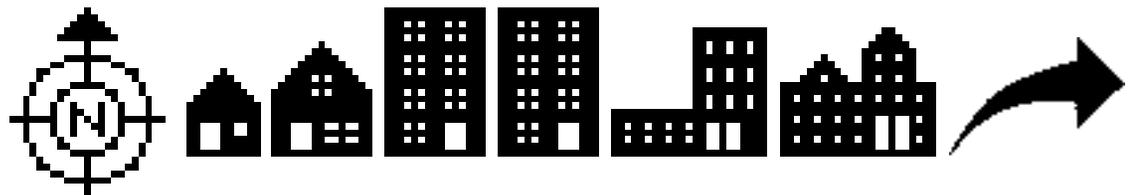
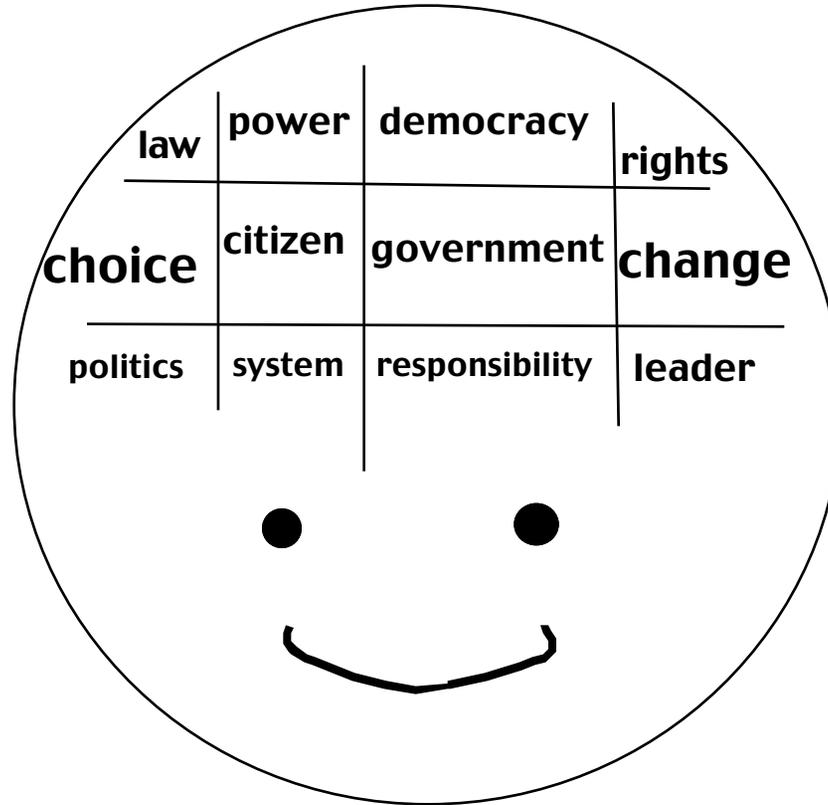


CIVICS FRAMEWORKS



ASSESSMENT

The following questions focus on main ideas that students will learn as they study citizenship and government.

Ask students to answer these questions at the beginning of the quarter. They can respond in writing as well as with pictures.

Then, each week, review the questions--have the students add more answers.

Include more questions based on the topics you choose to study.

At the end of the quarter, students should review their collections of answers and put together a kind of “digest” or book about citizenship, government, and leadership. Each student can present one idea, or students can work in teams.

- What are some ways that our school has a kind of government?
- What rights and responsibilities do you have as a citizen?
- How do citizens work together to make changes?
- How do people become leaders in a city?
- What should the citizens and leaders of Chicago do to make it a better community?

Add your own key questions based on the topics you choose to include in the economics quarter.

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Planning the Civics Quarter

Choose the topics you plan to include in the Quarter.

The recommended topics and sequence are listed here.
They are organized as questions that the students should answer through projects.

If possible, make sure that your students have a “position” in Chicago’s civic system, including the role of citizen, representative, and community leader.

PROJECT GUIDES

The Center for Urban Education has guides that can be used in conjunction with the “choices for change” theme. You also will find resources in textbooks, in your in-school resource center, and in your own imagination.

