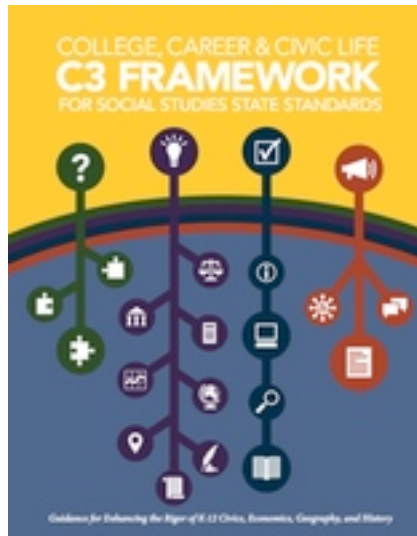


Inquire. Innovate. Transform.

Inquiry Based Instruction and the College, Career and Civic Life (C3) Framework



Rebecca Valbuena, Glendora Unified School District

The man who can make hard things
easy is the educator.

-Ralph Waldo Emerson



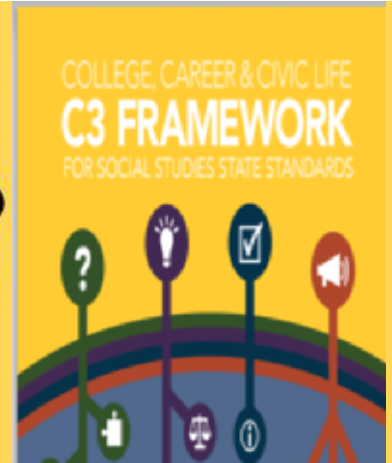
“Agents of Change”



The only way to make sense out of change is to plunge into it, move with it, and join the dance.

-Alan Watts

What are the Objectives?



- a) enhance the rigor of the social studies disciplines
- b) build critical thinking, problem solving, and participatory skills to become engaged citizens
- c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Picture Prediction: Based on the symbols included in this graphic, predict what you think might be the critical components of the C3 Framework.

**INQUIRY
ARC**

**DISCIPLINARY
LITERACY**

**CIVIC
LIFE**

C3 Foundations

Dimensions of the Inquiry Arc



Developing questions and planning inquiries



Applying disciplinary concepts and tools



Evaluating sources and using evidence



Communicating conclusions and taking informed action



C3 Inquiry Arc

COLLEGE, CAREER & CIVIC LIFE **C3 FRAMEWORK** FOR SOCIAL STUDIES STATE STANDARDS

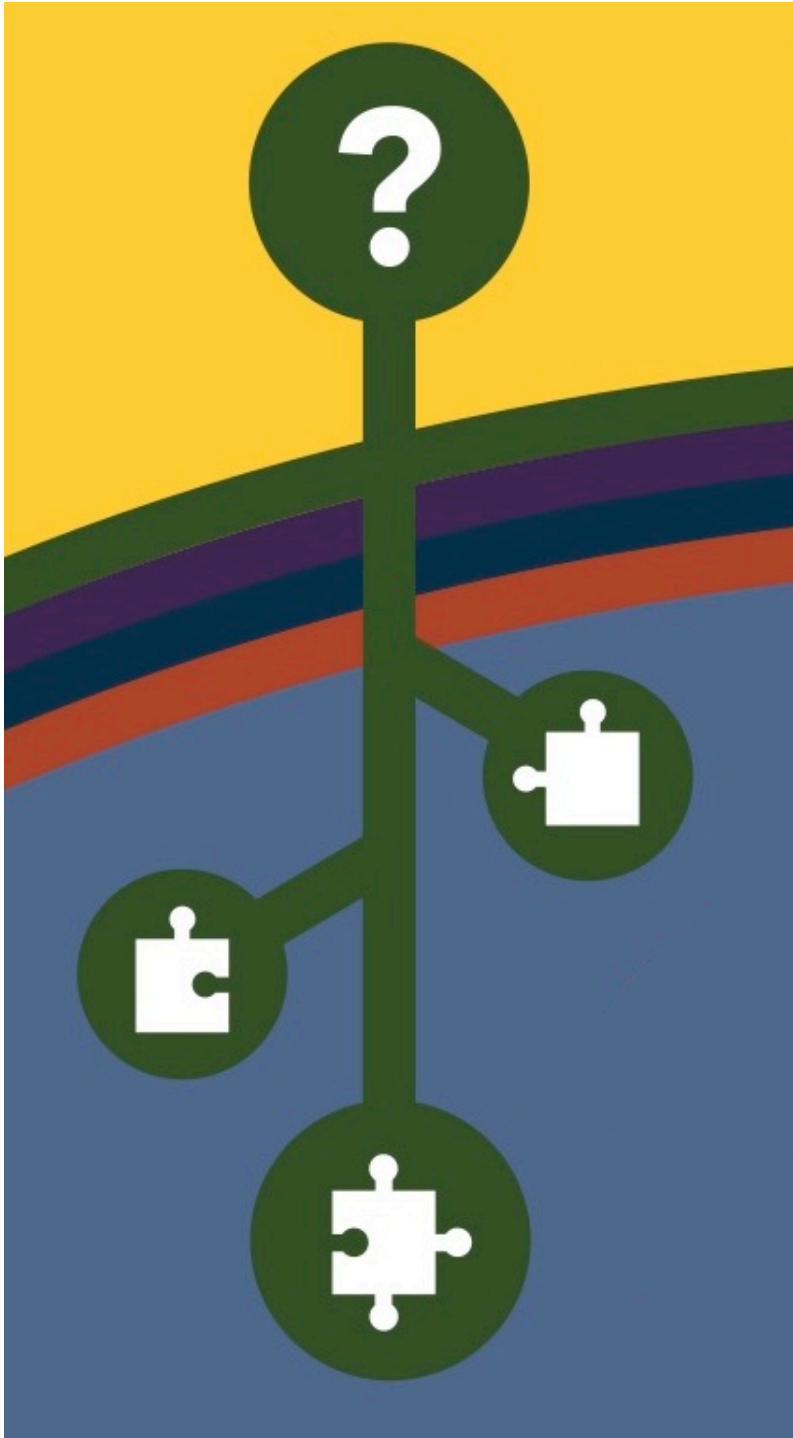


Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

DIMENSION ONE:

*Developing Questions and
Planning Inquires*

- Constructing Compelling Questions
- Constructing Supporting Questions
- Determining Helpful Resources



Crafting Compelling Questions

- Intellectually rigorous
- Relevant to students
- Kid-friendly
- Neutral and unbiased
- Open-ended
- Motivate students to investigate – *to want to learn more*

DIMENSION TWO:

*Applying Disciplinary
Concepts and Tools*



- **CIVICS**
- **ECONOMICS**
- **GEOGRAPHY**
- **HISTORY**



DIMENSION THREE:

*Evaluating Sources and
Using Evidence*

- **Gathering and Evaluating Sources**
- **Developing Claims Using Evidence**

DIMENSION FOUR:

*Communicating Conclusions and
Taking Informed Action*



- **Communicating Conclusions**
- **Critiquing Conclusions**
- **Taking Informed Action**

C3 Inquiry Arc



DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Why Vote? 5th Graders Taking Informed Action

<http://www.socialstudies.org/c3/5thGradersTakeInformedAction>

Big Idea_____

Anticipated Time Frame_____

Essential Understandings:

Compelling Question:

Supporting Questions:

Literature:

Informational Text:

Reading:

Writing:

Opinion:

Informative/Explanatory:

Narrative:

Speaking/Listening:

History:

Geography:

Economics:

Civics:

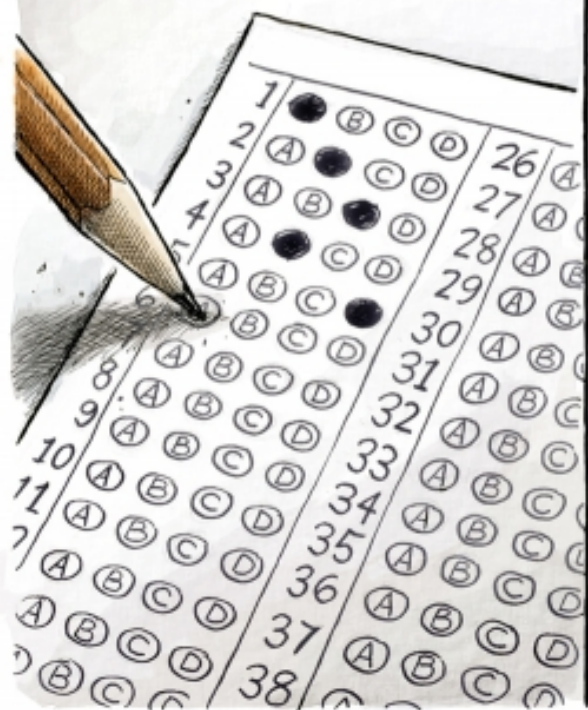
Primary Sources/Artifacts:

Secondary Sources:

Evaluating Resources:

Communicating Conclusions/Taking Informed Action:

WHICH BUBBLE should OUR KIDS BE ASKED TO FILL IN?



©2008
ADAM
ZIGOS
THEBUFFALONEWS.COM

Topic _____

Dates _____

What is the culminating project you would like students to create?



What is the Compelling Question driving this project?



What is the Enduring Understanding for students?



What content do students need to know to be successful?



What skills do students need to know to be successful?



Why Vote? 5th Graders Take Informed Action

Rebecca Valbuena, M. Ed.
Teacher Leader
Teacher on Special Assignment Academic Coach
Glendora Unified School District

Board Member, California Council for the Social Studies



Developed by

Michelle M. Herczog, Ed.D.
Consultant III, History-Social Science
Division of Curriculum and Instructional Services
Los Angeles County Office of Education

President, National Council for the Social Studies

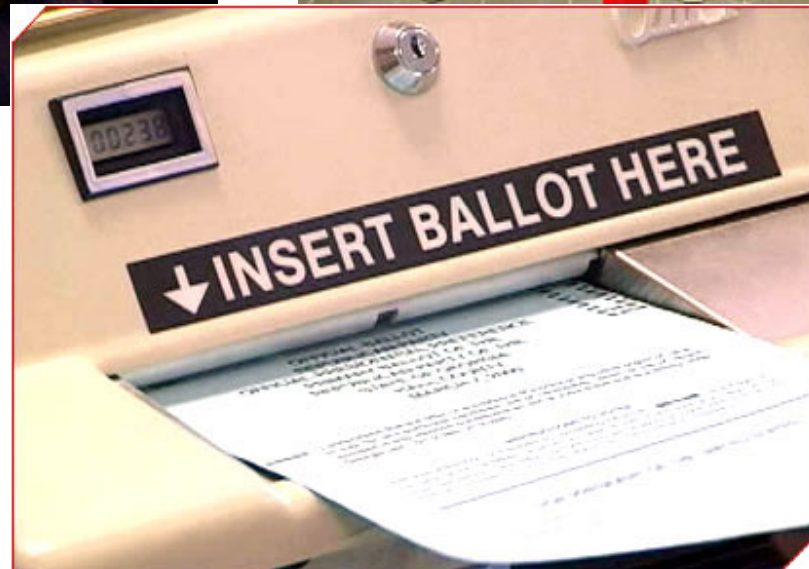


August 4, 2014

SO, WHAT DOES IT LOOK LIKE
IN THE CLASSROOM?

Your Vote is Your Voice: Teaching Voting and Voting Rights









Quick Write



The last thing I voted for was...

The results...

I would/would not vote the same way again...





Una Unión Más Perfecta
LA HISTORIA DE NUESTRA CONSTITUCIÓN
POR BETSY Y GIULIO MAESTRO

A More Perfect Union
THE STORY OF OUR CONSTITUTION
BY BETSY AND GIULIO MAESTRO

Welcome to Washington

Bienvenido a Washington

We the Kids
The Preamble to
the Constitution of the United States

Our Nation's
Capital

John, Paul,
George
& Ben

EXAMINATION
COPY

Harcourt

illustrations and foreword by

government

City Council



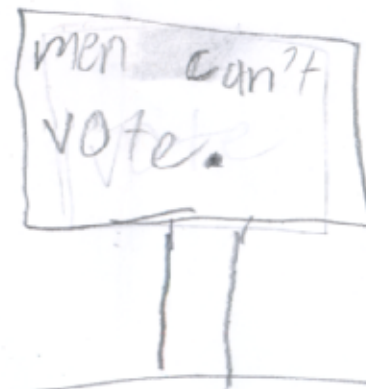
Government is a group of people who take care of the city. They make and enforce the rules.



democracy



- having their rights.
- Of the people, by the people, for the people



Sam Agramonte

Jordan Cruz

Matthew G.

Vocabulary Guesswork

Read each sentence with your group. Discuss the vocabulary word and agree on a definition using the clues provided in the sentences. Write your group definition on the lines.

1. In the United States, our representative democracy allows us to choose people to represent our views in the government.

Group definition: choose leaders by voting, a group of people that lead a nation

2. The citizens of the community followed the laws.

Group definition: a group of people that live in the same place and follow a common set of rules.

3. Forming a new government was not easy. The delegates had many different ideas and they needed to agree on a plan. After many months, they signed the Constitution.

Group definition: a contract that has rules, signed by many people, started to form a new government

4. When a change is needed, Congress proposes an amendment to the Constitution.

Group definition: new idea or rule, a change

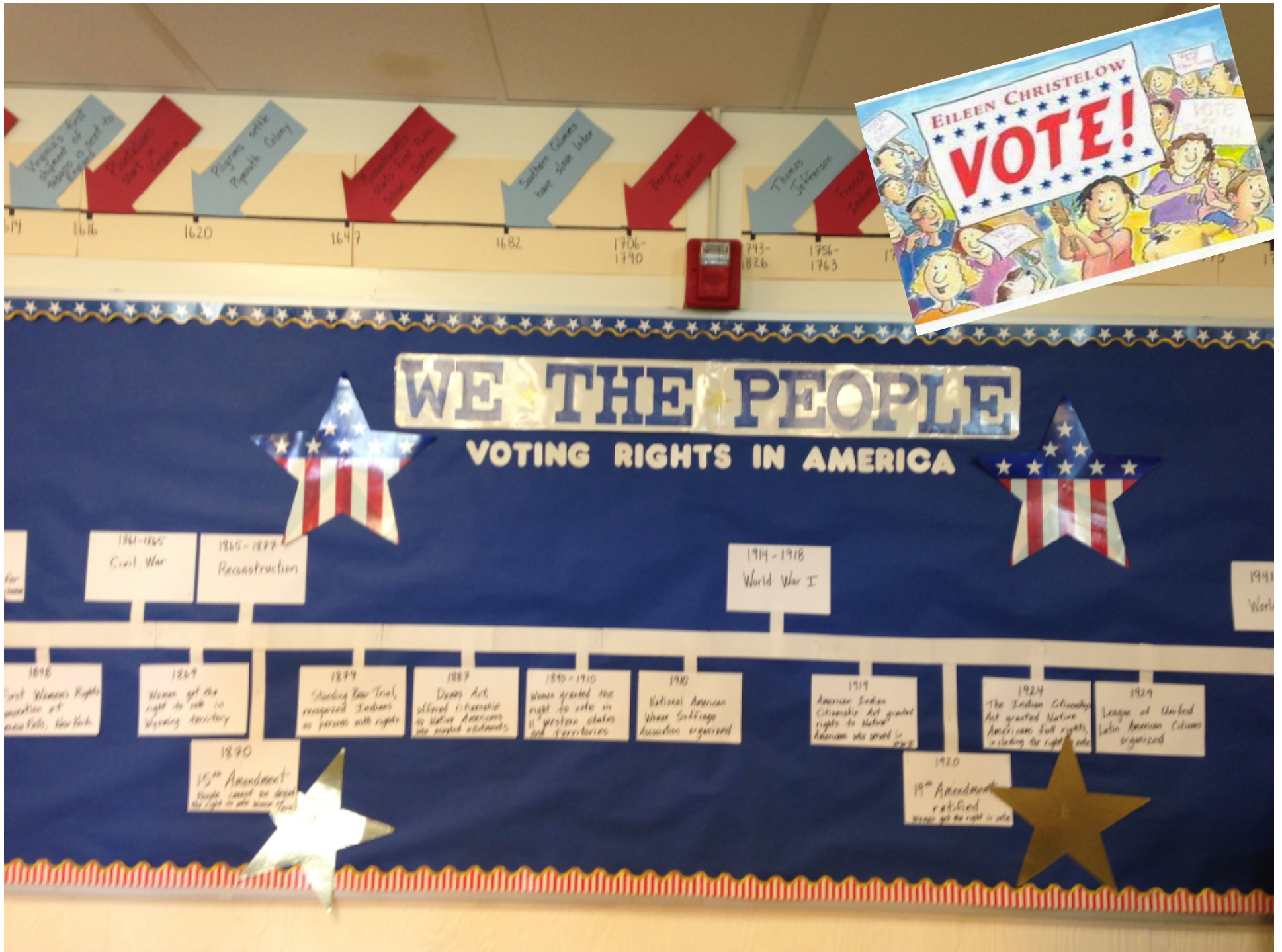
5. Women did not always have the right to vote. In her Declaration of Sentiments, Elizabeth Cady Stanton discussed the issues of female suffrage.

