



Civics Education



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What Does It Mean to Have Civics Education Skills?

Civics education means “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training” (Workforce Innovation and Opportunity Act, Pub. L. 113-128, July 2014).

Civics education equips adult learners to deal with issues of critical importance in their lives and communities, with advocacy and agency as central tenets. Agency refers to a learner’s ability to take control of their learning in pursuit of their personal aspirations and goals (Duff, 2012). Civics education may be incorporated into adult high school equivalency (HSE) completion and adult basic education (ABE) programs and is the foundation of integrated English literacy and civics education (IELCE)

Issue Brief

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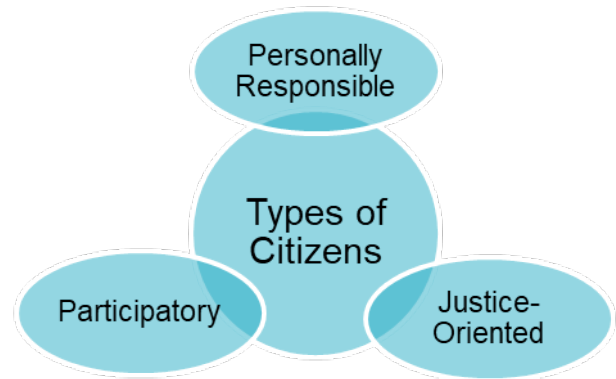
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classes for immigrants to the United States.¹ Whether preparation for passing the United States citizenship examination or the social studies sub-test on HSE exams, civics education provides learners with an understanding of the fundamentals of government and U.S. history, ideally through a critical lens that draws on learners' own experiences, beliefs, and world views. More important, a well-designed civics education program supports the individual's full integration into society with opportunities to accept leadership roles and participate in community organizations (ALLIES, 2017).

Westheimer and Kahne (2004) propose three types of citizens: personally responsible citizens, or those who are responsible members of their community; participatory citizens who become activity engaged in local issues and organize others around those issues; and justice-oriented citizens, who “critically assess social, political, and economic structures to see beyond surface causes (p. 240)” and strive to affect systemic change. A scan of adult education materials and English language civics materials for new immigrants reveals that many contain activities that are primarily focused on community involvement (making donations, attending school meetings, learning about recycling) that support becoming only the first of these—a personally responsible citizen. While that is an excellent starting point, and these kinds of topics are common in IELCE classes, a civics education curriculum and instructional approach also should prepare adult learners to identify problems in their communities and act to solve them by drawing on and analyzing information from multiple sources and perspectives.



Why Is Civics Education Important?

Civics education has equal importance for both those born and raised in the United States and those who have come as immigrants or refugees and for whom civics education is one part of a process of integration into a new society (ALLIES, 2017; Shapiro and Brown, 2018). As stated in Millona and Gross (2014), the National Partnership for New Americans believes that “immigrant integration is a two-way process that strengthens the systems and tools that allow immigrants in the U.S. to participate fully in their families, jobs, and communities, and that benefits all Americans by providing immigrants with the opportunity to contribute fully to those jobs and communities and to the strength of the nation as a whole (p. 1).”

Only 26% of Americans could name all three branches of government, voter participation was at its lowest point in two decades, and public trust in government was only about 18 percent. (University of Pennsylvania, 2016)

Equally important and paralleling the effort to support newcomer integration is increasing civic knowledge and engagement of those adult learners in ABE and high school equivalency completion programs. An Annenberg Public Policy Center (2016) survey revealed that, at the time it was published, only 26% of Americans could name all three branches of government, voter participation was at its lowest point in two decades, and public trust in government was only about 18 percent. Quality civics education provides a means for all learners to become not only personally responsible but, potentially, participatory and justice-oriented citizens as well. At

¹ See Title II Section 243 of the Workforce Innovation and Opportunity Act (WIOA, Pub. L. 113-128, July 2014) for more information on what services are provided through IELCE programs.



the broader community level, it also means “improving relationships and trust between immigrants and receiving community members, as well as among immigrants from different countries and backgrounds; and improving the capacity of receiving community organizations and institutions to value the assets and contributions of immigrants” (Kallenbach et al., 2013, p. 13).

How Do You Implement the Skills That Matter for Civics Education?

To be an engaged citizen, individuals must understand how governing systems work and must recognize their rights and responsibilities as citizens as well as the responsibilities of those who govern them. In the context of adult education programs, learners should be afforded the opportunity to grapple with complex problems that affect their own lives and take action to find solutions. Learners in adult education classrooms must appreciate the connection between the surrounding community’s concerns and their own academic goals; and they need to see how the skills of problem solving, decision-making, and effective communication that are fostered through rich community projects are the same skills as those used in school, work, and home (Nash, 2000). These understandings and perceptions can best be achieved through project- and problem-based learning approaches or by following an integrated, contextualized approach that uses civics topics as the content of instruction (e.g., learning about critical historic issues that demonstrate democratic processes at work while developing learners’ literacy, language, mathematics, and soft skills). Within any of these approaches, all of the skills that matter can and should be fostered through the selection of appropriate instructional tasks as described by the examples below.

- **Critical thinking:** Students must have the skills and knowledge necessary to weigh arguments on every side of each issue before coming to a conclusion. Learners create and conduct a survey of class members’ civic engagement, with survey items regarding attendance at city council, school board, or other government meetings; voting; volunteerism; and engagement with community organizations. Groups analyze data they collect around one of the issues, create graphs, present findings, and summarize class engagement levels.
- **Communication:** Students must have the skills and knowledge necessary to effectively share ideas with others; understanding information shared by others. Learners observe video clips of interactions with different community members (e.g., a neighbor, a school teacher, someone in law enforcement, an INS official at a naturalization interview) and note differences in the forms of address, ways of responding to questions, and overall level of formality. Instruction focuses on the specific language used in these varying contexts.
- **Processing and analyzing information:** Students must have the skills and knowledge necessary to consider facts, opinions, and potential outcomes for decisions on one’s own life and the surrounding community. Learners explore a current issue of concern in their community through case studies; for example, an increase in ICE raids of local businesses, or how possible changes in DACA legislation may affect families. They research legislation and current practices and propose action steps for those involved.
- **Self-awareness:** Students must have the skills and knowledge necessary to understand one’s impact on others and to be mindful of personal and cultural biases. Using the classroom as a model for democratic practice (Nash, 2010), students are given an issue affecting the classroom, e.g., what type of feedback they would like to receive from one another on their writing. Voting by secret ballot, results are counted to illustrate the concept of majority rule (Foster, Aguiar, & Anderson, 2014). Students then reflect on the impact of their voter participation and how this extends to their rights and responsibilities as voters.



- **Problem solving:** Students must have the skills and knowledge necessary to identify when to address issues that arise, both in one’s own life and in the lives of those in the larger community. Learners investigate an issue of concern; for example, causes of homelessness in their community. They learn about factors affecting homelessness: jobs and average pay available to people with limited education; costs of housing in their area; or the availability of homeless shelters. This could lead to actions such as volunteering at a homeless shelter or collecting used clothing for homeless families.
- **Navigating systems:** Students must have the skills and knowledge necessary to understand different ways of making one’s voice heard, including voting and to complete the steps necessary to register to vote or become a citizen. Using project-based learning, teams investigate services in the community based on their personal needs; for example, recredentialing supports, voter registration, food banks and other forms of public assistance, tenants’ rights organizations, or affordable childcare. They create posters and take part in a gallery walk to discuss and learn about those services with one other.
- **Adaptability and willingness to learn:** Students must have the skills and knowledge necessary to seek new ways to improve one’s situation as well as the situations of others in the community and to recognize that one has room for growth. Learners read about the positive impacts of community involvement and complete a self-assessment to determine the likelihood that they will engage in various practices. Then they identify actions they are willing to take to increase their involvement in the community.
- **Respecting difference and diversity/interpersonal skills:** Students must have the skills and knowledge necessary to navigate norms and systems in the United States while maintaining one’s identity and traditions, as noted by Kallenbach et al. (2013). Adult education programs are often “a microcosm of the broader community and the lack of understanding that can exist between and among groups” (Kallenbach et al., 2013, p.13). Projects that revolve around all players in an adult educational setting can provide vehicles for building cross-cultural understanding. Working with learners across classes within a program, students process scenarios related to the cultural groups represented at their adult learning centers. They evaluate multiple perspectives on one event (e.g., differing values and beliefs around issues; varying forms of address; differing ways of participating in teams or with class colleagues; varying forms of physical contact or gestures).

Building these skills that matter in the context of civics education serves to foster learner agency and voice. Any of the practices outlined above can be applied to high school equivalency, ABE basic skills, or IELCE classes.

What Are Some Tips for Teaching Civics Education Skills in Your Classroom?

- **Consider learners’ personal circumstances.** Each learner has unique circumstances, needs, and issues. For learners to become participatory or justice-oriented citizens, situate instruction using opportunities for engagement in their own communities. Establish their personal goals, motivations, and comfort in becoming involved in a community problem or issue they are facing. There must be buy-in and a genuine need to engage with the topics. Often, this approach requires differentiating—that is, having different groups work on different projects in class. Spend time generating ideas and activating learners’ prior knowledge of topics that are covered.



- **Support language development.** Civics topics can provide engaging content for language development. Use authentic, current reading and listening materials to work on strategies for accessing complex texts, such as informational videos on community organizations or infographics, tables, or charts that provide real-world data on anything from school choice to crime rates. Provide the academic language frames needed to engage in deep, sustained discussions (e.g., expressing opinions: “As far as I’m concerned.”, agreeing: “That’s an excellent point.”, or elaborating on others’ ideas: “I see your point, and I would add...”).
- **Work on multiple literacies.** Often, civics-related content is presented using infographics, charts, or graphs, and current information often is provided online. Integrate varying forms of text (print and digital) frequently. Gather current information from any number of government agencies (e.g., the U.S. Census Bureau, the Pew Research Center).
- **Provide community engagement opportunities.** Have guest speakers come to class. Go on field trips and attend events as a class (e.g., caucuses, school board meetings). Assign out-of-class tasks such as individual field trips that require students to gather information and report back to class (Parrish, 2019).

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Best Practices in Civics Education: A Case Study



What Are Best Practices in Civics Education?

- **Build a classroom community that exemplifies democratic processes and values diversity.** Have learners make decisions about class content and tasks, sometimes by consensus or by vote. Explain why you are using these student-oriented, participatory processes and how they exemplify democratic processes in the broader society.
- **Engage learners with civics topics that require research, problem solving, and critical thinking.** Problem- and project-based learning strategies are ideal for fostering and developing these skills. In addition, provide supports (language, practice with learning strategies) for deep inquiry into issues critical to learners' lives and equip learners with the content knowledge and skills needed for active, informed civic engagement.
- **Support learners' development of the skills needed to become participatory, justice-minded citizens who can take action when problems, issues, and events affect their communities.**
- **Build knowledge of U.S. history and systems in ways that are relevant to learners' lives.** To ensure relevance, always apply the students' learning to issues of concern for their families or communities.

Implementing Best Practices at a Large Urban ABE Program in the Midwest

Class description

This class is an adult basic education (ABE) low intermediate class at a large urban ABE program in Minnesota. Maria has many years of experience teaching adult learners and holds a state ABE license. The class is primarily focused on College and Career Readiness Standards for English Language Arts (CCRS ELA), but it includes a fair amount of mathematics instruction as well. The students engage in topics around a variety of content areas, including civics and government, history, science, and language arts. There are 35 students enrolled in this class, but typically only 25–30 students attend each night. The class meets 4 nights per week for 3 hours per night. Most students in this class are working toward their high school equivalency. About one third of the students are multilingual learners who speak languages other than English at home. They have completed the English language acquisition classes at this site and are now in ABE classes. A few students have interrupted or limited prior formal schooling. These students have immigrated from Somalia, Sudan, Laos, Mexico, Honduras, and Russia, and all plan to apply for naturalization within the next few years.

