WV TREE Resource:

English Language Arts

Resource Name: I can vote, isn’t that enough?

Grade Level(s): [ ]  5th Grade [ ]  6th Grade [ ]  7th Grade [ ]  8th Grade [ ]  9th Grade

 [ ]  10th Grade [ ]  11th Grade [x]  12th Grade

Resource Summary/Overview: Students will research influential US documents and their impact on the formation of the US Constitution and ultimately the role citizens play in the maintenance of government and how this responsibility impacts the society in which they live.

Length: 20 45 minute class periods

Domain(s) Addressed: [x]  Reading [x]  Writing [ ]  Speaking/Listening [ ]  Language

West Virginia College- and Career-Readiness Standards:

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| --- | --- |
| ELA.12.4 | Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain. |
| ELA.12.16 | Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist Papers or presidential addresses). |
| ELA.12.21 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
* Evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
* Use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
* Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
* Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
* Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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| ELA.12.23 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) |
| ELA.12.26 | Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| ELA.12.27 | Gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA). |

Delivery Method(s): [x]  Direct Instruction [ ]  Whole Group [ ]  Pairs
 [ ]  Small Group [ ]  Computer-based [x]  Individual
 [ ]  Other (explain): Click here to enter text.

Resource Materials: [x]  Text(s) [x]  Handouts [ ]  Media [x]  Rubric

 [ ]  Other (explain): Click here to enter text.

Resource Purpose(s): [x]  Engage/Activate [ ]  Introduce Topic/Skill [x]  Review Topic/Skill

 [x]  Formative Assessment [x]  Summative Assessment

 [ ]  Reinforce Skill [ ]  Enrichment [ ]  Intervention/Support

 [ ]  Other (explain): Click here to enter text.

Instructor Notes: Students have already read novels with dystopian views of government (*1984, Little Brother, The Hunger Games, etc.*), and researched the effects of not being involved in maintenance of government.