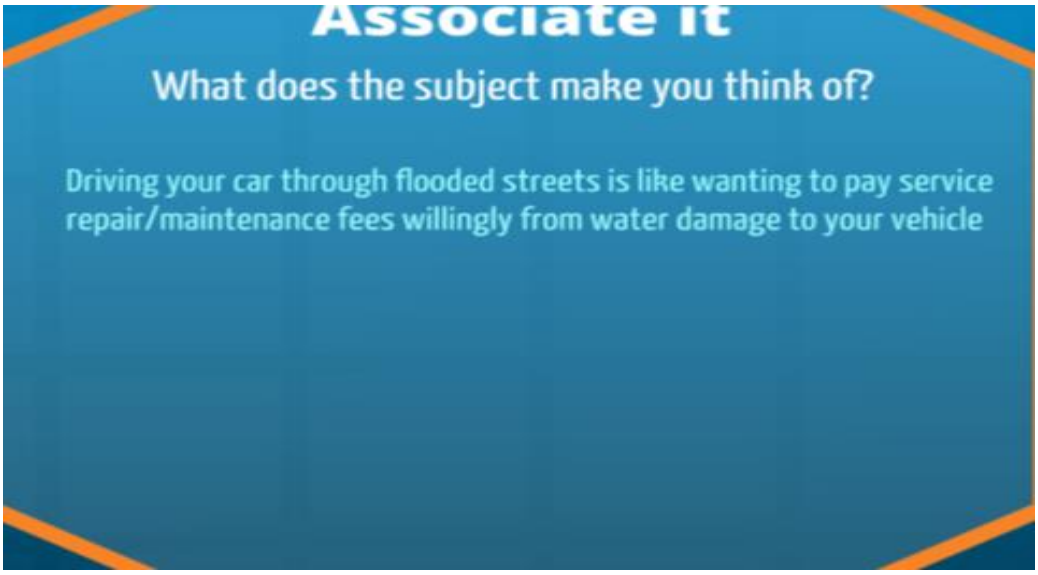
The Issue [Central Idea]

Describe the Issue [Define the Problem]