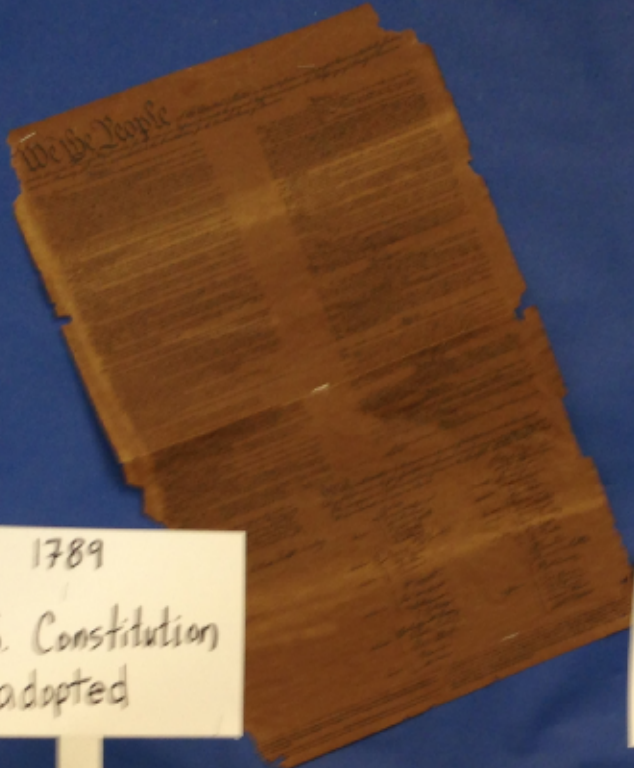
Group definition: suffering, not being able to do something you should have a right to do, unfairness



D

1. The word **dirt** - any agricultural product growing in or removed
2. The word **dig** - the work of producing things and using tools like, turning
3. The word **dish** - a large part of the work's surface
4. The word **dash** - a line where all kinds of things are placed in normal
5. The word **dash** - the pointing out of a dash





1776-1789

Revolutionary
Era

1789

U.S. Constitution
adopted

1846-1848

U.S.-Mexican War
results in U.S.
acquisition of the far
West. New residents can choose
to be citizens.

1861-1865

Civil War

1787

U.S. Constitution leaves
rules about voting
rights to the states

1812-1821

10 states eliminate
property requirements
for voting

1840-1847

More states eliminate
property restrictions;
restrictions on Catholics
and non-Christians eliminated

1848

First Women's Rights
Convention at
Seneca Falls, New York

Women
right -
Wyoming

Timeline Items for Voting Rights

Timeline Items for Voting Rights	
Voting-Related Events	General Events
	1776-1789—Revolutionary Era
1787—U.S. Constitution leaves rules about voting rights to the states	1789—U.S. Constitution adopted
1812-1821—10 states eliminate property requirements for voting	
1819—Maine constitution grants right to vote to Native Americans who pay taxes	
1840-1847—More states eliminate property restrictions; restrictions on Catholics and non-Christians also eliminated	1846-1848—U.S.-Mexican War results in U.S. acquisition of the far West; Treaty of Guadalupe Hidalgo declares that Mexican residents of the new territory can choose to become U.S. citizens
1848—Treaty of Guadalupe Hidalgo	
1848—First Woman's Rights Convention at Seneca Falls, where the <i>Declaration of Sentiments</i> calls for woman suffrage	
1869—Women get the right to vote in Wyoming territory	1861-1865—Civil War
1870—15 th Amendment	
1873—Trial of Susan B. Anthony for voting in 1872 presidential election	1865-1877—Reconstruction
1875— <i>Minor v. Happersett</i> , in which U.S. Supreme Court denied that the 14 th Amendment gave women the right to vote	
1879—Standing Bear Trial, recognized Indians as persons with rights	
1887—Dawes Act, offered citizenship to Native Americans who accepted allotments	
1890-1910—Women granted the right to vote in 11 western states and territories	
1910—National American Woman Suffrage Association organized	
1915—In <i>Guinn v. United States</i> , Supreme Court struck down Oklahoma's	1914-1918—World War I

Close Read of Primary Sources

When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal . . . Such has been the patient sufferance of women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both native and foreigner.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. . . .

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it. . . .

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. . . .

The following resolutions were adopted: Resolved, That woman is man's equal - was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, That it is the duty of women of this country to secure to themselves their sacred right to the elective franchise. . . .

