

# Civic Action Project

## Pacing Guide

Step 1: Citizenship Profile	
<p><b>Lesson 1: Citizenship Brainstorm</b> (30 minutes)</p> <p>Students are introduced to Civic Action Project (aka CAP) and create a citizenship profile reflecting the knowledge, skills, attitudes, and actions that they believe are important for effective citizenship in their communities.</p> <p><b>Student Objectives</b></p> <ul style="list-style-type: none"> <li>• Discuss and begin to answer questions about civics and citizenship that you will explore through their CAP experience.</li> <li>• Identify traits of effective citizenship in terms of knowledge, skills, attitudes, and actions.</li> <li>• Explore issues you may want to work on for CAP by looking at former CAP students' work, talking to others, and conducting a local media search.</li> </ul> <p><b>Student Product:</b> Citizenship Brainstorm chart</p>	<p><i>Teacher Checklist</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1 PowerPoint</li> <li><input type="checkbox"/> "What's Your Issue" Student Worksheet</li> <li><input type="checkbox"/> Citizenship Brainstorm activity</li> <li><input type="checkbox"/> Register yourself and your students at the CAP website</li> <li><input type="checkbox"/> Review and debrief an example of a completed CAP project</li> </ul>
Step 2: Issue Analysis	
<p><b>Lesson 2: What's Your Issue?</b> (45 minutes)</p> <p>Students choose their CAP issue, form civic-action groups, and complete the <i>CAP Planner: Proposal</i>.</p> <p><b>Student Objectives</b></p> <ul style="list-style-type: none"> <li>• Discuss various problems and issues that you think are important to address.</li> <li>• Select a single problem or issue for your CAP project.</li> <li>• Provide three claims as to why your issue/problem is important.</li> </ul> <p><b>Student Product:</b> <i>CAP Planner: Proposal</i></p>	<p><i>Teacher Checklist</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 2 PowerPoint</li> <li><input type="checkbox"/> Assign and collect completed <i>CAP Planner: Proposal</i></li> </ul>
<p><b>Lesson 3: Exploring Causes and Effects</b> (35 minutes)</p> <p>Narrowing the focus of their CAP projects will help students choose and complete effective civic actions. Students will meet in their CAP groups to identify specific causes or effects of their CAP issues and to complete the <i>CAP Planner: Thinking It Through Part 1</i>.</p> <p><b>Student Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify various causes and effects of your CAP issue.</li> <li>• Select a cause or an effect to help focus your CAP project.</li> <li>• Develop an issue statement for your CAP project.</li> </ul> <p><b>Student Product:</b> <i>CAP Planner: Thinking It Through Part 1</i></p>	<p><i>Teacher Checklist</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 3 PowerPoint</li> <li><input type="checkbox"/> Facilitate Cause and Effect exercise</li> <li><input type="checkbox"/> Assign and collect completed <i>CAP Planner: Thinking It Through Part 1</i></li> </ul>

### Step 3: Public Policy Analysis

#### Lesson 4: Public Policy and Your Issue (50 minutes)

Students work in small groups to learn what public policy is and how it relates to their civic action projects before completing the *CAP Planner: Thinking It Through Part 2*.

##### Student Objectives

- Define public policy.
- Classify the ways that problems or issues connect to public policy.
- Evaluate the ways in which public policy affects your project using the *CAP Planner: Thinking It Through Part 2*.

**Student Product:** *CAP Planner: Thinking It Through Part 2*

##### Teacher Checklist

- Lesson 4 PowerPoint
- Assign and collect completed *CAP Planner: Thinking It Through Part 2*

#### Lesson 5: Evaluating Public Policy (45 minutes)

Students are introduced to policy analysis by examining policy goals, pros and cons, and people involved in real-world case studies.

##### Student Objectives

- Analyze a public policy's goals and the arguments for and against the policy.
- Identify supporters and opponents of a public policy.
- Evaluate the effectiveness of a public policy to solve an issue.

**Student Product:** Case Study Analysis presentation

##### Teacher Checklist

- Lesson 5 PowerPoint
- Facilitate Case Study Analysis exercise

### Step 4 - 6: Civic Action and Reflection

#### Lesson 6: Taking Civic Action (45 minutes)

Students brainstorm civic actions before learning about the Montgomery Bus Boycott as a case study on building a constituency. At the end of the lesson, each CAP group will choose their first civic actions.

##### Student Objectives

- Identify three different types of actions people can take to impact a problem or issue.
- Examine the importance of different civic actions involved in the Montgomery Bus Boycott.
- Determine an appropriate civic action to begin your CAP project.

**Student Product:** *CAP Planner: Civic Action*

*Note: Students should complete at least 3-5 civic actions as part of their CAP.*

##### Teacher Checklist

- Lesson 6 PowerPoint
- Assign and collect completed *CAP Planner: Civic Action*
- Assign additional civic action CAP Planners on a weekly basis for desired duration of project

#### Lesson 7: Reflect and Report (45 minutes)

Students complete the *CAP Planner: Reflect & Report* to share what they learned about the importance of civic engagement and to explore options for sharing their experiences with a larger audience.

##### Student Objectives

- Share the civic dispositions you practiced and learned as a result of your civic actions.
- Reflect on your experience in CAP and communicate your conclusions in an organized report.
- Explore options for sharing your CAP projects to inform others about the importance of informed and effective civic engagement to create positive change.

**Student Product:** *CAP Planner: Reflect & Report*

##### Teacher Checklist

- Assign *CAP Planner: Reflect & Report*
- Collect completed CAP Planners
- Consider options for assessment and sharing student work

## Suggestions for Pacing

- The CAP Curriculum requires approximately five hours of classroom time.
- Students will need at least six weeks to complete CAP to accommodate for planning and executing their civic actions (e.g. administering surveys, attending city council meetings, emailing public officials, etc.)
- Students should check in with their CAP groups at least once a week to plan their civic actions. If possible, give in-class time for collaboration.
- Lessons can be completed over time according to your desired pacing.