| **US Government: Rosa Franklin, a Case Study in Political Process and Participation** | |
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| **Lesson Overview** | |
| This lesson uses the biography of Senator Rosa Franklin to help students understand civic engagement, identify ways individuals can affect change in their communities, and understand the opportunities and challenges of getting laws passed at the state level. | |
| **Overarching Inquiry Question** | |
| How can one person make a difference in their community?  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| **Civic Engagement** - This lesson addresses civic engagement through a case study of State Senator Rosa Franklin and the many ways she participated in the life of her community, both as an activist and as a state senator. Students will be asked to use her example to think about the possibilities and limits to fostering change in their own communities. | |
| **Skills Emphasis at a Glance** | |
| **Informed Participation** - Students will be asked to describe ways they can be informed participants in their communities. | |
| **Standard(s)** | |
| USG.3.ER Describe the policy making process in the American constitutional government.  USG.4.IP Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels. | |
| **Background Information** | |
| Rosa Franklin led a life dedicated to education and improvement, both for herself and for her community. Through multiple degrees and an active career in nursing, she strove to find new ways to care for those around her. While she was born and raised in South Carolina, most of her adult life was spent in Washington State. There she became active in health policy through her career and involvement in local politics. Using her community involvement as a steppingstone and her career in the health field as a platform, she entered state politics in order to promote the health and well-being of others. Her long and varied career is an excellent example to others for how one hard-working and determined person can make a difference in the lives of many. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can define the term “civic engagement.” 2. I can identify multiple ways individuals can become civically engaged through the use of a case study on Senator Franklin. 3. I can describe the opportunities and challenges in getting laws passed on a state level through the use of a case study on Senator Franklin. 4. I can assess the ability of and limits to how one individual can make a difference in their community over the course of their life. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can define the term “civic engagement.”** | |
| To start out the lesson, show students a collection of images that relate to “civic engagement” and ask them what all of the images have in common. Let students determine the theme of “civic engagement” by allowing them to discuss their ideas to uncover the theme of “civic engagement.” Introduce the first “I can statement.” Then show them a list of activities that are considered examples of “civic engagement.” Individually or in pairs, have them try to come up with a definition of “civic engagement” based on the images and the examples.  Finally, show students a few dictionary definitions of “civic engagement.” Compare and contrast them with student answers. Then come up with a “classroom definition” to use throughout the lesson. | The purpose of this starter activity is two-fold. First it is to engage student interest and inquiry. The second is to authentically build vocabulary knowledge around the term “civic engagement” that will support the rest of the lesson’s activities.  The Brookings Institute has put together a great list of [76 Examples of Civic Engagement](https://www.brookings.edu/blog/education-plus-development/2019/11/12/the-bucket-list-for-involved-citizens-76-things-you-can-do-to-boost-civic-engagement/). This would be an excellent starting point to use for creating the list to share with students and thinking of images to include in the opening activity. If this resource is unavailable, a simple internet search of “examples of civic engagement” will yield plenty of examples to work from.  Creating the collaborative definition is one way to foster a sense of ownership in students. Consider posting the class definition in the room or another place for all students to access during the remainder of the lesson. |
| **I can identify multiple ways individuals can become civically engaged through the use of a case study on Senator Franklin.** | |
| Begin by asking students ``What are you passionate about? Can you think of a way your passion for that can improve the lives of others?”  Discuss student answers as time permits. Then introduce I can statement #2 and give a brief overview of the early life of Senator Rosa Franklin and her time in South Carolina.  Then read out loud to the class the introduction from Chapter 4 of Senator Franklin’s biography to the students (pgs. 33-35). Ask them beforehand to try to figure out Rosa’s passions in life and how she wanted to use them to help others as you read.  Discuss student answers. | This can be done as a general class discussion or as a think/pair/share.  The remainder of this lesson depends heavily on an extended biography of Senator Franklin that can be found [here](https://app.leg.wa.gov/oralhistory/franklin.pdf) (also see the citation in the references section below). This can be made available for students online or by printing select portions out for paper copies. |
