

County Solutions Step One: We've Got Issues

Time Needed: One class period

Materials Needed:

Student worksheets, two to four short news articles, scissors, tape, highlighters or colored pencils

Copy Instructions:

Reading (*class set*)

Issue analyzer worksheets (*double-sided; class set of Issue 1 and Issue 2*)

Ballot (*single sided; one sheet for every four students, cut up*)



This is lesson one of nine in a series that culminates in a final class project. All steps can be found at www.icivics.org/curriculum/countysolutions

Lesson Objectives. The students will:

- Read articles about two county issues.
- Collect information from the articles.
- Analyze why the issues are significant.
- Identify personal connections to the issues.
- Select one issue to tackle for the County Solutions project.

STEP BY STEP

TEACHER SET UP

Research county issues that need a solution and would be of interest to kids. Consider getting in touch with your county government or the National Association of Counties (NACo) to see if they can offer ideas [www.naco.org]. Select two issues for your class to choose from for their class project. Find one article explaining each issue and make copies for the class.

DISTRIBUTE

a reading and activity packet to each student and read the first half of page one as a class.

INTRODUCE

the two county issues that you have selected for the class. Have the information for the bottom half of the reading page on the board for the students to fill in. Allow for quick brainstorming on the last question for each issue.

REVIEW

the directions on the overhead or board, explaining the steps to be taken today, and preview that the class will be selecting their class issue today.

ASK

students to complete the preview step for each of the two issues. Have students share with the class. (Take note of specific questions or knowledge areas that may come in handy later in the process.)

Repeat for both issues

DISTRIBUTE

copies of the issue article and assign the students to read actively.

SHOW

the Word Cloud Transparency example and description to the class.

ASK

students to complete steps two through five on the activity page for the issue.

ALLOW

students to cut out and add their four terms to the issue's word cloud on the board.

REVIEW

the students' word cloud, connections, and ideas for the issue.

REVIEW

both issues with the class one more time.

DISTRIBUTE

ballots to each student and have them fill in the issues with the short description of the problem.

CLOSE

by asking students to check off one of the two issues to complete the ballot, collect.

PREPARE

for the next step by counting the ballots and reading over the Step Two materials.

Step One: We've Got Issues

1. Preview the Issues. Before you read more, stop and think about what you *already* know and what questions you could ask about the issue.



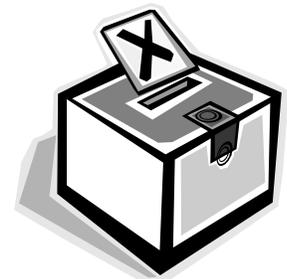
2. Collect Information. Read the articles about the issues to learn more about the problem and find out what is being done to solve it.



3. Review the Issues. Draw a picture, make connections to your life, and identify what is *really* important.



4. Vote! Now that you know more, it is time to select the issue you like best and would like to work on for the remainder of this project.



Step One: We've Got Issues

Name: _____

What's The Problem?

You do not have to look far to find people talking about problems that need to be solved. You can see them on the news, hear them on the radio, and pick up on conversations all around you. Many problems are shared across communities, while other problems are unique to a specific place and time. How do problems get solved? Who can make decisions large enough to bring about change?



We Can Help!

You might be surprised to find out that YOU and your classmates have a role in changing your community. Some people call you and your peers 'digital natives' or members of the 'digital generation.' This just means that you have access to all the information and opportunities the internet and new technology has to offer. The internet isn't just a place for games, social networking, and videos. It also gives you a place for civic action and community building.

Now What?

Your class is going to learn more about a problem or issue in your community and find a way to address it. Along the way, you will look deeper into the issue, find out who is already working on solutions, learn how the government can help, and develop a fresh solution for your county. But first, you need to decide on an issue to study.



Issue One

What is the problem or issue?

What information source are you looking at?

Where else might you look for information?

Issue Two

What is the problem or issue?

What information source are you looking at?

Where else might you look for information?

Step One: We've Got Issues

Name: _____

Issue One: _____

1. **Preview.** Before you read more about this issue, fill out this graphic organizer.

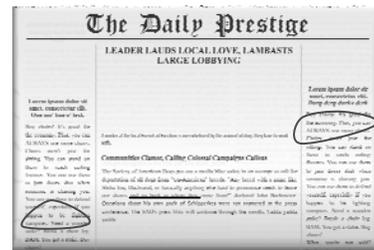
List three things you **already know** about this issue:

- 1.
- 2.
- 3.

Write three **questions** you could ask about this issue:

- 1.
- 2.
- 3.

2. **Collect Information.** Read the article(s) your teacher has provided. As you read, circle important words, underline words you don't know.



3. **Draw It.** Now that you have read about the issue, use the space below to show it. You can create a quick cartoon strip or draw one large picture. Don't forget to add captions and speech bubbles!

Large empty rounded rectangular box for drawing.

Step One: We've Got Issues

Name: _____

Issue One: _____

4. Make Connections. How does this issue affect the world around you?

How might this issue affect <u>you</u> ?	How might this issue affect <u>your friends and family</u> ?
How might this issue affect <u>your county</u> ?	How might this issue affect <u>your generation</u> ?

