Teacher's Guide

iCivics

Drafting Board: Community Service

Time Needed: Three to five class periods

Materials Needed:
Computers with internet access
Drafting Board log-in information
Student Packet (*Evidence Guide* and *Progress Sheet*)

Copy Instructions:
Reasons & Evidence Guide (for yourself)
Progress Packet (class set)
Evidence Guide (class set)

Learning Objectives. Students will be able to:

- Analyze and synthesize primary and secondary source materials
- Develop an understanding of perspective and bias by comparing and contrasting texts
- Find, evaluate, and categorize information from multiple sources
- Develop claims and counterclaims based on evidence from source material
- Articulate arguments for and against a community service graduation requirement in schools
- Identify ways that young people contribute as citizens of their homes, schools, and communities

STEP BY STEP

TEACHER PREP	Make sure your students know their iCivics.org usernames and passwords. These will be used to access *Drafting Board*. There is a space on the *Progress Packet* for the students to keep this information for each visit to *Drafting Board*.
	Look over the pre-writing activities (Free Write and Mind Map) and decide which you would like to have your students complete.
❑ **DISTRIBUTE**	the pre-writing activity to the class and give five minutes for the students to brainstorm. When the time is up, you may ask students to share with the class.
❑ **TELL**	students that they will be reading about community service and graduation requirements in *Drafting Board*.
❑ **DISTRIBUTE**	a *Community Service* packet to each student. (Includes *Progress Packet* and *Evidence Guide*)
❑ **SHOW**	students where to write their usernames and passwords on the packet.
❑ **PREVIEW**	the objectives for each tool and explain that this is a long-term project that will take a number of class periods. The *Progress Packet* will help them keep track of each visit to *Drafting Board*.
❑ **ASK**	students to log in and begin using the first tool in *Drafting Board*, The Issue Analyzer.
❑ **CIRCULATE**	around the class, helping students as needed.
❑ **CLOSE**	each day by giving the students a three minute warning, then asking them to note on the *Progress Packet* where they left off. Collect packets for the next visit to *Drafting Board*.

Teacher's Guide

Drafting Board: Community Service

Continued from the last page...

❑ **REVIEW**   student progress each day. Intervene either with the whole class or with individual students if necessary.

❑ **PRINT**   or export student essays once they have finished *Drafting Board* to prepare for the student editing activity.

❑ **DISTRIBUTE**   a peer editing half sheet to each student.

❑ **PAIR**   students and have them exchange essays for peer editing. Tell students to follow the directions on the half sheet, or have students peer edit according to methods you have previously taught.

A FEW IMPORTANT REMINDERS...

- Unlike other iCivics online activities, *Drafting Board* is not a game. This tool requires the teacher to monitor and oversee student progress as the students work through the tool.

- Each tool will take between 10 and 20 minutes, but students may progress at a faster or slower pace.

  - **For students who finish early:** Assign the game *Activate* on iCivics.org, which follows a community service project from one student to a national effort.

  - **For students lagging behind:** Students need internet access in order to finish *Drafting Board*. Students with internet access outside school can log in and work remotely from home or from a library. Otherwise, you may need to help students find additional computer access at school.

- Boxes for student reflection appear after some parts of the tools. Students must enter text in the reflection areas before they can move on to the next page of the tool. Text entered into the reflection boxes will not appear in the student's essay; however, you will be able to view student reflections in the progress report on your teacher page.

- You can follow your students' progress by using the iCivics classroom feature. An individual student report is generated for each tool within *Drafting Board*. Each report shows you how the student performed on the activities in the tool, how much time the student spent on task, and what the student wrote. You can also print or export the essay the student generated.

Community Service

Name:

Free Write. Read the question below and brainstorm as many answers as you can think of until your teacher tells you to stop. Make notes quickly, and don't worry about spelling. Use the back for more space.

What do students have to accomplish before they graduate?

