

Teacher/ Lesson Author/School: Mark K. Landry, Our Past and Future City, Lesson 3 of Unit. The Art of Questioning
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 develop and ask at least two, proofread questions to a guest speaker.

Assessments:

Group members will begin to develop questions for historians, business persons, and government officials, that relate to the current and the future city.

Student groups will collaborate to develop questions for the guest speakers that focus on how to effectively question members of the business community, government and historians of the city.

Materials:

Quest Speaker (News Reporter from local newspaper)

Pen/Pencils

Notebook Paper

Differentiation:

Student groups will collaborate to develop questions for the guest speakers that focus on how to effectively question members of the business community, government and historians of the city. Students who struggle will be given the assignment days earlier so that they have more time to develop questions.

INSTRUCTIONAL PLAN
<p>Introduction/Hook:</p> <ul style="list-style-type: none">• Introduce News Reporter from the local newspaper and digital media and inform students that reporters are people who write the news for people to read in print newspapers online. Tell students that these professionals will teach students how they construct questions when seeking information for a news story.
<p>Core Lesson:</p> <ul style="list-style-type: none">• Introduce guest speaker and their personal roles in the community.• The guest speaker will describe what they do for the community and how they develop questions when preparing to write a new story (background work followed by the steps in developing questions).• The guest speaker will show examples of their writing and how they develop the stories they write for publishing.• The guest speaker will discuss ways they have witnessed young people aiding the communities they live in and recommend possible avenues to support the city.• Guest speaker will answer student questions about how they develop and ask questions.

Closure:

Group members will begin to develop questions for historians, business persons, and government officials that relate to the current and the future city. These questions must include how young people can positively affect their future city and what their role in the future of the city might be.

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?	