The Best Practices in Action

1. **Build a classroom community that exemplifies democratic processes and values diversity.** Maria conducts frequent surveys around the students' interests and personal needs regarding their families and communities. When choosing topics to explore, the class engages in ranking tasks to identify issues that are most pressing for everyone. This is a highly multicultural class, and Maria always strives to elicit multiple experiences and perspectives on the issues and content it covers. These activities promote **self-awareness**.
2. **Engage with civics topics that require research, problem solving, and critical thinking.** Maria uses authentic current reading and listening texts to work on strategies for accessing complex sources. She provides the academic language frames needed by the students to engage in deep, sustained discussions (e.g., expressing opinions, agreeing, respectfully disagreeing, elaborating on others' ideas) as well as graphic organizers for note taking and organizing information. Civics-related content is often presented in infographics, charts, and graphs, and current information is generally accessed online. Maria's approach integrates varying forms of print and digital text and draws on current information from a wide variety of government and nonprofit agencies (e.g., the U.S. Census Bureau, the Pew Research Center). These are examples of supports given to learners so that they can engage in effective **communication, problem solving, and critical thinking**.
3. **Develop skills needed to become participatory and justice-minded citizens who can take action when problems, issues, and events affect their communities.** Maria always tries to position her instruction in ways that allow learners to become participatory, justice-oriented citizens. Recently, the class considered the homeless encampment that was located one mile from the school. Over several months, the students conducted research to determine why the camp developed and what city policies governed it, gathering information from news reports, community forums, and a visit to the camp. They orchestrated a clothing drive at the school to collect desperately needed winter coats, hats, and gloves and delivered the items to the camp. Eventually, the city acted to close the camp and to relocate its residents, approximately 80% of whom were Native American. This is an example of how her class thoughtfully considers issues of **difference and diversity**.
4. **Build knowledge of U.S. history and systems in ways relevant to learners' lives.** Maria and her class became actively involved in a local movement, [#IamABE](#), that strives to make ABE services more visible in the surrounding community and that provides outlets for the students to share their ideas, needs, and complex identities. She often assigns subgroups to explore different facets of an issue (e.g., changes to school busing and districting policies). Maria works to integrate government-focused topics with mathematics and science (e.g., the Flint, Michigan, water crisis; data analysis; learning about environmental topics). Here we see how **critical thinking, processing and analyzing information, and problem solving** are all at play.



Reflection Questions

1. Which of the **Skills That Matter** do you think this teacher's approach is likely to foster and how? Remember that these skills include:
 - a. Critical thinking
 - b. Communication
 - c. Processing and analyzing information
 - d. Self-awareness
 - e. Problem solving
 - f. Navigating systems
 - g. Adaptability and willingness to learn
 - h. Respecting difference and diversity/interpersonal skills
2. What do you think makes this teacher's class successful?
3. What inspires you and surprises you about this case study? How could you apply some of these best practices in your own context? What benefits would result? What might be some obstacles you would need to consider?
4. How could this approach be used in responding to a broad range of learner needs and program expectations in your setting?



Civics Education: First Amendment Rights Lesson Plan



NRS Level(s): High Intermediate ESL

Lesson Title: First Amendment Rights		Approximate Length of Lesson: 2 hours	
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Define <i>protest</i> and explain its connection to the First Amendment and the Civil Rights movement • Place the Civil Rights movement in an international context by learning how Martin Luther King Jr. was influenced by Gandhi • Analyze how a protest can lead to change using an example from U.S. history 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> • I can explain the First Amendment and why protesting is a right protected by this amendment. • I can give examples of different forms of protest and describe when each may be most productive. • Before I could ..., now I can ... 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>		<p>ELA/Mathematics/ELP:</p> <p>CCR Levels B and C</p> <p>R1: Ask and answer Wh-questions; refer to key details and examples in text.</p> <p>R2: Determine the main idea; recount key details to demonstrate comprehension.</p> <p>R3: Explain historical events, including what happened and why, based on information in the text.</p> <p>R5: Use text features to locate facts.</p> <p>R7: Use information in illustrations and captions to demonstrate understanding of text.</p> <p>SL2: Ask and answer questions to confirm understanding of text read aloud.</p> <p>L6: Use adjectives and adverbs acquired through reading or being read to; acquire and use words that signal spatial and temporal relationships.</p>	

	<p>ELPS Level 4: ELPS 1: Retell key details; cite specific details and evidence from a text. ELPS 2: Clearly support points with relevant evidence. ELPS 7: Use a wider range of complex, general, and content-specific words and phrases.</p>		
<p>Central Skills Taught:</p>	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
<p>Language Demands: <i>(Include academic language, language skills, etc.)</i></p>	<p>Academic Language Functions:</p> <ul style="list-style-type: none"> • Describing events • Comparing and contrasting • Vocabulary related to protest movements and civil rights (see A and B vocabulary tasks below) 		
<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	<p>Proof of Learning Tools:</p> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other: <u>Complete Graphic Organizer</u>	<p>Ongoing Formative Assessment</p> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input checked="" type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other _____



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>Consider pairing lower-level and higher-level learners during the paired reading activity because peer support naturally increases learners' access to content.</p> <p>For lower-level learners, use the Newsela article with the lowest Lexile level. Provide word banks, visuals, sentence stems and/or frames to support learners during discussions. Allow sufficient time for repeated reading as needed.</p> <p>For higher-level learners, use the original version of the text.</p>		
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 20 minutes</p>	<p>Discuss the following questions with the students as a whole group. Alternatively, post the questions and ask the students to discuss them in small groups and then share out.</p> <ol style="list-style-type: none"> 1. What are some of the important freedoms that we have in the United States? <p>Create a "mind map" on the board and elicit answers from the students. The students may duplicate the mind map in their notebooks if they choose to do so.</p> <ol style="list-style-type: none"> 2. What famous U.S. law protects our important freedoms? <p>Discuss with the students. Once they mention the First Amendment, project the first article of the amendment and elicit interpretations of the following passages in everyday language.</p> <p>Example</p> <p>Original language: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; ..."</p> <p>Explanation: The U.S. Congress will not establish a national religion. People can practice any religion they want or no religion at all.</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Critical thinking 	<p>MATERIALS</p> <ul style="list-style-type: none"> • First Amendment Text-Explanation Matching activity (Appendix A) • Whiteboard and markers



	<p>Ask the students which of the freedoms that they recorded in their mind maps are reflected in this first statement. Circle the names of those freedoms on the mind map.</p> <p>Distribute the First Amendment Text-Explanation Matching handout (Appendix A); ask the students to complete the activity with a partner. When they have finished, again ask the students which of the freedoms they mentioned are included in the First Amendment. Underline those on the mind map as well.</p> <p>How do people living in the United States exercise, or use, these freedoms?</p> <p>On the mind map, add extra bubbles with student suggestions from the first tier of bubbles tied to freedom of religion, assembly, speech, etc. If freedom of assembly or protest is not brought up, prompt the students to mention it. If your class is small enough, invite small groups of students to the board to discuss and expand on the mind map by adding their ideas.</p>		
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 25 minutes</p>	<p>Discuss the concept of protest in general with the students. (What is it? Why do people do it? What does it look like in practice?) If desired, share pictures from recent U.S. protests. Ask the students to compare and contrast what they know about protest movements in the United States and, for those who immigrated to the United States, what they observed or experienced with protest movements in their countries of origin. Is protest common or even possible in their countries? Invite the students to share stories about historical or current issues that lead to protest in different countries. What ideas do people tend to protest about?</p> <p>Distribute the Protest Movements Matching worksheet (Appendix B).</p> <p>Ask the students, “<i>What do you see in the picture? What messages do the signs or slogans convey?</i>”</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills • Processing and analyzing information • Respecting differences and diversity 	<ul style="list-style-type: none"> • Protest Movements Matching activity and discussion prompts (Appendix B)



	<p>Task for Independent Completion: The students should match these signs or slogans with the corresponding protest movements.</p> <p>Small-Group Discussion: The students should then explain their choices and share their interpretations of the messages presented on the signs or in the slogans.</p> <p>Review the students' responses in a whole-class discussion.</p>		
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p>	<p>Explain to the students that the class will spend the next few days talking about how people living in the United States can share their beliefs with others in their community and with government leaders. The initial focus will be on an example from U.S. history of how protest helped people gain basic civil rights.</p> <p>Paired Reading</p> <p>Text A: Montgomery bus boycott (Lexile level 690; Newsela.com website for lower and higher Lexile levels)</p> <p>Text B: Martin Luther King Jr.'s use of nonviolence inspired by Gandhi (Lexile level 830)</p> <p>Prereading: Divide the students into an even number of A pairs and B pairs. Have the students work in these pairs to complete the vocabulary/prediction assigned-reading task (see the vocabulary/prediction tasks below). Distribute the A and B readings.</p> <p>Reading: Invite the students to take turns reading aloud one paragraph at a time with their partner. The students may stop during their reading when they encounter unfamiliar words from the vocabulary task to check their understanding and discuss the words and information.</p> <p>The students read to check predictions and underline or highlight where information is found. They then analyze what was correct and what was incorrect in their statements.</p> <p>Discussion</p> <p>Group A: Did the protest work? If so, why? How did the protest</p>	<ul style="list-style-type: none"> • Communication • Processing and analyzing information 	<ul style="list-style-type: none"> • Team A and Team B Vocabulary Handouts (Appendix C) • A and B readings from Newsela • Different colored highlighters



	<p>occur (e.g., nonviolently, collectively, using financial pressure through a boycott)? What changes came from the protest?</p> <p>Group B: What did Martin Luther King Jr. learn from Gandhi? Whom did Martin Luther King meet in India, and how did those encounters inspire him? How was the Civil Rights movement in the United States influenced by international independence movements?</p> <p>Have the students read the text aloud a third time in pairs and mark up the parts of the text that surprised them and the parts they already knew about. The students may highlight the text using different colored highlighters or write “S” (for “surprised”) or “K” (for “knew”) in the margin.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 25 minutes</p>	<p>Formation of A-B Pairs</p> <p>The students now form pairs each consisting of a student formerly in Group A and one formerly in Group B. In these pairs, the students present to their new partners what they knew and what surprised them as well as what they learned from each of their readings.</p> <p>Using a teacher-provided checklist for guidance, each pair of students creates a poster with an image that illustrates how the Civil Rights movement in the United States is situated in the larger international context.</p> <p>Each pair then presents its poster to another pair.</p> <p>Whole-Class Wrap-up: Discuss other types of protest (marches, demonstrations, boycotts, letter/e-mail/phone campaigns, social media campaigns). Explain to the students that they will learn and talk about the last two forms of protest in future lessons.</p> <p>Homework: Have the students revisit the First Amendment. Ask them to research and describe one example of people exercising each of the rights mentioned in the amendment. These examples may be from the present or the past and from the United States or</p>	<ul style="list-style-type: none"> • Interpersonal skills • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Poster paper • Markers



	anywhere else in the world. The students will share their examples in the next class.		
Student Reflection on Learning Targets, Closure, and Connection to Future Learning Timing: 20 minutes	<p>Have the students independently complete the multiple-choice questions on the last page of their reading packet. Ask them to check their answers with a partner and present a reasoned argument for any selections they disagree with. Review their answers as a class and ask the students to cite textual evidence supporting their arguments.</p> <p>Exit Ticket: What is one thing you learned, one thing that surprised you, one question you still have from today's class, and one example of respecting diversity that occurred during class?</p>	<ul style="list-style-type: none"> • Communication • Self-awareness 	<ul style="list-style-type: none"> • Index cards for exit tickets • Quizzes at end of readings

Lesson adapted with permission from Erin Cary and Suzanne McCurdy, #IamABE (2017).





Appendix A. First Amendment Text–Explanation Matching

Look at the original language of the **First Amendment to the United States Constitution** in the left column below and match each line to the appropriate explanation by placing the correct letter next to the number.

Original Language	Explanation
1. ___ Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;	a. People in the United States are free to meet peacefully in groups for any legal reason.
2. ___ ... or abridging the freedom of speech, or of the press;	b. The U.S. Congress will not impose a national religion. People are free to practice any religion they choose or to practice no religion at all.
3. ___ ... or the right of the people peaceably to assemble,	c. People in the United States are free to communicate with the government to demand solutions to problems or changes to laws.
4. ___ ... and to petition the Government for a redress of grievances.	d. People in the United States may say anything they want and print anything they want in newspapers books, on websites and so on, barring libel.

Key:

Original Language	Explanation
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;	The United States Congress will not impose a national religion. People are free to practice any religion they choose or to practice no religion at all.
. . . or abridging the freedom of speech, or of the press;	People in the United States may say anything they want and print anything they want in newspapers and books, on websites and so on, barring libel.
. . or the right of the people peaceably to assemble,	People in the United States are free to meet peacefully in groups for any legal reason.
. . . and to petition the Government for a redress of grievances.	People in the United States are free to communicate with the government to demand solutions to problems or changes to laws.

Task adapted with permission from #IamABE, by E. Cary and S. McCurdy, 2017. Retrieved from <https://sites.google.com/view/iamabe/lesson-plans>



Appendix B. Protest Movements Matching

What do you see in each photo? What messages do the signs or slogans shown in the photos convey?

Match the signs or slogans in the photos with the protest movements they support. Explain your choices to your partner.

