

Teacher/ Lesson Author/School: Mark K. Landry, Our Past and Future City, Lesson 5 of Unit. Our Future 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 learn about the history of the city from its founding and growth, by listening to a guest speaker and asking at least two proofread questions.

Assessments:

Students will write at least two, well developed questions to ask the guest speaker.

Materials:

Guest Speaker (Member of the city’s historical society)

Paper

Pen/Pencil

KWL chart

Differentiation: The guest speaker should be audio recorded for students who struggle to take notes or understand. This way students can listen to the audio as much as they need to. Students who struggle to process quickly will be asked to prepare two questions ahead of time.

INSTRUCTIONAL PLAN	
Introduction/Hook:	<ul style="list-style-type: none">• Ask students to complete the first two columns of the KWL chart on what they know about the history of the city. When the students have finished, they will turn in their charts to be reviewed by the teacher.
Core Lesson:	<ul style="list-style-type: none">• The charts will be returned to the students.• A member of the city’s historical society will present the history of the city to the students; in particular, when the city was strong and vital to the region.• Student will then question the guest speaker to gain information about the current and future status of the city.• Connect the past and future by identifying similarities that can be exploited for growth and development in all areas.

Closure:

Following the discussion with the guest speaker, students will use their notes to add to the third column of the KWL chart.

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:
General comments/input from other observers