

Civic Process Lesson

Timing: This lesson is designed for an 80-minute block schedule

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

Context for Lesson: This lesson has students hone their skills reading primary sources while applying their knowledge of ways to engage in the civic process. They will brainstorm ways they believe Delawareans could have contributed to the American Revolution. Then they will examine primary sources that show them ways citizens did participate and try to match them to the methods on their brainstormed list.

Civic Participation Vocab to Pre-Teach: This lesson assesses student application of these Enlightenment terms so it would best follow a lesson reviewing those vocabulary words.

Potential forms of Civic Participation
<ul style="list-style-type: none">• Donating to organizations• Holding elected office• Fighting in the military• Participating in boycotts• Being informed• Writing Letters

Procedure:

Warm Up: Have students brainstorm ways Delawareans could demonstrate civic responsibility (or be a good citizen) during the American Revolution. Give them 1-2 minutes to brainstorm on their own and then have them share out in small groups. Then review as a class writing the list on the board (where it can stay for the duration of the lesson) as you discuss the different methods of civic responsibility.

Activity:

- Post the document slides on the board and have students discuss in small groups which method of civic responsibility is being demonstrated.
- Once they have decided, they will write it on group white boards and hold them up.
- Then have a whole group discussion about which methods they identified and how those methods of civic responsibility were important to the American Revolution.
- For Document D specifically discuss that this letter is a colonist standing up to another colonist about the freedom of the press. Discuss how that can be a form of civic responsibility, outside of the idea that it is a letter.

Exit Ticket: Have students work in small groups to identify similar (and specific) ways that Americans today can demonstrate the same forms of civic responsibility as Americans during the Revolutionary Era. They can select one method and identify a modern example of how to demonstrate that civic responsibility. Encourage them to make their responses detailed to an issue they may know or be passionate about.

Graphic Organizer

Doc	Method of Civic Responsibility	How that action was important to the American Revolution
A		
B		
C		
D		
E		

Method of Civic Responsibility from Above	How do Americans still address this method of Civic Responsibility?