

Teacher/ Lesson Author/School: Mark K. Landry, Our Past and Future City, Lesson 2 of Unit
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:**

Students will continue filling in the KWL Chart, with at least five facts, as they complete research on the town’s history.

**Assessments:**

Students will conduct research about the town and fill in the KWL Chart.  
Upon return to the classroom, students will brief their findings to the class.  
Students will fill out a self-evaluation following the lesson.

**Materials:**

- Digital Artifacts
- Computers
- Pen/Pencils
- KWL Chart

**Differentiation:**

Students will be asked to provide at least two research sources 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. Students will be given a list of research sites that are easiest to maneuver. Group members will assign and develop their own personal and group roles and responsibilities based on interests, skills and possibly negotiation.

<b>INSTRUCTIONAL PLAN</b>
<p>Introduction/Hook:</p> <ul style="list-style-type: none"><li>• Ask students how they could research the topic of how to help their city attract and keep people and families to the city.</li> <li>• Ask them if people are moving in and if so, why are they coming? If they are moving out, why are they leaving? Students should consider these question out loud in a class discussion.</li></ul>
<p>Core Lesson:</p> <ul style="list-style-type: none"><li>• Form student groups in the library and or computer lab.</li> <li>• Introduce librarian and inform students that he will be providing them resources and methods for researching the history, business environment, and government of the city.</li></ul>

- The librarian will teach the students how to find appropriate print and digital sources of information about the city.
- The students will use print and digital asset to research the government, history and business environment of city.

Closure:

Upon return to the classroom, students will brief their findings to the class.

Students will fill out a self-evaluation following the lesson.

**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?	

**Self Evaluation Following Lesson**

1. Were the objectives achieved? How do I know?
2. Strengths of the lesson:
3. Areas needing revision:
4. General comments/input from other observers