- Education
- Police violence/racism
- Civil rights
- Women’s rights
- Environmental concerns
- LGBTQ rights
- Gun control
- Immigrant rights



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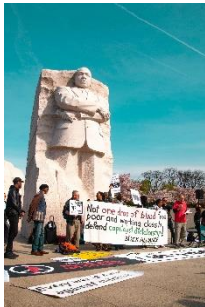


Photo by Maria Oswalt on Unsplash



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Task adapted with permission from #IamABE, by E. Carey and Susanne McCurdy, 2017. Retrieved from <https://sites.google.com/view/iamabe/lesson-plans>



Appendix C. Team A and Team B Vocabulary Handouts

Team A Vocabulary: Montgomery Bus Boycott

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
segregated					
get rid of					
boycott					
courtesy					
integrated					
sniper					

Task format adapted from L. Howard and J. Adelson-Goldstein, presentation at California TESOL conference in San Diego, CA, 2013.

These words appear in your reading selection. Looking at the headline and pictures, and based on the vocabulary here, make three predictions about what you will learn during the reading:

1. _____
2. _____
3. _____

Now read to see whether your predictions are correct. Highlight or underline information that matches your predictions.



Team B Vocabulary: Martin Luther King Jr.'s Use of Nonviolent Protest Inspired by Gandhi

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
activist					
independence movement					
protest					
nonviolence					
segregation					
civil disobedience					

These words appear in your reading selection. Looking at the headline and pictures, and based on the vocabulary here, make three predictions about what you will learn during the reading:

1. _____
2. _____
3. _____

Now read to learn whether your predictions are correct. Highlight or underline information that matches your predictions.

Now complete the handout for your reading by yourself. Note in the text where you find the information. Then compare your answers with a partner.



Montgomery Bus Boycott

By History.com, adapted by Newsela staff on 01.11.17

Word Count **608**

Level **690L**



TOP: An interior view of a Montgomery City transit bus is seen here. It's completely empty as it stops in the middle of town during the middle of the day; Courtesy of Bettman. SECOND: Mrs. Rosa Parks being fingerprinted after her refusal to move to the back of a bus to accommodate a white passenger touched off the bus boycott, Montgomery, Alabama, 1956 Photo: Underwood Archives/Getty Images

From 1955 to 1956, African-Americans refused to ride city buses in Montgomery, Alabama. This was called the Montgomery Bus Boycott. To boycott something means to refuse to use it. The boycott was a protest against an unfair law. At the time, African-Americans were forced to ride at the back of the bus. The protest was the first big demonstration against segregation in the United States. In the end, the U.S. Supreme Court ordered Montgomery to get rid of the law. One of the leaders of the protest was a young man named Martin Luther King Jr. He would become a national leader in the fight for civil rights.

Parks refuses to move

The civil rights movement began in the 1950s. At the time, there were many unfair laws targeting African-Americans. One of them said that African-Americans had to sit in the back half of city buses. They also had to give their seats to whites if there wasn't enough room. African-American seamstress Rosa Parks was returning home on the bus on December 1, 1955. She was seated in the

front row of the "colored section." The driver asked Parks to leave after the white section filled up. Parks refused. She was arrested and fined \$10.

An important black leader helped Parks get out of jail. He thought she should challenge the segregation law in court. Soon a group of black women began calling for a boycott of the bus system.

"They wanted courtesy"

African-American leaders across Montgomery began lending their support to the boycott. Black ministers announced it in church on Sunday, December 4. One newspaper published a front-page article on it. Most of the city's black bus riders boycotted the system the next day. That was about 40,000 people. Black leaders formed the Montgomery Improvement Association (MIA). They elected a young man named Martin Luther King Jr. as its president.



This group had several demands. They wanted courtesy, the hiring of black drivers and a new seating rule. Originally they did not ask to change the unfair law. Then five Montgomery women sued the city to get rid of the law.

The city resisted. Black leaders organized carpools. The city's African-American taxi drivers charged only 10 cents for African-American riders. Many African Americans chose to walk. Black leaders organized regular meetings to keep African-Americans organized.

Segregated seating is unconstitutional

On June 5, 1956, a national court ruled against the law. The court said that any law requiring racially segregated seating on buses was unconstitutional. It also said that the law went against the 14th Amendment. This amendment was adopted in 1868 after the American Civil War. It gives equal rights and protection to all people, no matter the color of their skin. Montgomery's buses were integrated on December 21, 1956. The boycott ended. It had lasted 381 days.

Many white people refused to accept integration. Snipers began firing into buses. In January 1957, four black churches and the homes of important black leaders were bombed. A few bombers were arrested. They were part of a hate group called the Ku Klux Klan.

It brought attention to civil rights struggles

The Montgomery Bus Boycott was very significant. It was the earliest mass civil rights protest in the U.S. It also helped Martin Luther King become an important national leader. King believed in nonviolent protest. This approach was very important in the 1960s. The boycott also brought national and international attention to the civil rights struggles happening in the United States.

Rosa Parks remained an esteemed figure in the history of American civil rights. In 1999, the U.S. Congress awarded her its highest honor, the Congressional Gold Medal.

Quiz

- 1 Which of these sentences from the article would be MOST important to include in a summary of the article?
- (A) The boycott was a protest against an unfair law.
 - (B) Black ministers announced it in church on Sunday, December 4.
 - (C) Originally they did not ask to change the unfair law.
 - (D) They were part of a hate group called the Ku Klux Klan.
- 2 What is the MAIN idea of the section "They wanted courtesy"?
- (A) Black leaders formed the Montgomery Improvement Association and elected Martin Luther King Jr. as its president.
 - (B) A newspaper in Montgomery, Alabama, published a front-page article about black riders boycotting city buses.
 - (C) In Montgomery, Alabama, black bus riders boycotted the city buses and demanded to be treated more fairly.
 - (D) A group of five Montgomery women sued the city to get rid of the law that forced black riders to sit in the back of the bus.
- 3 Which section of the article explains how some white people felt about the court's ruling that ended the Montgomery Bus Boycott?
- (A) "Parks refuses to move"
 - (B) "They wanted courtesy"
 - (C) "Segregated seating is unconstitutional"
 - (D) "It brought attention to civil rights struggles"
- 4 Based on the section "Parks refuses to move," which of these statements would Rosa Parks MOST likely agree with?
- (A) Black bus riders should let whites take their seats if there are not enough seats for whites on a bus.
 - (B) Black bus riders should be allowed to sit in any seat that they want.
 - (C) Black bus riders should have a "colored section" in both the front and the back of the bus.
 - (D) Black bus riders should only be arrested if they sit in the section that is for whites.



Martin Luther King Jr.'s use of nonviolence inspired by Gandhi

By Biography.com, adapted by Newsela staff on 01.23.19

Word Count **626**

Level **830L**



American civil rights leader Martin Luther King Jr. and his wife, Coretta, both wearing garlands, are received by admirers after landing at the airport in New Delhi, India, in 1959. Photo by: AP Photo/R. Satakopan

Mahatma Gandhi was an activist in India. He helped lead India's independence movement in the early 1900s. Gandhi organized peaceful protests against British rule. He inspired people all over the world, including civil rights leaders in the United States. One of the most famous people he inspired was Martin Luther King Jr.

The two men never got a chance to meet. However, King learned about Gandhi through his writings and a trip to India in 1959. He drew heavily on the Gandhian idea of nonviolence in his own activism. King wrote that Gandhi was a "guiding light" for him.

Love Is The Key

"Nonviolence" is more than simply agreeing that you won't physically attack your enemy. Gandhi referred to his form of nonviolence as satyagraha. This means "truth-force" or "love-force." Practicing satyagraha means a person should seek truth and love. They should refuse to do

anything they believe is wrong. This idea guided Gandhi's activism against the British Empire, helping India win its freedom in 1947.

King first learned of Gandhi's idea of nonviolence when he was studying to become a minister, a Christian leader. King connected Gandhi's words to those of Jesus. In the Bible, Jesus tells his followers to "love your enemies."

King believed strongly in the Christian idea of love. He recognized this idea "operating through the Gandhian method of nonviolence." This helped him realize that nonviolence could be a powerful weapon in the "struggle for freedom."

The Montgomery Bus Boycott

King was already familiar with the idea of peaceful protest. He liked Gandhi's idea that people could use truth or love to fight for justice. However, he didn't find a practical use for it until he became involved in the Montgomery bus boycott of 1955 and 1956. At that time, the bus system in Montgomery, Alabama, was segregated. African-Americans were forced to ride at the back of the bus. To protest this, King and others organized a boycott. For over a year, African-Americans refused to ride on Montgomery buses.

In his book "Stride Toward Freedom," King described the principles of nonviolence. He wrote that it is possible to resist evil without using violence. People who practice nonviolence must be willing to suffer without fighting back, even in their heart. "The nonviolent resister not only refuses to shoot his opponent," King wrote. "He also refuses to hate him."

Clayborne Carson is a history professor at Stanford University. King "saw [nonviolence] as an expression of love for all people," Carson says. "It's a way of reaching people and convincing them of the rightness of your cause."

In 1956, the Supreme Court ruled that Montgomery's bus segregation was unconstitutional. Shortly afterward, King spoke before a crowd in New York City. He said that "Christ showed us the way, and Gandhi in India showed it could work."

King Continued Gandhi's Work

King wasn't the only civil rights leader who looked to Gandhi for inspiration. Future lawmaker John Lewis was another. In the 1950s, Lewis studied Gandhi in nonviolence workshops. These workshops prepared him for the peaceful protests he would later lead in Tennessee.

In 1959, King went to India to learn more about Gandhi and his ideas. He was pleasantly surprised to find that many people there had followed the Montgomery bus boycott. During the trip, King met with Gandhi's son and other relatives. The experience strengthened his belief in nonviolent civil disobedience. King left India even more convinced of its power to affect social change.

After he returned to the United States, he became a major civil rights leader. King was the most important living supporter of nonviolence, Carson says. "He popularized a lot of the ideas that Gandhi had." Through King's actions and leadership, these ideas spread throughout the United States and the world.

Quiz

- 1 When did Gandhi's teachings about nonviolence lead to India gaining its independence? How do you know?
- (A) Early 1900s; He helped lead India's independence movement in the early 1900s.
 - (B) 1959; However, King learned about Gandhi through his writings and a trip to India in 1959.
 - (C) 1947; This idea guided Gandhi's activism against the British Empire, helping India win its freedom in 1947.
 - (D) 1955; However, he didn't find a practical use for it until he became involved in the Montgomery bus boycott of 1955 and 1956.
- 2 Read the section "The Montgomery Bus Boycott."
- Which sentence from the section supports the conclusion that King's use of nonviolent protest in Alabama worked?
- (A) For over a year, African-Americans refused to ride on Montgomery buses.
 - (B) People who practice nonviolence must be willing to suffer without fighting back, even in their heart.
 - (C) King "saw [nonviolence] as an expression of love for all people," Carson says.
 - (D) In 1956, the Supreme Court ruled that Montgomery's bus segregation was unconstitutional.
- 3 Read the article's introduction [paragraphs 1-2] and its final section, "King Continued Gandhi's Work."
- What is one connection between these sections?
- (A) Both sections explain what caused Gandhi to use nonviolence to protest British rule in India.
 - (B) Both sections compare and contrast different activists who took their ideas for protest from Gandhi.
 - (C) The introduction summarizes Gandhi's inspiration of King and other activists, and the final section provides more detail about this.
 - (D) The introduction describes Gandhi's background and childhood, and the final section describes King's background and childhood.
- 4 The section "Love Is The Key" is mostly organized using cause and effect structure.
- Why did the author choose to use this structure?
- (A) to show how Gandhi's ideas about nonviolence influenced King
 - (B) to explain how Gandhi and King changed India over time
 - (C) to describe how King's use of nonviolence worked in the U.S.
 - (D) to introduce the need for protests against the British Empire



Civics Education: Flint Water Crisis Lesson Plan



NRS Level(s): High Intermediate Basic Education to Low Adult Secondary Education

Lesson Title: The Flint Water Crisis		Approximate Length of Lesson: 1 hour and 30 minutes	
<p>Instructional Objective:</p> <p>After watching video clips or reading the information on lead exposure and then discussing the issues, ABE/ASE students will be able to:</p> <ul style="list-style-type: none"> • Use the key details from the text/video to explain <ul style="list-style-type: none"> – the environmental sources of lead exposure, – how lead gets into drinking water, and – five or more ways lead exposure affects health. • Synthesize information from multiple sources in order to explain the issues that led to water contamination in Flint, Michigan. • Expand their interpersonal skills by collaborating to research and present information on the Flint water crisis. 		<p>Learning Target Statements</p> <ul style="list-style-type: none"> • I can explain how lead gets into drinking water and why this is harmful to our health. • Before I could ..., now I can ... 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>		<p>ELA/Mathematics/ELP:</p> <p>CCR Level D:</p> <p>R3: Analyze in detail a series of events described in a text; determine causality.</p> <p>W8: Gather relevant information from authoritative sources and assess the usefulness of each; integrate the information without plagiarizing.</p> <p>SL1: Follow discussion rules, draw on preparation, pose questions that connect ideas, and acknowledge ideas and information shared by others.</p>	

