

**Subject:** Social Studies

**Level:** Elementary

## CIVIC COMMUNITY LESSON PLAN

This lesson plan offers teachers resource links from the **Library of Congress** and **inquiry-based teaching strategies**, using elementary Social Studies content and primary source analysis to engage students in creating understanding and a sense of belonging to the community of our democratic nation.

Title: Being Equal and Belonging in a Community		
ESSENTIAL QUESTION: What is real equality?		
<p><b>Lesson Overview:</b> Students examine how equality under the law has evolved in the United States. Students will then use both primary and secondary sources to summarize and report on a problem of equality and its solution under the law, and reflect on how these lessons from history can help them as they consider issues of inequality in contemporary society.</p>	<p><b>Lesson Objectives</b> Students will:</p> <ul style="list-style-type: none"> <li>Analyze primary sources to understand historical problems related to equality and solutions under the law.</li> <li>Note problems and solutions related to equal treatment in students' own lives.</li> <li>Review the basic structure of our government to recognize the three branches and their basic, primary functions and to understand that the U.S. Constitution is a living document that can be amended.</li> <li>Consider how the study of the past can help inform understanding of contemporary issues.</li> </ul>	
<p><b>Inquiry Standards</b> <u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>		
Supporting Question 1 ENGAGING	Supporting Question 2 EVALUATING	Supporting Question 3 TAKING ACTION
Do laws protect us equally?	What would you do to stand up for equal rights?	What can you do to work for equality?
PERFORMANCE TASK 1	PERFORMANCE TASK 2	CULMINATING TASK
<ul style="list-style-type: none"> <li>Use the Library of Congress resources on the equality act to launch a discussion of equality and the law.</li> <li>Display a <a href="#">t-chart</a>.</li> <li>Ask: Have you ever been in a situation in which you felt</li> </ul>	<ul style="list-style-type: none"> <li>Present students with the "problem sources" and "solution sources."</li> <li>Divide students into groups.</li> <li>Instruct student groups to work together to summarize their analyses of the</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to brainstorm current issues of equality they see in our country.</li> <li>Students may use the additional materials from the LOC to consider problems</li> </ul>

Created in collaboration with the Barat Education Foundation, the Constitutional Rights Foundation and DePaul University College of Education; funded and distributed through a *Teaching with Primary Sources* grant awarded by the Library of Congress. Find additional materials and resources at the [Citizen U website](#) and <http://PrimarySourceNexus.org>. Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.

<p>that you were treated unequally? What are some examples? (Students or you might suggest situations involving age, gender, or race.)</p> <ul style="list-style-type: none"> <li>Note examples of unequal treatment in the problems column of the t-chart.</li> <li>Ask: How does it feel when you are treated unequally?</li> <li>Make sure that students know that laws are made to make sure our government and country function properly and that they can also help solve problems.</li> </ul>	<p>problem related to equality and the solution of that problem under the law and share it with the class.</p> <ul style="list-style-type: none"> <li>Direct student groups to brainstorm a solution under the law for one of the problems on the chart.</li> <li>Share group ideas and discuss their merits and potential pitfalls as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Have students create potential solutions to these issues.</li> <li>What new insights or ideas did their investigations spark?</li> </ul>
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**LIBRARY OF CONGRESS RESOURCES  
ADDITIONAL RESOURCES**

<p>Library of Congress Equality Act <a href="https://www.congress.gov/bill/114th-congress/senate-bill/1858/text">https://www.congress.gov/bill/114th-congress/senate-bill/1858/text</a></p>	<p><a href="#">Problem A source 1 (source 1 record)</a></p> <p><a href="#">Problem A source 2 (source 2 record)</a></p> <p><a href="#">Solution A source 1 (source 1 record)</a></p> <p><a href="#">Solution A source 2 (source 2 record)</a></p> <p><a href="#">Background A</a></p> <p><a href="#">Problem B source 1 (source 1 record)</a></p> <p><a href="#">Problem B source 2 (source 2 record)</a></p> <p><a href="#">Solution B source 1 (source 1 record)</a></p> <p><a href="#">Solution B source 2 (source 2 record)</a></p> <p><a href="#">Background B</a></p> <p><a href="#">Problem C source 1 (source 1 record)</a></p>	<p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li><a href="#">Problem-Solution-Background D: Unequal opportunities for women - Title IX</a></li> <li><a href="#">Problem-Solution-Background E: Equal access - Americans With Disabilities Act (1990) Problem (image source page &amp; teacher background)</a> <ul style="list-style-type: none"> <li><a href="#">Access for All</a></li> <li><a href="#">Injustice Anywhere Is a Threat</a></li> </ul> </li> <li>Solution - Americans With Disabilities Act (1990) <ul style="list-style-type: none"> <li><a href="#">Excerpt from legislation regarding Title III public accommodation (source record)</a></li> <li><a href="#">Bush signs act into law &amp; logo</a></li> <li><a href="#">Background</a></li> </ul> </li> </ul>
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<b>TEACHING STRATEGIES</b>		
<ul style="list-style-type: none"> <li>• Academic discussions</li> <li>• Group interview process</li> </ul>	<ul style="list-style-type: none"> <li>• Primary source analysis</li> <li>• Discussion</li> <li>• <a href="#">Pair share</a></li> </ul>	<ul style="list-style-type: none"> <li>• Small group presentations</li> </ul>

*This lesson is part of a larger initiative, Citizen U, which aims to integrate civic learning across the curriculum for students in grades 2-12. For more lessons like it, in Language Arts, Math, Science, and Social Studies, or to learn more about related creative, community, and professional development opportunities, please visit our [Citizen U website](#)...*