But, even more, all types of conniving methods are still being used to prevent Negroes from becoming registered voters. The denial of this sacred right is a tragic betrayal of the highest mandates of our democratic traditions and its is democracy turned upside down.

So long as I do not firmly and irrevocably possess the right to vote I do not possess myself. I cannot make up my mind—it is made up for me. I cannot live as a democratic citizen, observing the laws I have helped to enact—I can only submit to the edict of others.

So our most urgent request to the president of the United States and every member of Congress is to give us the right to vote.

Give us the ballot and we will no longer have to worry the federal government about our basic rights.

Give us the ballot and we will no longer plead to the federal government for passage of an anti-lynching law; we will by the power of our vote write the law on the statute books of the southern states and bring an end to the dastardly acts of the hooded perpetrators of violence.

Give us the ballot and we will transform the salient misdeeds of blood-thirsty mobs into calculated good deeds of orderly citizens.

Give us the ballot and we will fill our legislative halls with men of good will, and send to the sacred halls of Congress men who will not sign a Southern Manifesto, because of their devotion to the manifesto of justice.

Give us the ballot and we will place judges on the benches of the South who will “do justly and love mercy,” and we will place at the head of the southern states governors who have felt not only the tang of the human, but the glow of the divine.

Give us the ballot and we will quietly and nonviolently, without rancor or bitterness, implement the Supreme Court’s decision of May 17, 1954.

Compare and Contrast Sentences

Women got the right to vote because they fought for that right for a long time. -Samantha

Because long ago the Constitution left out rules about voting rights, only white men with property could vote in elections. -Reymundo

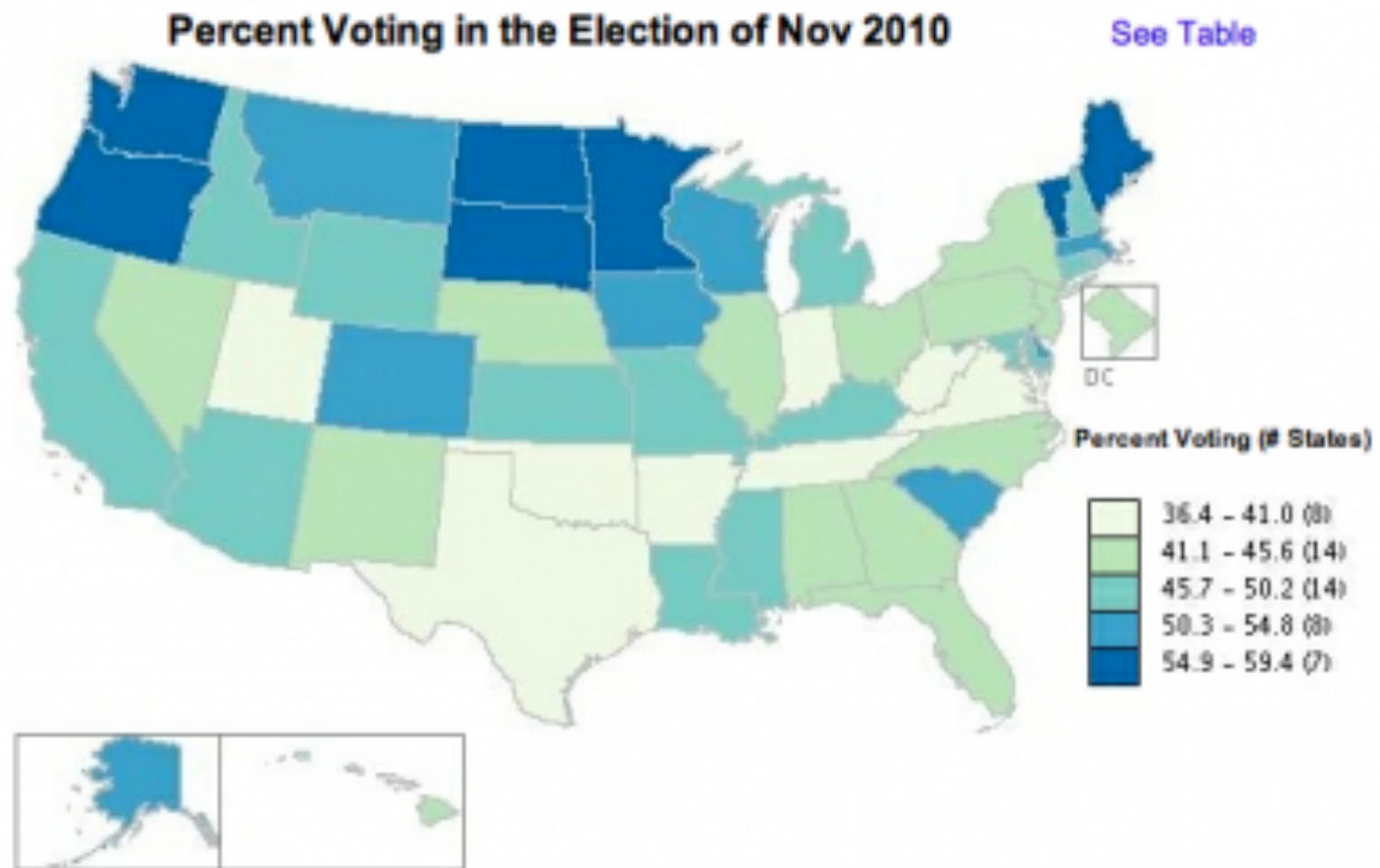
American Indians were allowed to vote because of the Indian citizenship act in 1924. -Cesar

