CIVICS FRAMEWORKS

- law
- power
- democracy
- rights
- choice
- citizen
- government
- change
- politics
- system
- responsibility
- leader

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

More Resources:  http://teacher.depaul.edu        Polk Bros. Foundation Teacher Leadership Network
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| 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

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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.

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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.

<table>
<thead>
<tr>
<th>change</th>
<th>citizen</th>
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<th>law</th>
<th>community</th>
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