

Task Background
<p>Domain & Area: Social Studies - U.S. Government</p>
<p>Target CCR Standard(s) (including level of standard, if needed) and/or adult diploma competency for Science or Social Studies:</p> <p>MN Standard Adult High School Diploma Social Studies Competencies</p> <p>Area 1: U.S. Government</p> <ul style="list-style-type: none"> • Individual rights, duties, and responsibilities within the state <p>CCRS Reading (if qualitative assessment is completed for each text and submitted with the graduation portfolio)</p> <ul style="list-style-type: none"> • Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text • Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
<p>Task Description: The purpose of this task is to provide a student an opportunity to demonstrate competency in an important topic in the area of U.S. Government: voting rights. In this task, learners read a pro/con text to build background knowledge about felony disenfranchisement. There is a text-dependent question set to accompany each side of the argument. Learners also watch a video and listen for key information. Finally, learners write a letter to an elected official to express their opinions about this issue.</p>
<p>Information for the Teacher</p> <ul style="list-style-type: none"> • All materials described below are found in a Google folder here: https://drive.google.com/drive/folders/1Il_NoR4EIEdnXEF2pNxXXOezHuqFQYhZ?usp=sharing • The student should have already been introduced to the basic idea that citizens have both rights and responsibilities within their community, state, and nation. Additionally, students should have some background in writing a formal letter.

- Besides copies of the materials linked above (materials could be provided to students in print or electronic form), the student will need access to the internet to view the video and access to Microsoft Word or Google Docs to complete the letter writing task.
- This task was designed to be completed independently by a learner. For learners needing more support, they are encouraged to ask for feedback on their work from a teacher. Answers to the questions, for example, can be revised based on this feedback, but answers must show evidence of understanding and not simple copying from the original texts. Students are also encouraged to use a draft writing approach for creating the letter
- This task was developed so that the individual components could be used in different ways. The text dependent questions, for example, could also be used to show evidence in the area of CCRS Reading if a qualitative and quantitative analysis of the text were completed. The letter could potentially be used as a starting point for the student writing sample or as a sample of other CCR writing or language standards. It is up to the teacher to determine which pieces of this task would be the most useful for the learner to complete and additional appropriate standards to target and up to the teacher and student to determine when task evidence is ready to be submitted to the portfolio reviewers, if the student is a diploma student.
- There are answer keys for both sets of text-dependent questions, a key for the GIST summary, and a checklist for the letter.
- More information about the GIST summary can be found on the Read Write Think website:
<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html?tab=1#tabs>)

Activities

Title: Close Reading of Newsela Text 1 “Pro/Con: Is it time to allow America’s huge prison population to vote?” (Pro Side)”

Materials: This activity includes *Newsela Text 1*, *Text Dependent Question Set 1*, and the *Text Dependent Question Set 1 Answer Key*.

Title: Close Reading of Newsela Text 1 “Pro/Con: Is it time to allow America’s huge prison population to vote?” (Con Side)

Materials: This activity includes *Newsela Text 1*, *Text Dependent Question Set 2*, and the *Text Dependent Question 2 Answer Key*.

<p>Title: ACLU Video: “America Should Let People with Felonies Vote / At the Polls”</p> <p>Students will view and complete a listening activity.</p>	<p>Materials: <i>ACLU video, Listening Activity and Listening Activity Answers</i></p> <p>ACLU Video link https://www.youtube.com/watch?v=SgDkU9EEL3A</p>
<p>Title: Writing a Letter to an Elected Official</p>	<p>Materials: <i>Writing a Letter to an Elected Official task, Sample Letters A & B handouts, and Letter Directions and Checklist.</i></p>