Community Service

Name: _____

Mind Map! Think about the phrase in the center of the page. Brainstorm all the ideas you can think of that are related to this phrase. Circle each idea you add and draw a line to connect it to the main phrase (or to another idea you added). Keep brainstorming until you run out of room or time.
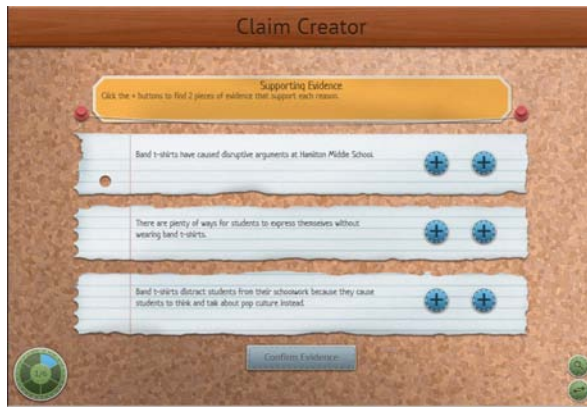
Community Service
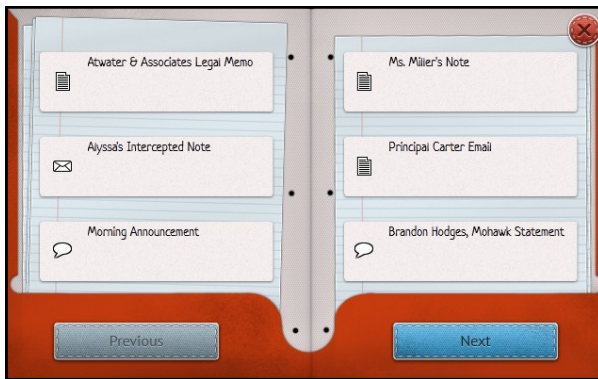

Community Service

Claim Creator: Helping Students Choose the Right Evidence

The Claim Creator asks students to select three reasons to support their claim, then find the two pieces of evidence that support each reason. Use this guide to help students find the correct evidence. First give them the key words and phrases to look for, then use the last two questions to help them narrow down the options.

Claim: Schools should require community service for graduation.

	Guiding Questions for Struggling Students
Reason 1 Community service helps students build positive relationships with their community.	• <u>Key words and phrases</u>: helping people; positive relationships • Is there an example of a kid building a good relationship with a local organization, like a food bank? (Letter from *"Food Friday" Coordinator)* • Do you remember any evidence about students developing positive relationships with senior citizens? (*Librarian Interview*)
Reason 2 Participating in service activities helps students gain job skills and discover new interests.	• <u>Key words and phrases</u>: learning; employment; experience (implied) • Is there any piece of evidence that discusses all the job skills you can learn from volunteering? (*Guidance Counselor Email*) • Are there any examples of a kid learning a new skill and becoming really successful? Maybe even ending up on TV? (*Cooking Show Guest*)
Reason 3 Community service helps students understand and care about how their community works.	• <u>Key words and phrases</u>: businesses; stores; community works together • Is there any example of a student learning about businesses in her community? (*Chamber of Commerce Volunteer*) • Are there any pieces of evidence that describe a student who learned more than he expected by delivering meals? (*Meals on Wheels Volunteer*)
Reason 4 Mandatory community service gives kids opportunities for face-to-face interaction in the real world.	• <u>Key words and phrases</u>: entertainment; social media; shy students; interaction • Where in the evidence do you learn about how much time kids spend on media entertainment instead of real-world interactions? (*Study: 53 Hours of Entertainment*) • Did you see an example of students actually being glad they were forced to interact with people? (*Principal's Memo*)

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Claim Creator: Helping Students Choose the Right Evidence

(*continued*)

Claim: Schools should not require community service for graduation.

