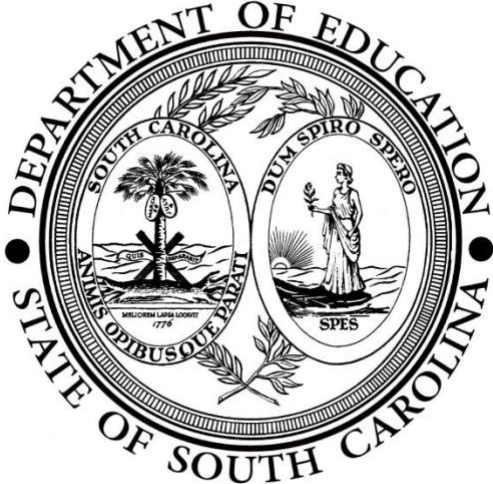


Instructional Unit Resource for the
South Carolina College- and Career-Ready for
Steve Benjamin, Mayor of Columbia

Grade 2

Unit Title: Who is in Your Community?

South Carolina Department of Education Office of Standards and Learning



January 2019

Instructional Unit Resource Overview

The purpose of this instructional unit is to provide guidance regarding how the standards in 2nd grade social studies and this unit can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

The theme of this unit is community, with a focus on Steve Benjamin and the impact that he has made as the first African American mayor of Columbia, South Carolina. This unit targets the 2nd grade Social Studies Standards on local, state, and national government.. This unit also focuses on critical thinking and problem solving skills that are highlighted in the Profile of the South Carolina Graduate. This unit will take about 3 weeks to complete if allotting 20 minutes per day.

Instructional Unit Resource Matrix for Steve Benjamin

Grade: 2

Unit Title: Steve Benjamin

| Standards/Indicators | | | | |
|---|--|---|--|--|
| Inquiry-Based Literacy | Reading- Literary Text | Reading- Informational Text | Writing | Communication |
| <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> | <p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing,</p> | <p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>Standard 7: Research</p> | <p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Standard 5: Demonstrate</p> | <p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>Standard 3:</p> |

| | | | | |
|---|---|---|--|---|
| <p>Standard 4: Synthesize information to share learning and/or take action</p> | <p>synthesizing, providing evidence, and investigating multiple interpretations. Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Read or listen closely to: a. compare and contrast characters’ actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to</p> | <p>events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and</p> | <p>command of the conventions of standard English capitalization, punctuation, and spelling when writing. Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> | <p>Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> |
|---|---|---|--|---|

| | | | | |
|--|--------------------------------------|---|--|--|
| | increasingly complex text over time. | building stamina; reflect and respond to increasingly complex text over time. | | |
|--|--------------------------------------|---|--|--|

| | |
|---|--------------------------------------|
| Instructional Unit Links | Instructional Unit Links |
| Unit Overview | Standard(s) |
| Assessment Task(s) | Learning Target(s) |
| Prior Knowledge | Subsequent Knowledge |
| Instructional Strategy(ies) | Academic Vocabulary |
| | Resources |

Standards

Social Studies:

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Standard 2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Learning Targets

*These lessons do not have to be taught in order and can be taught in isolation.

Lesson 1: Timelines

Day 1 “I Can” Statement: I can ask and answer literal and inferential questions to demonstrate understanding of a text.

Day 2 “I Can” Statement: I can identify the structure and function of city government and the role of the mayor.

Day 3 “I Can” Statement: I can identify the important characteristics of a timeline and how to create one.

Day 4 “I Can” Statement: I can write a sequential timeline about important events in my life.

Day 5 “I Can” Statement: I can present my timeline to my class.

Lesson 2: Close Reading

“I Can” Statement: I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe

Lesson 3: Students Make Changes

Day 1 “I Can” Statement: I can identify the role of a mayor and how Stephen Benjamin helped to meet the needs of Columbia.

Day 2 “I Can” Statement: I can identify needs in my classroom or school.

