



Teacher/ Lesson Author/School: Mark K. Landry, Our Past and Future City, Lesson 1 of Unit. Our City
Editor: Caroline Raymond
Content Area: Civics, Community
Grade: 5th

**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.	X	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.		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.		Encourage students' participation in simulations of democratic processes and procedures.	



**Objective:**

Following a review of the town’s history, students will fill in the first column of the KWL Chart with at least three facts of things they know about the town’s history.

**Assessments:**

Students will fill in the first column of the KWL Chart with at least three facts of things they know about the town’s history.

Students will reflect on the question:

- 1) How can individual citizens help support their communities?
- 2) What is the daily role of citizens in their communities?
- 3) What can the people of Claremont do to attract others to live in their city?
- 4) How can people and city organizations work together to grow our city?

Students will answer the question, “What are the three things that students my age can do to help my city become a great place to live and grow up in?”

**Materials:**

White Board

KWL Chart

**Differentiation:**

Students will be asked to provide at least two examples for the KWL Chart. Students that struggle with writing and organizing their thoughts will be given the opportunity to write their thoughts in bullet points rather than complete sentence.

<b>INSTRUCTIONAL PLAN</b>
<p><b>Introduction/Hook:</b></p> <p>The question, ““How do we attract people and families to love and stay in this town?”” on the whiteboard before the start of the lesson.</p> <p>The lesson will begin by describing the current status of the town the school is located. In the description, the teacher will talk about the town’s history, business, and government as engines of growth and prosperity.</p>
<p><b>Core Lesson:</b></p> <ul style="list-style-type: none"><li>• Attention will be directed to the question on the whiteboard at the front of the room. The question will be read aloud to the class for them to consider. Ask students to keep this question in mind while they work on the KWL Chart.</li></ul>



- Distribute KWL Chart to all students and ask them to complete columns one and two. The question to answer is what does history, government, and business have to do with the future of the town? Collect the KWL charts from each student.
- Introduce the key questions for the unit.
  - 1) How can individual citizens help support their communities?
  - 2) What is the daily role of citizens in their communities?
  - 3) What can the people of Claremont do to attract others to live in their city?
  - 4) How can people and city organizations work together to grow our city?
- Rhetorically discuss the possible implications of history, government, and business for cities and towns, regions, and the town.

Closure:

- Task student groups with the mission of answering the essential questions presented during the lesson. Inform groups they will be doing research and talking to elected officials, business persons, the media, and Claremont historical society representatives.
- On a separate piece of paper answer the question, “What are the three things that students my age can do to help my city become a great place to live and grow up in?”



**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?	



Name \_\_\_\_\_ Date \_\_\_\_\_

### KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned