

THE CIVIC MIRROR 5-WEEK UNIT PLAN

This is a 5-week unit plan with all lesson plans outlined for teachers.



Civic Mirror Overview

The Civic Mirror is a simulation-based program that turns classrooms into countries and students into citizens, providing students with opportunities to experientially learn about law, government, economics, and responsible citizenship.

Teaching and Learning Benefits:

- It **demand**s the **active participation** of every learner as they become citizens who must “provide” for fictitious families, and who must succeed in the political arena. **Passivity is not an option** in this simulation of real life.
- A live and interactive **economy** where citizens can buy, trade, and sell goods as well as engage in entrepreneurial activities (the online program manages this almost entirely on its own).
- A set amount of **land**, owned by citizens or the government, that can either be **developed** for economic gains **or preserved** for environmental reasons.
- An abbreviated version of their real world **constitution** that serves as the law of the land, outlining their political & legal system as well as their rights & freedoms.
- A self-running **political system** modeled after the students’ real world political system with their own **legislative, executive, and judicial branches of government**
- An **electoral procedure** where students can **campaign** for any of the offices listed above, and participate in the ballot casting procedure

“Exposure to civics-related coursework is not enough to make more than a marginal difference for the vast majority of students. Far more important to predicting knowledge and discussion is **whether students acquire a liking for the subject matter.**

– CIRCLE research finding

- A **Town Hall** where students engage in civic discourse & debate, learning how to stand up for their rights and assert themselves
- On top of this, the students are challenged to **pursue** political, economic, and/or ideological **Hidden Agendas** that require them to develop **peer-persuasion, assertiveness, and/or activism skills.**
- Unlike role-playing activities, The Civic Mirror creates a scenario where students **own their learning** because they have **personal stakes and vested interests** in the game.
- All of the above provide the learner with a **cognitive frame of reference** helping him/her to better understand and appreciate the subject of study. It’s constructivist learning at its best.
- Running The Civic Mirror in your classroom is a more practical and “**teacher-friendly**” way of **providing** students with **first-hand civic experiences** given the unfortunate red-tape, time and financial restrictions that fieldtrips demand of the organizing educator.
- The Civic Mirror comes with an **online community** where instructors and students can continue participating outside of the classroom by use of the online **discussion boards and wiki technology.**
- The Civic Mirror Community allows students to **talk with other students from all over the continent** about political, economic, and legal issues. It also allows instructors to talk and collaborate with other instructors about how to best use the program.

NOTE: The scope and sequence **contains several lecture and/or activities slots that have been highlighted.** These slots will require teachers to teach key concepts that relate to an upcoming Civic Mirror event and may require additional planning beyond what’s provided in the Civic Mirror manuals and website.

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CIVIC MIRROR'S EVENT ICONS

The following icons will appear throughout the 5-week Civic Mirror unit plan. * To view an interactive event summary, visit www.civicsmirror.com/about/event-summary

CIVIC MIRROR PRE-GAME EVENT ICONS:



Intro



Practice Run



Create Country



Citizen Profiles



Constitution



Elections



Property Auction

CIVIC MIRROR GAME EVENT ICONS:



