



Civics Education: Community Involvement as Social Change Integrated and Contextualized Learning Lesson

If the format of this resource interferes with your ability to access information, please contact us at accessibleresources@tiu11.org.

Lesson Background	NRS Levels
<p>This multistep lesson provides practice with civics content (contextualization), strategies to access graphic and oral informational texts, and mathematics skills (integration). There is also extension practice with listening and speaking, with a focus on pronunciation and language frames needed for presenting information or data.</p>	<p>Low Intermediate Basic Education, High Intermediate ESL</p>

Recommendations for Direct Instruction
<p>There is direct instruction and practice for Language Anchor 6, while Speaking Listening Anchors 1 and 2 have practice but less direct instruction. The instructor can provide a format for learners to engage in collaborative discussion. Texts may be appropriate for lower level ABE learners or ESL learners, but the texts may need to be leveled up for lower intermediate ABE and higher.</p>

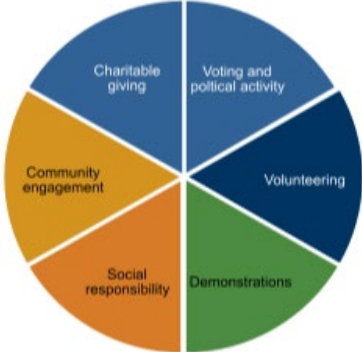
Project Title	Approximate Instruction Time
Community Involvement as Social Change: Exploring the Class's Community Involvement	1 hour & 30 minutes

Instructional Objectives <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i>	Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)</i> For learners' exit tickets, learning logs, or reflection:
<p>Content objectives:</p> <ul style="list-style-type: none"> • Identify actions and strategies that can lead to social change. • Gather data from classmates about their community actions, analyze data, graph data, and accurately present results to others. • Analyze how community action can lead to cohesion in a community. • Explain how sharing stories about community action may counter intolerance and build cross-cultural understanding. <p>Language objectives:</p> <ul style="list-style-type: none"> • Speak about social change categories with clear pronunciation and word stress. • Listen for specific information and listen for attitudes through guided listening task. • Accurately present data using quantifiers and reporting language. 	<p>Content objectives:</p> <ul style="list-style-type: none"> • I can identify ways to make my community better. • I can gather, understand, and share information about what my classmates do in their communities. • I can think and talk about how community actions make the community better and bring people together. • I can explain how sharing stories about community actions can build cross-cultural understanding. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can speak about social change with clear pronunciation. • I can listen for details and for attitudes in a video news story.

Lesson Area	Lesson Information
ELA/Mathematics/ELP Standard(s) Addressed:	College and Career Readiness Anchor Standards: <ul style="list-style-type: none"> • SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • L6: Acquire and use accurately a range of general academic and domain-specific words and phrases.
Central Skills Taught:	<ul style="list-style-type: none"> <input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-awareness
Language Demands: (Include academic language, language skills, etc.)	<ul style="list-style-type: none"> • Listening to a fast-paced news story and taking relevant notes with guided questions. • Academic vocabulary such as social responsibility, charitable giving, and community engagement. • Academic phrases to talk about data, such as <i>a considerable number, two-thirds of the class, a vast majority, our results indicate ...</i> <ul style="list-style-type: none"> • Specifically for English learners: Practice on pronunciation, especially word stress in multisyllable words (<i>comMUNity, responsiBILity</i>)

Lesson Area	Lesson Information
<p>Assessing Mastery of the Objective(s) and Central Skills:</p> <p>(Indicate <u>when</u> and <u>how</u> assessment – formative and/or summative - will occur during the project.)</p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input checked="" type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other (Please list): <p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other (Please list): Completed question slips <p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot!) <input type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other (Please list):

Lesson Area	Lesson Information
<p>Adaptations and/or Accommodations: (How will you increase access to the content of the product? Identify differentiation strategies.)</p>	<p>For beginning levels, use photos of the community activities and then label the photos as a class. Use pictures of activities for the one-question survey and provide a simple question model: Do you _____?</p> <p>Create true/false questions for the guided listening task that do not require practice with note-taking.</p> <p>For an ASE class, the students could use the Social Change Wheel (Appendix A) as the basis for the activities: https://mncampuscompact.org/what-we-do/publications/social-change-wheel/</p>