Central Skills Taught:	<input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness			
Language Demands: <i>(Include academic language, language skills, etc.)</i>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> Academic Language Functions: <ul style="list-style-type: none"> • Describing cause and effect • Elaborating on others' ideas </td> <td style="width: 33%; vertical-align: top;"> Content-Specific Vocabulary: <ul style="list-style-type: none"> • <i>lead</i> • <i>corrosion</i> • <i>leach</i> • <i>solder</i> • <i>toxic and toxins</i> • <i>contamination</i> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • <i>emergency manager</i> • <i>public health</i> • <i>infrastructure</i> • <i>stakeholder</i> • <i>community crisis</i> </td> </tr> </table>		Academic Language Functions: <ul style="list-style-type: none"> • Describing cause and effect • Elaborating on others' ideas 	Content-Specific Vocabulary: <ul style="list-style-type: none"> • <i>lead</i> • <i>corrosion</i> • <i>leach</i> • <i>solder</i> • <i>toxic and toxins</i> • <i>contamination</i> 	<ul style="list-style-type: none"> • <i>emergency manager</i> • <i>public health</i> • <i>infrastructure</i> • <i>stakeholder</i> • <i>community crisis</i>
Academic Language Functions: <ul style="list-style-type: none"> • Describing cause and effect • Elaborating on others' ideas 	Content-Specific Vocabulary: <ul style="list-style-type: none"> • <i>lead</i> • <i>corrosion</i> • <i>leach</i> • <i>solder</i> • <i>toxic and toxins</i> • <i>contamination</i> 	<ul style="list-style-type: none"> • <i>emergency manager</i> • <i>public health</i> • <i>infrastructure</i> • <i>stakeholder</i> • <i>community crisis</i> 			
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	Proof of Learning: <ul style="list-style-type: none"> <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	Proof of Learning Tools: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other _____ 	Ongoing Formative Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>T-charts or team research chart</u> 		



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For lower-level learners, preview key vocabulary, adapt the text in the reading materials on the infographics, use visuals and guiding questions to convey complex content, and adjust the research task sheet questions to the appropriate level (e.g. using active voice). Have students focus on the visual and caption in an infographic. They can write single words in a graphic organizer.</p> <p>For higher-level learners, use visuals and guiding questions to convey complex content. Students can read the “small print” in addition to the visual and caption in an infographic. They should use phrases and sentences in a graphic organizer.</p>						
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners’ needs and goals.</p> <p>Timing: 15 minutes</p>	<p>Warm-up</p> <p>Show pictures of examples of community issues—image of child with measles, homeless tents, graffiti/vandalism, trash dumping, pot holes etc.</p> <p>Teacher (for each picture): What do you see in this picture? Who has seen or experienced this issue in your own community?</p> <p>Teacher: Have you been in a situation when city or state services were not provided well? Think about utilities, road and highway maintenance, school systems and school buildings, natural disaster cleanup, and so on.</p> <p>Small groups with one T-chart per group:</p> <table border="1" data-bbox="617 971 1312 1122"> <thead> <tr> <th data-bbox="617 971 966 1057">Issue/situation you encountered</th> <th data-bbox="970 971 1312 1057">Effect on you, your family, or your community</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 1060 966 1122"></td> <td data-bbox="970 1060 1312 1122"></td> </tr> </tbody> </table> <p>After the students complete the T-charts, the teacher asks the following:</p> <ul style="list-style-type: none"> • How did you, your family, or your community try to solve this problem or improve the situation? • What were the results when you, your family, or your community tried to solve the problem or improve the situation? 	Issue/situation you encountered	Effect on you, your family, or your community			<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Critical thinking • Processing and analyzing information 	<p>MATERIALS</p> <p>Relevant readings:</p> <p>Readings from EPA website:</p> <ul style="list-style-type: none"> • How lead gets into water: https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water#getinto • Health effects of exposure to lead in drinking water: https://www.epa.gov/ground-water-and-
Issue/situation you encountered	Effect on you, your family, or your community						



Introduction

Teacher: *Today and in other lessons in this unit, we are going to focus on Flint, Michigan, where the city water system was not working properly. Citizens were exposed to lead and other toxins and bacteria in their drinking water. We are going to discuss (1) the reasons this happened, (2) the effects on the citizens, (3) the strategies that are being used to solve the problem, and (4) how we can use this situation in Michigan to think about our own communities.*

The teacher asks the students to record any new vocabulary words in their vocabulary journals. Some terms will be defined together in class; the students may need to look up others on their own.

Teacher: *What do you already know about lead? Work in teams of three to record anything you already know.*

What is lead?	Where does it come from?	What are the ill effects of lead?

What have you heard about lead in the news related to Flint, Michigan, or another location in the United States?

Why is having lead in our water, air, and soil an important issue for Americans to think about?

The teacher provides the following definition of lead from the Agency for Toxic Substances and Disease Registry as a handout or projects it using a PowerPoint slide. The teacher reads the definition aloud, responds to questions and clarifies unfamiliar terms, or asks students who know the terms to explain them.

[drinking-water/basic-information-about-lead-drinking-water#health](http://www.msnbc.com/msnbc/flint-water-crisis-timeline)

- Timeline of events:

<http://www.msnbc.com/msnbc/flint-water-crisis-timeline>

- Lasting effects:

https://www.washingtonpost.com/news/wonk/wp/2017/09/21/flints-lead-poisoned-water-had-a-horrifyingly-large-effect-on-fetal-deaths-study-finds/?noredirect=on&utm_term=.9025e332850e

<https://www.michiganradio.org/post/tracking-flint-water->



	<p><i>Lead is a naturally occurring bluish-gray metal found in small amounts in the earth's crust. Lead can be found in all parts of our environment. Much of it comes from human activities including burning fossil fuels, mining, and manufacturing. Lead has many different uses. It is used in the production of batteries, ammunition, metal products (solder and pipes), and devices to shield X-rays. Because of health concerns, lead from gasoline, paints and ceramic products, caulking, and pipe solder has been dramatically reduced in recent years.</i></p> <p>Source. Centers for Disease Control and Prevention (CDC): https://www.atsdr.cdc.gov/substances/toxsubstance.asp?toxid=22</p>		<p>crisis-health-effects</p>
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 35 minutes</p>	<p>Teacher: <i>Is the water coming from the water plant contaminated with lead or does the contamination happen at a different point? Where does the lead in our water come from? What went wrong in Flint? How does lead affect our health? These are questions you will explore through some research.</i></p> <p>Team Topics (see the Research Task handout [Appendix A])</p> <p>A. How does lead get into drinking water?</p> <p>See available online resources and the information graphic from the Environmental Protection Agency (EPA): https://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=500025PW.txt</p> <p>B. What happened in Flint, Michigan?</p> <p>See available online resources and available videos; use this simple timeline at http://www.msnbc.com/msnbc/flint-water-crisis-timeline</p> <p>C. What are the ill effects of lead on our health?</p> <p>See available online resources and the fact sheet from the Clean Water Action website:</p>	<ul style="list-style-type: none"> • Critical thinking • Processing and analyzing information 	<ul style="list-style-type: none"> • Research Task handout (Appendix A) • Paper and markers or an online infographic template (e.g., Visme) • Student-created infographics



https://www.cleanwateraction.org/sites/default/files/Lead%20and%20Drinking%20Water%20Fact%20Sheet_0.pdf

Working together, teams explore their resources and make notes in their section of the chart.

Each student team creates its own infographic, capturing the main points of the topic it will present to others in the class. The teacher scans or makes copies of the infographic and distributes one to each team member.

Guided Practice:

Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?

Timing: 25 minutes

Formation of New Groups

Each team presents its infographic while others make notes in the appropriate sections of the Research Task handout (Appendix A). To synthesize what they have learned so far, teams fill in the first four columns of the Community Problem Strategy sheet (Appendix B) for the water crisis in Flint. They can refer to this sheet throughout the unit and add to it as they learn more.

What is the community problem?	Who is most affected by this problem (which stakeholders)? How are they affected?	What caused the problem (which institutions, organizations, people, events, etc.)?	What has been done to solve the problem? (If actions have been taken, who took them? How effective have those actions been?)	Who should be involved in solving the problem (which people, institutions, organizations, etc.)?	Describe two ideas for solving this problem. Give <u>at least</u> one reason that you think each idea will work.

In preparation for the subsequent lessons on what actions the community took, have the students look at both the Research Task chart and this chart to think about how their ideas might compare with what their continuing research will show.

- Communication
- Interpersonal skills
- Respecting differences and diversity

- Research Task handout (Appendix A)
- Community Problem Strategy handout (Appendix B)



<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 5 minutes to preview web pages and assign task.</p>	<p>Have the students visit the following websites for information on lead and its presence in drinking water.</p> <p>Clean Water Action: https://www.cleanwateraction.org/features/lead-and-drinking-water</p> <p>EPA: https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water#health</p> <p>CDC: https://www.cdc.gov/nceh/lead/</p> <p>Have the students investigate lead levels in the drinking water in their community.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Processing and analyzing information 	
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 10 minutes</p>	<p>Have the students complete a short checklist based on the questions from the introduction task.</p> <ol style="list-style-type: none"> 1. I can tell someone what lead is and where it comes from. Yes <input type="checkbox"/> No <input type="checkbox"/> 2. I can describe five ill effects of lead. Yes <input type="checkbox"/> No <input type="checkbox"/> 3. I can explain what happened in Flint, Michigan. Yes <input type="checkbox"/> No <input type="checkbox"/> <p>Wrap-up Questions on Wall Chart for Exit Cards (if time allows)</p> <p>The teacher hands out index cards, one to each student. The students write their name on their index card, followed by the question numbers and their responses to the questions.</p> <p>Teacher: <i>Write your name on your index card. The questions are on this chart. Write your answers by labeling them 1, 2, and 3.</i></p> <ul style="list-style-type: none"> • <i>Why do you think we discussed these topics today?</i> 	<ul style="list-style-type: none"> • Processing and analyzing information • Self-awareness 	



	<ul style="list-style-type: none"> • <i>List three facts that you learned today from the video, reading, and group discussion.</i> • <i>What is one question that you have? Or is there something that you found confusing about the information we read or discussed today?</i> <p>The teacher can begin observing and taking notes in preparation for completing the Reading Comprehension rubric over the course of the entire unit.</p>		
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Appendix A. Research Task

Step I: Each team is responsible for gathering information about one aspect of the Flint, Michigan, water crisis. Explore the assigned materials and take notes in your section of the chart below.

Team A: How does lead get into drinking water?	Team B: What happened in Flint, Michigan, to create a crisis?	Team C: What are the ill effects of lead on our health?

Step II: Create a simple infographic representing the key points for your question.

Step III: Present your infographic and enter notes in the chart above as you learn about the two other questions explored by your classmates.



Appendix B. Community Problem Strategy

Complete the chart below based on today's discussion about the Flint, Michigan, water crisis.

What is the community problem?	Who is most affected by this problem (which stakeholders) and how are they affected?	What caused the problem (which institutions, organizations, people, events, etc.)?	What has been done to solve the problem? If actions were taken, who took them and how effective have they been?	Who should be involved in solving the problem (which people, institutions, organizations, etc.)?	Describe two ideas for how to solve this problem. Give <i>at least one</i> reason you think each idea will work.



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Civics Education: Community Involvement as Social Change Integrated and Contextualized Learning Lesson



Rationale: This multistep lesson provides practice with civics content (contextualization), strategies to access graphic and oral informational texts, and mathematics skills (integration). There is also extension practice with listening and speaking, with a focus on pronunciation and language frames needed for presenting information or data.

NRS Level(s): Low Intermediate Basic Education, High Intermediate ESL

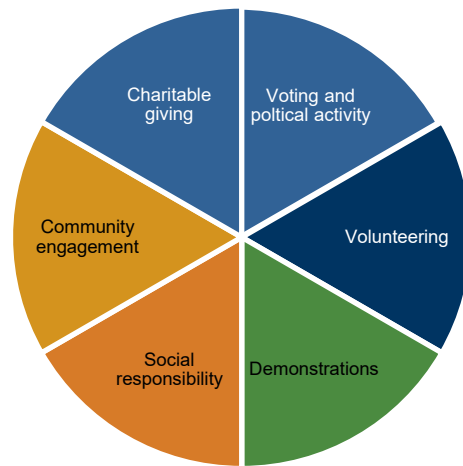
<p>Lesson Title: Community Involvement as Social Change: Exploring the Class's Community Involvement</p>	<p>Lesson Length: 1 hour & 30 minutes</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • Identify actions and strategies that can lead to social change. • Gather data from classmates about their community actions, analyze data, graph data, and accurately present results to others. • Analyze how community action can lead to cohesion in a community. • Explain how sharing stories about community action may counter intolerance and build cross-cultural understanding. <p>Language objectives:</p> <ul style="list-style-type: none"> • Speak about social change categories with clear pronunciation and word stress. • Listen for specific information and listen for attitudes through guided listening task. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson)</i> for learners' exit tickets, learning logs, or reflection:</p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can identify ways to make my community better. • I can gather, understand, and share information about what my classmates do in their communities. • I can think and talk about how community actions make the community better and bring people together. • I can explain how sharing stories about community actions can build cross-cultural understanding. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can speak about social change with clear pronunciation. • I can listen for details and for attitudes in a video news story.

