

## LESSON PLAN – HOW DOES THE DRAFT WORK

**Subject:** Civic virtues—does a military draft enhance civic virtues?

**Grade Level:** 5

### Standards:

**SS 5.2.8** Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.

**SS5.2.10** Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

**ELA 5.2.4** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

### Materials Needed:

Students will need access to:

- PBS video “How does the draft work?”
- White boards and markers for each student.
- iPads for each student
- Sentence strips with magnets on the back so they will affix to a white board surface. Write the thumbs up/down ‘hook’ sentences on individual sentence strips with magnets available.
- Technology to enable students to view a YouTube video about Socratic Seminars (e.g. Socratic Seminar Strategies for the 2nd Grade Classroom—use this one to illustrate how students share books and question one another about the book. Questioning in a Socratic Seminar, 4th grade Classroom—use this one to illustrate how students interpret, comment on, question, and follow seminar protocols.

### Learning Objectives:

- SWBAT define the civic virtues of civility, cooperation, respect, and responsible participation.
- SWBAT provide an example of behavior they, someone they know, or someone in the news exhibited behavior showing civic virtues. Explain in an essay or class presentation why this behavior shows civic responsibility.

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- SWBAT participate in a Socratic Seminar on the topic of civic virtues and the military draft.

## Introduction/Anticipatory Set:

### Ask students:

1. Thumbs up or thumbs down: Helping others is a good thing. Affix the sentence strip with this sentence onto the board. Write the scores on the board.
2. Thumbs or thumbs down: Helping your community/country is a good thing. Affix the sentence strip with this sentence onto the board. Write the scores on the board.
3. Write one word that describes how you feel when you choose to help someone. Write the word on your white board. Hold up your boards. Teacher, select the most frequently used words and write them on your board. Draw a box around these words and write 'you help' above the box.
4. Write one word that describes how you feel when someone asks you for help. Hold up your boards. Teacher, select the most frequently used words and write them on your board. Draw a box around these words and write 'someone asks' above the box.
5. Write one word that describes how you feel when someone tells you to help someone. Hold up your boards. Teacher, select the most frequently used words and write them on your board. Draw a box around these words and write 'you are told' above the box.

## Body of Lesson:

**I Do:** Let's look at these words. Which set(s) of words says we feel really good about helping? Is there a set of words that says we don't feel so good about helping? What is the difference between the sets?

**We Do:** Prepare sentence strips for each of the following: Which category would you put protecting a sibling or best friend? ...helping with a playground clean-up day? ...helping serve Thanksgiving at a community center? ...helping your parent(s) paint the house? ...helping your grandmother clean her garage? ...raising money to help a student in our school whose house was damage by a tornado? ...picking up a piece of trash in the hallway?

Our standard for today includes some words for civic virtues, such as civility, cooperation, respect, and responsible participation. Do any of these describe these activities? How many of you agree with this? (NOTE: write the words and number of supporters next to the appropriate sentence strip.) These words are, also, part of our classroom rules. Do we always feel good when we follow

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these rules? No, but we practice these virtues so that the classroom is a safe place for everyone and where all of us can learn.

Sometimes our government tells us to do something to make our country safer. Who can tell me what a military draft is? Let’s watch this short video called, “How does the draft work?” Let’s watch it again through our lens of civic virtues. (NOTE: play the civil war segment and ask which civic virtues students saw—write these on the board. Do the same with the other segments. Have students make notes about what they see and think.)

**You Do:** Let’s think about what we have talked about and seen in the video. Give us an example of how you or someone you know about whose behavior shows civic virtues. (NOTE: create a chart to guide students with a column for: who, what, civic virtue behavior, and civic virtue descriptor)

Tomorrow you are going to discuss your thoughts about the military draft and civic virtues using your notes and other facts in a Socratic Seminar. Let’s have a brief refresher about Socratic Seminars (NOTE: show a YouTube video such as *Questioning in a Socratic Seminar for 4<sup>th</sup> grade* or *Best Practices: Socratic Seminars for Critical Thinking*.)