Procedure	Description	Central Skills	Materials
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 20 minutes</p>	<p>In teams of three, share all the ways you are involved in helping your community. Make a list.</p> <p>Presenting Social Change Options</p> <p>Project Social Change Wheel on white board and refer students to the handout:</p>  <p>Based on https://mncampuscompact.org/what-wedo/publications/social-change-wheel/</p> <p>Co-construct definitions or an understanding of the categories: Call out one category (e.g., charitable giving) and share a personal example ("I took old clothes to a homeless shelter last week"). Invite anyone with an example from the introduction to come to the front and write the example next to the proper category on the visual. Continue with two or three other categories most likely to be on the students' lists (e.g., community engagement, social responsibility). (Alternatively, the students can write their personal examples on Post-its and stick those on the categories projected on a screen or wall.) Working with the students, help them to place their examples in the categories and then ask:</p> <p>Based on our examples, what does _____ mean?</p>	<ul style="list-style-type: none"> • Critical Thinking • Self-awareness 	<ul style="list-style-type: none"> • Social Change Wheel <p>(Appendix A)</p>

Procedure	Description	Central Skills	Materials
<p>Explanation and Modeling:</p> <p>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</p> <p>Timing: 15 minutes</p>	<p>Pronunciation practice</p> <p>Teacher: <i>Listen as I say the words. Which syllable is louder and longer?</i></p> <p><i>comMUNity.</i></p> <p>Draw a bubble pattern on board to represent the pattern: o O o o; clap the pattern as well and have the class repeat. Explain that using the correct stress ensures others can understand and that people speak with more confidence when they are sure how to say the words. Also explain that the students can find the stress of words in the dictionary and can mark words with bubbles in their vocabulary journals. Knowing how to say new words is part of knowing the words!</p> <p>Listening discrimination task: Distribute the Syllable Stress Worksheet (Appendix B) with words from the visual and others that will be in the lesson. Ask the students to listen and categorize the words. Have them compare answers before you project the key (Appendix C), and then have them practice words in groups of two.</p> <p>Now let’s learn about someone who gave back to his community.</p> <p><i>Dairy Queen Owner Gives Back to His Community</i></p> <p>https://www.youtube.com/watch?v=hg7j1k94uUI</p> <p>This story is about an immigrant who owns a Dairy Queen and hosts fundraisers in his community. If this story becomes unavailable, the activities could be carried out with a similar news story. Alternatively, the teacher could interview and video record someone local who gives back to the community in a comparable way.</p>	<ul style="list-style-type: none"> • Critical Thinking 	<ul style="list-style-type: none"> • Syllable Stress Worksheet (Appendix B) • Key for Syllable Stress Worksheet (Appendix C)

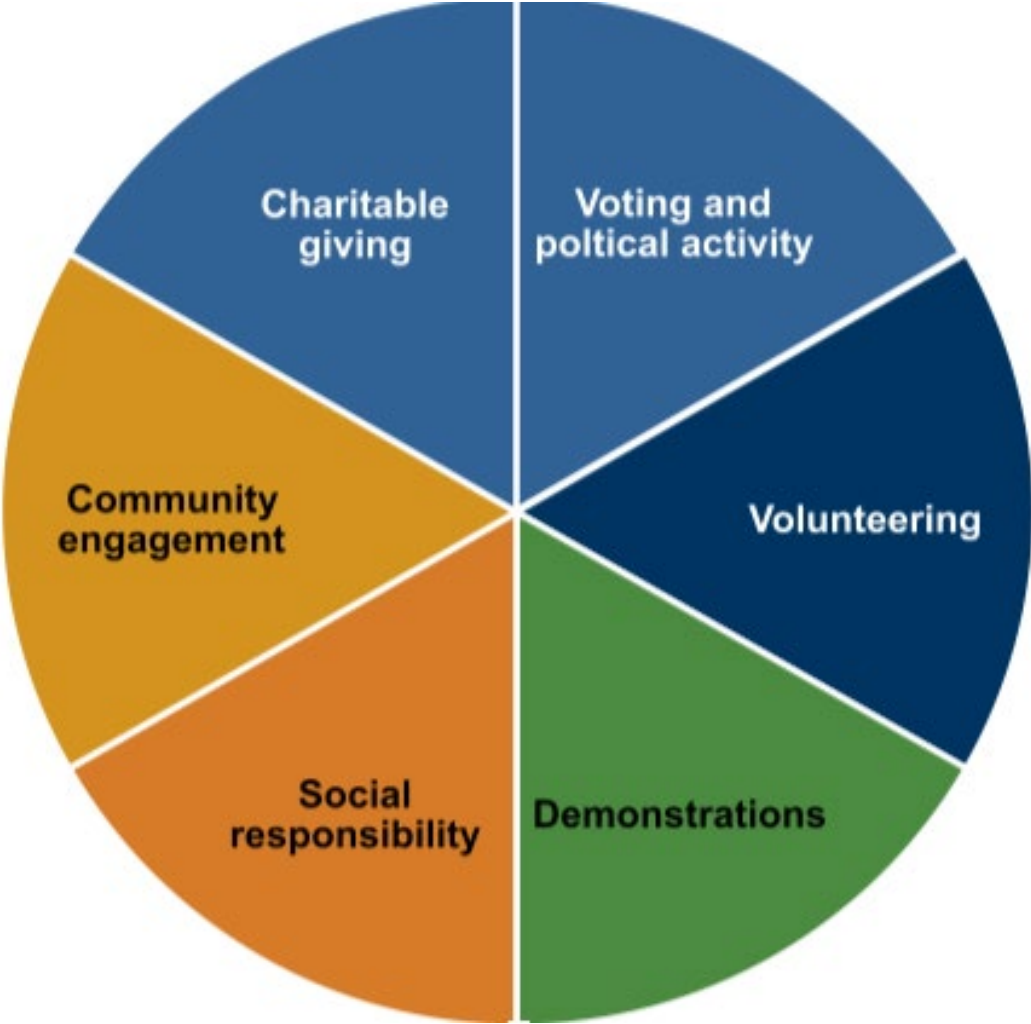
Procedure	Description	Central Skills	Materials
	<p>First listening (gist)</p> <p>Teacher: Listen once and identify the type or types of social action from the introduction that Hamid’s story demonstrates. Be ready to justify your choices.</p> <p>Play the story one time and have pairs compare their ideas. Possible answers:</p> <ol style="list-style-type: none"> 1. Volunteerism 2. Community engagement 3. Charitable giving 		
<p>Guided Practice:</p> <p>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners’ success?</p> <p>Timing: 15 minutes</p>	<p>Second listening (listen for details and make inferences; practice note taking)</p> <p>Organize the class into two groups, Group A and Group B, and distribute the Guided Listening note-taking grids (Appendices D and E) to the two groups. (The note-taking grids should be copied on one page, front and back.)</p> <p>Have the students compare what they have found so far before playing the story a third time.</p> <p>Group A questions (Appendix D):</p> <ol style="list-style-type: none"> 1. Why does the newscaster start with JFK’s call from 50 years ago that Americans ask what they can do for their country? 2. What does the reporter mean when he says, “That dream isn’t just for the taking”? 3. What types of charities has Hamid sponsored? 4. Why does Alycia, who lost her husband, say that Hamid gives people hope? (continued on next page) 	<ul style="list-style-type: none"> • Critical Thinking • Interpersonal Skills 	<ul style="list-style-type: none"> • CBS news story on YouTube • A and B note-taking grids <p>(Appendices D and E)</p>

Procedure	Description	Central Skills	Materials
	<p>5. Who does Hamid believe is most fortunate and why?</p> <p>6. Why is a story like this particularly important in today's world?</p> <p>Group B questions (Appendix E):</p> <ol style="list-style-type: none"> 1. How is Hamid's vision of the American Dream different from what many expect? 2. How does the school principal feel about Hamid and why? 3. Who often receives more of the proceeds from the fundraisers? 4. How many fundraisers has Hamid sponsored in his community? 5. How might residents in Reading, Pennsylvania, describe Hamid to a newcomer to their community? 6. Why is a story like this particularly important in today's world? <p>Once the students in each group have checked among members of their group, create A-B pairs to share what they found. The students should not show their notes but use the notes to answer the questions. The students should take notes to complete both grids as they listen to one another.</p>		

Procedure	Description	Central Skills	Materials										
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 30 minutes</p>	<p>Teacher: <i>Let's do our own research. Which of the social action strategies are people in class most likely to try? Interview everyone in class with your assigned question and tally your results [demonstrate tallying with a sample question]. If you answer, "I already have!" share what you did and where.</i></p> <p>Distribute one-question survey slips (Appendix F has slips that can be copied and cut up). Make three sets of the eight questions (for a class of 24 students). Each question should be assigned to three students, so adjust accordingly, using fewer questions if necessary.</p> <p>Have students interview each other using their assigned question, making a tally mark for each student's response.</p> <p>How likely are you to volunteer at your child's school?</p> <table border="1" data-bbox="478 732 1419 842"> <thead> <tr> <th data-bbox="478 732 726 797">Already tried it (say what/ where)</th> <th data-bbox="726 732 905 797">Very likely</th> <th data-bbox="905 732 1060 797">Likely</th> <th data-bbox="1060 732 1215 797">Somewhat</th> <th data-bbox="1215 732 1419 797">Not at all likely</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 797 726 842"></td> <td data-bbox="726 797 905 842"></td> <td data-bbox="905 797 1060 842"></td> <td data-bbox="1060 797 1215 842"></td> <td data-bbox="1215 797 1419 842"></td> </tr> </tbody> </table> <p>Once the students have interviewed everyone, place those students with the same question together to analyze their data. Give useful language frames to talk about the data:</p> <p><i>Most people ... Some people ...</i> <i>Two thirds of the class ... Half the class ...</i></p> <p><i>More people _____ than _____. A considerable number of people ... The vast majority of the class ...</i></p> <p>The students now create bar graphs or a pie chart on poster paper for their question and present their findings to others in the class. Provide sentence frames:</p> <p><i>Our results show that ... Our data show that ... We found that ...</i></p>	Already tried it (say what/ where)	Very likely	Likely	Somewhat	Not at all likely						<ul style="list-style-type: none"> • Communication • Critical Thinking • Processing and Analyzing Information • Self-awareness 	<ul style="list-style-type: none"> • Question slips for one-question survey (Appendix F) • Poster paper and markers for drawing graphs
Already tried it (say what/ where)	Very likely	Likely	Somewhat	Not at all likely									

