

Living “Citizenship”: The Civics Scorecard

Subject: Government

Topic: Citizenship and Civic Engagement

Grade: 11th

Time: One or two regular block classes

Materials:

- Copies of *Civics Scorecard* (one per student)
- 25 Sheets of construction paper each labeled with one topic from the *Civics Scorecard*
- Copies of *Civics Scorecard* Activity Record Cards (@20 per student)
- Masking tape

Learning Objectives:

Students will:

- Evaluate the value of being actively involved citizens in their community by participating in and recording examples of good citizenship.
- Understand that good citizenship can be demonstrated by seemingly small actions such as helping others, being actively involved in community activities and making themselves informed about important issues.

Compelling question: *How would the quality of life for everyone in Connecticut improve if residents were more actively involved citizens?*

Introduction: Hand out and introduce the Civics Scorecard (below). Explain that we have been discussing the idea that small acts of civic involvement by individuals can improve the quality of life for citizens of our community, state and nation. Students will be taking informed action on this idea by being involved citizens and recording their activities for a culminating class discussion/presentation.

Assignment: For the next two weeks, you will be an actively involved citizen (time for the project is flexible). Complete and document* as many examples of involvement from the Civic Scorecard as you can for presentation/ discussion in class on _____.

**Documentation can be a selfie of you at an event, a posting on social media about your involvement in a community project, a brief description of your participation in or attendance at an event, a copy of a letter you wrote or a petition you signed, a pamphlet or agenda from a program you attended, your reflection about the activity or event you attended, or another creative way of showing your citizenship involvement. Completing 20 or more earns an A for the assignment. (Again, depending on the course, time and students, the grading requirement is flexible.)*



CIVIC SCORECARD

NOTE: this Civics Scorecard used in connection with this lesson plan is adapted from the "Civics Scorecard" developed by the David Mathews Center for Civic Life, which granted us permission.

Ate dinner with the person or people I live with	Wrote an elected official about an issue important to me	Did a favor for a neighbor (without him/her asking)	Attended an after-school club or group meeting	Encouraged someone younger than myself to get involved in a group program
Attended or participated in a pep rally or athletic event	Visited a local park, state park or wildlife refuge	Shared thoughts on a public issue in class	Shared an idea or perspective (in person or in writing) with a community leader	Read an article about a local issue in the newspaper or local newsletter
Watched the local or national news with a family member	Visited a farmers market or local business	Appropriate activity of your choice!!!!	Volunteered in the community	Talked with an adult about his/her role in civic life
Signed a petition online or in person	Attended a local arts, museum or cultural event	Worked with others to solve a community problem	Attended a meeting of a local government board or committee	Attended a meeting of an out-of-school club or organization.
Discussed politics with a friend or family member	Ask an adult if he/she thinks a community leader (mayor/selectman) is doing a good job and why?	Saw something that needed to be done at home – did it without being asked or telling anyone	Picked up litter and properly threw it away	Read about a presidential candidate

Activity 1: Civics Scorecard Activity Record Cards

Culminating class presentation/discussion (one block class or two class periods):

At the start of class the teacher tapes 25 sheets of construction paper to the wall, each labeled with one item from the Civics Scorecard. The teacher also distributes 20 “Civics Scorecard Activity Record Cards” to each student to be completed at the start of class.

Give students 10 - 15 minutes to complete their Civics Scorecard Activity Record Cards (one for each activity) and tape them to the appropriate sheets of construction paper around the room.

In groups of three, ask students to “tour” the posted examples of active citizenship represented by the Civics Scorecard Activity Record Cards from students who completed each activity. *For each activity, share with your partners what you did and how it went. How did you record your completion of each activity?* – share it. When groups have completed sharing their examples of active citizenship, ask them to look at the things other class members did and to make a list of 10 questions they would like to ask members of the class about their activities.

Civics Scorecard Activity Record Card

Action (What did you do?)

Reaction (How did it go?)

Name -

Activity 2: Class Discussion

Conduct a whole class discussion based on the questions each group created about the activities other class members completed. As individual students respond to the small groups questions, ask them to elaborate on their examples of active citizenship.

As culminating questions, the teacher might ask questions such as:

“Based on what you have done for the past two weeks, do you agree or disagree that being an active citizen can be doing a series of seemingly small activities, not only voting and serving as an elected official?”

“Has your active involvement as a citizen over the past two weeks improved the lives of people in our community, state, nation?”

“Has this experience changed your thinking about your role as a citizen?”

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