<ul style="list-style-type: none"> Accurately present data using quantifiers and reporting language. 			
ELA/Mathematics/ELP Standard(s) Addressed:	<p>Main Standards Addressed:</p> <p>CCR Level C:</p> <p>S/L1: Engage in collaborative discussions. S/L 2: Paraphrase and summarize portions of a listening/viewing text. L 6: Acquire and use academic words and phrases.</p> <p>ELPS Level 4:</p> <p>ELPS 1: Summarize a text. ELPS 5: Gather information from multiple print sources.</p>		
Central Skills Taught:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness </td> </tr> </table>	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness
<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness		
Language Demands: <i>(Include academic language, language skills, etc.)</i>	<ul style="list-style-type: none"> Listening to a fast-paced news story and taking relevant notes with guided questions Academic vocabulary such as <i>social responsibility, charitable giving, and community engagement</i> Academic phrases to talk about data, such as <i>a considerable number, two thirds of the class, a vast majority, our results indicate ...</i> Specifically for English learners: Practice on pronunciation, especially word stress in multisyllable words (<i>comMUNity, responsiBILity</i>) 		



<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <p><input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</p> <p><input checked="" type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input checked="" type="checkbox"/> Via team product</p> <p><input type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p>	<p>Proof of Learning Tools:</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Checklist</p> <p><input type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Other <u>Completed question slips</u></p>	<p>Ongoing Formative Assessment</p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing</p> <p><input checked="" type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input type="checkbox"/> Other _____</p>	
<p>Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For beginning levels, use photos of the community activities and then label the photos as a class. Use pictures of activities for the one-question survey and provide a simple question model: Do you _____?</p> <p>Create true/false questions for the guided listening task that do not require practice with note-taking.</p> <p>For an ASE class, the students could use the Social Change Wheel (Appendix A) as the basis for the activities: https://mncampuscompact.org/what-we-do/publications/social-change-wheel/</p>			
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 20 minutes</p>	<p>In teams of three, share all the ways you are involved in helping your community. Make a list.</p> <p>Presenting Social Change Options</p> <p>Project Social Change Wheel on white board and refer students to the handout:</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Critical Thinking • Self-Awareness 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Social Change Wheel (Appendix A) 	





Based on <https://mncampuscompact.org/what-we-do/publications/social-change-wheel/>

Co-construct definitions or an understanding of the categories: Call out one category (e.g., charitable giving) and share a personal example (“I took old clothes to a homeless shelter last week”). Invite anyone with an example from the introduction to come to the front and write the example next to the proper category on the visual. Continue with 2 or 3 other categories most likely to be on the students’ lists (e.g., community engagement, social responsibility). (Alternatively, the students can write their personal examples on Post-its and stick those on the categories projected on a screen or wall.) Working with the students, help them to place their examples in the categories and then ask:

Based on our examples, what does _____ mean?



<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 15 minutes</p>	<p>Pronunciation practice</p> <p>Teacher: <i>Listen as I say the words. Which syllable is louder and longer?</i></p> <p><i>commUNity.</i> Draw a bubble pattern on board to represent the pattern: o O o o; clap the pattern as well and have the class repeat. Explain that using the correct stress ensures others can understand and that people speak with more confidence when they are sure how to say the words. Also explain that the students can find the stress of words in the dictionary and can mark words with bubbles in their vocabulary journals. Knowing how to say new words is part of knowing the words!</p> <p>Listening discrimination task: Distribute the Syllable Stress Worksheet (Appendix B) with words from the visual and others that will be in the lesson. Have the students listen and categorize the words. Have them compare answers before you project the key (Appendix C), and then have them practice words in groups of two.</p> <p>Now let's learn about someone who gave back to his community.</p> <p><i>Dairy Queen Owner Gives Back to His Community</i></p> <p>https://www.youtube.com/watch?v=hq7j1k94uUI</p> <p>This story is about an immigrant who owns a Dairy Queen and hosts fundraisers in his community. If this story becomes unavailable, the activities could be carried out with a similar news story. Alternatively, the teacher could interview and video record someone local who gives back to the community in a comparable way.</p> <p>First listening (gist)</p>	<ul style="list-style-type: none"> • Critical Thinking 	<ul style="list-style-type: none"> • Syllable Stress Worksheet (Appendix B) • Key for Syllable Stress Worksheet (Appendix C)
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	<p>Teacher: Listen once and identify the type or types of social action from the introduction that Hamid's story demonstrates. Be ready to justify your choices.</p> <p>Play the story one time and have pairs compare their ideas. Possible answers:</p> <ul style="list-style-type: none"> • Volunteerism • Community engagement • Charitable giving 		
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 15 minutes</p>	<p>Second listening (listen for details and make inferences; practice note taking)</p> <p>Distribute the Guided Listening note-taking grids (Appendices D and E) to the class organized into two groups, Group A and Group B. (The note-taking grids should be copied on one page front and back.)</p> <p>Have the students compare what they have found so far before playing the story a third time.</p> <p>Group A questions (Appendix D):</p> <ol style="list-style-type: none"> 1. Why does the newscaster start with JFK's call from 50 years ago that Americans ask what they can do for their country? 2. What does the reporter mean when he says, "That dream isn't just for the taking"? 3. What types of charities has Hamid sponsored? 4. Why does Alycia, who lost her husband, say that Hamid gives people hope? 5. Who does Hamid believe is most fortunate and why? 6. Why is a story like this particularly important in today's world? 	<ul style="list-style-type: none"> • Critical Thinking • Interpersonal Skills 	<ul style="list-style-type: none"> • CBS news story on YouTube • A and B note-taking grids (Appendices D and E)



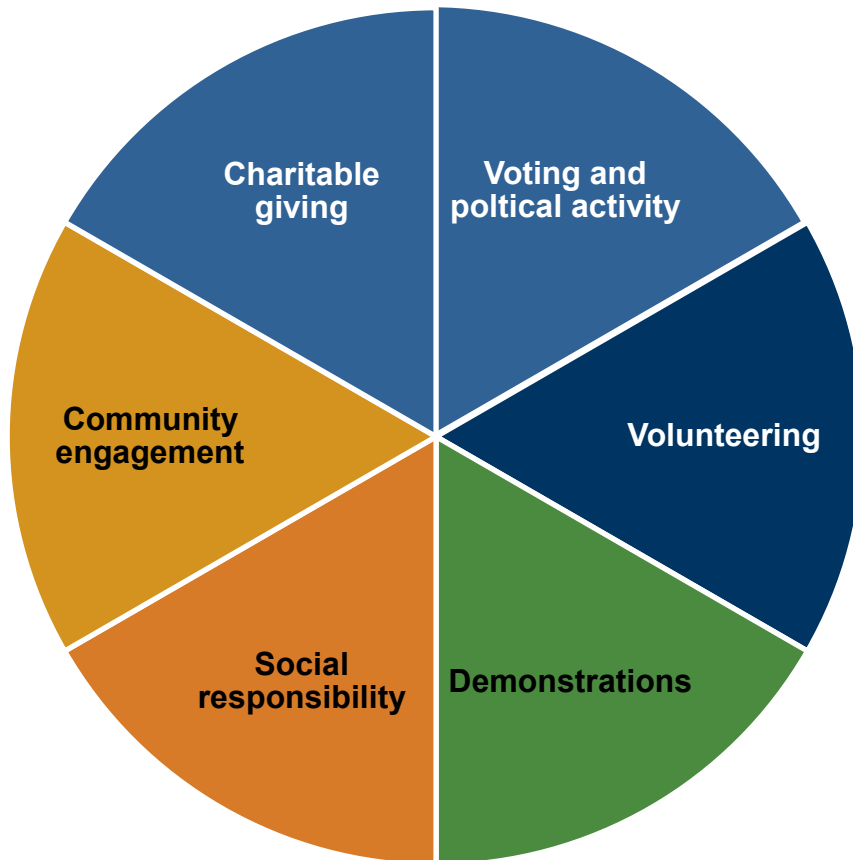
	<p>Group B questions (Appendix E):</p> <ol style="list-style-type: none"> 1. How is Hamid’s vision of the American Dream different from what many expect? 2. How does the school principal feel about Hamid and why? 3. Who often receives more of the proceeds from the fundraisers? 4. How many fundraisers has Hamid sponsored in his community? 5. How might residents in Reading, Pennsylvania, describe Hamid to a newcomer to their community? 6. Why is a story like this particularly important in today’s world? <p>Once the students in each group have checked among members of their group, create A-B pairs to share what they found. The students should not show their notes but use the notes to answer the questions. The students should take notes to complete both grids as they listen to one another.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 30 minutes</p>	<p>Teacher: <i>Let’s do our own research. Which of the social action strategies are people in class most likely to try? Interview everyone in class with your assigned question and tally your results [demonstrate tallying with a sample question]. If you answer, “I already have!” share what you did and where.</i></p> <p>Distribute one-question survey slips (Appendix F has slips than can copied and cut up). Make three sets of the eight questions (for a class of 24 students). Each question should be assigned to three students, so adjust accordingly, using fewer questions if necessary.</p> <p>Have students interview each other using their assigned question, making a tally mark for each student’s response.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Processing and analyzing information • Self-awareness 	<ul style="list-style-type: none"> • Question slips for one-question survey (Appendix F) • Poster paper and markers for drawing graphs



	<p>Stand and talk</p> <p>Teacher: <i>Now share your plans with at least three other people in the class. If you find a similar plan, maybe you can put your heads together!</i></p> <p>3-2-1 exit cards</p> <p>Teacher: <i>Write down three things you learned (ideas or new words/language), two things that surprised you, and one question you still have from today's class.</i></p>		
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Appendix A. Social Change Wheel



Based on <https://mncampuscompact.org/what-we-do/publications/social-change-wheel/>



Appendix B. Syllable Stress Worksheet

Listen as I say these words. Which syllable is stressed or is louder and longer? Record the words under the pattern you hear.

demonstration

charitable

fundraiser

responsible

political

engagement

community

benefit

volunteerism

Pattern 1 O o o	Pattern 2 o O o o	Pattern 3 o O o	Pattern 4 O o o o	Pattern 5 o o O o



Appendix C. Key for Syllable Stress Worksheet

Pattern 1 O o o	Pattern 2 o O o o	Pattern 3 o o O o o	Pattern 4 O o o o	Pattern 5 o o O o
fundraiser benefit	responsible political community	volunteerism	charitable	demonstration



Appendix D. Guided Listening (Group A Questions)

Dairy Queen Owner Gives Back to His Community

(To view again at home or share with others, go to <https://www.youtube.com/watch?v=hg7j1k94uUI>)

Group A Questions	Take notes here. You do not need to write full sentences. Write words and phrases that help you remember the information.
1. Why does the newscaster start with JFK's call from 50 years ago that Americans ask what they can do for their country?	
2. What does the reporter mean when he says, "That dream isn't just for the taking"?	
3. What types of charities has Hamid sponsored?	
4. Why does Alycia, who lost her husband, say that Hamid gives people hope?	
5. Who does Hamid believe is most fortunate and why?	
6. Why is a story like this particularly important in today's world?	



Appendix E. Guided Listening (Group B Questions)

Dairy Queen Owner Gives Back to His Community

(To view again at home or share with others, go to <https://www.youtube.com/watch?v=hg7j1k94uUI>)

Group B Questions	Take notes here. You do not need to write full sentences. Write words and phrases that help you remember the information.
1. How is Hamid's vision of the American Dream different from what many expect?	
2. How does the school principal feel about Hamid and why?	
3. Who often receives more of the proceeds from the fundraisers?	
4. How many fundraisers has Hamid sponsored in his community?	
5. How might residents in Reading, Pennsylvania, describe Hamid to a newcomer to their community?	
6. Why is a story like this particularly important in today's world?	