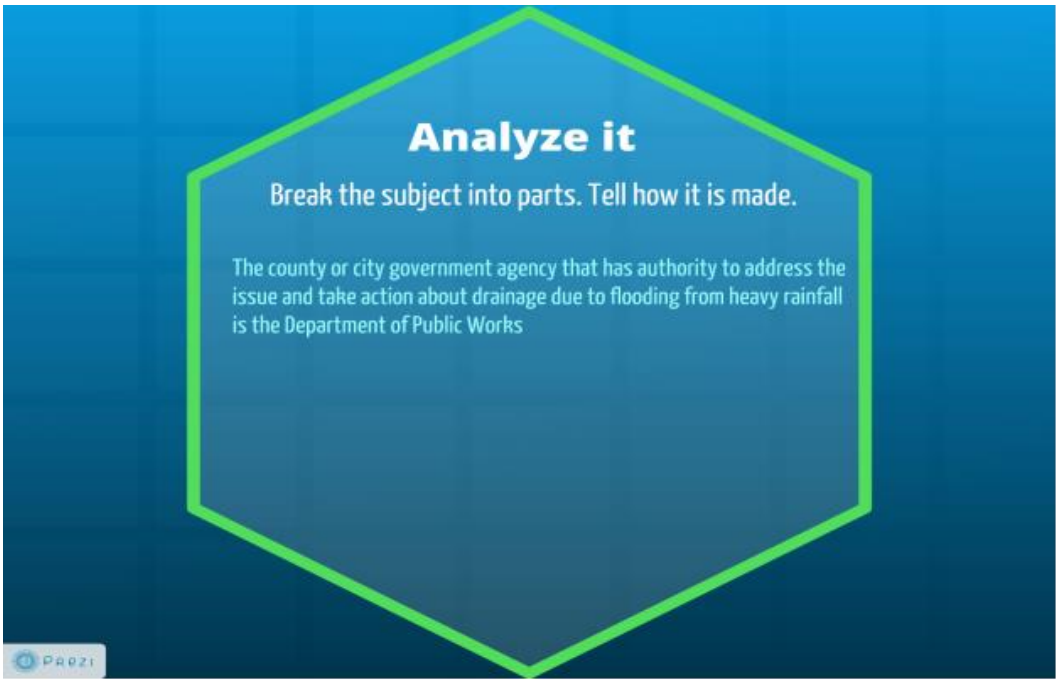
Analyze the Issue



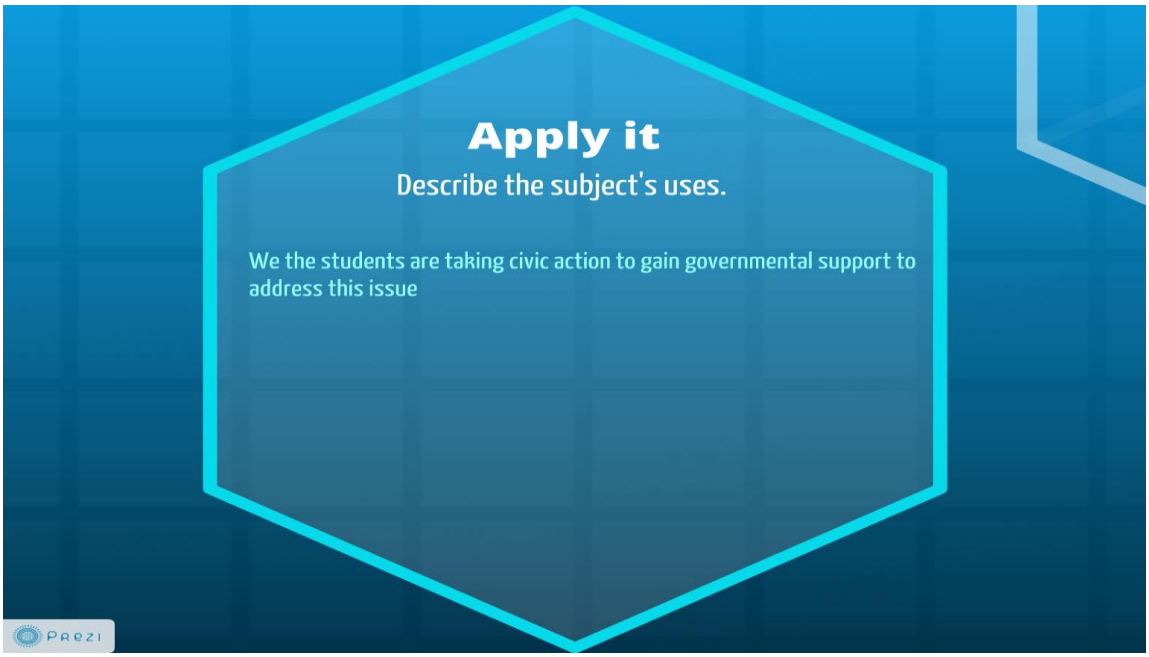
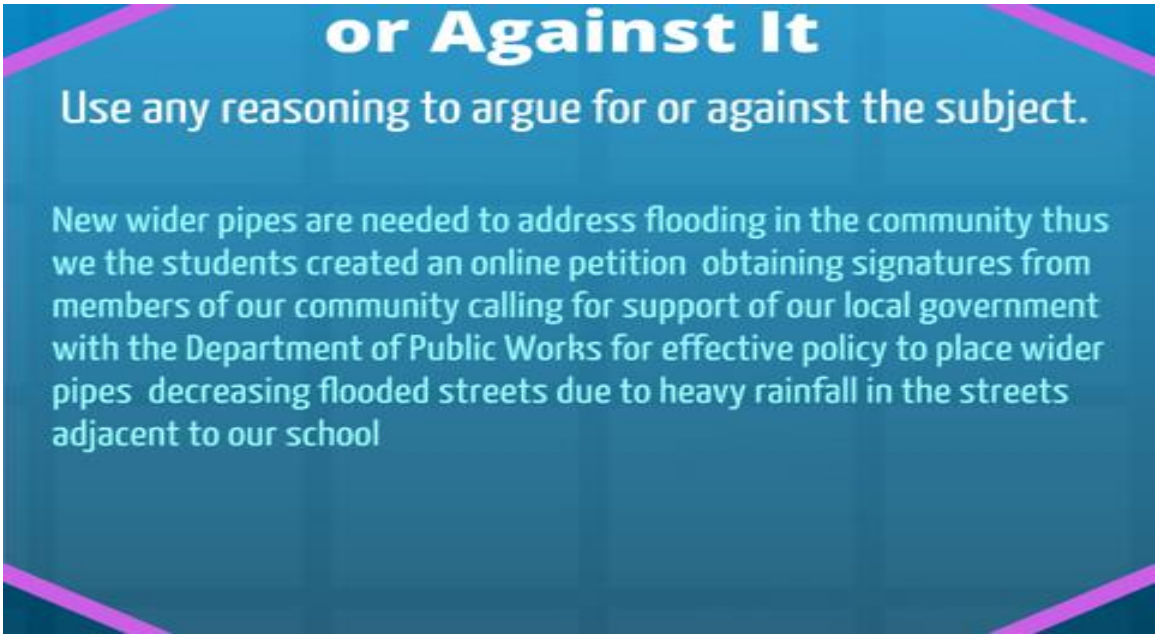
What is the Cost and/or Benefit?



Government Authority



What is the Desired Outcome Part I?



What is the Desired Outcome Part II?