To view and print the resources available from the Center for Urban Education, visit the website at:
<http://teacher.depaul.edu>

K	citizen What does a responsible “citizen” of the classroom do?	leader What do classroom leaders do for everyone?	choices What choices should our class make to contribute to the school community?	commitment How can one citizen get others to support a choice?	connections How does one change help many persons?
1	citizen What are the rights and responsibilities of a citizen of the school?	leader What can first-graders do to help as leaders for kindergarten children?	choices What choices should our class make to contribute to the school community?	commitment How can one citizen get others to support a choice?	connections How does one change help many persons?
2	citizen What are the rights and responsibilities of a citizen of the community?	leadership How can a second-grade class lead the way for first-graders?	choices What choices should our class make to contribute to the school community?	commitment How can one citizen get others to support a choice?	connections How does one change help many persons?
3	citizen What are the rights and responsibilities of a citizen of Chicago?	leadership What kinds of qualifications should citizens look for in a leader for Chicago?	choices What choices should our class make to contribute to the community?	connections How does one citizen affect the government of Chicago?	future What jobs could I have in Chicago in the future?
4	citizen Who are Americans?	leadership What kinds of commitments should the next mayor make to Chicago?	choices What choices would you make if you were the mayor?	connections How can one citizen change a system?	future What changes should people make in Chicago?

5	citizen How have the rights and responsibilities of citizens in the United States changed?	leadership What are the problems that the next mayor of Chicago will face and how should that leader deal with them?	choices What choices should Chicago make for the future based on what we have learned from the past?	connections How can one person connect with others to help bring about changes?	future What is your vision of Chicago's future?
6 or 7	citizen How are we citizens of: > Chicago > The United States > The world?	leadership Based on what you have learned this year, what advice would you give to the next mayor of Chicago?	choices Cities show the choices people have made. What choices does Chicago show?	connections In what ways does one citizen's progress affect others?	future What is your vision of Chicago's future?
8	citizen How have the rights and responsibilities of individual citizens been changed by law?	leadership What lessons about leadership could the next mayor learn from studying U.S. history?	choices What choices have brought opportunities to citizens in the United States? What choices have limited them?	connections How can one citizen's choice today affect the future?	future What is your vision of Chicago's future?

SCHOOL PARTNERS

Each class can contribute to the civic education of the entire school.

Choose one option for the contribution your class will make to the school.

My class will contribute:

- ___ a test on citizenship and government
- ___ crossword puzzles about citizenship and government
- ___ stories about citizenship and government
- ___ a display about citizenship and government
- ___ a book about citizenship and government
- ___ a game about citizenship and government
- ___ a "BIG BOOK" about citizenship and government
- ___ a puppet show about citizenship and government
- ___ a cartoon about citizenship and government
- ___ career profiles of government workers
- ___ a "bank" of ideas for teaching about citizenship and government
- ___ a change in the school such as organizing a learning center

RECOMMENDED SEQUENCE FOR EACH WEEK

1. ORIENTATION

Introduce (or reintroduce) the topic of the week.

(A topic such as work can extend as long as three or four weeks depending upon the value you decide the topic has to the students and the different skills development activities you organize to focus on that topic.)

2. CONCEPT DEVELOPMENT

A. Introduce key vocabulary related to the topic.

B. Define the terms with the students with examples from their own experience.

C. Involve students in activities that deal with the topic and develop skills--

math

maps

language arts

arts

3. CONCEPT APPLICATION

Have students use the concepts to:

> participate in games

> participate in simulations

> enact civic situations

4. SYNTHESIS

Have students create booklets, displays, or tests to clarify the topic.

CONNECTIONS

A. Involve parents through homework assignments that involve parents.

B. Link the topics by organizing ongoing projects such as an expanding exhibit about citizenship and government, a board game that gets more elaborate as the students learn more about citizenship and government, a book that expands to include more chapters.

C. Make an "idea" time line that keeps the quarter's ideas in view for the class.

WORD BANK

Here are some of the terms students need to know about citizenship and leaders. Choose the words that your class will learn.

You can turn this word list into a career project.

Ask students to identify one job for each word--one job in which a person would use that word many times during a workday. For example, a lawyer might use "justice" many times, and an alderman might use "ward" many times during a day.

Add more words.

change	citizen	government	law	community	choice
future progress consensus progress vision influence cause effect resolve plan	responsibility rights commitment dedication persistence register freedom liberty individual empower	system executive judicial legislative democracy power election representative city ward county state nation	justice injustice conflict constitution law-maker enforcement consequences reasons precedent court	collaboration interdependence diversity communication cooperation connection agreement empowerment	vote elect politics alternatives benefits consequences equity values decision opinion debate issue problem survey priority obstacle evaluate assess