	Guiding Questions for Struggling Students
Reason 1 Students are busy with their school and home lives and don't have extra time for community service.	• <u>Key words and phrases</u>: time; homework; hardship • Was there any evidence of parents being upset about the community service requirement? (*Parent Complaint*) • Was there an example of a student having a lot of family responsibilities and no spare time to volunteer? (*Waiver Request*)
Reason 2 Students should be free to use their time to develop their talents and build skills they really care about.	• <u>Key words and phrases</u>: talent; expert; practice; training • Are there any examples of a student working school around a practice schedule so he could become really good at something? (*Olympic Medalist Apolo Ohno*) • Is there any evidence of how much time and practice it takes to become an expert at something? (*Study: 10,000 Hours of Practice*)
Reason 3 Other activities do just as much to develop a student's skills and benefit the community.	• <u>Key words and phrases</u>: sports; clubs; teamwork; customers • Does any of the evidence describe other beneficial activities students can participate in? (*Sports and Clubs Flyer*) • Is there a student who interacts with community members while she's at work? (*Performance Review*)
Reason 4 Forced community service can leave students with a negative attitude that makes them less likely to volunteer in the future.	• <u>Key words and phrases</u>: forced; negative experience; exploited • Is there any example of a student whose volunteer experience was nothing like she thought it would be? (*Hospital Volunteer*) • Has there been any research or a study done on this? (*Study: Australian Community Service*)

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Community Service

Letter from "Food Friday" Coordinator

Dear Myra,

Great news! We'll be getting more fresh produce for our Food Friday program next year. I told you about Chad, the kid from Landiston High who decided to grow a garden for his community service project. He's been bringing all the veggies here to the food bank on Food Fridays. He said he really loved helping people this year, and he's going to grow another garden next year. Looks like we've got a great relationship going here!

Alex
Food Friday Volunteer Coordinator

Guidance Counselor Email

11/23/11

Misty,

Thanks for emailing me with your question about community service. Yes, community service is a great way to gain job skills. Students learn a lot, even from service that doesn't seem related to future employment. Almost all volunteering helps your communication and people skills, which are required in any job. You can also learn how to be organized, how to be detail-oriented, how to work with others and share creative ideas . . . The list goes on. Learning to follow directions, ask for help, and problem-solve are all skills that will transfer anywhere.

Let me know if you need help deciding where to volunteer.

Ms. Pollard
Guidance Counselor
Landiston High School

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Librarian Interview

TRANSCRIPT 8675309   SEP 2 9 201

Reporter: I hear you've got high school students volunteering at the Landiston Public Library. How's that working out?

Librarian: It's great. Here at the library, we teach seniors how to use computers. Many seniors aren't very comfortable with computers, but kids are great with them. It just makes sense to have teens and seniors work together.

Reporter: It sure does.

Librarian: Along with learning computers, the seniors also develop a more positive opinion of teenagers. I had one senior citizen who wanted to learn Microsoft Word. The student volunteer had answers for all of the senior's questions, and the senior was so impressed.

Reporter: It's great to see positive interaction between the generations. So many older people think all teenagers have attitudes and cause trouble.

Librarian: That's right. The reaction has been so positive, I've heard some of the nursing homes are interested in forming relationships with high school students, too.

Student Guest on Cooking Show

TRANSCR   2 9 201

Chef Cherie: My guest today is Jared Trang, a junior at Landiston High School. Jared, you've become quite a chef. How did that happen?

Jared: I had to do a community service requirement for school, so I volunteered at a local soup kitchen. I figured I'd end up washing dishes, which I did, but I also got to help cook.

Chef Cherie: So you first learned about cooking at a soup kitchen? That's awesome!

Jared: Yeah. The main cook was into trying out recipes from around the world. I guess he thought just because these people need food doesn't mean they shouldn't get to try new things.

Chef Cherie: Bravo!

Jared: I never cared much about cooking, but it was really fun helping create these new international recipes. I went online and found some recipes from all over the world, had a blast cooking them at home . . . and now I'm here. Who knew cooking was this much fun?

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Community Service

Chamber of Commerce Volunteer

TRANSCRIPT 8675309   SEP 29 201

After I volunteered at the Landiston Chamber of Commerce, I understood how the businesses in my community depend on each other. I never knew how that worked--I always thought a store was just a store. But when I helped get materials ready for lunchtime workshops, I found out business owners spend time talking to each other and learning how to be more successful. By helping answer the phone, I learned that lots of tourists call the Chamber to find out where to stay and what to do in town. I never understood how important businesses are to our community and all the things businesses do that help our city be successful.

