

Unit Title: City Government and Artist as Citizen

Focus Question: How do students personalize their relationship to city government and prepare for civic participation?

Overarching Unit Objective(s)	
<p>11th grade curriculum focuses on utilizing the profiles of American elected officials to support student understanding of city government, public policy and city specific civic engagement. Students will explore city council structure, policy making and history of one city government. Historical elected officials will be selected from the city of focus. Students will also explore the pathways for engaging with city systems and city policy through practical learning examples and activities of the city they are studying. This unit can be replicated to understand state and federal figures and political systems.</p> <p>Students will be able to understand civic participation and practice how they might creatively engage with city government in regards to a social issue in their community. Students will be able to determine the necessary steps for communicating with an elected official and how they might craft their argument or defense of a particular social issue when communicating with a city department.</p>	

Lesson Title: City Official, What's Your Platform?

Focus Question: How can students gather information and remember key details from a city officials election platform?

<p>Lesson Objectives</p>	<p>Assessment Strategy(ies)</p>
<p>Students will be able to find, quote and retrieve information about an elected city official chosen from a pool (5) of selected figures. It's important to only select 5 city officials for future group activities. Students will be able to identify components of the elected official's platform including social issues, committees and communities they serve.</p>	<p>***</p>
<p>Content Objective:</p> <p>Students will be able to engage and share answers to the following questions. Who are the people who support, surround or engage with your elected official ?</p> <ol style="list-style-type: none"> 1) What are some of the causes they champion? 2) What kind of influence do they maintain in the community ? 3) What communities are they known for serving ? 4) What phrases do they use often? 5) What are the recurring themes that this elected official brings up? 6) What is the speaking cadence of the elected elected official 	<p>STANDARD 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p>Performance Task: Students will search for three videos or audio resources that feature their elected city official. They will find patterns and repeating details in the resources determine key details about their elected officials personality, positionality and leadership in a particular community.</p> <p>Criteria: Teacher will assess for understanding of research questions and ability to summarize key supporting details and ideas about an elected official.</p> <p>Documentation: Teacher will offer a worksheet of research questions to be answered by students to create a profile. Student will bullet point key details.</p>
	<p>STANDARD 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>

	<p>Performance Task: Utilizing their bullet points, students will write a mock speech in the voice of their elected official communicating to their constituents as if they were running for another term in office. The speech can include quotes from their resources but should be a new creation. Students will develop a key of colored marks to code moments of passion, questions, pauses, stories, etc.</p> <p>Criteria: Teacher will assess for ability to craft a coherent narrative or oral presentation in the voice of a figure that students have studied. Teacher will assess for ability to recognize difference in tone and speech patterns.</p> <p>Documentation: Students will submit the written speech with a color coded key for tone and inflection.</p>
<p>SEL Objective (optional): Self management, self awareness, relationship building</p>	<p>STANDARD 7: Integrate and evaluate content presented in diverse media and formats.</p> <p>Performance Task: Students will attempt to transform the bullet point ideas from their first exercise in their own voice, personalizing their elected officials sentiment. Students will share with their personalized speech in groups. Students are encouraged to use slang or language of their choice to convey meaning. Students can utilize direct quotes from their artifacts to inform their personalized speech</p> <p>Criteria: Teacher will assess for ability to personalize and craft a coherent narrative</p>

	<p>showcasing meaning making and relationship to the issues.</p> <p>Documentation: Students will present their speech in an oral format to a small group and received feedback</p>
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Lesson Title: If I Am Re-elected I Will...

Focus Question: How will students understand what elected officials are responsible for and how will they comprehend their responsibility to research and get to know people who are running for office in their city?

Lesson Objectives	Assessment Strategy(ies)
<p>Students will be able to summarize, interpret and express their research to other classmates. Comparing and contrasting their elected officials and their role in city functioning.</p>	
<p>Content Objective:</p> <p>Students will be able to hear about other elected officials, comparing and contrasting their findings.</p> <p>Students will be able to use research to make decisions</p> <p>Students will engage in social emotional prediction about an elected officials motives by utilizing research and deductive reasoning.</p>	<p>Performance Task: In a game where students line up to respond to a moderator, students will respond to questions in the voice of their chosen elected official. Students may be encouraged to move around the room in response to prompts or they may be asked to engage directly. Students should be broken up into groups 5 groups and the game can be played with representatives from each group to allow students time to observe and prepare to engage.</p> <p>Criteria: Teacher will assess for ability to make decisions based on gathered information about a particular figure. Teacher will assess student</p>

