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Lesson Title:

Calling All Citizens!

Subject Area:

Technology, Social Sciences, Language Arts, Math

Grade Level:

7-8

Lesson Summary:

Students will investigate what people know about U.S. citizenship, and how to improve knowledge and interest. Our class will conduct a survey, make hypotheses about how we can increase citizenship awareness, and then develop both a hard copy and online citizenship newsletter for "students" of all ages. We will publish the newsletters both in English and Spanish.

Objective/Content Standard/Benchmark:

Objectives -- Students will: 1. Recognize the importance of active citizenship - knowledge and awareness 2. Establish ways to increase knowledge about how our government operates, our history, the Constitution, symbols and rites of citizenship 3. Conduct and analyze a survey of current and prospective voters in our geographical region 4. Develop materials to increase native born and immigrant citizens' knowledge about the United States Constitution 5. Publish a hard copy and online newsletter both in English and Spanish (We have a sizable population of limited English speaking immigrants working to become citizens of the United States.) 6. Learn Publisher 98 applications for newsletters. Common Curriculum/Content Standards/Benchmarks -- See attached documents with starred items that apply to this lesson. Students will earn writing Certificate of Initial Mastery benchmark for this assignment and may earn benchmarks for mathematics and social sciences. 1. Technological Applications and Technological Knowledge (Apply technological concepts and process to solve practical problems and extend human capabilities; demonstrate understanding of technological concepts and processes, and their relationship to and impact on other disciplines) 2. Social Science Analysis (Define and clarify an issue so that its dimensions are understood; identify, analyze and select a course of action to resolve an issue; communicate solutions and reasoning in an easily understood manner) 3. Language Arts Writing (Communicate knowledge of topic; structure information in clear sequence; develop flow and rhythm of sentences; demonstrate knowledge of conventions; use expository or persuasive mode) 4. Mathematics (Estimations-Use estimation to solve problems and check the accuracy of solutions; statistics-carry out and describe experiments using measures of central tendency and variability; interpretation of Date-create charts, tables, and graphs, and use statistics to summarize date, draw inferences, and make predictions)

Approximate Time Needed:

5-10 class periods

Prerequisite Skills:

1. A basic understanding of Microsoft Word, Excel, Outlook Express email, Explorer, the Internet, Alta Vista translator, and Encarta 98 Encyclopedia with Research Organizer 2. Background on the Constitutional Convention and a working knowledge of the United States Constitution 3. A knowledge of how to write surveys/questionnaires, and interpret gathered data 4. Ability to conduct cordial email correspondence with other school groups 5. Contacts established with two or three other schools

Materials and Resources Required:

Technology:

Printed Materials:

Supplies:

Others:

Procedures:

See attached Word Document for Teacher and Student Guide

Modifications for Differentiated Instruction:

For the special needs student:

Help select questions from the Immigration and Naturalization Service sample citizenship test to include in our newsletter. Help write article and select appropriate images to include with this newsletter section. Other ideas may be negotiated with team teachers and support staff.

For the gifted student:

Students may search Supreme Court decisions web sites to demonstrate an important explanation of amendments to our Constitution. Students should carefully consider the case selected, making sure it demonstrates the importance of knowing our rights as citizens. Write dialogue and present a re-enactment for a digital video attachment to the online Publisher newsletter. Students may also develop other ideas and negotiate with the team teachers.

Student Assessment:

1. Assess stages of project development and individual/group production 2. Assess final product each group contributes 3. Complete a student reflection paper 4. Complete a writing, mathematics or social science CIM benchmark 5. Measure project success by number of hits web site receives or written responses from hard copy newsletter that goes home. 6. Celebrate project completion; present award certificates for all facets of Lesson endeavors.

Lesson Evaluation:

1. Assess student reflection paper comments 2. Listen for student comments - "success" or "fun" factor 3. Determine how often students use or request help to use any software applications used in this lesson.

Zip File Name:

1445callingallcitizens.zip

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