5. Words To Know. Look back through what you have read about the issue. Select four words or phrases that you think are really important to include when discussing the topic (Hint: people, groups, places, actions, ideas, definitions, etc.). Write one word or phrase in each box below.



Issue Two: _____

1. **Preview.** Before you read more about this issue, fill out this graphic organizer.

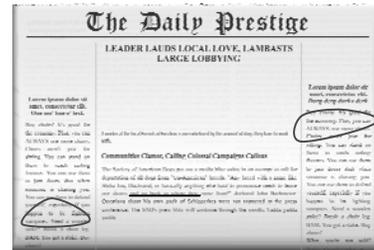
List three things you **already know** about this issue:

- 1.
- 2.
- 3.

Write three **questions** you could ask about this issue:

- 1.
- 2.
- 3.

2. **Collect Information.** Read the article(s) your teacher has provided. As you read, circle important words, underline words you don't know.



3. **Draw It.** Now that you have read about the issue, use the space below to show it. You can create a quick cartoon strip or draw one large picture. Don't forget to add captions and speech bubbles!

Step One: We've Got Issues

Name: _____

Issue Two: _____

4. Make Connections. How does this issue affect the world around you?

How might this issue affect <u>you</u> ?	How might this issue affect <u>your friends and family</u> ?
How might this issue affect <u>your county</u> ?	How might this issue affect <u>your generation</u> ?

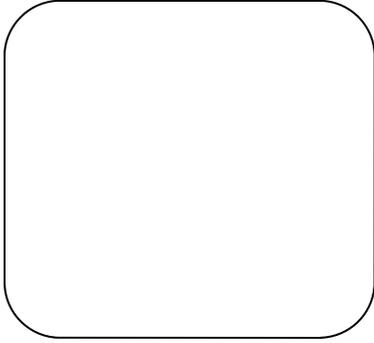
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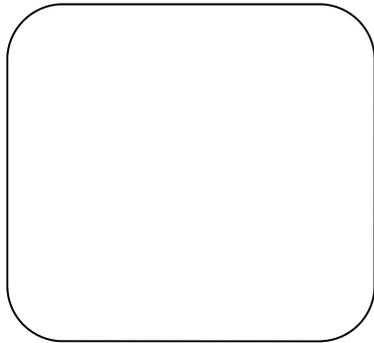
Ballot

Describe each issue in the large boxes, then select the issue you would like the class to work on by checking one of the boxes.

Issue One



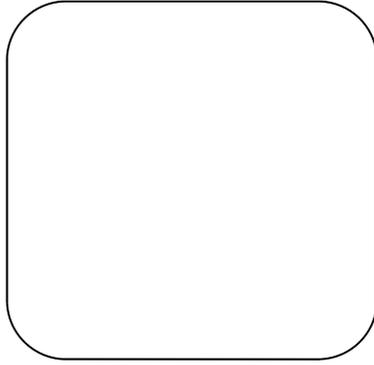
Issue Two



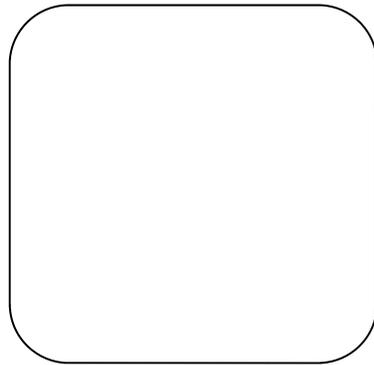
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Issue One



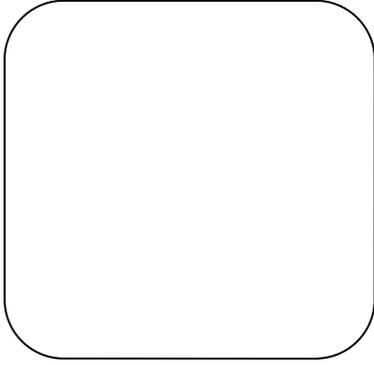
Issue Two



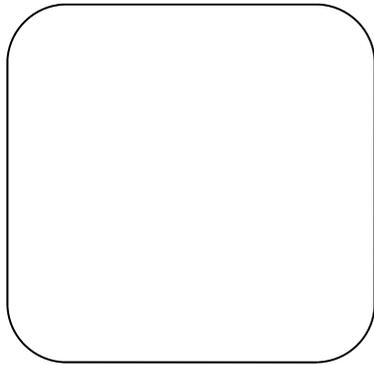
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Issue One



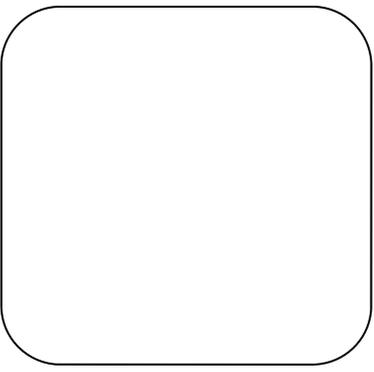
Issue Two



Ballot

Describe each issue in the large boxes, then select the issue you would like the class to work on by checking one of the boxes.

Issue One



Issue Two