<p>Student will be able to understand the purpose of letter writing to an elected official</p>	<p>ability to engage in dialogue in the voice of their elected official and understand potential relationship with other elected officials Documentation: Students will be required to fill out a survey after the exercise communicating their thoughts about another elected official represented in the game.</p>
<p>Language-Based Objective (optional): vocabulary, syntax or discourse, and a specific language function</p>	<p>Performance Task: Students will engage with photographs of elected officials and develop a tableau to express the perceived desires, wants and motivations of their elected officials. Students will break off into groups separated by their assigned elected official. Together they will strategize about three tableaus they will create for the audience. Criteria: Teacher will assess student ability to utilize gathered information to form meaning and assume intention of an elected official as students might do in their own future civic participation. Teacher will assess student ability to understand and re-express the ideas of elected officials in a different creative format Documentation: Students will be required to present three tableaus in partnership with their group. Teacher will tap each participant to hear more about their thoughts while physically in the tableau and post exercise in a round table discussion</p>
<p>SEL Objective (optional): Self awareness and self management</p>	<p>Performance Task: Student will engage in a letter writing exercise to reaffirm understanding of why elected officials run for office. In a letter to themselves (as the elected official) in the voice of the elected official, students will write about what challenges they foresee if they are to regain office and what excites them about the upcoming opportunity. Criteria: Teachers will assess student ability to imagine the intention of an elected official in a particular city. Teacher will assess students</p>

	<p>ability to utilize learning from the previous learning mediums to strengthen their letter writing</p> <p>Documentation: Students will turn in the letter with quotes, a recollection from 1-2 of the previous exercises and information from the researched material.</p>
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Lesson Title: City Official, Who Do You Serve ?

Focus Question: How will students apply their understanding from the lecture based components of class to illustrate potential constituents and their relationship to an elected official?

<p style="text-align: center;">Lesson Objectives</p> <p>Students will be able to step into the role of a constituent seeking help from their elected official. Students will be able to define a social issue and connect it to a model constituent by acting out the imaginary circumstances of a constituent letter to their local official.</p>	<p style="text-align: center;">Assessment Strategy(ies)</p> <p>*** List at least one assessment strategy per goal (articulating the criteria through which the goal will be assessed and the method of documentation)</p>
<p>Content Objective:</p> <p>Students will be given resources to understand the network of an elected official.</p> <p>Students will begin to understand the relationship between an elected official and a constituent</p> <p>Students will define a social issue and begin to build critical understanding skills around how to identify social issues.</p>	<p>Performance Task: After engaging in a power point presentation about city government officials and receiving definitions of the many potential contacts of an elected official, Students will use their research to imagine the story of ONE PERSON who their elected official might be in contact with during their time as a leader of the city.</p> <p>Criteria: Teacher will assess student ability to determine a potential person for the exercise and assess student ability to articulate the identity of this individual</p> <p>Documentation: Student will submit a profile after seeing a constituent profile template that city officials use to record their contacts. The template will be provided by the teacher</p>

<p>Students will engage in creative storytelling to imagine and tell the story of a community member.</p>	
<p>Language-Based Objective (optional): vocabulary, syntax or discourse, and a specific language function</p>	<p>Performance Task: After defining a social issue in a group discussion and listing several issues for consideration, students will write a mock grievance email to their city official from their imaginary person developed in the section above.</p> <p>Criteria: Teacher will assess student ability to imagine the circumstances and ask students to draw a picture of the person they are imagining. Students will be given access to a large set of photos that they can use to illustrate the story of this imaginary constituent. With arts and craft materials students can add props, setting and other details to the picture to describe this constituent and begin imagining their dialogue.</p> <p>Documentation: Students will submit a picture with dialogue incorporated into the illustration of their imaginary constituent that is going to speak to their elected official about a social issue or grievance.</p>
<p>SEL Objective (optional): Relationship skills, self awareness and self management</p> <p>Students will begin to cultivate empathy skills by stepping into the shoes of a constituent</p>	<p>Performance Task: Students and teacher will act out a potential conversation in a city elected official's office waiting room. After reading example constituent grievance emails, teacher will utilize process drama to introduce students to a typical city official waiting room where constituents have made appointments to see a representative or the city official themselves.</p> <p>Criteria: Teacher will assess student ability to imagine the circumstances and develop dialogue.</p>

	<p>Documentation: Students will be required to create key phrases that begin their conversations in regards to a social issue, other people in their community, how the social issue affects them, how they could use help, where they have gone for help before, why they are coming to the elected official today.</p>
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Lesson Title: The Problem, The Policy, The People?

Focus Question: How are students Analyzing the ecosystem of city government and its relationship to communal social issues, policy making and the people in their communities?