— Karina Ivanov

Study: 53 Hours of Entertainment

DOC #061A   11/23/11

A 2010 survey of over 2,000 kids from age 8 to 18 shows that kids spend 53 hours a week consuming media entertainment on their cell phones, computers, and televisions. That's the same as 7 hours and 38 minutes a day, 7 days per week. Kids today are spending more time than ever playing video games, socializing online, listening to music, and watching shows. Some find these numbers alarming, and wonder how kids are going to learn to interact in the real, face-to-face world.

— from the Kaiser Foundation

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Meals on Wheels Volunteer

TRANSCRIPT 8675309   SEP 29 201

Before I started volunteering with Meals on Wheels, I had no idea there were so many seniors who aren't able to leave their homes. I can't drive yet, so I go along with my uncle. I help him take hot meals inside to the homebound seniors. I never thought about it, but there are a lot of things you can't do if you can't leave your house. Like vote. Before the election, we also brought absentee ballots to the homebound seniors. I didn't even know there was such a thing as an absentee ballot. I thought you had to go somewhere to vote. Now I understand how the community works together to help people like this who can't get around.

— Clint LeBlanc

Principal's Memo

DOC #061A   11/23/11

To: Landiston High School Faculty
From: Principal Trent
RE: Community Service and Shy Students

Some of you may get questions from students who are worried about the new service requirement, especially students who tend to be quiet and shy. I would like you to know that I've spoken with several districts that also have the community service requirement. I found out that many kids who might have been too shy to volunteer have admitted they were glad they were forced to participate. If students come to you with concerns, please help them see that interacting with people face-to-face at the volunteer site could be a really fun experience.

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Community Service

Parent Complaint to School Board

TRANSCRIPT 8675309   SEP 2 9 2015

I'm here tonight because I'm really upset about the Landiston School District's new community service requirement for graduation. I would like to know when kids are supposed to have time for one more requirement. My kids have sports practice after school, and we all get home every night at six. They have so much homework that most nights I'm up until 9 or 10 o'clock helping them get it done. On the weekends my oldest goes to classes to prepare for the SAT test, and there are projects due, tests to study for -- never mind the housework and other chores I need them to help with. We hardly get any family time as it is. My kids are too busy. There isn't room for anything else.

Olympic Medalist, Apolo Ohno

DOC #0... A   11/23/11

Apolo Ohno has won 8 Olympic medals in short-track skating since 2002. He won his first overall U.S. championship at age 14, and at age 19 he won both a gold and a silver medal at the Olympics. How did he do it? Hours and hours of practice! Every day, he spent hours skating, working out, and watching training videos. He took advantage of his school district's Internet Academy so that he could make school work with his training schedule. All that drive paid off, as Apolo continues to bring home medals from every Olympics.

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Waiver Request

Dear Principal Trent,

I am writing to request a waiver from the community service requirement because of hardship. I have five little brothers and sisters, and we all live with my dad. He works at the mini-mart during the day, and then he works as a janitor from 10 at night until 6 in the morning. I'm the only person home after school to take care of my brothers and sisters, plus I have a job on weekends to help bring in more money. I cook, do the laundry, the housework, and everything. Sometimes I already don't know how I can make it. There is too much to do and nobody else to help. If I have to work community service hours for free, I don't know what we'll do.

Sincerely,
Robert Rhoads

Study: 10,000 Hours of Practice

DOC #06.A   11/23/11

Research has shown that if you want to become expert at something, time is the key. More important than talent, "deliberate practice" is what's required to become one of the best. Researchers studied a group of musicians and found these statistics:

Level of Accomplishment by Age 20	# Hours of Deliberate Practice
Experts at Highest Level	10,000
Experts at Lowest Level	5,000
Serious Amateur	2,000

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Community Service

Sports and Clubs Flyer

THREE REASONS TO JOIN A SPORT OR CLUB

Landiston High School

Discover a new interest. Ever thought you might like rocks? Taking pictures? Being in the water? Then the Geology Club, the Photography Club, and the swim team might just be for you. Try it--you might find something you love!

