



GeoCivics Lesson: *Civic Action Project*

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Teacher(s): Parag Bhuva	Lesson Title: Civic Action Project	Grade Level: 11/12 Grade Government
Notes: N/A		
<p>Pre-existing Knowledge: Students should already have learned about how the US government is organized including: the divisions of power from a National to a Local level, the three branches of government, and the meaning of a representative democracy.</p>		
<p>Overview of Content: “In the United States, a territory is any extent of region under the sovereign jurisdiction of the federal government of the United States,[1] including all waters (around islands or continental tracts). The United States asserts sovereign rights for exploring, exploiting, conserving, and managing its territory.[2] This extent of territory is all the area belonging to, and under the dominion of, the United States federal government (which includes tracts lying at a distance from the country) for administrative and other purposes.[1] The United States total territory includes a subset of political divisions.</p> <p>The United States' territory includes any geography under the control of the United States federal government. Various regions, districts, and divisions are under the supervision of the United States federal government. The United States' territory includes clearly defined geographical areas and refers to an area of land, air, or sea under jurisdiction of United States federal governmental authority (but is not limited only to these areas). The extent of territory is all the area belonging to, and under the dominion of, the United States of America federal government (which includes tracts lying at a distance from the country) for administrative and other purposes.” -- Wikipedia</p> <p>“Civic engagement involves “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”¹ Civic engagement includes both paid and unpaid forms of political activism, environmentalism, and community</p>		

and national service.2 Volunteering, national service, and service-learning are all forms of civic engagement.” -- *youth.gov*

Purpose:

In this lesson, students will learn about conflicts between the United States and Guam.

National & State Social Studies Standard(s):

National:

- **C3.D1: Analyzing Cause and Effect:** Identify and analyze multiple causes and effects of historical events.
- **C3.P1: Comparing and Contrasting:** Use historical and current events to compare and contrast individuals, societies, and governments across different times and places.
- **C3.PO: Point of View:** Analyze and interpret historical and current events from the perspectives of multiple individuals and groups.
- **C3.D4: Ideals, Principles, and Values:** Explain how ideals, principles, and values have influenced historical and current events.
- **C3.Civics: Government and Political Processes:** Understand the core principles and structures of our constitutional democracy, including the importance of individual rights and liberties.

DC Social Studies Standards

- **US2.34** Assess the modern political, social, and economic impacts of American imperialism on different territories and governments (e.g., the Philippines, Marshall Islands, Puerto Rico, Guam, American Samoa).

National & State Geography Standard(s):

National:

- **Standard 6:** The processes, patterns, and functions of human settlement.

ELA Standards: (To teach/review and support emergent multilinguals (EMLs) English language development):

- Literacy in History/Social Studies. Integration of Knowledge and Ideas. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

ISTE Teacher and/or Student Standard:

- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

Language Functions: (What language function(s) can be embedded in lesson discussions to build deeper understanding while supporting language development?)

- Comparing & Contrasting
- Analyzing
- Justifying & Persuading

Culturally Responsive Lesson Strategies: (See Rubric below. What strategies will you include in your instructions to make lesson/assignments more culturally responsive?)

- **Higher Order Thinking:** This lesson creates many opportunities for higher-order applications and creative thinking, in several ways as originated from the students.
- **Voice:** This lesson allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **Differentiation:** The lesson’s assignment provides several different opportunities for individual learners to express their learning in various ways.

Objective(s):

- Students will be able to describe a challenge in the governance of US territories
- Students will be able to apply knowledge of the governance of US territories to create 30 second informational videos on a challenge of how US territorial governance is structured.

SIOP (highlight one or more SIOP elements you will include in your lesson plan to support EMLs)

	SIOP Elements	
Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent
Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Evidence of Mastery (Measurable): – this section is for guidance ONLY; do not write here

- Briefly describe assessments.
- Embed or attach the summative assessment; include criteria and value

Formative

Groups share out in jigsaw fashion, sharing what was learned during research activities.

Summative:

Students create a Civic Action Plan in which students work in groups to create a 30 second TikTok video raising awareness about a social, economic, or political issue facing one of the US Territories today. The teacher will assess the groups’ CAP projects using the following CAP Rubric with a score of 80 or higher indicating mastery.

CAP Rubric

Levels of Accomplishment	Criteria	Points
Exceeds expectations	<p>Students give a full and highly detailed articulation of the historical and/or cultural connections between their topic and the United States today</p> <p>Written explanation is very well written and provides a very accurate explanation meeting all three of the paragraph requirements and includes additional relevant information.</p>	90-100
Meets expectations	<p>Students give a relevant and connected articulation of the historical and/or cultural connections between their topic and the United States today</p> <p>Written explanation is accurate and meets the three paragraph requirement.</p>	80-89
Approaches expectations	<p>Students give a somewhat relevant and connected articulation of the historical and/or cultural connections between their topic and the United States today</p> <p>Written explanation is somewhat accurate and meets at least 2 of the three paragraph requirements.</p>	51-79
Fails to meet expectations	<p>Students fail to give a relevant and connected articulation of the historical and/or cultural connections between their topic and the United States today</p> <p>Written explanation lacks accuracy and fails to meet even 2 of the three paragraph requirements.</p>	0-50

<p>Key vocabulary:</p> <ul style="list-style-type: none"> ● Civic Action Project - a project in which people take collective action to address issues of public concern. 	<p>Materials:</p> <ul style="list-style-type: none"> ● laptops for each student or for each pair of students ● 6 poster size ‘post-it’ papers ● 3 packs of markers, one color for each group ● Classroom timer
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<p>Sources:</p> <ul style="list-style-type: none"> ● Guam won’t give up more land to the U.S. military without a fight
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Engage:

