

# CIVICS MODULE



DAY 3:  
ASSESSMENT

# CIVICS MODULE OVERVIEW

## SKILL FOCUS

**Apply Political Concepts/Processes; Source Analysis; Evaluation**

## CONTENT

**Political and Civic Participation**

### How Can Individual Citizens Impact Government in Times of Crisis?

DAY 1

#### CLASS ACTIVITY

##### Source Analysis

Students will explore the responsibilities of citizenship in a democracy and different forms of civic participation by exploring sources that show citizen responses to the 2008 Financial Crisis in the United States. Students will be asked to classify these responses in three categories—political participation, civic engagement, and civil disobedience. Students will learn about different aspects of each category before being asked to transfer that understanding to a South Korean context. At the conclusion of the first day, students will view a video about the political and economic history of South Korea prior to the 1997-98 Asian Financial Crisis. This will help to build students' understanding and establish the context for studying forms of civic participation in South Korea, which will be the focus of the second day.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will use their understanding of the three forms of civic action to predict in writing how South Koreans will respond to economic crises.

### What Forms of Civic Action Did South Koreans Use to Respond to a Crisis?

DAY 2

#### CLASS ACTIVITY

##### Source Analysis

Students will learn about the political and economic problems that culminated in the 1997-98 Asian Financial Crisis through the analysis of two sources. Students will then learn about and categorize citizen responses to the crisis, including student protests, the Gold Collecting Campaign, the election of Kim Dae-Jung, statements from the Citizens' Coalition for Economic Justice, and the Defeat Movement. Students will be asked to evaluate the effectiveness of each citizen action in successfully addressing the financial crisis and creating a better democracy.

#### CHECK FOR UNDERSTANDING

**Processing Question:** Students will evaluate the effectiveness of South Korean examples of civic action at solving political and economic problems.

### Assessment

DAY 3

#### CLASS ACTIVITY

##### Civic Action in Response to Economic Crises

Small Group Pre-Writing Discussion

#### Assessment

Students will evaluate which form of civic action is more effective in times of crisis.

# CIVICS MODULE SOURCES

| DAY 1 | Stimulus Type | Description                            | Page |
|-------|---------------|--|------|
|       | Chart         | Forms of Civic Action                  | 233  |
|       | Photo         | Occupy Wall Street Spreads to Portland | 236  |
|       | Photo         | Tea Party Tax Day Protest              | 236  |
|       | Article       | Inside Obama's Sweeping Victory        | 237  |
|       | Article       | Wall Street Reform: The Dodd-Frank Act | 238  |

| DAY 2   | Stimulus Type                      | Description  | Page |
|---------|------------------------------------|--|------|
|         | Article                            | What is a Chaebol?   | 255  |
|         | Story                              | The Five Bandits by Kim Chi-Ha (1970)                        | 257  |
|         | Article                            | The Asian Financial Crisis of 1997-98                        | 260  |
|         | Presidential Address               | Kim Dae Jung's Presidential Inaugural Address, February 1998 | 263  |
|         | Statement                          | CCEJ Statement on Chaebol Reform: Time to End Corporatocracy | 264  |
| Article | The Defeat Movement in South Korea | 265  |      |

# DAY 3

BASED ON A 60-MINUTE CLASS

## Evaluate Which Form of Civic Action Is Most Effective in Times of Crisis

### REASONING SKILL

#### Evaluation

### OVERVIEW

This summative assessment allows students to demonstrate their understanding of the different forms of civic action and their knowledge of both the United States and South Korean economic crises. Rather than asking students to simply regurgitate this information, however, this assessment will require them to evaluate the effectiveness of a specific form of civic action and create an argument that supports their evaluation. This allows for student choice, higher level thinking and the demonstration of students' understanding of civic action and responses to crisis.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Processing Question from Day 2's Source Analysis Handout (p. 262)

#### IN-CLASS ACTIVITY

- ▶ Civic Action Summative Assessment (p. 277)

# SEQUENCE OF INSTRUCTION

## CLASS ACTIVITY 1 OF 2: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES)

### SMALL GROUP DISCUSSION ON DAY 2 PROCESSING QUESTION

Students will share their responses to the Processing Question from Day 2's Source Analysis Handout.