Start your preparation for tomorrow with these questions. Remember to support your answers.

1. Did the men who were drafted into the military show civic virtues?
2. Why did the government create the draft? Was this goal achieved?
3. Is a draft the best way to promote civic virtues and protect the country?
4. Is the draft a ‘you choose’, ‘ask’, or ‘tell’ behavior?
5. Does it make a difference which category you chose?
6. State your position and cite evidence supporting your position on the draft and civic virtues. *“I think the draft enhances or does not enhance civic virtues because it \_\_\_\_.”*

THEN (distribute copies of the template below):

1. List and provide data to defend at least three statements supporting your position.
2. List at least three statements you would like to argue against.
3. Is there anything about civic virtues and the draft that you find confusing? Write these down.
4. Would you change the draft? If yes, write at least 3 ideas you have or that you found in other sources (remember to cite your source). If no, write at least 3 reasons you have or that you found in other sources (remember to cite your sources).

**Socratic Seminar Preparation**

Statement #1 supporting your position.	Statement #2 supporting your position.	Statement #3 supporting your position.
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Statement #1 arguing against the draft and civic virtues.	Statement #2 arguing against the draft and civic virtues.	Statement #3 arguing against the draft and civic virtues.
Idea #1 that I find confusing	Idea #2 that I find confusing	Idea #3 that I find confusing
Suggestion #1 for changing the draft and source (at least one source)	Suggestion #2 for changing the draft and source (at least one source)	Suggestion #3 for changing the draft and source (at least one source)

### Summary/Closure/Assessment

Rubric for the Socratic Seminar template and participation:

- Template items clearly completed and supported with facts.
- Ideas presented in the seminar were clearly stated according to seminar norms.
- Used words and phrases to link opinions and reasons to make their case.
- Cited at least 2 sources.

Points for each item above: (4 points well done, 3 points several, 2 points some, 1 point, none, but the box was filled in. For the sources on change item, the scores would be either 1 if they are there and cited correctly or 0 if none are cited.)

Suggestion: for Seminar participation, create a checklist with student names down the left side and participation expectations across the top so you can check a box each time an expectation is met. Leave space for annotations. Review their scores in individual conferences. Be sure to explain your checklist before the Seminar. Assure students your notes are about how well they meet Socratic Seminar norms.

## Extension Activities

Lessons on civic virtues could be expanded using the following or similar books (others are listed on the **Reading Rockets** website) to expand their understanding of these ideas. One way to introduce these books would be to have two copies of each one and let partners pair, share after reading (using sample Socratic questions). They could then report out to the class using a class developed rubric so that everyone could assess the reports.

**31 Ways to Change the World.** Small actions multiplied by lots of people equals big changes.

**101 Small Ways to Change the World** by Aubre Andrus. Describes ways to help family, friends, yourself, and the planet.

**A is for Activist** by Innosanto Nagara. This is a picture book. Each spread presents a letter with social commentary urging children to take a stand.

**Apple Pie Fourth of July** by Janet Wong. A young girl worries that no one will buy the Chinese foods made by her family, especially on the 4<sup>th</sup> of July.

**Giant Steps to Change the World** by Spike Lee and Tonya Lewis Lee. A book about activism and taking big steps to set things right, using examples of people who tried.

**How to Make a Better World: For Every Kid Who Wants to Make a Difference** by Keilly Swift. This guide to making the world a better place is filled with ideas for kids.

**Let the Children March** by Monica Clark-Robinson. In 1963 Birmingham, Alabama, thousands of African American children volunteered to march for civil rights.

**Look Where We Live! A First Book of Community Building** by Scot Ritchie. This picture book emphasizes the importance of community as it describes different parts of community.

**Say Something** by Peter H. Reynolds. This book explores the many ways a single voice can make a difference.

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