<p>Teacher Will: (NOTE) It is important that students already know what civic action is.</p> <ol style="list-style-type: none"> 1. Ask class: <i>What is your favorite TikTok video? Why do you like it? What elements are there in the video?</i> 2. Prepare six poster size ‘post-it’ papers. Put students in six table groups, and give each group one poster and a pack of markers. Set a timer for five minutes and have students brainstorm answers to the question: <i>What elements make up a compelling educational Tik Tok video?</i> 3. After all 5-minute periods are up, hang the posters in the front of the room for all students to see. 4. Lead a whole-group conversation to get the students to narrow down the 5 <i>most</i> important elements of a compelling educational TikTok video. 5. Introduce the vocabulary word: “Civic Action Project” to the class, and ask students to share their understanding and experience with Civic Action Projects and engage in a class discussion of what a CAP is and how it is done. 6. Explain to students that they will complete a Civic Action Project focusing on historical memory and commemoration in public spaces. Pose the following question to students: <i>What are some things we could do</i> 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Respond to teacher questions: <i>What is your favorite TikTok video? Why do you like it? What elements are there in the video?</i> 2. In groups, students brainstorm answers to the question: <i>What elements make up a compelling educational Tik Tok video?</i> 3. After all 5-minute periods are up, hang the posters in the front of the room for all students to see. 4. Participate in a whole-group conversation to narrow down the 5 <i>most</i> important elements of a compelling educational TikTok video. 5. Engage in a class discussion of what a CAP is and how it is done. 6. Respond to the following questions: <i>What are some things we could do to improve or increase the awareness of challenges that US Territories face today?</i>
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to improve or increase the awareness of challenges that US Territories face today?

7. Explain to students the five elements they brainstormed will be the rubric for their next project applying the information they learned in the previous lessons to create a Civic Action Project in the form of an educational TikTok video.

Explore

Teacher Will:

IQ #1: What are some issues the United States and Guam are conflicted over?

(NOTE) Keep students in the same table groups.

1. Ask students to read the article [Guam won't give up more land to the U.S. military without a fight](#)
2. Ask students to write a paragraph explaining the key issues the residents of Guam are protesting against, and proposing a draft of what an informative TikTok video would be on the subject.
3. Ask students to share their paragraphs to their groups and discuss what ideas they have for creating an impactful TikTok video.
4. Ask students: based on what we have learned about the US Territories, *what issues are important to you? What would you like to see changed?*
5. Provide a [Google doc link](#) for groups to brainstorm ideas and rationale on a CAP topic.
6. Teacher assigns 'roles' to each group in order to jigsaw information, and guides students in further conducting research on social, political, or economic issues facing US Territories using credible sources. (Teacher may wish to introduce students to the [PAUSE assessment](#) which can help them identify credible sources).
7. Students then as a group select an issue facing US territories to create an informational TikTok video on. Guide

Student Will:

1. Students read the article [Guam won't give up more land to the U.S. military without a fight](#)
2. Students write a paragraph explaining the key issues the residents of Guam are protesting against, and proposing a draft of what an informative TikTok video would be on the subject.
3. Students share their paragraphs to their groups and discuss what ideas they have for creating an impactful TikTok video. Ask
4. Students respond to: *What issues are important to you? What would you like to see changed?*
5. Use a [Google doc link](#) for groups to brainstorm ideas and rationale on a CAP topic.
6. Students use 'roles' in each group to jigsaw information, and guides students in further conducting research on social, political, or economic issues facing US Territories using credible sources. (Teacher may wish to introduce students to the [PAUSE assessment](#) which can help them identify credible sources).
7. Students then as a group select an issue facing US territories to create an informational TikTok video on. Discuss: *What do people need to know? What can be done? What can we do about this issue/problem?*

<p>students in a discussion: <i>What do people need to know? What can be done? What can we do about this issue/problem?</i></p>	
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Explain	
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<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Jigsaw - each group shares information learned during research activities with class. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Jigsaw - groups share what was learned during research activities.
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Elaborate	
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<p>Teacher Will:</p> <p>IQ #2: <i>In what ways can we influence public awareness about US/Guam conflicts?</i></p> <p>(NOTE) Teacher assists students in connecting with appropriate agencies, organizations, community, etc.</p> <ol style="list-style-type: none"> 1. Teacher assists students by first helping to research what key issues are already being talked about in social media regarding their territory 2. Teacher then helps students to brainstorm the most effective methods of raising awareness through TikTok on their given issue. 3. Students put together CAP in a 30-second TikTok Video 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Teacher assists students by first helping to research what key issues are already being talked about in social media regarding their territory 2. Teacher then helps students to brainstorm the most effective methods of raising awareness through TikTok on their given issue. 3. Students put together CAP in a 30-second TikTok Video.
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Evaluate	
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<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Students will post their TikTok video Civic Action Project and share links to their videos on a common Google Doc for the class. 2. Students will share their TikTok videos with the rest of class via the Google Doc. 3. Students will be assessed on their CAP projects using the CAP Rubric. 4. Ask students to write a self-evaluation on their Civic Action Project, answering the following questions: <i>How has constructing</i> 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Students will post their TikTok video Civic Action Project and share links to their videos on a common Google Doc for the class. 2. Students will share their TikTok videos with the rest of class via the Google Doc. 3. Students will be assessed on their CAP projects using the CAP Rubric. 4. Students write a self-evaluation on their Civic Action Project, answering the following questions: <i>How has constructing this TikTok</i>
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this TikTok video expanded your knowledge about issues surrounding US Territories? What did you learn about yourself or your group members while constructing this project?

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Extensions:

Teacher can assist students in using their Civic Action Project to raise awareness about other issues surrounding the US Territories in their school and local community.