

Civics Education: Integrated and Contextualized Learning



Community Involvement as Social Change: Exploring the Class's Community Involvement

This is a multistep integrated lesson on the benefits of community engagement, with a listening task at the center. The steps presented include prelistening and a follow-up survey of class participants. 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.

By the end of this lesson, the students will be able to:

Content objectives:

- 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.

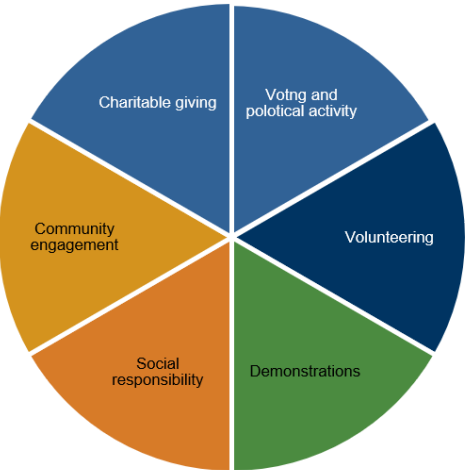
Language objectives:

- Speak about social change categories with clear pronunciation and word stress.
- Listen for specific information and listen for attitudes through guided listening task.
- Accurately present data using quantifiers and reporting language.

Ideal class: ESL or ABE (see suggested adjustments for ASE at the of this example)

Ideal level: Intermediate ESL or Low Intermediate ABE (see suggested adjustments for different levels at the end of this example)

Time: 90 minutes

Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
<p>Step 1</p> <p>Prelisting</p> <p>Time:</p> <p>20 minutes</p>	<p>Introduction</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:</p>  <p>The Social Change Wheel is a circular diagram divided into six segments, each representing a different way to contribute to social change. Starting from the top and moving clockwise, the segments are: Voting and political activity (dark blue), Volunteering (dark blue), Demonstrations (green), Social responsibility (orange), Community engagement (yellow), and Charitable giving (light blue).</p> <p>Based on https://mncampuscompact.org/what-we-do/publications/social-change-wheel/</p> <p>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:</p>	<ul style="list-style-type: none"> • Social Change Wheel • Syllable Stress Worksheet (Appendix A) • Key for Syllable Stress Worksheet (Appendix B) 	<p>Self-awareness</p> <p>Critical thinking</p>



Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
Step I (continued)	<p>Based on our examples, what does _____ mean?</p> <p>Pronunciation practice</p> <p>Teacher: Listen as I say the words. Which syllable is louder and longer?</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 A) 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 B), and then have them practice words in groups of two.</p>		
Step II Guided listening task Time: 30 minutes	<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=hg7j1k94uUI</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> <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 	<ul style="list-style-type: none"> • CBS news story on YouTube • A and B note-taking grids (Appendices C and D) 	Critical thinking



Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
Step II Guided listening task (continued)	<p>Second listening (listen for details and make inferences; practice note taking)</p> <p>Distribute the Guided Listening note-taking grids (Appendices C and D) 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 C):</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? <p>Group B questions (Appendix D):</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>		



Steps of a Successful Integrated Activity	Description	Materials	The Skills that Matter Addressed or Evident
Step III (continued)	<p>Summarizing the results</p> <p>Teacher: Working in groups, compare the results from all the posters. Be ready to report at least two generalizations you can make about this group and their likelihood of trying the different strategies.</p>		
Step IV Assessment Time: 10 minutes	<p>Action plan</p> <p>Teacher: What are two things you are committed to trying that you hadn't considered before? What first steps will you need to take? How will this benefit others?</p> <p>Stand and talk</p> <p>Teacher: 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!</p> <p>3-2-1 exit cards</p> <p>Teacher: 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.</p>	<ul style="list-style-type: none"> • Index cards for exit tickets 	

Possible adjustments for context or level:

- For an ASE class, the students could use the Social Change Wheel as the basis for the activities: <https://mncampuscompact.org/what-we-do/publications/social-change-wheel/>
- 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 _____?
- Create true/false questions for the listening that do not require practice with note taking.



Appendix A. 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 o o	Pattern 4 O o o o	Pattern 5 o o O o



Appendix B. 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 C. 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 D. 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 E. 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

