

Teacher/ Lesson Author/School: Mark K. Landry, Our Past and Future City, Lesson 4 of Unit. Improving the 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: Students will develop and ask at least two, proofread questions to a guest speaker.

Assessments:

Students will discuss the Constitution as the supreme law of the land and the basis for our form of government.

Students will summarize how government works in New Hampshire, in general and in the city specifically.

Materials:

Quest Speaker (City Official)

Pen/Pencils

Constitution Handbook-

<https://www.duplinschools.net/cms/lib01/NC01001360/Centricity/Domain/1055/chap03a.pdf>

Differentiation:

Student groups will develop questions and each individual will ask a question of the quest speaker. Students who struggle will be given the assignment days earlier so that they have more time to develop questions.

INSTRUCTIONAL PLAN
Introduction/Hook: <ul style="list-style-type: none">• Discuss the Constitution as the supreme law of the land and the basis for our form of government.
Core Lesson: <ul style="list-style-type: none">• Distribute the handbook, “The Constitution,” and describe the branches and levels of government based on the Constitution from federal to state to local levels.• Provide examples of divided government and how power is shared, as well as the benefits of checks and balances at all levels of government.• Identify the officers of each level of government and how long they serve.• Introduce the city official and their current position in government, general duties and responsibilities.• The city official will brief students on what they do every day to serve the citizens and how their department and team affect daily operations in the city.• Students’ questioning of the city government official that is current and future oriented. Questioning must include how young people can positively help the city

<p>grow and attract others and their families to come and live there.</p> <ul style="list-style-type: none"> • Each group is required to ask at least three questions about the current and future city.
<p>Closure: Summarize how government works in New Hampshire, in general and in the city specifically.</p>

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?	