Procedure	Description	Central Skills	Materials
	<p>Summarizing the results</p> <p>Teacher: <i>Working in groups, compare the results from all the posters. Be ready to report at least two generalizations you can make about this group and their likelihood of trying the different strategies.</i></p>		
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 10 minutes</p>	<p>Action plan</p> <p>Teacher: <i>What are two things you are committed to trying that you hadn't considered before? What first steps will you need to take? How will this benefit others?</i></p> <p>Stand and talk</p> <p>Teacher: <i>Now share your plans with at least three other people in the class. If you find a similar plan, maybe you can put your heads together!</i></p> <p>3-2-1 exit cards</p> <p>Teacher: <i>Write down three things you learned (ideas or new words/language), two things that surprised you, and one question you still have from today's class.</i></p>	<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Index cards for exit tickets

Appendix A. Social Change Wheel



Based on <https://mncampuscompact.org/what-we-do/publications/social-change-wheel/>

Appendix B. Syllable Stress Worksheet

Listen as I say these words. Which syllable is stressed or is louder and longer? Record the words under the pattern you hear.

demonstration charitable fundraiser responsible political engagement community benefit volunteerism

Pattern 1 O o o	Pattern 2 o O o o	Pattern 3 o O o	Pattern 4 O o o o	Pattern 5 o o O o

Appendix C. Key for Syllable Stress Worksheet

Pattern 1 O o o	Pattern 2 o O o o	Pattern 3 o o O o o	Pattern 4 O o o o	Pattern 5 o o O o
fundraiser benefit	responsible political community	volunteerism	charitable	demonstration

Appendix D. Guided Listening (Group A Questions)

Dairy Queen Owner Gives Back to His Community

(To view again at home or share with others, go to <https://www.youtube.com/watch?v=hg7j1k94uUI>)

Group A Questions	Take notes here. You do not need to write full sentences. Write words and phrases that help you remember the information.
Why does the newscaster start with JFK's call from 50 years ago that Americans ask what they can do for their country?	
What does the reporter mean when he says, "That dream isn't just for the taking"?	
What types of charities has Hamid sponsored?	
Why does Alycia, who lost her husband, say that Hamid gives people hope?	
Who does Hamid believe is most fortunate and why?	
Why is a story like this particularly important in today's world?	

Appendix E. Guided Listening (Group B Questions)

Dairy Queen Owner Gives Back to His Community

(To view again at home or share with others, go to <https://www.youtube.com/watch?v=hg7j1k94uUI>)

Group B Questions	Take notes here. You do not need to write full sentences. Write words and phrases that help you remember the information.
How is Hamid's vision of the American Dream different from what many expect?	
How does the school principal feel about Hamid and why?	
Who often receives more of the proceeds from the fundraisers?	
How many fundraisers has Hamid sponsored in his community?	
How might residents in Reading, Pennsylvania, describe Hamid to a newcomer to their community?	
Why is a story like this particularly important in today's world?	

Appendix F. One-Question Survey Slips

1. How likely are you to volunteer at your child's school?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

2. How likely are you to help a neighbor in need (e.g., with chores or shopping)?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

3. How likely are you to join a demonstration?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

4. How likely are you to give to charitable causes (money or goods)?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

5. How likely are you to volunteer at a soup kitchen?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

6. How likely are you to attend local political events (e.g., caucuses or school board meetings)?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

7. How likely are you to organize a neighborhood event (e.g., a block party or park clean-up)?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

8. How likely are you to speak or write to elected officials?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

Blank slips for student-generated questions

How likely are you to _____?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

How likely are you to _____?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely

How likely are you to _____?

Already Tried It (say what/where)	Very Likely	Likely	Somewhat Likely	Not at All Likely