Because teenagers fought in Vietnam war, they eventually get the right to vote. -Briana

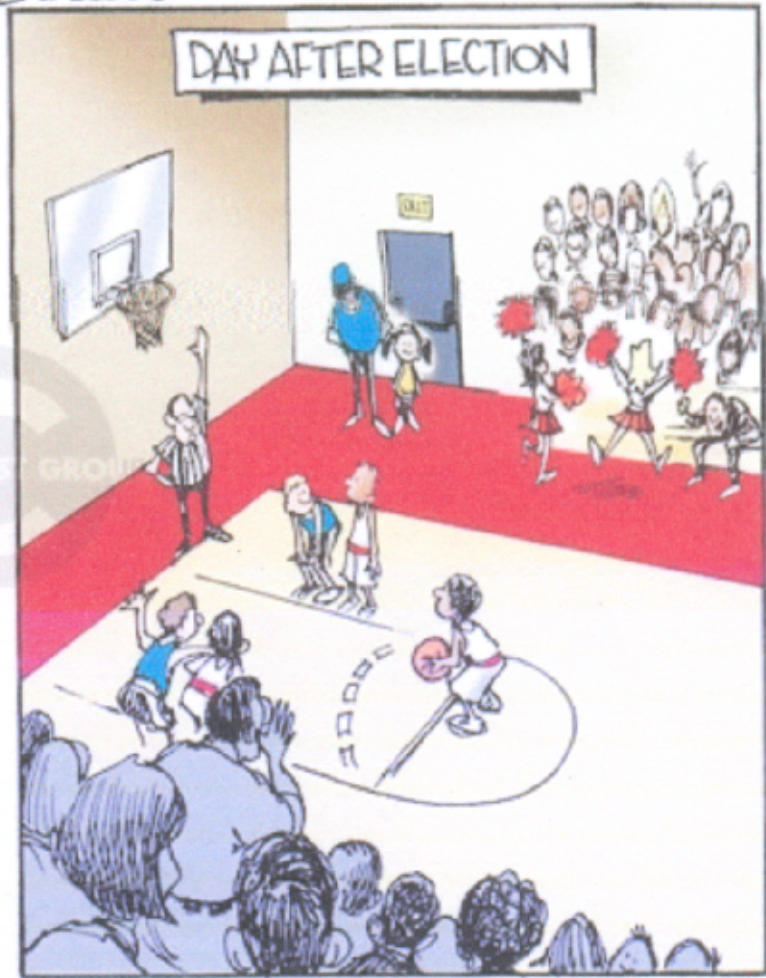
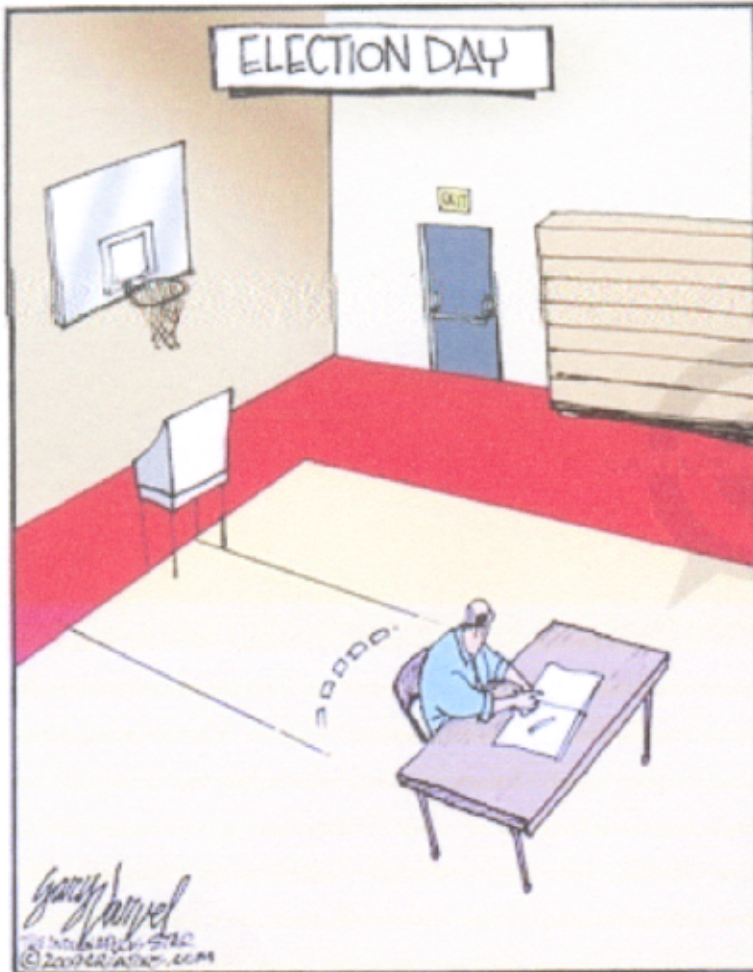
Voter Registration Statistics from the U.S. Census Report

- 35% of people who are eligible to register for voting are NOT registered
- That means 65% of the people who can vote are actually registered to vote
- Of the registered voters in California, only 55% voted in the last election
(highest rate in recent history)

Voter turnout rate:



The Polling Place



garyvarvel.com

There can be no daily
democracy without daily
citizenship.

RALPH NADER

“The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.”

- Lyndon B. Johnson, 1965

Appendix F



Source: <http://www.history.org/Foundation/journal/spring07/elections.cfm>

Thinking about Economics

What time period is this?