Winter:
Govt Event



Spring:
Open Market



Summer:
Town Hall



Fall:
National Court



Year End
Calculations

INTER-YEAR ICONS



Hidden Agenda Apps







Performance Evaluation



Reflection & Connection








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Week 1





DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
PREP				
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Have class set of CM Student Manuals (SMs) * Book computer lab for Day 3 and Day 4 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make class copies of Reading Check #1 (in IM) * CM videos or slideshow 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Create CM Country Account, add students and set up Practice Run 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Pre-post discussion forum topic about what they learned from PR and how it might affect their answers to question #1 on Monday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * make copies of political spectrum readings
<p><i>IN-CLASS</i></p> <p>Civic Mirror Intro </p> <ul style="list-style-type: none"> * Introduce the unit using lesson plan notes for the “Pre-Game Event #1” event in the Instructor’s Manual (IM) * Students discuss questions in “Pre-Game Event #1: Introduction” * Goal of lesson is to assess current understanding for comparison at end of unit 	<p><i>IN-CLASS</i></p> <p>Civic Mirror Intro </p> <p><i>Lesson plan notes for the Pre-Game Event #2</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #1 (open book, handwritten notes allowed) * Mark as a class * Introduce Civic Mirror with videos and/or slideshow; hold follow-up discussion * Silent reading 	<p><i>IN-CLASS</i></p> <p>Practice Run </p> <p><i>Lesson plan notes for Pre-Game Event #3</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #2 (same as yesterday); mark later * Read Practice Run Overview in SM as a class, before lab * Go to lab, students view CM Basics Video and follow Practice Run instructions * With 5-7 minutes left, tell students they can continue trading overnight until class starts tomorrow. 	<p><i>IN-CLASS</i></p> <p>Practice Run </p> <ul style="list-style-type: none"> * Start class in computer lab * Give students additional 10 minutes to buy, sell, trade * End Practice Run by advancing to next season; review results * Show students how to use discussion forums * Students use rest of class to discuss your discussion prompt in online forums 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum * Discuss how the experience affected their answers to Monday’s question of “What are my political, economic, and social philosophies?” * Intro notes/lecture on political spectrum (use chart from politicalcompass.org with social & economic continuums as centerpiece) * Silent reading if time remains
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs in SM that will prepare them for Reading Check #1 (see IM for details, at back) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs in SM that will prepare them for Reading Check #1 (see IM for details, at back) 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students expected to participate in Practice Run overnight 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Online forum question: initial 300-500 word response, and 2 meaningful replies to others’ posts 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students to read political spectrum packet * Do politicalcompass.org survey and print result

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Week 2

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Copies of the Political Spectrum Reading Packet * Book computer lab for Day 8 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program, input new country name * Begin Citizen Profile planning process 	<p>! PREP IMPORTANT !</p>  <ul style="list-style-type: none"> * COMPLETE CITIZEN PROFILES steps, pgs 86-7 (IM) * Prepare Hidden Agendas for deliver to students. * Make copies of assessment rubrics (from IM) 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program * Prepare constitution, rights and freedoms lecture. 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make copies of jigsaw evaluation sheets
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Reading Check on Political Spectrum Packet * Mark as class and review; discuss survey results <p>Create National Identity #1</p>  <p><i>Use Pre-Game #4 lesson plan notes for activities</i></p> <ul style="list-style-type: none"> * Read pre-activity info in SM as a class * With at least 35 minutes left in class, students follow National Identity Task Script * With 5 minutes left, explain HW assignments 	<p><i>IN-CLASS</i></p>  <p>Create National Identity #2</p> <p><i>Use Pre-Game #5 Lesson plan notes, in IM</i></p> <ul style="list-style-type: none"> * Discuss “quality of process” in yesterday’s student-run event. Emphasize need for respect, rules, leaders, and self-government. * With projector, post new discussion topic for HW * National Identity Item votes (15 min.). Offer \$CM to upload selections to website. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum <p>CM Evaluation</p>  <p>Distribute assessment rubrics. Explain by reading evaluation section in Part 1 of SM and then review rubrics as a class.</p> <p>Citizen Profiles</p>  <ul style="list-style-type: none"> * Read relevant Pre-Game #5 section in SM as a class * Give students Hidden Agendas as they leave for lab. * In lab, students are to create their family’s identities and review their Hidden Agendas. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Constitution KWL activity outlined in Pre-Game #6 lesson plan notes  <p>* Breakout lecture on constitutional law and human rights & freedoms (what are they, why they exist, and what they do.) Refer to the Practice Run’s ‘lawlessness’ to emphasize and personalize importance.</p> <p>Constitutional Jigsaw #1</p> <ul style="list-style-type: none"> * Read Pre-Game #6 intro as a class. Put students into 6 evenly talented groups. * Groups paraphrase their section of the constitution. 	<p><i>IN-CLASS</i></p>  <p>Constitution Jigsaw #2</p> <p><i>Pre-Game #7 lesson plan notes in IM.</i></p> <ul style="list-style-type: none"> * Groups hand-in paraphrased copies, distribute evaluation sheets to groups. * While groups review evaluation criteria, make copies of paraphrased work for peer evaluations * Peer evaluations of student-paraphrased sections of the constitution.
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Make National Identity items for tomorrow’s in-class votes. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Reply to HW discussion topic, same format as last week’s 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Develop strategy plans to meet Hidden Agendas objectives. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Groups paraphrase their section of the constitution into teenage lang. 	<p><i>H/W</i></p>







Week 3

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
PREP				
<p><i>PREP</i></p> <p>* Evaluate the student evaluations; collate marks</p> <p>* Prepare lecture/activity on political parties</p>	<p><i>PREP</i></p> <p>* Advance program to Elections stage</p> <p>* Optional: prepare supplies for 'wine and cheese'</p>	<p><i>PREP</i></p> <p>* prepare lecture/activity on electoral system</p>	<p><i>PREP</i></p> <p>* Make copies of ballots</p>	<p><i>PREP</i></p> <p>* Input elected students into Law & Govt page and advance program to Hex Auction stage.</p>
IN-CLASS				
<p><i>Pre-Game #8 lesson plan notes in IM</i></p> <p>* Review the unit's guiding questions from Pre-Game #1 in SM, and importance of constitutional law</p> <p>* Introduce elections process by reading Pre-Game #8 intro as a class.</p> <p>* 15 minute Lecture / Activity on political parties</p>	<p><i>IN-CLASS</i></p> <p>* 10 minute carry-over: Lecture / Activity on political parties</p> <p>Forming Political Parties </p> <p>* Read "forming parties" step in Pre-Game #8 to begin political wine & cheese. Let the 'politicking' begin.</p> <p>* With 15 minutes left in class, remind students of campaign debates and the H/W forum topic (due Thur)</p>	<p><i>IN-CLASS</i></p> <p>* 15 minute Lecture / Activity on electoral system </p> <p>* Read Pre-Game #9 in SM to review how CM parties gain power.</p> <p>Campaign Debates</p> <p>* Follow procedure in Pre-Game #9 to facilitate debates</p> <p>* With 5 minutes left, remind students of H/W forum topic</p>	<p><i>IN-CLASS</i></p> <p>* 10 minute carry-over: Lecture / Activity on electoral system</p> <p>* Using projector, discuss interesting posts from the online forum </p> <p>* Candidates given 30 final seconds each to campaign</p> <p>* Set-up room for elections – campaigning ends. Elections Commish and teacher facilitate ballot casting. Tally votes after class and posts results online.</p> <p>* Assign Hex Auction reading for tomorrow</p>	<p><i>IN-CLASS</i></p> <p>* Announce the elections results; explain how PM will be auctioning for Govt.</p> <p><i>Pre-Game #10 lesson plan notes in IM</i></p> <p>Hex Auction </p> <p>* Answer any questions about upcoming Hex Auction</p> <p>* Allow 5-7 minutes for final strategizing, set up computer</p> <p>* Using one of the two methods outlined in IM, facilitate Hex Auction</p> <p>* Silent auction remaining hexes if you run out of time.</p>
H/W				
<p><i>H/W</i></p> <p>* prepare for tomorrow's political wine and cheese</p>	<p><i>H/W</i></p> <p>* Candidates prepare for campaign debates</p> <p>* Reply to elections HW forum topic by Day 14</p>	<p><i>H/W</i></p> <p>* Reply to elections HW forum topic (same steps as before)</p>	<p><i>H/W</i></p> <p>* Read Pre-Game #10 in SM</p>	<p><i>H/W</i></p>

