

PUBLIC ISSUES



LESSON SUMMARY

BENCHMARK
SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.■ Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.■ ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.■ ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.■ ELA.4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.■ HE.4.R.3.1: Identify opportunities to actively participate as a responsible citizen in the school and the local community.■ HE.4.R.3.2: Model serving or helping others in the school or community.
ESSENTIAL QUESTION
How can we work with local and state governments to address community issues?
VOCABULARY
n/a
MATERIALS
<ul style="list-style-type: none">■ Public Issues Scenarios slides■ Public Issues response sheet

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

1. Quickly review some of the examples of the impact local and state government has on our everyday life that were discussed in Lesson #1. Remind students that the work and responsibilities of local and state governments have the largest impact on our daily life.
2. Pull up the “Public Issues Scenarios” slides. Use slide 2 to brainstorm existing issues within the local community that students think should be addressed.

Teacher Note: Areas where issues may arise are listed in the speaker notes. Remember that issues may be specific to things that are “wrong” or “broken” or they may just be broader ways to make a community better. The teacher may provide a specific example in 1-2 of these areas to help prompt discussion.

3. Have students look at the list generated and ask: “Based on knowledge from previous lessons, what level(s) of government may be responsible for addressing some of these public issues?”

ACTIVITY

4. Explain to students that many public issues affect more than just one person. When we notice an issue, or want to make a change within our community, we can inform our state/local government officials and work with them to solve problems. They may not know about the concern already, so telling them is the first step in addressing the issue.
5. Use slide 3 to discuss five ways citizens can work with the local and/or state government to address issues: voting, raising awareness, notifying government departments, communicating with elected officials and attending community meetings.

Teacher Note: The speaker notes provide sample scenarios of when each of the five ways may be most appropriate.

6. Using the public issue scenarios on slides 4-8 engage students in discussions on how citizens may work with government to address the problems.
7. Pose the following questions on each slide: How can citizens work with local and state governments to help address this concern? Are there any steps citizens can take on their own or with others to improve the situation?

Teacher Note: Teachers may fill in student discussion points directly in the slide boxes for each question. Suggested responses are listed in the Speaker Notes for prompting and guidance during discussions.

CLOSURE/FORMATIVE ASSESSMENT

8. Pass out the “Public Issues” response sheet. Students may work individually or with a partner to read the fictitious prompt about a state issue and new law. Students should use their knowledge gained from the activity regarding how citizens can work with government to solve problems to develop a response.

Teacher Note: *You may return to Slide 3 to display the five ways citizens can be involved in solving issues for reference.*

ADDITIONAL RESOURCES

n/a

ANSWER KEYS

“Public Issues” sample response sheet

SOURCES

n/a