How do you know?

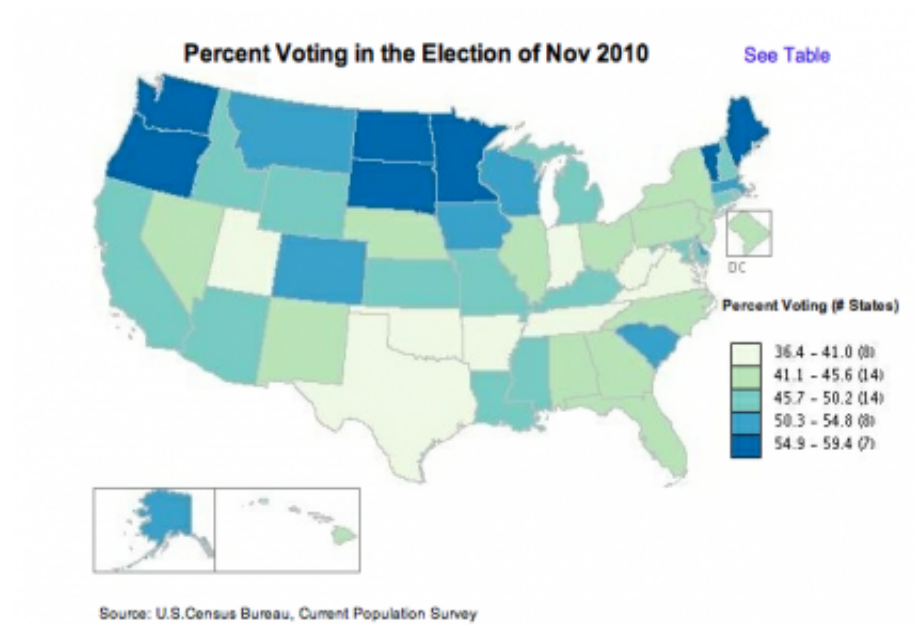
Who had the right to vote?

Why were voting rights tied to wealth?

Why did this change over time?

Swan, Griffin, Lee & Grant, 2013 ©

Appendix G



STATISTICS from 2012

- ☐ 2012 U.S. General Eligible Turnout = 58.9% (United States Election Project)
- ☐ At 55.5%, California's general eligible turnout rate is in the lowest 20% of U.S. states (United States Election Project)

Thinking About Geography

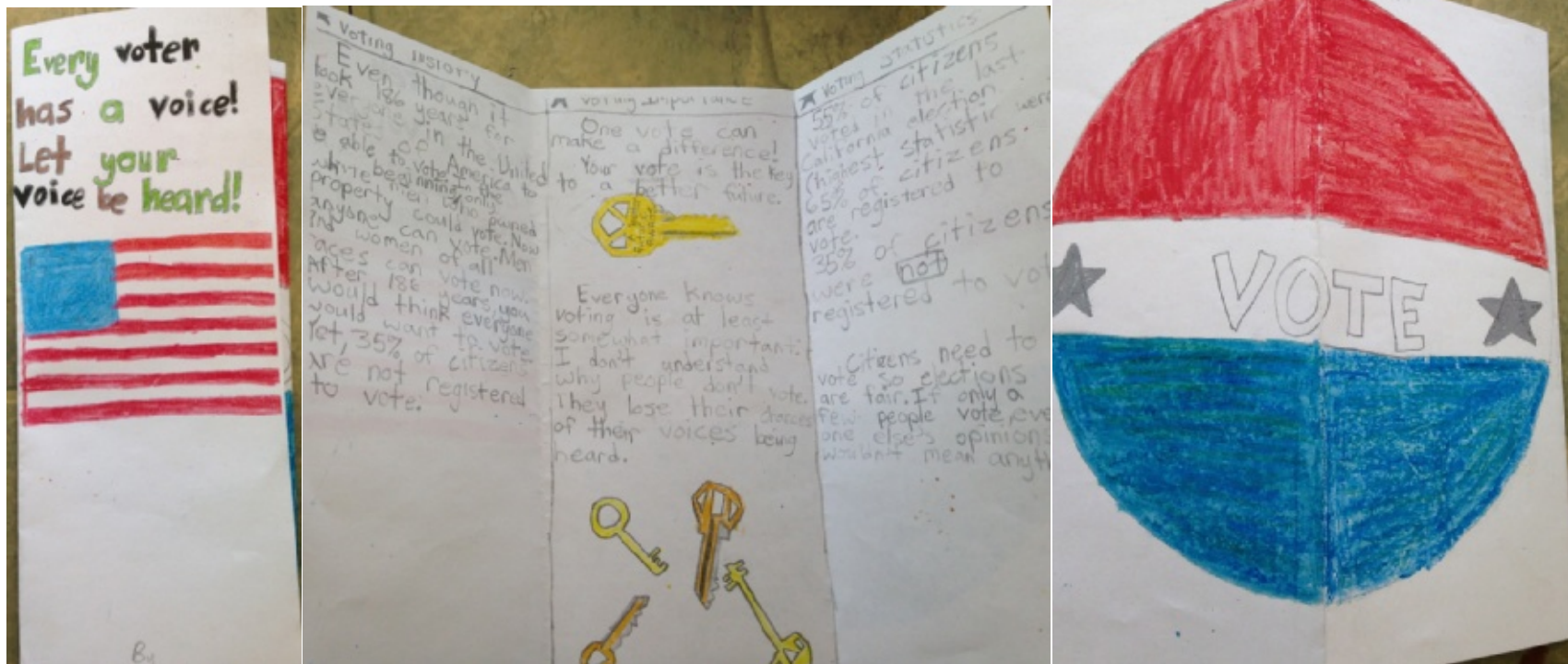
1. According to geography, who is voting in the greatest numbers? _____
2. Who is voting in the least numbers? _____
3. Predict reasons for these voter turn out rates. _____

4. What are some possible solutions to this problem? _____

Appendix K

Does Voting Matter?	
Evidence to Support “YES”	Evidence to Support “NO”
What do YOU think?	