Lesson Objectives	Assessment Strategy(ies)
<p>Students will be able to engage in storytelling, mind mapping and creative expression around their relationship to city policy and a social issue of their choice.</p>	
<p>Content Objective:</p> <p>Observable outcomes include ability to research a given policy and develop necessary storytelling to suggest improvements to the policy.</p> <p>Students will be offered resources to understand how policy making is connected to their previous lessons. Students will be able to define city policy and understand how it is embedded in community based organizations, city departments and social services that we use every day.</p>	<p>Performance Task: After engaging in a power point presentation about how to find city policies online, students will utilize search tools to find a policy that aligns with a social issue of their choice. Students will work in groups to mind map around a particular social issue that is happening in a city and a corresponding policy. The teacher will select five issues that have been referenced in previous lessons to create five groups for mind mapping. Students will mimic the mind map in the power point presentation to display what social service</p>

<p>Students will learn to explore the city council policy search database and navigate 3-4 pathways of community learning on the website</p> <p>Students will learn how to mind map around a particular social issue or theme. Students will receive an example of a mind map before engaging in the exercise themselves.</p> <p>Students will engage in a practice for clarifying unclear information. Building up a skill necessary for navigating their civic life</p>	<p>organizations, elected officials, city departments, public service announcements, city programs and city council committees are connected to a social issue and the corresponding policy.</p> <p>Criteria: Teacher will assess student comprehension of the power point presentation template and ability of students to organize thought and categorize city services and resources according to their social issue</p> <p>Documentation: Students will submit their mind maps on large sheets of paper and explain their reasoning/organization to the class in a group presentation</p>
	<p>Performance Task: After engaging in a power point presentation about policy makers and the pathway for policy through city council committees, students will engage in the following exercise. Students will select one bubble on the mind map to build a story about in regards to a policy they have found via the city council policy website. Students should begin to consider how this bubble on the mind map interacts with the policy. Students will engage in a conversation about how much they or their parents know about the policies that affect their community. Students will design questions to bring home to their guardians or another teacher for a discussion . Students should create questions that help to clarify the new information</p> <p>Criteria: Student reflection and journaling will help teacher assess how the student is questioning their own understanding or involvement with their city government considering the new information provided. Student interviews with other people can be conducted if possible to engage with an outside figure before the next class.</p>

	Documentation: Students will turn in their journal writing and return to class with reflections from their interviews. Students can insert clarifying questions, frustrations and thoughts into their reflections
SEL Objective (optional): self management, self awareness, responsible decision making	Performance Task: Students will engage further with their chosen policy and utilize their questioning skills to imagine what suggestions they would make to the policy. Criteria: Students will create a list of questions as if they are interviewing the policy maker who presented the bill. Teachers will assess the questions for their ability to incorporate thought about the other bubbles on the mind map and their ability to connect understanding from previous lessons about constituent needs. Documentation: List of questions will be submitted and findings from their outside interviews if conducted

Lesson Title: Town Hall

Focus Question: How are students evaluating their chosen policies and offering suggestions in a creative format? How are students practically applying their knowledge and stepping into new roles with motivation and responsibilities?

Lesson Objectives Students will be able to review their understanding of a chosen social issue and comment on the policy by referring to an example story of a citizen in the affected community.	Assessment Strategy(ies)
Content Objective:	Performance Task: Students will imagine that they are a constituent with a grievance and they have secured a moment to discuss a chosen social issue and a policy they would

<p>Students will be able to work on their cohesive storytelling and their ability to recall details to support their storytelling.</p> <p>Students will engage in a practice that helps critical thinking by distancing the social issue and policy work from its reality through performance and creativity.</p> <p>Students will be able to work together to share their findings with a larger audience taking on different responsibilities in production</p> <p>Students will gain knowledge of all the roles and responsibilities necessary for a town hall event</p> <p>Students will create a cohesive reflection about the experience</p>	<p>like to change. The office has suddenly turned into an open mic night and students must create a convincing two minute artistic rendering to convince the city official that their social issue and suggestions are worthy of consideration?</p> <p>Criteria: Teachers will assess students ability to criticize a policy and argue a suggestion through a creative rendering</p> <p>Documentation: Students will design the outline for a music video, poem, art piece, monologue, song, etc. that convinces their elected official of the need for policy change. Students must clearly illuminate the issue, call attention to the story of someone suffering under the existing policy and propose a solution.</p>
	<p>Performance Task: After engaging in a power point presentation about the history of town halls Students will build a town hall flyer and session for their immediate grade or school to mimic the practice and engage in the event planning details for a large city official event. Students will engage in particular roles like advertisement, production, sound, hosting, security, to mimic the town hall experience</p> <p>Criteria: Teachers will assess student ability to work together and step into roles articulated in the power point presentation. Each role will have tasks to complete and check off as a part of the assessment</p> <p>Documentation: Students will submit their completed check lists</p>

SEL Objective (optional): self management, self awareness, relationship building, decision making

Performance Task: Students will submit the artistic piece to their classmates at the town hall setting and receive feedback in the voice of an elected official. A set of teachers (or a select group of students if preferred) will step into roles as elected officials to give their feedback to students on each piece and respond to their suggestions for policy change.

Criteria: Teacher will assess student ability to clearly define their policy suggestions in the creative format

Documentation: Students will present their piece at the town hall and separately submit their written policy suggestion in a one page written document that articulates the policy and social issue they are working on