



**Literacy Design
Collaborative**

Securing the Blessings of Liberty

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Civics entitled, "Securing the Blessings of Liberty", found at:
<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies>

The unit explores the historical events and the role of government in shaping U.S. domestic and foreign policy, and the rights and responsibilities of citizens to participate in policy decision making. It begins with a look at political parties and the role that party platforms play in policy decisions. Next, students will study monetary and fiscal policy decisions and how citizens may react to and/or influence those decisions. Then, students examine domestic and foreign issues/policies, the tools used by the federal government to make those decisions, and the ways in which citizens may influence policy decisions.

GRADES

9

DISCIPLINE

 **Social Studies**

COURSE

 **Civics**

Section 1: What Task?

Teaching Task

Task Template 24 - Informational or Explanatory

How do policy decisions (foreign or domestic) affect a nation's citizens? After researching primary and secondary sources on a domestic or foreign issue (e.g. gun control, immigration, civil rights, worker's rights, taxation, voting rights, free trade, child labor, etc.), write a news report in which you examine the cause(s) of the policy decision and explain the effect(s) on the American public during that time making sure to analyze at least two key diverse reactions to the policy. Support your discussion with evidence from your research.

Common Core State Standards

Reading Standards for Literacy in History/Social Studies 6—12

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9—10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2.d

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2.c

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2.a

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Social Studies

- CO** Recognize the interaction between foreign and domestic economic policies.
Topics to include but not limited to: embargoes, tariffs, and subsidies
- CO** Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies
- CO** Explain how to monitor and influence public policy
- CO** Analyze goals and tools used by the United States in developing foreign policy
- CO** Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events

Texts

- [**🔗 Article on Social Policy**](#)
- [**🔗 Article: Should the Government Intervene in the Economy?**](#)
- [**🔗 An interactive timeline of key U.S. foreign policy decisions**](#)
- [**🔗 America's Foreign Policy**](#)
- [**🔗 Proclamation 3447 - Embargo on All Trade with Cuba - Feb. 1962**](#)

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Are you ready for an excellent adventure? Welcome to "TTN Network!" You and your crack news team are in charge of producing the next award-winning episode of our show *TIME TRAVEL NEWS*. Your team must investigate domestic or foreign issues (e.g. gun control, immigration, civil rights, worker's rights, taxation, voting rights, free trade, child labor, etc.) and trace the history of U.S. policy decisions and the social/economic conditions that precipitated the decisions. As any exemplary news team knows, historical/social context is critical to understanding policy decisions and their outcomes. Each person will be investigating and reporting on their own issue.

Extension

If desired, and if there is time, students can group together to turn their reports into an actual videoed newscast.

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Being able to mesh a cause/effect format into a news report format.

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Writing a Lead paragraph

REVISION, EDITING, AND COMPLETION > PEER EDITING: Revise work based of feedback from peers.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
35 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>WHAT IS A NEWS REPORT? This prompt asks you to write a news report. What is a news report? How is it different than an article?</p>	Teachers may use the scoring guide provided in the packet.	<p>Stress that there are few differences between a newspaper article and a news report. Both need to be brief and answer the 5 Ws and H.</p> <p>The attached packet is a good resource to work through. Teachers may use as much or as little of the packet as they want.</p>
Additional Attachments:				
🔗 Writing a New Report Student Packet				
Reading Process				
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CAUSE/EFFECT GRAPHIC ORGANIZER Use the graphic organizer to take notes on your issue and policy decision.</p>	Not Provided	Teachers may want to use the graphic organizer as a model for a sample issue.
Standards:				
<p>CCSS.ELA-LITERACY.RH.9-10.3 : Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>				
Additional Attachments:				
🔗 Cause and Effect Graphic Organizer				
Transition to Writing				
25 mins	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Being able to mesh a cause/effect format into a news report format.</p>	<p>CREATING AN OUTLINE FOR A CAUSE/EFFECT NEWS REPORT As a class, we will create a rough outline for a cause/effect news report, then you will write your lead paragraph.</p>	Not Provided	<ol style="list-style-type: none"> 1. Refer students back to the introductory packet and the outline for a news report. Discuss where in that outline the causes and effects from the prompt would fit in. You may need to guide students to the conclusion that both should be present in the lead paragraph. 2. Make sure students take notes or create an anchor chart of the outline to keep displayed while students work on drafting.
Additional Attachments:				
🔗 The 5 W's and How worksheet				
Writing Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Writing a Lead paragraph</p>	<p>LEAD PARAGRAPHS Using your research and discussion notes, write a lead paragraph for your report making sure you answer the 5 W's and you include the cause and effect of the policy decision.</p>	Not Provided	<ol style="list-style-type: none"> 1. You may want to model creating a lead paragraph with an issue that is unassigned. 2. Have students write their lead paragraph in a cause/effect format. 3.. When students are finished, have them count the number of words they used. Write that at the end. 4. Break students in to small groups. One at a time, have students read their lede out loud to the group (having the author read out loud keeps the focus on the content not on things like spelling and handwriting). While the author reads, the rest of the group needs to be jotting notes about the 5 W's and H and the cause and effect of the policy statement. 5. When the author has finished, group members should address these things <ul style="list-style-type: none"> ● Were all the questions answered? If not, what was missing? ● Was the cause and effect clear? ● Was it interesting? If not, what would make it more interesting? ● How many words did the author use? Is there any way to use fewer words but still answer everything and keep it interesting? How? 6. Repeat until everyone has shared and gotten feedback. 7. Give students some time to revise their leads based on the feedback they got.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>REVISION, EDITING, AND COMPLETION > PEER EDITING: Revise work based of feedback from peers.</p>	<p>WRITING AND REVISING A DRAFT Using our outline as a guide, write the rest of your report. When you finish, we will be breaking into groups for peer revision.</p>	Not Provided	<ol style="list-style-type: none"> 1. Have students write the rest of their report. 2. Break students back up into groups (at least 4 people in a group) and trade papers. 3. As students read each others' reports, they should have a blank graphic organizer (see intro packet) they are taking notes on to check that the author actually included all parts of a news report. When this is done, they need to trade papers again. 4. As students read the new report they are given, they should be highlighting where specific parts of the prompt are addressed (causes and effects). When this is done, have them trade again. 5. As students read this final article, they need to think about how the author wrote the article. Do all sentences make sense? Did the author use boring words? (like run instead of something like sprint). Have students circle boring words or things that don't make sense and write suggestions in the margins. 6. Each student should then get their own article back, along with the graphic organizer their classmate filled out. Give students time to look through, figure out what they need to change, ask clarifying questions, etc. before they revise based on feedback.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided