



<p>Teacher/ Lesson Author/School: Doreen Cronin, illustrated by Betsy Lewin and lesson written by Marlene Jones Title: Click, Clack, Moo, Cows that Type Lesson 2 of 2</p>
<p>Editor: Caroline Raymond</p>
<p>Content Area: Civics, Community</p>
<p>Grade: 1st and 2nd but can be adapted for 3rd and 4th</p>

Standards:

C3: College, Career, & Civic Life

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	
Participation & Deliberation	X
Process, Rules, and Laws	

6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.		Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.	X	Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.	X	Encourage students' participation in simulations of democratic processes and procedures.	



Objective:

Following a lesson on community, students will reflect and complete the, “Performance Assessment,” worksheet completely, and brainstorm and write down change idea to turn in as an Exit Ticket.

Assessments:

Students will complete the worksheet, “Performance Assessment.”
Students will also identify an issue in their community and plan change.
Students will submit change idea on a sheet of paper.

Materials:

“Performance Assessment,” worksheet
Pen/ Pencil
Rubric for Project
Handout for Project Requirements

Differentiation: Students will be given the opportunity to read or listen to the story again.

For students that might need help generating ideas about possible changes in, examples of past projects and ideas will be present to help students.
Students will also be given opportunities to consult with classmates about their ideas in order to receive feedback.
Students will complete, “Performance Assessment,” in order to help plan what their project will be about.

INSTRUCTIONAL PLAN
<p>Introduction/Hook:</p> <p>The lesson will begin with a quick writing exercise in which student will brainstorm things that they would like to change in their community. After four minutes of brainstorming students would be asked to form small groups in which they share their ideas with their classmates.</p>
<p>Core Lesson:</p> <ul style="list-style-type: none">• After brainstorming and sharing ideas with classmates, students will then identify possible solutions to the problems that they identified at the start of class. They will write down these ideas on a separate sheet of paper.



- They will then share the things they would like to change and the possible solutions with the rest of the class in a large group discussion.
- The teacher will show examples of community projects completed.
- Following the discussion, the project will be introduced to the class. It will be explained that the students are expected to pick one of the issues that they would like to change and create a solution that could possibly be implemented for real.
- Once the project has been explained, students will begin the Performance Assessment.
- Students will use the Performance Assessment to brainstorm what issue they want to choose for their project. They will use class time to starting working on their project.

Closure:

Students will write down their project idea on a piece of paper and turn it in before they leave class.

Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	



Worksheet 3 Performance Assessment

When creating your project, make sure to show the answer to the following questions.

1. What is something you would like to change in your school community?
2. Why would you want to change it?
3. How would you go about changing it?
4. Who in your school community could help you with this?
5. Who is the the authority you would have to convince?
6. What would you do if the authority would not agree to solve the problem?



Community Change Project

Being part of a community means participating in order to better the community as a whole.

Pick an issue you see in your community (town, school, county).

Plan a plausible way to help the community so that the issue is no longer an issue.

Requirements for Project:

1. Write a page describing the issue you see in the community that you want to change.
2. Demonstrate how you plan to make a change to resolve or better the issue with ONE of the following options:
 - A diagram with all elements and materials needed and a 1 page, written description explaining it including: who is involved, what materials are needed, the timeline for change, and the implementation and follow up process.
 - A three page written description explaining, who is involved, what materials are needed, the timeline for change, and the implementation and follow up process.
 - Detailed drawings that include all elements and material needed including: who is involved, what materials are needed, the timeline for change, and the implementation and follow up process (with a page written description to explain the drawings).
 - A skit with at least five scenes illustrating: who is involved, what materials are needed, the timeline for change, and the implementation and follow up process. Include a one page description explaining each element. (Include written and proof read script, props, and explanation).

3. Be sure to follow these writing guidelines for the written portion of the project:

12 point font

Times New Roman

1 inch margins

Heading included

Use all six traits of writing strategies



Rubric for Community Change Project

	4	3	2	1
Effort	Student participated in all activities, contributed to each step of the process: brainstorming, organizing, implementing.	Student participated in most activities and was active throughout most of the steps in the process.	Student participated in at least half of the activities and contributed to at least two steps of the process.	Student participated in less than half of the activities and contributed to at least one step of the process.
Writing Strategies	Student has used at least 5 Six Traits writing strategies, and has detailed at least two ways that the project benefits the community.	Student has used at least 4 Six Traits strategies, and has detailed at least one way that the project benefits the community.	Student has completed reflection, using 3 Six Traits strategies.	Student has completed reflection, using at least 1 Six Traits strategy.
Requirements	Student has addressed all assigned points and explained everything in detail.	Student has addressed all assigned points in some detail.	Student has addressed some assigned points with details.	Student has addressed few to no assigned points.