Day 3 “I Can” Statement: I can write a persuasive letter.

Day 4 “I Can” Statement: I can affect changes in my school or classroom.

Assessment Tasks

- Create a personal timeline.
- Use symbols and artwork to represent the meaning of words.
- Write a persuasive letter advocating a solution on an area of concern in the school or community.
- Complete the Frayer model for a vocabulary word.
- Create a text card tableau, with a group, representing Steve Benjamin’s quote.

Prior Knowledge

Students will have an understanding of leaders in the school and the community and the roles that they play. Students will have an in-depth understanding of needs and wants. Students should have some experience writing a persuasive argument before completing Lesson 3.

Subsequent Knowledge

Students will have an understanding of the function of the local government and the role that a mayor plays in a community. Students will have an understanding of the ways that mayors create changes in the community and that they are capable of spurring change in their own community (school, classroom, or outside community). Students will also have a better understanding of the following ELA concepts: persuasive writing, close reads, and comparing and contrasting.

Academic Vocabulary

Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.

- compare
- mayor
- citizen
- community
- government
- candidate
- election
- prosper
- community
- embrace
- mayor
- needs
- wants
- persuasive

Instructional Plan

Lesson 1: Timelines

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Indicators:

2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.

2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Embedded:

Reading:

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Read or listen closely to:

- a.** compare and contrast characters’ actions, feelings, and responses to major events or challenges; **b.** describe how cultural context influences characters, setting, and the development of the plot.

Writing:

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

Inquiry

ELA Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.

ELA Inquiry Standard 4: Synthesize information to share learning and/or take action.

4.3 Reflect on findings and pose new questions for further inquiry.

Reading-Informational Text (RI)

RI Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.

5.2 Make predictions before and during reading; confirm or modify thinking.

RI Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.5 Acquire and use general academic and domain specific words and phrases acquired through talk and text; identify nuances of words and phrases.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s). (This statement must be included in each plan.)

- Day 1: I can ask and answer literal and inferential questions to demonstrate understanding of a text.
- Day 2: I can identify the structure and function of city government and the role of the mayor.
- Day 3: I can identify the important characteristics of a timeline and how to create one.
- Day 4: I can write a sequential timeline about important events in my life.
- Day 5: I can present my timeline to my class.

Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.

- What is the role of a mayor in city government?
- How does a mayor help the community?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- compare
- mayor
- citizen
- community
- government
- candidate
- election

Prior Knowledge

Identify the skills that are previously taught needed to master this unit’s standard/indicator. The skill may be addressed previously in the same school year or in a prior year.

K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.

K-3.3 Describe the actions of important figures that reflect the values of American democracy.

1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.

1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.

Subsequent Knowledge

Identify how this skill will be further developed in future instruction, either in the same school year or in subsequent school years.

3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.

4-4.2 Explain the structure and function of the legislative, executive, and judicial branches of the federal government.

5-4.7 Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the workplace, the internment of the Japanese Americans, and the changes in national

boundaries and governments.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can make observations and inferences.

Day 1-Display an image or images of Stephen Benjamin and have students make observations and questions based on these images. Create a chart to record all observations. Using these observations, what inferences could you make about Steve Benjamin.

Day 2 “I Can” Statement: I can identify and explain the role of a mayor.

Day 2-Read the biographical sketch of Steve Benjamin to the class. Compare what was learned with the observations made on the previous day and identify any answers to questions that were made. The class will discuss city government and the role of a mayor.

Day 3 “I Can” Statement: I can create a timeline of my own life.

Day 3- The teacher will model by creating his or her own timeline as an example. The the teacher will create a timeline collaboratively with the class of Steve Benjamin’s life. Using that as an example, the students will create a timeline of their own lives.

Day 4 “I Can” Statement: I can compare timelines of important figures.

Day 4-Compare the teacher’s timeline with Mr. Benjamin’s timeline as a whole class. Have the principal create a timeline of her/his life. As a class, compare the principal’s timeline with Mr. Benjamin’s timeline. Record responses.

Day 5 “I Can” Statement: I can create goals for myself and add them to my timeline. I can work cooperatively with another student to compare timelines.

Day 5-Students will create a few “future” events on their timelines (education, job, marriage, etc.). Then, students will pair up with each other. Each pair will compare their timelines to the partner’s timeline.

Potential Assessment Task

Rubric for Timeline

Name: _____ Date: _____ Grade: _____

Personal Timeline Rubric

| <u>Criteria</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
|-----------------|----------|----------|----------|----------|
|-----------------|----------|----------|----------|----------|

| | | | | |
|--------------|---|--|---|---|
| Creativity | Creatively and neatly designed using colors and images (markers, crayons, pencils, student artwork, etc.) | Creatively and neatly designed using colors. | Designed using colors. | Timeline is messy with few colors. |
| Information | There are 5 or more events listed. | There are 4 events listed. | There are 3 events listed. | There are 2 or less events listed. |
| Organization | All events are in chronological order. | 1 event is not in chronological order. | 2 events are not in chronological order. | 3 or more events are not in chronological order. |
| Presentation | Student is well-prepared and knowledgeable about timeline events. | Student is prepared and familiar with timeline events. | Student is familiar with timeline events. | Student is not prepared and is not familiar with timeline events. |
| Timelines | Timeline is turned in on time. | | | Timeline is not turned in on time or is incomplete. |
| Total Points | _____/20 | | | |

Lesson 2: Close Reading

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught

and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted: Standard RL 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

Embedded:

Social Studies 2-2.4 Explain the role of elected leaders, including mayor, governor, and president. (Focusing on mayor)

Communication Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s). (This statement must be included in each plan.)

- **Day 1:** I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- **Day 2:** I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- **Day 3:** I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- **Day 4:** I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- **Day 5:** I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.

Essential Question(s)

How can I identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- human potential
- prosper
- community
- embrace

| |
|---|
| Prior Knowledge |
| Students will have worked with elements of art understanding how artists use the different elements to create visual artwork that relays a message. |
| Subsequent Knowledge |
| Students will constantly be exposed to vocabulary in all subject areas and the Frayer model will be one resource used. |

| |
|---|
| Potential Instructional Strategies |
| <p>Using a quote from Stephen Benjamin, students will use close reading skills to analyze the author’s message of the text. Quote of Stephen Benjamin:</p> <p>“This child just needed an opportunity to live up to his potential. His parents loved him; His teachers pushed him; His community embraced him-EVERY CHILD deserves the chance to grow, learn & prosper. Together we can build cities that reinforce the power of human potential.” (Steve Benjamin-twitter, June 11, 2018)</p> <p>Days 1-5:</p> <p>I can identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe. I can evaluate and communicate about the meaning in my artwork and the artwork of others</p> <p>Day 1-Distribute the quote. Read it together with the class. Discuss any noticings in the text. Point out the 4 vocabulary words. What do we think they mean?</p> <p>Day 2-Distribute the text to each child. Practice reading it. Any new noticings? Discuss the vocabulary words. What do they mean? How do we know? Using the Frayer model with the whole-group, model on chart paper how to define one of the vocabulary words. Students will then pick one of the remaining words and define it using the Frayer model. Practice reading the quote again.</p> <p>Day 3-Pair students and have them practice reading the quote. They will then use the Frayer model to define the remaining vocabulary words. Have them read the quote again and discuss with a partner what it means to them, now. Any new thoughts?</p> <p>Day 4-Distribute the quote into sections on index cards or sentence strips to students in groups of 3 to 4. Suggested breakdown: (1) This child just needed an opportunity to live up to his potential.</p> <p>(2) His parents loved him, His teachers pushed him; His community embraced him</p> |

(3) EVERY CHILD deserves the chance to grow, learn & prosper.

(4) Together we can build cities that reinforce the power of human potential.

Each student group will then break down their section of their quote and each student within the group will say a portion of the quote and the whole group will say a portion together. They will then create a tableau to go along with their section of the quote. (This strategy is called text card tableau.) (refer to resources section)

Day 5- Using materials provided by the teacher, students will create a visual piece of art that represents the quote.

Potential Assessment Task

The teacher can give an observational grade based on student participation throughout the 5 day lesson.

| Visual Art Representation Rubric | | | | |
|----------------------------------|--|--|--|--|
| | 4 | 3 | 2 | 1 |
| Artwork | Artwork is complete and looks finished. | Artwork is complete but needs a few finishing touches. | Artwork is almost finished. | Artwork is incomplete. |
| Communication | The artwork clearly represents the meaning of the artist. | The artwork represents the meaning of the artist. | The artwork can be understood with some explanation. | The artwork is unrecognizable. |
| Presentation | Student clearly explains how the artwork represents the quote. | Student explains how the artwork represents the quote. | With prompting, the student can explain what the artwork represents. | Student has very little or no idea of what the artwork represents. |

| Text Card Tableau Rubric | 3 | 2 | 1 |
|--------------------------|--|---|------------------------------------|
| Communication | Body Language/Facial Expression Clearly Communicates | Body Language/Facial Expression Somewhat Communicates | No Body Language/Facial Expression |
| Cooperation | Complete Cooperation with the Group | Some Cooperation with the Group | No Cooperation with the Group |

Lesson 3: Students Make Changes

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Indicator 2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.

Embedded:

Inquiry

ELA Inquiry Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

ELA Inquiry Standard 4: Synthesize integrated information to share learning and/or take action.

4.2 Use appropriate tools to communicate findings and/or take informed action.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Writing:

Writing Standard 1: Write arguments to support claims with clear reasons and relevant evidence

1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

Communication:

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s). (This statement must be included in each plan.)

- **Day 1** “I Can” Statement: I can identify the role of a mayor and how Stephen Benjamin helped to meet the needs of Columbia.
- **Day 2** “I Can” Statement: I can identify needs in my classroom or school.
- **Day 3** “I Can” Statement: I can write a persuasive letter.
- **Day 4** “I Can” Statement: I can effect changes in my school or classroom.

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry. (This statement must be included in each plan.)

- How can you identify a problem in your classroom or school and create a solution?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. (This statement must be included in each plan.)

- mayor
- needs
- wants

- persuasive

Prior Knowledge

Identify the skills that are previously taught needed to master this unit's standard/indicator. The skill may be addressed previously in the same school year or in a prior year.

- The student will have a basic understanding of needs and wants.
- The student will identify authority figures in the state and school community.
- The student will be able to complete a persuasive piece of writing.

Subsequent Knowledge

Identify how this skill will be further developed in future instruction, either in the same school year or in subsequent school years.

- The student will have a better understanding of how local leaders affect changes in the community.
- The student will have a better understanding of how they can be a productive citizen and meet the needs of their classroom or school.

Potential Instructional Strategies

Day 1 "I Can" Statement: I can identify the role of a mayor and how Steve Benjamin helped to meet the needs of Columbia.

Day 1: The teacher will introduce Steve Benjamin (if not done in a previous lesson). The teacher can accomplish this by reading the included biographical sketch or modeling appropriate research online to find additional information. After the introduction, the teacher will give each student a sticky note and ask them to write down at least one fact that they have learned about Steve Benjamin. The teacher will facilitate a conversation on the mayor's job and how Steve Benjamin helped to meet the needs of the city of Columbia. One topic that could be discussed is how he helped more people get jobs. As an extension, the teacher and students can make an anchor chart comparing and contrasting Steve Benjamin and the principal of the school.

Day 2 "I Can" Statement: I can identify needs in my classroom or school.