Cover panel - Use a catchy phrase to get attention. Decorate with a patriotic symbol or with an eye-catching patriotic design.

Inside panel #1 - Write a paragraph about the history of voting rights. Include a picture.

Inside panel #2 (the center) - Attention getting picture with a phrase or short paragraph aimed at persuading the reader to vote. Include the importance of voting in our democratic government. Why should citizens be involved in the voting process?

Inside panel #3 - Write a paragraph about voting statistics and the need for representation of all citizens.

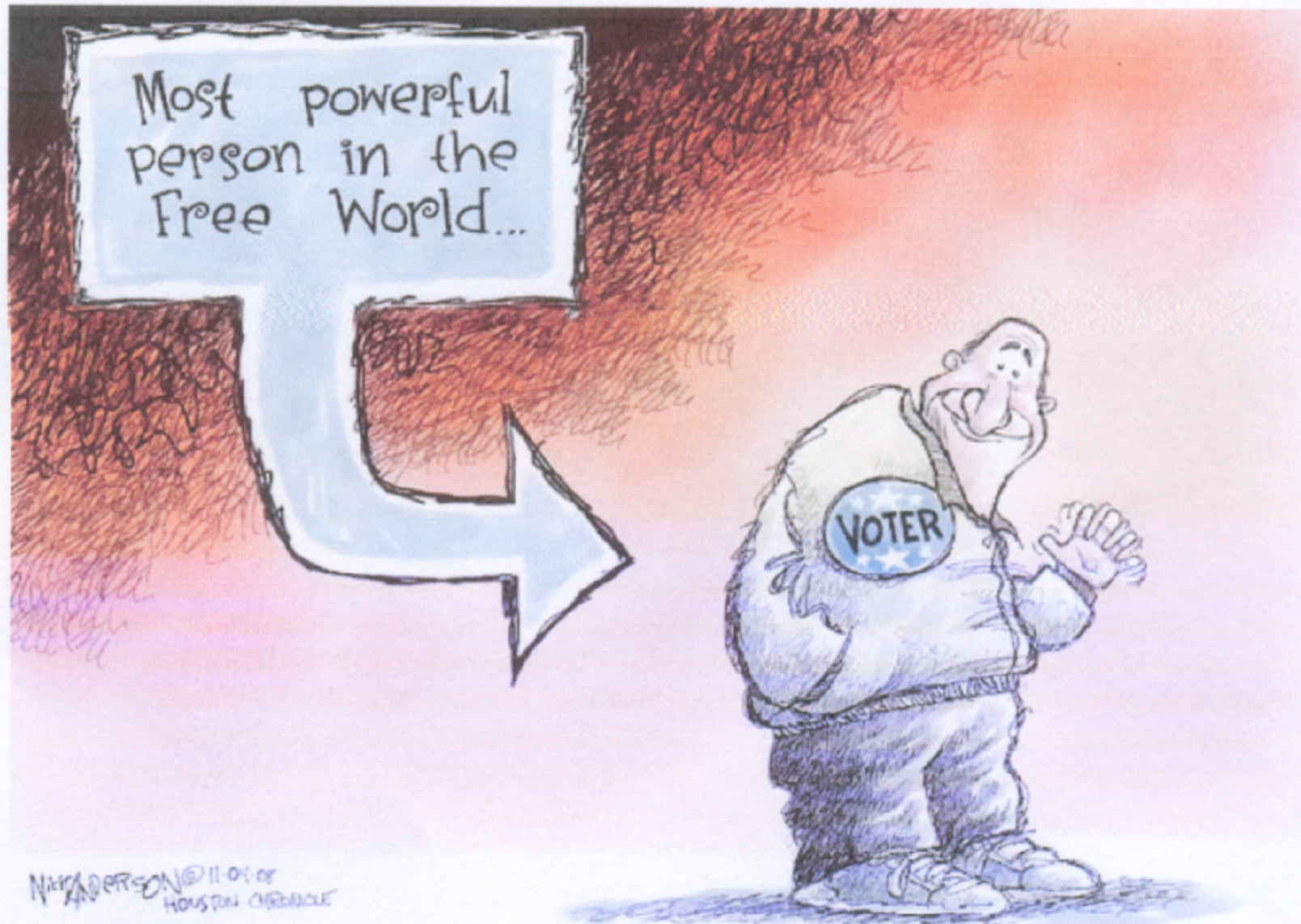
by Soren

I AM Poem

I am eight+teen years old
I wonder who's going to win the next election
I hear nothing
I see voting boxes
I want to vote
I am an American citizen

I pretend that I'm electing
I feel happy when I vote
I touch the ballot
I worry that the person I vote for won't win
I cry when I think of people who don't
I am a voter

I understand I need to choose the right
I say that person everyone should vote
I dream that my person would win
I try to get everyone to vote
I hope that one day everyone will be
I am a citizen



*Public Education
does not serve a public.
It creates a public.*

-Neil Postman

