

Part 2 Student Workbook

Civic Learning Experiences

Use this workbook when your class opens one of the eight Civic Learning Experiences. Your teacher will choose the Beginning, Intermediate, or Advanced path. You can write in words, use short phrases, sketch, work with a partner, or use another format your teacher approves.

Name _____	Class or team _____
Date _____	Teacher _____

HOW TO USE THIS WORKBOOK

Complete only the page and readiness path your teacher chooses. There is no one right way to respond. Save a copy with your name before you begin. Your teacher will let you know what, if anything, belongs in the File Chute.

A NOTE ABOUT PRIVACY

You never have to share a personal story, identity detail, or family experience that you do not want to share. You may use a different example, write privately, draw, work with a partner, or pass on a prompt.

01 Citizenship and the Common Good

Core Principle 1 • How can people contribute to the common good?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Notice ways young people can help at home, at school, or in the community. Design a Good Citizen Wanted poster that shows one action and why it matters.

MY NOTES IDEAS OR FIRST DRAFT

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01 Citizenship and the Common Good

Core Principle 1 • How can people contribute to the common good?

Intermediate path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

2

Intermediate path Choose a youth action that shows good citizenship. Explain how it helps the common good, then plan a frozen living picture that would show the action.

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01 Citizenship and the Common Good

Core Principle 1 • How can people contribute to the common good?

Advanced path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

3

Advanced path Name a person who is working for the common good. Explain what they do and what active citizenship could look like for young people.

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02 I'm More Than You See

Core Principle 1 • What can help us understand ourselves and one another more fully?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Choose dimensions, strengths, interests, connections, or experiences you feel comfortable naming. Notice one idea you learned from another person or source.

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Core Principle 1 • What can help us understand ourselves and one another more fully?

Intermediate path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

2

Intermediate path Use the human-needs activity as one possible model. Explain where the model fits your observations, where it does not, and what people need to thrive.

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02 I'm More Than You See

Core Principle 1 • What can help us understand ourselves and one another more fully?

Advanced path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

3

Advanced path Reimagine one part of the American Dream for your generation. It may be economic, political, social, or something you name yourself.

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03 Rules, Laws and Responsibilities

Core Principle 2 • How do rules, laws, and responsibility help people live together?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Choose a setting such as home, class, school, or friends. Sort examples into rules, laws, free choices, or responsibilities, then explain one choice.

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Intermediate path Write a commitment that shows good citizenship and supports the common good. Say what you will do and why it matters.

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03 Rules, Laws and Responsibilities

Core Principle 2 • How do rules, laws, and responsibility help people live together?

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3

Advanced path Study an activist or an example of civil action. Explain how the person questioned, followed, or worked to change rules in support of democratic ideals.

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04 Power to the People

Core Principle 2 • How do rights, responsibilities, and respectful disagreement work together?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Name a right that matters in your home, school, or community. Explain how people can use that right responsibly.

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Core Principle 2 • How do rights, responsibilities, and respectful disagreement work together?

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2

Intermediate path Examine a free-speech scenario. Identify what is happening, who could be affected, and what a responsible response might be.

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04 Power to the People

Core Principle 2 • How do rights, responsibilities, and respectful disagreement work together?

Advanced path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

3

Advanced path Choose a First Amendment question or civic issue. Explain what information, perspectives, and rights you would need to consider before forming a view.

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05 Everyone's Voices

Core Principle 3 • Whose perspectives should be part of a community decision?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Choose a shared decision. List people who may see it differently and one question you would ask each group.

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Core Principle 3 • Whose perspectives should be part of a community decision?

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2

Intermediate path Consider the big-box retail scenario. Name possible benefits, concerns, and the information a group would need before deciding.

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05 Everyone's Voices

Core Principle 3 • Whose perspectives should be part of a community decision?

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Advanced path Create a community-center schedule or another shared plan with limited resources. Explain the compromises needed to include more people.

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06 Making It Better

Core Principle 3 • How can different perspectives help us notice what is strong and what needs improvement?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Notice something good and something that could improve at home, school, or in the community. Draw or describe more than one perspective.

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2

Intermediate path Choose a school or community improvement idea. Compare how students and another community member might see it.

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06 Making It Better

Core Principle 3 • How can different perspectives help us notice what is strong and what needs improvement?

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3

Advanced path Develop two short scenes or descriptions that show different points of view about an improvement issue. Identify what the perspectives have in common.

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07 Federal, State and Local Government

Core Principle 4 • Where can people go for help with shared public issues?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Match a problem to the federal, state, or local level of government. Explain why that level could help.

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2

Intermediate path Define federalism in your own words. Give one way each level of government can affect people's daily lives.

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07 Federal, State and Local Government

Core Principle 4 • Where can people go for help with shared public issues?

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3

Advanced path Create a help scenario. Identify the level of government that could respond, what it might do, and why your choice makes sense.

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08 Civic Leadership

Core Principle 4 • How can people help move a group or community forward?

Beginning path • Complete this page only if your teacher assigns it. Paths are different ways into the same civic idea; they are not grade labels.

1

Beginning path Choose a civic leader and create a short bio-poem or profile that shows the qualities the person demonstrated.

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Core Principle 4 • How can people help move a group or community forward?

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2

Intermediate path Notice where you already help a group move forward, with or without a title. Name a quality you use and how it helps others.

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08 Civic Leadership

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3

Advanced path Choose a civic leader or issue. Explain how the person helped transform society and one way you could contribute, organize, or support change.

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