

6-8 SOCIAL STUDIES

PERFORMANCE TASK TEACHER INSTRUCTIONS

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TASK OVERVIEW

TITLE	GRADE LEVEL	SUBJECT AREA	INSTRUCTIONAL UNIT	TIME FRAME: HOW LONG TO ADMINISTER THE TASK?
Know Your Rights	7	Social Studies	Bill of Rights	5-7, Fifty minute periods

CONTENT AREA

PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
#3 Civics and Government	Students will analyze how people create and change structures of power, authority, and governance in order to accomplish common goals and engage as an active citizen in local, national, and/or global political processes.	C	Evaluate and defend a position on an issue involving democratic principles, individual rights, or civic responsibilities, proposing solutions or a plan to resolve the issue.

CROSS-CURRICULAR

PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
Research	Students will ask questions and gather and synthesize information in order to further their knowledge and support ideas.	5	Use evidence and reasoning to justify claims or conclusions.



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SCORING CRITERIA

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
#3 Civics and Government: C Evaluate and defend a position on an issue involving democratic principles, individual rights, or civic responsibilities, proposing solutions or a plan to resolve the issue. (C&G 3-1,3-2)	Identify an issue involving democratic principles, individual rights, or civic responsibilities	Explain the sides of an issue involving democratic principles, individual rights, or civic responsibilities.	Defend a position on an issue involving democratic principles, individual rights, or civic responsibilities and propose solutions or a plan to resolve the issue.	Anticipate obstacles to proposed solutions and incorporate those solutions into the plan to resolve the issue.
Research: 5 Use evidence and reasoning to justify claims or conclusions.	Identify evidence to support a claim.	Use reasoning to explain how evidence supports a claim or conclusion.	Support claims or conclusions with evidence and reasoning.	Integrate evidence and reasoning to support claims or conclusions.

CONNECTIONS TO INSTRUCTIONAL UNIT

UNIT SUMMARY

May include big ideas, authentic context, enduring understandings, essential questions.

Students will learn about the rights guaranteed by the Bill of Rights and additional important constitutional amendments that protect citizens' rights and impact their daily lives.

What will students know as a result of instruction in this unit in order to complete the task?

- **Bill of Rights** - what the Bill of Rights is, how, why, and when it was adopted

What will students be able to do as a result of instruction in this unit in order to complete the task?

- Identify the rights listed in the Bill of Rights and key amendments

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<ul style="list-style-type: none"> • Amendment - what it is and the rights guaranteed by each amendment • The categories of rights - Individual Freedoms, Protection from government power, or rights of the accused. In addition the rights from later amendments (i.e., Voting rights and Natural Rights) • Double Jeopardy • Claim, Evidence, Conclusions, Primary vs Secondary Sources, Counterclaim - definitions 	<ul style="list-style-type: none"> • Read and analyze informational texts from multiple sources (e.g. The Bill of Rights, The U.S. Constitution, Current Events, Newspapers, etc) • Conduct research on current issues • Craft a claim by taking a stance on an important issue • Incorporate evidence from both primary and secondary sources to support claims • Include counterclaims and refute them to strengthen arguments
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<p>How will teachers know what students know and can do prior to the task? Which relevant concepts and skills have students struggled with, had misconceptions about or missed entirely?</p>	<p>What background knowledge do students need (cultural, language, etc)? Have both content goals and language demands for ELL students been considered? Have the needs of diverse learners been considered?</p>
<ul style="list-style-type: none"> • Discussion (Socratic Seminar) • Observation • Entrance/Exit tickets • Graphic Organizers (Scenario, Bill of Rights, and Final Product Note Taking Sheet) 	<ul style="list-style-type: none"> • Constitution • Concept of Bill of Rights and amendments

CULMINATING TASK

<p>TASK SUMMARY</p>
<ul style="list-style-type: none"> • Student will select their issue from one of the following categories of types of rights: Individual Rights, Limits on Government, and the Rights of the Accused and will choose how to articulate their stance on their issue from the following choices: craft an opening or closing statement to the class, an advertisement/PSA (recorded or presented), graphic representation (e.g., graphic novel, comic strip), or staged conversation between the two sides. • Students will defend their stances on these issues using evidence from both the Bill of Rights and relevant cases (historic and/or current) and opinions, while making recommendations for what needs to be added or

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changed to resolve the issue.

Essential Questions:

- How are individual rights, limits on government, and/or rights of the accused reflected in current or historical issues?
- How can issues be resolved using evidence from the Bill of Rights and/or relevant cases, past or present?

STUDENT ACTIVITY

1. Select their issue from options and set goals
2. Read or research the issue using available sources
3. Students will complete a graphic organizer where they list the facts of the issue, the claims of both sides, the evidence available, and their opinions
4. Complete their selected final project
5. Present to the class
6. Student Reflection

CONSIDERATIONS FOR DIFFERENTIATION AND ACCESSIBILITY

- Issues will include texts from a variety of lexile levels
- Different options for how students articulate their opinions (e.g., written, presenting)
- Pre-teaching relevant cases and amendments
- Examples of different final products to use as models
- Independent Research for students who are ready for a challenge
- Option to work with a partner (scripted conversation)
- Read aloud/think aloud and model teacher annotations of Primary Sources
- Option to incorporate multimedia texts for struggling readers (e.g., videos, audio)
- Graphic Organizers to scaffold student presentations and final project creation
- Students may propose an alternative product if they have particular skills, interests, etc (e.g., a video, skit)

ADMINISTRATION NOTES AND DIRECTIONS¹

1. Students will choose an issue related to our study of the Bill of Rights and the amendments
2. Students will then complete a goal setting sheet

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3. Students will create a project from the list below to defend their position on this issue:
 - Opening or closing statement for a court case about your issue
 - Advertisement or PSA (recorded or presented)
 - Graphic representation (e.g., graphic novel, comic strip).
 - Staged conversation between the two sides of the issue Note: This is a partner project where one person takes one side of the argument, and the other takes the opposite side.
 - Students may propose an alternate product, but it must be approved by the teacher
4. Students will share their final product with the class
5. Students will complete a reflection sheet

¹Modifications were made to the following administrative notes, following the pilot administration of the task:

- Graphic representation (e.g., graphic novel, comic strip). Note: Teacher should provide a model of this one or make sure students understand that they still need to provide sufficient background information and evidence.
- Staged conversation between the two sides of the issue. Note: This is a partner project where one person takes one side of the argument, and the other takes the opposite side. Teacher should decide ahead of time if she would like to grade students together or separately and communicate that with them.

MATERIALS AND RESOURCES

- iCivics “You’ve got Rights!” Teacher Curriculum
- [Bill of Rights Institute Handouts A, B, C, D](#)
- [Bill of Rights Quizlet](#)
- Newsela Articles - [Here is a text set to get started](#) - articles pertaining to wide variety of rights, landmark supreme court cases, current events issues, etc
- Socratic Seminar Materials & Monitoring Sheet Student Debriefing Sheet
- Student Instructions
- Bill of Rights Note Taking Sheet
- My Thoughts About the Project - BIE