Appendix F. One-Question Survey Slips

1. How likely are you to volunteer at your child's school?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

2. How likely are you to help a neighbor in need (e.g., with chores or shopping)?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

3. How likely are you to join a demonstration?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

4. How likely are you to give to charitable causes (money or goods)?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely



5. How likely are you to volunteer at a soup kitchen?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

6. How likely are you to attend local political events (e.g., caucuses or school board meetings)?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

7. How likely are you to organize a neighborhood event (e.g., a block party or park clean-up)?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

8. How likely are you to speak or write to elected officials?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely



Blank slips for student-generated questions

How likely are you to _____ ?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

How likely are you to _____ ?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

How likely are you to _____ ?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely

How likely are you to _____ ?				
Already Tried It (say what/where)	Very Likely	Likely	Somewhat	Not at All Likely



Civics Education: Raising Public Awareness of Adult Basic Education Problem Based Learning Lesson



Background: Students and teachers in adult basic education (ABE) programs in Minnesota expressed concern about lower enrollments, legislation affecting ABE funding, and legislation affecting refugee resettlement (Minnesota has among the highest number of refugees per capita in the United States) (#IamABE, 2017). Legislative changes were leading to closures or class reductions in small community-based programs. ABE students and teachers felt that one important problem was that many community members outside their classrooms did not understand how legislation was affecting the students. In particular, there were no outlets for the students to share their ideas, needs, and complex identities without these being overshadowed by the teachers’ political leanings. ABE students and teachers thus set out to create an appropriate space: #IamABE. The purpose of the work is to

- amplify students’ voices about issues that concern them
- create more awareness around who is served by ABE and what it does
- educate students about ways they can communicate with the government
- educate the general public about how legislation affects people’s lives

NRS Level(s): Low Intermediate Basic Education to High Adult Secondary Education, High Intermediate to Advanced ESL

<p>Problem Addressed: Raising Public Awareness of Adult Basic Education</p>	<p>Approximate Instruction Time: Several days</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the problem-solving process while determining how to raise awareness about issues that concern them. • Identify at least two ways that they can communicate with the government. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners’ exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can identify five types of civic actions and state which one(s) I’m most comfortable pursuing. • I can conduct research to learn more about adult education.

<ul style="list-style-type: none"> Communicate effectively about how legislation affects people's lives. 	<ul style="list-style-type: none"> I can collaborate with classmates to identify a course of action to help educate government officials and the public about adult education. <p>Language objectives:</p> <ul style="list-style-type: none"> I can read and/or listen to information about different civic actions and cite evidence to support my opinion of each action. I can choose the correct tone and language when I write to government officials. I can write a letter proposing a solution to a problem. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Levels D and E:</p> <p>R1: Read closely and cite evidence to support analysis of text. R4: Determine the meaning of technical words and phrases in a text. R7: Evaluate content presented in diverse formats. W2: Write informative text to examine a topic and convey ideas. W7: Conduct short research projects. S/L1: Engage in collaborative discussions. L6: Acquire and use academic words and phrases.</p> <p>ELPS Level 5:</p> <p>ELPS 1: Summarize a text. ELPS 3: Compose a written informational text. ELPS 5: Gather information from multiple print sources.</p>	
<p>Central Skills Taught:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness



<p>Language Demands: <i>(Include academic language, language skills, etc.)</i></p>	<p>Read, take notes on, and summarize complex text (<i>Setting the Public Agenda</i>, websites). Write a persuasive letter using academic language.</p> <p>Academic language: Phrases to build a claim:</p> <ul style="list-style-type: none"> • There is evidence to suggest that ... • Data suggest that ... <p>Phrases that signal conclusions and inferences:</p> <ul style="list-style-type: none"> • In conclusion ... • Our research confirms ... • The impact of this has been ... 		
<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate when and how assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other _____ 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Execution of Plan for Action</u>
<p>Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For lower level students, present the five civic actions to the class and then use a language experience approach to create the letter. Select level-appropriate readings, preteach terms as needed, and explore websites as a class.</p> <p>For intermediate level learners, work on the solution, adjust the level of the jigsaw reading, excerpts from the research sites, and the letter frame.</p>		



		CENTRAL SKILLS	MATERIALS
<p>Build understanding of problem-based learning.</p> <p>Warm up to the topic or issue at hand.</p> <p><u>Role of the teacher:</u></p> <p>Preteach.</p> <p><i>Make sure the students understand the goals and benefits of a problem-based approach for language. If this is an English language acquisition class, emphasize the areas of English that are developed in problem-solving activities.</i></p> <p>Timing: 15 minutes</p>	<p>The teacher shares a problem s/he has encountered with the utility company that led to frustration; s/he was double-billed for phone and internet. S/he shares the problem and asks:</p> <p><i>What steps would you take to solve a problem like this one?</i></p> <p>Think-Stand-Share</p> <p>Teacher: <i>Think of a similar problem you have encountered. When you are ready, stand and share with two different people. Share steps you took to solve the problem, or if the problem is unresolved, ask your partners for suggestions on steps you could take.</i></p> <p>The teacher elicits one or two examples from the class and asks the students to reflect briefly on how sharing problems with others can be helpful.</p> <p>Teacher: <i>Some of these issues were personal, some related to family and to your communities. We will use this same problem-based approach to look at a broader community issue that is affecting our school. We will practice reading, writing, and speaking skills. You will learn how to communicate effectively with legislators.</i></p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills 	
<p>Meet the problem.</p> <p><u>Role of the teacher:</u></p> <p>Introduce problem and vocabulary.</p> <p><i>Introduce the students to the problem using pictures, video, or texts. Ask the students about previous personal experiences with the problem. Introduce vocabulary related to the problem. Provide</i></p>	<p><i>Let's explore how adult basic education works in our state. Where does funding come from? How is it the same or different from the K-12 system? What are the benefits of ABE?</i></p> <p>Think-Pair-Share</p> <p>The teachers pose these questions:</p> <ul style="list-style-type: none"> • How do you think our ABE program is funded? • How much funding per student do you think we get compared to K-12 schools? • What do you think happens to program funding when enrollments go down? 	<ul style="list-style-type: none"> • Communication • Critical thinking • Interpersonal skills • Navigating systems • Processing and analyzing information 	<ul style="list-style-type: none"> • The jigsaw reading activity (Appendix A) • Public agenda pdf (https://crfca.org/images/pdf/CAPT00lKit_PublicAgenda.pdf) • Websites



<p><i>prereading/previewing exercises about the problem.</i></p> <p><i>These can be preselected problems chosen by the teacher based on learner needs; alternatively, facilitate a process of learner-chosen problems.</i></p> <p>Timing: 30 minutes</p>	<p>Possible responses would relate to per capita funding addressed; differences between K-12 and adult education; the fact that many teachers work part time; and the fact that students move in and out of programs a lot due to life circumstances. The teacher records the reasons on the board.</p> <p>Learning About Setting the Public Agenda</p> <p>Teacher: <i>This is an issue of concern to us, right? How do we make others aware of this issue? Why should they care?</i></p> <p>The jigsaw reading activity can help students learn about setting the public agenda (Appendix A).</p> <p>The teacher assigns teams to read one section of a text, in this case Setting the Public Agenda:</p> <p>https://crfcap.org/images/pdf/CAPTToolKit_PublicAgenda.pdf</p> <p>The teacher has the students do the following:</p> <ul style="list-style-type: none"> • Read and complete the Jigsaw Reading Activity handout (Appendix A) with assistance from other students. • Respond to a poll on their personal comfort with each of the strategies proposed in the reading. <p>The teacher then projects the results of the poll, and the class summarizes the group trends.</p> <p>The next task is to formally state the problem to help the students seek a solution.</p> <p>Teacher: <i>You need to decide on the best course of action for informing the public and legislators about the outcomes and successes of our school. You and your classmates will weigh in on what is most realistic.</i></p>		
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<p>Explore knowns and unknowns.</p> <p><u>Role of the teacher:</u></p> <p>Group students and provide resources.</p> <p><i>Make sure that the students understand the problem and what is expected of them. Emphasize that there is no single answer or solution and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. Group the students according to their strengths. As with project-based learning, learners can take on different roles based on their strengths.</i></p> <p><i>Provide access to resources such as the internet, books, magazines, brochures, newspapers, television, and community experts. Make sure that the students are aware of the range of resources available and know how to use them. Encourage the students to draw on materials in their first language and materials</i></p>	<p>Suppose the students decide they first want to learn about</p> <ul style="list-style-type: none"> • how funds are allocated and • the impact adult education has on the lives of adult students. <p>The students then self-select into groups each focused on one of these two topics. Members of each group assume roles such as team manager, administrative assistant, or technical assistant and take on responsibilities such as time management, presentation of ideas, and leadership.</p> <p>The details of the exercise should be based on the state where the students reside. Here are possible resources for student research in Minnesota.</p> <p>This website has information about per-student contact hour rates (pp. 55–56): https://www.house.leg.state.mn.us/fiscal/files/16fined.pdf</p> <p>The teacher could ask the students to consider what funding would be available for their class and how open enrollment might affect this funding. Here is a relevant site describing ABE program types in Minnesota: https://mn-mcea.org/adult-basic-education-abe/</p> <p>Regarding the issue of impact on student lives, the following website contains student writings on work and education (pp. 165–192), along with information on local job trends and types of available training: https://mnliteracy.org/sites/default/files/journeys_2016_pdf.pdf</p> <p>The teacher could develop reading tasks similar to the jigsaw reading activity or use paired reading to develop reading strategies that might aid learners in finding pertinent information, including evidence to support their claims.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Interpersonal skills • Navigating systems • Processing and analyzing information 	<ul style="list-style-type: none"> • Computers with internet access
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<p><i>that present different viewpoints.</i></p> <p>Timing: 45 minutes</p>			
<p>Provide language supports for the students.</p> <p><u>Role of the teacher:</u></p> <p>Provide language frames the students may need (e.g., frames for stating a problem or proposing a solution). Provide planning tools (e.g., graphic organizers) for working through the problem and coming up with solutions.</p> <p>Timing: 5 minutes</p>	<p>The teacher should provide scaffolds for planning and supports for language and should have the students consider the levels of politeness (or register) appropriate for speaking to legislators:</p> <p>Problem: _____</p> <p>We've identified a policy that is impacting our school.</p> <p>This is a problem because _____</p> <p>There is evidence to suggest that _____</p> <p>We found that _____</p> <p>Data suggest that _____</p> <p>Possible solutions include _____</p> <p>One thing we could do is _____</p> <p>This would allow our program to _____</p>	<ul style="list-style-type: none"> • Communication 	
<p>Generate possible solutions. Consider consequences and choose the most viable solution.</p> <p><u>Role of the teacher:</u></p> <p>Observe and support.</p> <p><i>Observe the students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem.</i></p>	<p>The students then determine the best course of action based on the options they learned about as well as others they think might be appropriate.</p> <p>In Minnesota, the students worked with teachers to</p> <ul style="list-style-type: none"> • meet with legislators to inform them about the benefits of ABE in Minnesota, • start a postcard campaign directed at legislators, and • launch a movement: #IamABE <p>#IamABE organized a day at the Minnesota capitol building to ask legislators to support ABE programs across the state. Teachers and</p>	<ul style="list-style-type: none"> • Critical thinking • Navigating systems • Processing and analyzing information • Self-awareness 	<ul style="list-style-type: none"> • Assessment Rubric (Appendix B)



<p><i>Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.</i></p> <p>Timing: Several days</p>	<p>students converged on the building to meet with representatives and senators and rally in the rotunda.</p> <p>In work such as this, the teacher typically</p> <ul style="list-style-type: none"> • observes while the students develop plans and reminds them of the language supports provided, • assists with finding resources, as needed, and • takes notes, including in the categories for an assessment rubric (see Appendix B). 		
<p>Follow up and assess progress.</p> <p><u>Role of the teacher:</u></p> <p>Provide the students with opportunities to present and share the results of their work. Provide follow-up activities based on your observations and possibly provide instruction on grammar, academic language, pronunciation, or pragmatic issues. Assess the students' participation in the activity and level of success and provide opportunities for peer assessment.</p> <p>Timing: Several days</p>	<p>In Minnesota, the students</p> <ul style="list-style-type: none"> • hosted a forum at their ABE center to share their experiences at the state capitol, • shared a flyer (Appendix C) that summarized their efforts, • shared what they had learned about setting the public agenda, and • distributed the #IamABE postcards (Appendix D) and a link for finding local representatives (https://www.gis.leg.mn/iMaps/districts/). <p>In addition, #IamABE has a Facebook page where students and teachers post updates, successes, and events: https://www.facebook.com/pg/MinnesotalamABE/photos/?ref=page_internal</p> <p>Finally, in similar work, the teacher would typically provide feedback to the students using a rubric like the one in Appendix B, and the students would be able to use the same rubric to assess their own participation.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills 	<ul style="list-style-type: none"> • Flyer (Appendix C) • #IamABE Postcards (Appendix D)

Recommended steps for problem posing adapted from Problem-Based Learning and Adult English Language Learners, by J. Mathews-Aydinli, 2007, Center for Adult English Language Acquisition, Washington, D.C.



Appendix A. Jigsaw Reading Activity

Step 1: As you read your section of Setting the Public Agenda, take notes in the chart below.