Week 4

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Read pg 113 & 117 in IM * Advance program to Winter 2000 * Prepare House of Commons lecture/activity 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Book computer lab for Thursday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Prepare lecture/activity 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program to Spring 2000 * Possibly prepare lecture 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Prepare lecture on diplomacy, integrity, and constructively dealing with conflict
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * In-class discussion from suggested talking pts in “Reflection & Connection Break” at end of Part 2 of IM. * As a class, read “The Game Begins” and “Winter” sections in SM and discuss (start of Part 3) * 30 minute Lecture / Activity on legislative and executive branches– roles and responsibilities 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Collect agenda from President or PM, instruct students to set up room as outlined in SM <p>Winter 2000: Govt. Event </p> <ul style="list-style-type: none"> * Students follow Winter script in SM to appoint judge, work through opening steps and then pass as many laws as time permits. * If students really want to, you might schedule a 15 min. ‘emergency legislative session’ on a later day. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Combine a 30 min Lecture / Activity on “How a Bill Becomes a Law” with a discussion of yesterday’s event. * Read Spring section in SM and discuss valuations, financial goal setting, and succeeding economically. * Free time to plan, strategize, and politick 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Use talking points outlined in Spring’s lesson plan note in IM to provide focus for today’s event -- OR -- Lecture / Activity on Tort and Contractual Law. <p>Open Market </p> <ul style="list-style-type: none"> * With at least 30 min left in class, take students down to computer lab to begin buying, trading, and selling. * Remind students to start initiatives, and how that is a an evaluation component 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Begin class by asking students to discuss what could be improved about their country’s government, economy, as well as their current family situation. * Make a class list, emphasizing that <i>everyone in society cannot be happy, conflict inevitable</i> * Lecture on diplomacy, integrity, and constructively dealing with conflict * Explain purpose of Town Halls, read Town Hall section in SM * Work prd for HW assign.
<p><i>H/W</i></p> <ul style="list-style-type: none"> * PM prepares agenda for Winter Government Event 	<p><i>H/W</i></p>	<p><i>H/W</i></p>	<p><i>H/W</i></p>	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Prepare at least one issue / grievance to address in Town Hall. Prepare opening statement w supporting pts

Week 5

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
PREP				
<p><i>PREP</i></p> <p>* Advance program to Summer 2000</p>	<p><i>PREP</i></p> <p>* Prepare lecture on court system and trial proceedings</p>	<p><i>PREP</i></p> <p>* Advance program to Fall 2000</p>	<p><i>PREP</i></p> <p>* Prepare Hidden Agenda Applications for hand out</p>	<p><i>PREP</i></p> <p>* Review Hidden Agenda Applications and Award Status Points * Prepare copies of self-evaluation rubrics</p>
<p><i>IN-CLASS</i></p> <p><i>Summer lesson plan notes in IM</i></p> <p>* HW check that students have issue/grievance prepared for Town Hall</p> <p>* Quick re-cap on need for active & vocal citizenry.</p> <p>Town Hall </p> <p>* Select moderator, set up room</p> <p>* Students follow Town Hall script; pull students aside to coach/encourage their participation</p> <p>* With 10-12 minutes left, National Judge takes call for Suits / Accusations (as per script in SM)</p>	<p><i>IN-CLASS</i></p> <p>* Overview of court system and trial proceedings (25-30 mins)</p> <p>* Read Fall (National Court) section in SM as a class.</p> <p>* Work through the suggested "Introduction" mini-lesson outlined in the Fall lesson plan notes in IM</p> <p>* With remaining time, students prepare cases for tomorrow's law suits.</p>	<p><i>IN-CLASS</i></p> <p>Review Lecture / Activity on court system and trial proceedings (10-15 min), then</p> <p>National Court </p> <p>* Set-up</p> <p>* Students work through National Court script in SM</p> <p>* End with 5 mins, remind students that the Year 2000 ends tomorrow at the start of class.</p>	<p><i>IN-CLASS</i></p> <p>Review "Year End Calculations and Performance Evaluations" lesson notes in IM</p> <p>End Year 2000 </p> <p>* Using projector, advance program past Fall 2000 to end year</p> <p>* Discuss results as a class (this can be lots of fun)</p> <p>Hidden Agenda Apps </p> <p>* Handout applications and give students 15 mins to complete, then hand in</p>	<p><i>IN-CLASS</i></p> <p>Performance Evaluation </p> <p>* Hand back Hidden Agenda Apps, handout CM Evaluation Rubrics; give students 15 minutes to complete</p> <p>Final Reflection & Connection </p> <p>* Introduce final reflection and connection essay topic</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Either Stop or Continue With The Civic Mirror</p> <p style="text-align: center;">* * *</p>
<p><i>H/W</i></p> <p>* Discussion forum post</p>	<p><i>H/W</i></p> <p>* Prepare Court Cases</p>	<p><i>H/W</i></p> <p>* Final night to provide for families</p>	<p><i>H/W</i></p>	