Day 2: The teacher will review the ways that Steve Benjamin helped to change Columbia. Next, facilitate a conversation on the present needs of the classroom or school. The teacher may pose the following inquiry questions: What are some improvements that can be made or things that you would change about our school? Who would be responsible for making these changes occur? The teacher may ask students to make observations of the classroom and school to find the needs that are present. Students can make individual lists of the observations to share with the class tomorrow. *Needs can be as simple as trash that needs to be picked up on the playground or recycling throughout the school.

Day 3 "I Can" Statement: I can write a persuasive letter.

Day 3: The teacher will review the needs the students identified and make a list on the board. The teacher will facilitate a conversation with the class to identify the need that they would like to address. Students will suggest the individual that has the capability to address their concern and why. The teacher will model writing a persuasive letter emphasizing why the need should be addressed and how it will help the students. The students will write an individual persuasive letter to the appropriate authority figure. The student letters should be given to the appropriate individual and request a written response.

Day 4 “I Can” Statement: I can affect changes in my school or classroom.

Day 4: Students will analyze any responses received from the appropriate authority figure(s) to determine if the suggested improvement request was met or not. The teacher should ask questions like: “Why do you think your need was met or not?” “Who else could help to meet this need?” “Are there any other options for a solution that you could offer?” *Solutions can be as simple as hanging posters around the school to remind everyone to recycle and pick up trash outside on the playground.

Extension Possibilities: Skype with your local mayor and bring in your principal. Then compare their responses about how to be a good leader, how to create change, etc.

Potential Assessment Task

Persuasive Letter Rubric

W 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

| | | | | |
|--------------------|---|---|---|---|
| Introduction | Writing includes a clear introduction with a topic sentence. | Writing includes a partial introductory sentence. | Writing includes a vague introduction of the topic. | Writing does not include an introduction of the topic. |
| Opinion | Writing includes at least three opinions with supporting reasons. | Writing includes at least two opinions with supporting reasons. | Writing includes one opinion with supporting reasons. | Writing includes no opinions or a lack of supporting reasons. |
| Transitional Words | Transitional words present throughout writing that connect | Transitional words present throughout some of the writing. | Transitional words used minimally or incorrectly. | No transitional words present in writing. |

| | | | | |
|------------|--|--|--------------------------------------|--|
| | opinions and reasons. | | | |
| Conclusion | Writing includes a clear conclusion with a statement or section. | Writing includes a partial conclusion. | Writing includes a vague conclusion. | Writing does not include a conclusion. |

Potential Summative Assessment

Following the three lessons, teachers can give a summative assessment for a social studies grade. One idea is to simply have students write about why local governments exist and why we need leaders in our local and school community. Or, teachers can give a grade for understanding

Resources (Materials used to teach the lessons within the unit. Resources may be embedded within the unit and not listed in isolation)

Framer model; <http://www.adlit.org/pdfs/strategy-library/frayer.pdf>

Layne, Sean. "Arts Integration Consulting." *What Is Arts Integration? | Arts Integration Consulting | Sean Layne*, www.artsintegrationconsulting.com/resources/videos/tableau-in-the-classroom.html.

Photograph of Stephen Benjamin for Quote: (Stephen Benjamin-twitter June 11, 2018)





Courtesy of The State Newspaper



(Courtesy of The State Newspaper: June 19, 2018)

References

Framer model; <http://www.adlit.org/pdfs/strategy-library/frayer.pdf>

Layne, Sean. "Arts Integration Consulting." *What Is Arts Integration? | Arts Integration Consulting | Sean Layne*, www.artsintegrationconsulting.com/resources/videos/tableau-in-the-classroom.html.

Re-Elect Mayor Steve Benjamin | Re-Elect Mayor Steve Benjamin. (n.d.). Retrieved from <https://stevebenjamin.com>

South Carolina Department of Education. (n.d.). Retrieved from <https://ed.sc.gov/>

Acknowledgements

South Carolina owes a debt of gratitude to the following educators for their assistance in the development of this instructional unit resource.