	What is it and when may it best be used?	What are some important considerations?
Group A: Write to Officials		
Group B: Letter-Writing Campaign		
Group C: Petitioning		
Group D: E-mail and Telephone Campaign		
Group E: Demonstrations		

Step 2: Mingle with and interview classmates to complete the rest of your chart.

Step 3: Prepare to vote on which practice you personally would be most comfortable taking part in as a response to an issue of concern in your community.



Appendix B. Assessment Rubric

Name: _____	1- Emerging	2- Developing	3-Satisfactory	4-Exemplary
Student participated in large-group Think-Stand-Share and Think-Pair-Share.	S did not participate or quietly observed.	S contributed by speaking in their L1 to a classmate who translated &/or their contributions were off topic.	S contribute at least once to the whole-group discussion in L2 and their contributions were on topic.	S contributed multiple times to the discussion and encouraged others to participate.
Student participated in jigsaw reading task.	S did not participate or quietly observed.	S contributed by speaking in their L1 to a classmate who translated &/or their contributions were off topic.	S contribute at least once to the whole-group discussion in L2 and their contributions were on topic.	S contributed multiple times to the discussion and encouraged others to participate.
Student can state a problem and recommend solutions based on evidence from the resources.	S did not contribute to the discussions.	Contributed but their responses indicated they did not fully understand the issues.	S contributed and their responses reflected understanding. Did not always draw example from resources to support their arguments.	S contributed with many examples and evidence from the resources.
Student can produce clear and coherent language for problem posing and problem solving.	S cannot produce a response.	S produced clear suggestions/proposals but their response did use a formal register needed in the visits with legislators.	S articulated problem clearly and made clear proposals with appropriate register needed in the visits with legislators.	S articulated problem clearly and made clear proposals with well-developed arguments supported by evidence and with appropriate register needed in the visits with legislators.

Adapted from Kreil and Klas, #lamABE Curriculum.



Appendix C. Flyer

#IamABE

Day on the Hill

Teachers and Students converged on the state capitol to lift our voices in support of Adult Basic Education.

● Teachers ● Students ● Administrators

Attendance

What did we ask for?

The contact hour rate is increasing far below inflation. We struggle to retain teachers and adjust to major update without proper funding.

Over 60,000 adults participate in ABE in the state of Minnesota

\$6.05

currently

Needs

Our Day By the Numbers

3 Representatives

2 Days

29

POSTCARDS WERE GIVEN TO LEGISLATORS WITH OUR REQUESTS ON THEM

Thank you to everyone who came out to represent ABE!



Appendix D. #IamABE Postcards

#IamABE

Who does Adult Basic Education serve?

~60,000 MN adults with a wide range of educational needs & abilities from preliterate to near college-level

- GED/Adult Diploma classes
- English language acquisition
- College/Postsecondary preparation
- Workplace skills preparation
- Family literacy/parenting instruction
- Citizenship/civics education

How can legislators help?

- Increase ABE's hourly reimbursement rate
 - currently \$6.05/contact hour (*far* below inflation)
- Include district-based ABE teachers in the same contract as their K-12 counterparts

 <https://www.facebook.com/MNIamABE>



Setting the Public Agenda

Every year, thousands of political issues are raised in America: issues about health care, education, equal rights, the economy, the environment, crime, national defense, science and research, poverty and homelessness. Some issues become subject to widespread public debate leading to legislation, executive action, or famous court cases. These issues are said to be part of the public agenda and often receive media attention.



Choosing the best way to set the public agenda can be a challenge. Questions arise about what method would be the most effective. What benefits does a particular approach offer? What are its potential costs? Not everybody agrees.

Here are some examples of civic actions people often use to get issues on the public agenda. Consider what might work best given your issue. Your group may think of additional civic actions that you think would be most effective.

Write to Officials

Most people in power keep close track of letters and emails written by the public. It's one of the ways they gauge public opinion. Although U.S. senators, CEOs, or the heads of nonprofits may not personally read your email or letter, they have assistants who read them and tally opinions. Your email/letter will be read, and it probably will be answered.

- **Tell who you are.** Give your name, address, and who you are. The people who read your email or letter want to know who you are, why you care, and how to reach you.
- **Focus on one issue.** Don't try to fight crime, air pollution, and unemployment all in one writing.
- **Keep it short and simple.** State your ideas in the first paragraph. Get your idea across in a page or less. People who read a lot of emails and letters don't have much time.
- **Be polite.** You can disagree, but *never* be aggressive or insult. Let your ideas do the talking.
- **Include supporting material.** If you have any newspaper articles, letters to the editor, or other written material supporting your position, include it.

Letter-Writing Campaigns

Writing an email is a civic action, but writing a letter is a civic action *and* generally has more impact than an email. A letter delivered in the regular mail shows that you took a little more time to get your message across, and it stands out from the hundreds of emails that policymakers typically receive. Also, if politicians and corporations pay attention to one writing, think of what many letters can do.

- **Get permission to set up a table in the mall and ask passersby to write letters.** Hang a poster that shows what you're doing. You can hand out fliers, talk to people, and get those interested to write a short letter right there. Provide clipboards to write on.
- **Plan your target.** Who should receive the letters? All the members of the city council? The members sitting on a particular committee? Just one member? Decide.
- **Prepare a leaflet.** Explain the problem. Give the address of the person to write to. Include all the information a person would need to send the letter.
- **Don't send form letters.** A handwritten letter shows that a person really cares. Some groups organizing letter-writing campaigns at malls often use a variety of pens and paper and envelopes. That way all the letters look different.
- **Get people's names, addresses, emails, and phone numbers.** People who write letters care about your problem. They are potential supporters.

Petitioning

A petition is like a letter with a thousand signatures. It's easier to get people to sign a petition than to write a letter. Officials know this — that's why they pay more attention to a letter-writing campaign. But a petition will help spread the word about your project and the issue or problem you want to address. Be sure to check with your local government to see what the requirements are for creating, distributing, and handing in a petition.

- **Give your petition a clear, simple title.** Tell what you want.
- **Address the petition to an individual or group who can help you with your problem.**
- **Write your petition like a short letter.** Briefly describe the problem, your plan, and your reasons.
- **Provide numbered spaces for people to write their signature, address, email, and telephone number.** The numbers will help you count the signatures you have collected.
- **Include your group's name on the petition.**
- **Make every page a separate petition.** That way more than one person can gather signatures. Also it makes it clear that people knew what they were signing.
- **Get permission to set up a table at school or at the local mall.**

- **Be able to tell people about the problem and your strategy in clear, simple language.** People will want to know more before they sign.
- **Let people make up their own minds.** Deliver your message and let your ideas speak for themselves.
- **Get your friends to sign first.** People will feel better if a lot of others have already signed.
- **Set a deadline.** Energy for the drive will last a short time. Make the drive short. You can then claim, “In only a week, we collected 500 signatures.”
- **Make copies of the petition before you deliver it.** You may want to contact the signers.
- **Do something special to deliver the petition.** Present it at a public meeting or at a politician’s local office and invite the media.

Email and Telephone Campaigns

Politicians keep track of emails and telephone calls, and a flood of phone calls or emails may get a politician’s attention as quickly as a stack of mail. It’s easier for most people to call or email than to write a letter.

- **Target the swing votes.** Unless your supporters will call everyone, it’s best to call those lawmakers who have not made up their minds.
- **Prepare a brief message.** For example, “I hope you are supporting the proposed new park. It’s very important for everyone in the city.”
- **Prepare a leaflet or flier that tells supporters who and how to call or email.**
It should include:
 - ✓ The name, title, phone number, and email address of the official.
 - ✓ The message to deliver.

Demonstrations

Another approach for influencing the public agenda is holding nonviolent demonstrations. A nonviolent demonstration can include marching, picketing, and walkouts. *Contact your local government to find out about how to file for permission to hold a demonstration, such as a picket line.*

- **Potential Upside:** Capture the attention of the news media and draw attention to the issue or cause.
- **Potential Downside:** Disrupting peoples' lives can cause resentment and alienate those who might be supportive. *Never use or encourage violence or property damage to get your message across.* If violence, property damage, or any other kind of ugly incident occurs, it can also sway public opinion against you and your supporters.
- **Consider:** The 2006 nationwide student school walkouts protesting proposed changes to federal immigration law serve as an example. Supporters argued that the demonstrations drew media coverage, focused greater public attention to the issues involved, and showed that many students strongly opposed more restrictive immigration laws. They argued that the demonstrations showed that the young people involved were committed to their cause and exercised the rights of free expression and assembly nonviolently.

Critics of the demonstrations argued that the walkouts were illegal and disrupted schools and the education of the youths involved. They also pointed out that some of the schools affected could lose funding because students were not in school, and those students could face discipline for walking out. Others also criticized some demonstrators, claiming that unruly behavior could actually hurt the cause supported by the students.

Civics Education: Sharing Our Expertise with Local Schools Project-Based Learning Lesson



Background: According to Alan and Stoller (2005), Parrish (2019), and Wrigley (1998), it is always important to have a clear plan for project-based learning to be successful. We always start with an issue or learner need to be explored, and we end with a clear product that is shared with others. This plan represents possible stages for a successful project.

NRS Level(s): Beginning Basic Education, Low Intermediate ESL

Project Title: Sharing Our Expertise with Local Schools		Approximate Instruction Time: The project unfolds over several weeks. The instructor allocates 2 hours each week to work on the project. This project is one of many instructional processes happening in the class. Learners also do work on their own time as feasible.	
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • Identify ways to improve their children’s school. • Gather the information needed to solve a problem at their children’s school. • Collaborate with other parents to solve problems and present solutions. <p>Language objectives</p> <ul style="list-style-type: none"> • Make suggestions in a group. • Make polite requests. 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project) for learners’ exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can help improve my children’s school. • I can gather information I need to solve a problem at my children’s school. • I can collaborate with other parents to solve problems and present our solutions. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can make suggestions in a group. • I can make polite requests. 	
ELA/Mathematics/ELP Standard(s) Addressed:		Main Standards Addressed: CCR Level B:	

	<p>W7: Conduct short research projects. W8: Gather information and take notes. S/L2: Determine the main ideas and supporting details.</p> <p>ELPS Level 3: ELPS 1: Identify key words and phrases. ELPS 5: Carry out short research projects and share findings.</p>		
<p>Central Skills Taught:</p>	<input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
<p>Language Demands: <i>(Include academic language, language skills, etc.)</i></p>	<p>Make polite requests: <i>Could I please set up a time to meet? Would it be possible for us to work with the coaching staff?</i></p> <p>Make suggestions: <i>I think we should consider ... How about we ...? Is there any objection to this idea? That's interesting, but have you thought about ...?</i></p> <p>When reading and gathering information for the research task, students may need vocabulary support and guidance in discerning reliable and useful information.</p>		
<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate when and how assessment—formative and/or summative—will occur during the project.)</i></p>	<p>Proof of Learning:</p> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product	<p>Proof of Learning Tools:</p> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz	<p>Ongoing Formative Assessment</p> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts



	<input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Other <u>Engagement in project and audience feedback form</u>	<input checked="" type="checkbox"/> Other <u>Changes in participation in local community</u>				
Adaptations and/or Accommodations: <i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i>	<p>Students at lower levels of proficiency will benefit from having fewer options to choose from when deciding on a project and having a supplied/limited set of research materials. Graphic organizers and more scaffolded team tasks will move the work forward more efficiently. Some stages of the project, such as determining research resources and summarizing information, can be done as a whole class to allow more teacher support for developing language and literacy.</p> <p>For more advanced learners, have students work more independently and create a project that is more involved and requires drawing from multiple sources of information. The students find their own resources, so this allows for student-led differentiation.</p>						
Working collaboratively, the class chooses a topic based on a real-world issue affecting the learners' lives.	<p>Two students in this IELCE class shared the following story:</p> <p>They were attending an event at their children's local elementary school and the Spanish language interpreter was working with them to translate what the principal was talking about. The focus of the talk was on how to become involved at the school. Members of the parent-teacher organization complained that the ESL parents were talking at the back of room and not paying attention. These parents felt offended because they were very concerned about learning what the principal had to say about how parents could help out at the school.</p> <p>This led the class to talk about other ways they want to get involved either as parents or community members. For example, some want to help out in the foreign language classrooms (there are both Spanish and Chinese enrichment classes), and some are interested in coaching sports teams. As a class, they have decided they want to investigate how to make their skills and expertise known and find ways to become actively involved in the</p>	<table border="1"> <thead> <tr> <th data-bbox="1407 730 1663 795">CENTRAL SKILLS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1407 795 1663 1404"> <ul style="list-style-type: none"> Processing and analyzing information </td> </tr> </tbody> </table>	CENTRAL SKILLS	<ul style="list-style-type: none"> Processing and analyzing information 	<table border="1"> <thead> <tr> <th data-bbox="1663 730 1904 795">MATERIALS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1663 795 1904 1404"> <ul style="list-style-type: none"> White board or flip board Markers </td> </tr> </tbody> </table>	MATERIALS	<ul style="list-style-type: none"> White board or flip board Markers
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	<p>local schools. Some of the students in class do not have children in the schools, but they are intrigued to learn more about this topic.</p> <p>With input from the class, the teacher has determined that the line of inquiry/essential questions for this project are the following:</p> <p><i>What might be some obstacles to equitable parental involvement in our children's schools and how can we become equal players?</i></p> <p><i>What are some concrete ways we can have more voice and become equal members of the school community?</i></p>		
<p>The learners decide what they would like to create as a final product, such as a presentation, video, or brochure.</p>	<p>Class members determine the most suitable products:</p> <p>Teams first generate lists of possible products (a brochure, poster, slide presentation, or short video).</p> <p>Options are posted around the room on cards, and class members walk to the product that most appeals to them.</p> <p>Then teams brainstorm how they may want to disseminate the products they create.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Processing and analyzing information 	<ul style="list-style-type: none"> • Note cards or blank paper • Tape or thumb tacks
<p>The learners choose their roles and responsibilities for completing their project.</p>	<p>Start with an interest/skills survey to determine team roles.</p> <p>I am comfortable with ...</p> <ul style="list-style-type: none"> • finding information online • creative design • writing • inviting speakers to class • contacting people in the community • attending school events • attending school board meetings • creating movies with my phone 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Self-awareness 	<ul style="list-style-type: none"> •
<p>The learners determine the necessary resources for their project.</p>	<p>Possible sources of information:</p> <ul style="list-style-type: none"> • The school website • A catalogue of the after-school enrichments 	<ul style="list-style-type: none"> • Navigating systems 	<ul style="list-style-type: none"> • Laptop and projector



	<ul style="list-style-type: none"> • Other parents • School personnel and a school visit <p>Review questions to ask at a school visit:</p> <p>https://www.greatschools.org/gk/articles/the-school-visit-what-to-look-for-what-to-ask/</p> <p>What questions need to be added?</p>		
<p>Groups start doing their research. Remember this is an ongoing project, so some work can be done individually, some in teams in the classroom, and some in the community. Learners could consult resources in their first language, giving them access to a broader range and complexity of resources. The final product would still be in English (as suggested by Van Dyke-Kao & Yanuaria, 2017).</p> <p>The teacher can provide the language supports needed to complete the tasks.</p>	<p>Possible activities/events:</p> <ul style="list-style-type: none"> • Invite guest speakers. The students lead and host the event. They invite other classes at the site, prepare an introduction for each speaker, and prepare questions to ask the speakers. • Attend school events (sports, music, or an enrichment that interests them). • Ask to meet the principal at a local school to ask about volunteer opportunities. • Interview other parents about their experiences. The students develop questions based on their concerns/needs, such as the following: <ul style="list-style-type: none"> • What have been obstacles to participating at your child’s school? • How would you describe the school climate? • To what extent does the school have inclusive practices? • How welcome do you feel at your child’s school? What contributes, positively or negatively, to that? <p>The teacher develops lessons on areas of language, such as making polite requests (“<i>Could I please set up a time to meet.</i>” “<i>Would it be possible for us to work with the coaching staff?</i>”). Using suggestion models, the students practice making suggestions about ways they can help out: “<i>Many of us could help out in the Spanish class.</i>”</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn 	<ul style="list-style-type: none"> • Varies by project



<p>The learners create the final product. The teacher, peers, and class volunteers can provide ongoing feedback.</p>	<p>In teams, the students develop the final products. Here are some possibilities:</p> <ul style="list-style-type: none"> • A brochure on steps for volunteering at local schools • A video on how to become a community expert at your child's school • A video showcasing parent leaders in local schools • A calendar of events open to the public at local schools (plays, music, sporting events, cultural events) • A poster or PPT presentation on the best ways to become involved (including how to overcome obstacles) 	<ul style="list-style-type: none"> • Navigating systems • Respecting differences and diversity 	<ul style="list-style-type: none"> • Varies by project
<p>The learners share the product.</p>	<p>Potential audiences: other parents and teachers, coaches, and administrators at local schools.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills 	<ul style="list-style-type: none"> • Varies by project
<p>Provide a means for assessment of the project through self, peer, and audience feedback.</p>	<p>Ultimately, success is measured by any changes in the participation of the students at their child's school or in the local school community. Realistically, some may not have the time to get involved, but this project provides rich language practice in listening, speaking, reading, and writing and addresses an issue of concern that came from the students themselves, one of the hallmarks of project-based learning.</p> <p>Create an action plan based on what the students learned. Commit to two avenues they will explore to become engaged in new ways in their children's schools if they are parents. Others can make recommendations to the schools (e.g., respect language needs and use interpreters at school events).</p> <p>When the students present their work, provide audience members with a feedback form. Collect the forms and share with the presenters.</p>	<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Feedback form and pencils



	Questions	Responses			
	What did you learn from the presenters?				
	What could the presenters contribute to your school?				
	What will you do to promote broader parent engagement based on what you learned?				
	What questions do you still have for the presenters?				

References

Alan, B., & Stoller, F. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching Forum*, 43(4), 10–21.

Parrish, B. (2019). *Teaching adult English language learners: A practical introduction*. Cambridge, England: Cambridge University Press.

Van Dyke-Kao, R. & Yanuaria, C. (2017). *The translanguaging project: A multilingual pedagogy for student advocacy*. Presented at the CATESOL Conference, Santa Clara, CA, October 2017.

Wrigley, H. (1998, December). Knowledge in action: The promise of project-based learning. *Focus on Basics*, 2(D), 13–18.



Civics Education: Annotated Instructional Resources and References



Instructional Resources

One focus of the Teaching Skills That Matter (TSTM) in Adult Education project is identifying high-quality, evidence-based materials and training to support teachers in integrating transferable skills development in the areas of civics education, digital literacy, health literacy, financial literacy, and workforce preparation skills into adult education and literacy instruction. The following selection of easy-to-use instructional resources have been recommended by subject matter experts in civics education for teaching the skills that matter. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing instructional resources.

Constitutional Rights Foundation. (2019). Teaching with primary sources. Retrieved from <https://www.crf-usa.org/primary-sources/teaching-with-primary-sources>

This resource provides clear and easy-to-use lessons for teaching civics content related to the immigrant experience in the United States, with an emphasis on analyzing historical photographs. The materials are designed for K–12 students, but they are appropriate for adult learners as well. The photographs and illustrations are suitable for all learners. English learners of different levels, from Low Intermediate to Advanced, can tackle the written materials with scaffolds and other instructional supports.

Generation Citizen. (2015). *Generation Citizen curriculum: Common Core-aligned*. Retrieved from http://generationcitizenca.weebly.com/uploads/4/8/8/4/4884795/gc_curriculum_v_6.5_3.pdf

The Generation Citizen curriculum is a comprehensive set of well-developed lesson plans and student handouts that focus on civic engagement through project-based and problem-solving approaches. Although the material is targeted to native speaker middle school and high school learners, it is appropriate for adult learners. The curriculum can be adapted for High Intermediate ELLs; however, the language complexity of the lessons is too challenging for lower level ELLs.

New York City Office of Immigrant Affairs. (n.d.). We speak NYC. [Video series]. Retrieved from <https://wespeaknyc.cityofnewyork.us/episodes/>

The We Speak NYC website covers a variety of skills through different video episodes focusing on rights, health, education, and parent engagement. Study guides for each episode serve as a framework for viewing and exploring the related vocabulary and concepts. The high-quality videos and study guides are targeted to adult learners. A limited number of lesson sets is available for the Season One episodes. Although some of the engagement and referral resources are New York City based, they can be easily

adaptable to local contexts. Supplemental or additional scaffolding may be required for learners with low literacy language proficiency levels.

Reta, C. O., & Lane, M. A. (2002). *Talking with the police—An English language and civics workbook for English language learners*. Monterey Park, CA: Bruggemeyer Memorial Library LAMP (Literacy for All of Monterey Park) Program.

This curriculum features a comprehensive set of lessons that focus on the civics-related theme of engaging with law enforcement and the community. Lesson handouts are targeted to adult English language learners at the beginning through intermediate levels. The handouts give clear instructions and use a variety of approaches to develop multiple skills. Although the lessons are slightly dated (from 2002), they are still effective and relevant. They need little adaptation, especially the lessons on developing digital literacy skills. This resource is linked from the United States Citizenship and Immigration Services website. Teachers can download it by chapter or as a whole workbook.

U.S. Citizenship and Immigration Services. (2017, June). Adult citizenship education sample curriculum for a low beginning ESL level course. Retrieved from <https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-1166.pdf>

This comprehensive sample curriculum includes a set of detailed lesson plans that instructors can use to prepare adult English language learner students for the naturalization exam. The scope and sequence, linked lesson plans, and student handouts clearly outline the ESL and civics themes covered in each unit.

Virginia Adult Learning Resource Center. (2016). *Civics It Up!* curriculum.

The *Civics It Up!* curriculum is a useful resource that enables instructors to choose from a range of skills and objectives, based on their students' literacy levels, to autogenerate lists of (a) the standards that correspond with the objective(s), (b) the activities that can be used to meet the objectives, (3) appropriate teaching techniques for each activity, (4) skills addressed through each activity, and (5) additional resources to support each activity. The curriculum is organized around three strands: Health, Employment, and Consumerism. Each strand includes three subtopics: Rights and Responsibilities, Civic Participation, and Workforce Preparation. Teachers can tailor materials for learners from beginning literacy through advanced levels of language and literacy proficiency.

The additional resource for the activities usually is an external lesson plan, but external lesson plans vary widely in their quality of content and ease of use. Links to a few of the suggested lesson plans are broken, and at least one link involves a limited number of free-access opportunities and then a (low-cost) subscription fee.



Additional References

The following is a selection of additional resources recommended by subject matter experts in civics education for adult educators to learn more about the topic area addressed in the *Teaching Skills That Matter* project. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing references resources.

Blevins, B., & LeCompte, K. (2015). I am engaged: Action civics in four steps. *Social Studies and the Young Learner*, 23–26. National Council for the Social Studies. Retrieved from <https://www.socialstudies.org/publications/ssyl/march-april2015/i-am-engaged-action-civics-in-four-steps>

The brief outlines the four major steps of the problem-solving projects that are part of the Action Civics model and the primary skills addressed in those steps. Although the brief focuses on upper elementary and middle school instruction, it presents a useful overview of a model that can be adapted for project-based learning for adult ELLs. The brief also provides examples of Action Civics projects that adult educators may want to implement in their classrooms.

McHugh, M., & Doxsee, C. (2018). *English Plus integration: Shifting the instructional paradigm for adult immigrant learners to support integration success*. Washington, DC: Migration Policy Institute. Retrieved from <https://www.migrationpolicy.org/research/english-plus-integration-instructional-paradigm-immigrant-adult-learners>

This brief outlines a proposed shift in the instructional paradigm for the integration success of adult ELL immigrants to the United States. It presents the rationale for focusing on key components, such as contextualized English acquisition; the development of digital literacy skills; integration topics directly related to civics, financial literacy, and family educational pathways; and the development of individual and family success plans.

Nash, A. (2010). Thinking beyond “increased participation”—Integrating civics and adult ESOL. World Education, Inc. Retrieved from <https://nelrc.org/publications/pdf/Civics%20and%20Adult%20ESOL%20-%20Nash.pdf>

This brief explores different interpretations of the aims of a civics education and recommends a series of steps that can be used in civics participation projects for adult immigrant learners. The author identifies two views of a civics education: a “procedural view” that focuses on the principles of democracy, and a “substantive view” that emphasizes fairness, justice, and how democratic ideals may not actually be fulfilled in local communities. Traditional citizenry in civics education is defined as “personally responsible” or “participatory” versus one that is more “justice oriented” with an attitude of inquiry and skepticism toward authority. The brief, which is aligned with the latter definition and with Equipped For the Future (EFF) active citizenship skills and principles,



recommends five steps to guide civics participation projects in adult ESOL civics classes and includes a case study as an example.

U.S. Citizenship and Immigration Services. (2018). *Guide to the adult citizenship education content standards and foundation skills: A framework for developing a comprehensive curriculum*. Retrieved from [https://www.uscis.gov/sites/default/files/USCIS/Office of Citizenship/Citizenship Resource Center Site/Publications/M-1121.pdf](https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-1121.pdf)

This guide addresses the specific citizenship skills covered in the naturalization exam. It presents the standards that instructors can use to develop appropriate lesson plans. Lesson plans and teaching resources suggested by the U.S. Citizenship and Immigration Services (USCIS) are provided in other USCIS online documents.

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Notes