Develop your real-world skills. Being part of a club or sport helps you learn teamwork, cooperation, and other "people skills." Knowing how to work with others is a skill you can take everywhere in life.

Benefit the community. Teams and clubs interact with the larger community. Whether it's participating in the annual Photography Club Art Show at the community center, the Spanish Club community dinner, or playing in a Friday night football game, when you participate in a team or club you're enriching the community.

Clubs and Sports--More Than Just a Way to Spend Your Time

Hospital Volunteer

TRANSCRIPT 8675309   SEP 2 3 20

Volunteer in the future? Are you kidding me? They forced me to do this community service requirement, and it was awful. I decided to volunteer at the hospital because at least I'd get to see what it's like to be a doctor or a nurse. I've been thinking about going into the medical field. But all I got to see was the inside of a filing cabinet! Every time I showed up to volunteer, they had a mile-high stack of papers waiting for me. It was boring, and it took up the time I could have used for a paying job. The only thing volunteering gets you is a whole lot of nothing.

— April Quinn

Performance Review

DOC #061A   11/23/11

6-Month Performance Review

Employee: Tara Robinson
Position: Grocery bagger

Tara is a student at Landiston High. She has worked with the company for 6 months. At first, Tara would sometimes be a few minutes late and would spend too much time chatting with other employees. I had a few talks with her, and now Tara is the most dependable bagger we have. She always arrives a few minutes early and she has learned how to pay attention to what the customers need. Tara is especially good with kids, and she is a great help to moms trying to juggle tons of grocery bags and several children. As she's taking out the bags, I overhear her talking with customers about things that are happening in the community. Customers seem to really appreciate that.

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Study: Australian Community Service

DOC #063A   11/23/11

In 2003, researchers interviewed focus groups of Australian students involved in mandatory community service. These students did not feel that mandatory service was the same as "volunteering," and they had "a negative attitude from the beginning." Students felt exploited, and they were angry that they did not get to make their own decisions about volunteering. According to the researchers, "many suggested that they will be even less likely to volunteer in the future because of their negative experiences."

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DRAFTING BOARD

Community Service

Name: _____

Class: _____

iCivics Username: _____

iCivics Password: _____

Use this worksheet to keep track of your progress in *Drafting Board*.

Glossary of Terms

Claim: where you stand on an issue

Counterclaim: where the other side stands on an issue

Reason: an explanation for something, like why your claim is right

Evidence: proof that can be given to support something; it backs up your reason

Rebuttal: statement of why you disagree with something

Transitions: words used to make a paragraph flow smoothly

Use this space to write down the basics of your essay.

Big Question: Should schools require community service for graduation?

Yes   or   No

My claim:

DRAFTING BOARD

Issue Analyzer

In the Issue Analyzer, you will investigate both sides of the issue. First you must sort through your evidence to complete the missing sections of the story. When you're done, you will understand both sides of the issue and have a chance to pick your side.

Here are your objectives:

❑ Read the article

❑ Complete the story chunks

❑ Choose a side

Date Completed: _____

Claim Creator

The Claim Creator helps you outline the reasons behind your claim. These reasons will help you draft the three main paragraphs of your essay, so they're really important. You will also have to back up your reasons with evidence, so read closely.

Here are your objectives:

❑ Pick sides

❑ Justify your best reason

❑ See vote results

❑ Support your side with evidence

❑ Select your reasons

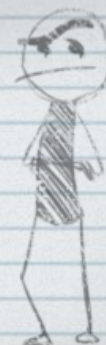❑ Select the other side's reasons

Date Completed: _____

Paragraph Constructor 1

The Paragraph Constructor helps you write the three body paragraphs of your essay. For the 1st paragraph, make sure to support your reason with evidence.