| Next, have students jigsaw the remainder of Chapter 4.  One way to break the text down into sections is as follows:  Local Government: pages 35-36  Nursing Career: pages 36-42  Political Involvement: pages 42-46  As students read, have them compile a list of all of the ways Rosa engaged in “civic engagement.” Direct them to the class definition for guidance as to what activities they should include.  As students talk with their groups about what they found in the reading, have them record the group’s answers in one place.  Finally, have the group select the top 5 actions (in their opinion) that Rosa took to make changes in her community. | For guidance on how to set up and manage a jigsaw activity, check out [The Jigsaw Classroom](https://www.jigsaw.org/).  This part of the lesson is a great opportunity for differentiation, as readings can be assigned to different students based on reading level/speed.  As time permits, have groups share their answers with the class and compare the answers between groups to find out what was most impressive to the class. Discuss why that might be so. |
| **I can describe the opportunities and challenges in getting laws passed on a state level through the use of a case study on Senator Franklin.** | |
| Briefly discuss how civic engagement can also mean serving as a member of the government and explain how Senator Franklin was elected to the Washington State House Legislature and then moved into the State Senate. Then introduce I can statement #3.  Next, read out loud the introduction to Chapter 6 of Senator Franklin’s biography to the class. As you read, have them try to identify her philosophy of how a Senator should behave when trying to get laws passed.  Discuss student answers.  Once again, jigsaw the remainder of the chapter, breaking up the reading by the laws Senator Franklin sponsored.  Have students answer the following questions for their assigned sections:  What law(s) was Senator Franklin trying to get passed?  How did she work to do so?  Was she successful? Why or why not?  Once they are in their mixed groups, have students report their answers to each other. Then, the group should come up with an answer to the following:  What opportunities gave Senator Franklin the chance to get laws passed? What were the main obstacles in her way? | At this point, if students have already studied the general structure of Americas’ federal system, review it briefly. Otherwise, give students an overview of the similarities and differences between the federal government and the state governments.  For an explanation of the benefits of reading out loud to high school students, check out this [blog post](https://hechingerreport.org/opinion-heres-way-teachers-can-help-break-equity-barriers-high-school-reading-aloud-students/).  Suggested chapter divisions:  Housing Policy: 59-60  Trauma Care Center: 61-62  Environmental Equity Act: 63-65  Racial Profiling: 65-66  Health Disparities: 69-70  Kids at Hope: 70-72  As time and situation permit, have groups share their answers to these questions with the class. Again, discuss themes that emerged from all groups. |
| **I can assess the ability of and limits to how one individual can make a difference in their community over the course of their life.** | |
| To wrap up the lesson, have students discuss the following question:  Based on the life of Senator Franklin, what does it take for one person to make a difference in their community?  Have students then formally answer the question individually, citing several specific examples from the life of Senator Franklin as evidence. | This could be done in groups or in a think/pair/share format. Try to ensure that all students’ voices are included in the discussion in some way.  This could be as short as a written paragraph or extended into a more detailed project. This could be an opportunity to differentiate the lesson by allowing students to choose their product such as by creating a collage, a poem, a short video, a graphic organizer, etc. Be sure to include a rubric to explain expectations if the project will be used for a major grade. |

**References**

Nimura, T. (2019). *Rosa Franklin: A life in health care, public service, and social justice.* [PDF]Washington State Legislature Oral History Program. .Retrieved from: <https://app.leg.wa.gov/oralhistory/franklin.pdf>

**Additional Resources**

Aronson, E. (2020). *The Jigsaw Classroom: Overview*. Retrieved from <https://www.jigsaw.org/>

Martin, D. (2018, March 8). *OPINION: Here’s a way teachers can help break down equity barriers in high school: reading aloud to*

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<https://hechingerreport.org/opinion-heres-way-teachers-can-help-break-equity-barriers-high-school-reading-aloud-students/>

Winthrop, R. and Heubeck, M. (2019, November 12). *The bucket list for involved citizens: 76 things you can do to boost civic*

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<https://www.brookings.edu/blog/education-plus-development/2019/11/12/the-bucket-list-for-involved-citizens-76-things-you-can-do-to-boost-civic-engagement/>