#### ACTIVITY PROCEDURE

► In small groups, students should take turns sharing their responses to the question below:

- ▷ Processing Question: Which of the five South Korean civic action examples was most effective at solving political and economic problems?

#### TEACHER NOTES

The purpose of this exercise is for students to hear multiple arguments for the effectiveness of specific forms of civic action in context. They can use examples from the South Korean Financial Crisis of 1998 that was the focus of Day 2. Students can weigh the merits of their individual argument with those of other arguments before moving to the summative assignment that is the focus of Day 3.



#### TEACHING TIP

Ask students to explain their answers without reading what they wrote verbatim. Oftentimes, student writing is not efficiently elaborated to fully support an argument. Verbalizing the answer will most likely force students to fully justify their reasons. Encourage other students to summarize the arguments of each other by stating what they heard with stems like "So I'm hearing that you believe...." or "Am I correct in my understanding that you are saying...." When this question and answer has finished, have students look back at their written responses to see if what they said mirrors what they've written. This will be good practice for the summative writing to follow.

## CLASS ACTIVITY 2 OF 2: SUMMATIVE ESSAY

CLASS ACTIVITY (50 MINUTES)

### EVALUATING THE EFFECTIVENESS OF CIVIC ACTION

Students will write a well-developed paragraph with an assertion, supporting evidence, and commentary on how the chosen evidence proves the student assertion.

#### ACTIVITY PROCEDURE

Distribute, share digitally, or project the Civic Action Summative Assessment prompt and rubric.

- ▶ Discuss the prompt with the students.
- ▶ Make sure they understand that their assertions need to be specific and take a stance on the effectiveness of one form of civic action over the others.
- ▶ Make sure they understand that evidence to support the argument made in the assertion should be pulled from actual events either covered in class or from real events.
- ▶ Make sure they understand that they must fully explain how this evidence supports the effectiveness of one form of civic action.



#### TEACHING TIP

If you think students need some scaffolding, consider having students complete an assertion and then trade their assertions for peer review before moving into supporting their argument with evidence and commentary. They can verbally explain their reasoning and get feedback on their logic and support before committing pen to paper.

It's also a good idea to project a timer or stop time so students can manage their time. Often students rush to finish and may end up without adequate commentary.

## CIVIC ACTION SUMMATIVE ASSESSMENT

Answer the question below in one well-developed paragraph with an assertion, supporting evidence, and commentary on how your evidence proves your assertion. Use the rubric below to check your answer before submitting.

**Based on your learning from both financial crises in the United States and South Korea, evaluate which form of civic action is most effective in times of crisis.**

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## SCORING RUBRIC

|                   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>   | <b>Needs Improvement</b>  |
|-------------------|--|---|---|
| <b>Assertion</b>  | The assertion qualifies how one form of civic action is more effective than others.  | The assertion identifies one form of civic action and previews its effectiveness.                                     | The assertion does not take a position on effectiveness, does not narrow to one form, or simply repeats the question without specificity. |
| <b>Evidence</b>   | Specific evidence is used to demonstrate how one form of civic action is more effective than a different form in response to a specific crisis.  | Specific evidence is used that demonstrates the effective use of civic action in response to a specific crisis.       | Evidence is general, not tied to a specific form of civic action, or not used in reference to a specific crisis.                          |
| <b>Commentary</b> | The commentary is nuanced and explains either how the evidence proves the effectiveness of a form of civic action or argues the effectiveness of one form in comparison to another form. | Commentary is present that effectively explains how the evidence used supports the argument created in the assertion. | Sufficient explanation tying the evidence to the argument is not present.   |