Here are your objectives:

❑ Arrange the sentences

❑ Edit your paragraph

❑ Complete the sentences with evidence

❑ Place transitions

Date Completed: _____

DRAFTING BOARD

Paragraph Constructor 2

Now it's time to create your 2nd body paragraph. For your 2nd paragraph, make sure to support your reason with evidence. This time use your own language to complete the evidence sentences.

Here are your objectives:

❑ Arrange the sentences

❑ Complete the sentences with evidence

❑ Place transitions

❑ Edit your paragraph

Date Completed: _____

Paragraph Constructor 3

Now it's time to create your final body paragraph. For your 3rd body paragraph, make sure to support your reason with evidence. This time you are ready to write the whole paragraph yourself. If you get stuck, use the blue evidence buttons for help.

Here are your objectives:

❑ Write your paragraph using your third reason and evidence

❑ Edit and check your paragraph

Date Completed: _____

Critic Crusher

The Critic Crusher will help you look at the other side's argument. You can see your opponent's reasoning and use your evidence to shoot it down. The first exercise will guide you through how to write a rebuttal paragraph and the second exercise will let you try it yourself. At the end, you will pick which paragraph you think is best.

Here are your objectives:

❑ Acknowledge the other side's reason

❑ Use your reasons & evidence to show the other side is wrong

❑ Restate your claim to make your point

❑ Pick a paragraph

❑ Place transitions

❑ Edit and check

Date Completed: _____

DRAFTING BOARD

Introduction Introducer

The Introduction Introducer will provide you with strategies to create a strong opening paragraph that will grab your reader's attention. Remember, you only have one chance to make a first impression.

Here are your objectives:

- ❑ Sort the hook sentences
- ❑ Choose a hook for your paragraph
- ❑ Place transitions
- ❑ Edit your paragraph

Date Completed: _____

Intro Strategies

- **Background info** gives the reader a better understanding of the history behind the problem.
- **Statistics or quotes** can engage the reader and get them interested in your side of the debate.
- **Questions or scenarios** catch the reader's attention and makes them curious.

Conclusion Crafter

The Conclusion Crafter will give you the strategies for creating a strong closing paragraph that summarizes your argument. You will have the chance to put everything in your own words and make an impact!

Here are your objectives:

- ❑ Summarize your side of the issue
- ❑ Restate your reasons
- ❑ Sort the clinchers
- ❑ Pick a clincher sentence
- ❑ Place transitions
- ❑ Edit and check

Date Completed: _____

Closing Clincher Strategies

- **Statistics or quotes** reinforce your message by showing that you can back it up with facts and figures.
- **Next steps** gives you a chance to make suggestions based on your argument.
- **Consequences** can show your reader what might happen if something isn't done to solve the issue.

One last edit & check, and you are done!

Peer Editing

Name:

STEP ONE **Give Compliments!** Mark places in the text where the writing is effective. For example:

STEP TWO **Make Suggestions.** Offer specific ideas for how to improve the writing. For example:

Easy to Understand. Are there places where the writing is really clear? Compliment the writer on things like...
❑ Good use of details
❑ Effective organization of ideas
❑ Sticks to the topic—no unrelated ideas

Great Words. Has the writer chosen some words that really sparkle? Circle great word choices and mark them with a star. ☆

Sentence Flow. Does the writing read smoothly? Mark places where the writer has...
❑ Used transitions effectively
❑ Used a variety of sentence lengths
❑ Done anything you think works well!

Confusion. Are there confusing parts? Figure out why you are confused. Should the writer...
❑ Add some details?
❑ Organize the ideas in a clearer sequence?
❑ Stick to the topic and cut ideas that don't fit?

Word Choice. Could the writer spice up the writing by choosing more interesting words? Mark boring words (such as *bad* or *nice*) so the writer can find a more descriptive alternative.

Sentence Flow. Does the writing read smoothly? If not, figure out why:
❑ Do any sentences seem *way* too long? Suggest a way to break them up.
❑ Are too many sentences really short? Suggest a way to connect some of them.

STEP THREE **Make Corrections.** Check the essay for problems with spelling, grammar, sentence structure, capitalization, punctuation, and other technical errors. Mark these on the text.

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Peer Editing

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