



Teacher/ Lesson Author/School: Mark K. Landry, Our Past and Future City, Lesson 6 of Unit (Should take several class periods to complete), Research Paper
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 write a detailed report that includes the required elements and will edit their work and present it to the class.

Assessments:

Students will research, write and present a report that includes the following:

- Describes the past, current and future of the city with particular emphasis in its citizens, business and government.
- Examines and describes how young people can be a positive force in the future of the city.
- Includes specific activities and/ or the effect that young people can provide to their fellow citizens.
- Students will turn in their completed KWL charts to be reviewed by the teacher.

Materials:

- Computer
- Access to books and paper documents about the city
- All handouts from unit
- All notes from previous lessons
- KWL chart

Differentiation:

For students who struggle with writing and typing they will have access to speech-to-talk software. There will be a paraeducator in the room during the editing stage of the process to help students review their work. Students who are not capable of present will be asked to write a one page summary of their report that they will turn in during presentation time.

INSTRUCTIONAL PLAN	Est. Time
Introduction/Hook: The written report will be introduced to the students along with the rubric which will be explained along with all of the other required elements.	



Core Lesson:

- Students will begin by outlining their papers with an introductory paragraph, three key points with supporting details and a concluding paragraph.
- When they have finished outlining they will bring their outlines to the teacher for approval.
- Once their outlines have been approved they will begin doing research.
- Student will combine print and digital research with guest speaker notes.
- They will add the information they discover from their research to their outlines.
- Once they have found all their research, students will use their outlines to begin writing their papers.
- It may take several class periods of writing before the students are finished with their reports.
- When they are done they will edit their work, checking for spelling and mechanical errors.
- After they have edited their reports they will present them to the class and submit them to the teacher for assessment. Along with their final report, students will turn in their completed KWL charts from earlier in the unit and their outlines for the final report.

Closure:

The class will debrief on the research and writing process. Before students leave, they will be asked to write one fact they learned while completing their research.



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?	



Scoring Rubric for Report

	Expert	Proficient	Apprentice	Novice
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. The writer provides a conclusion paragraph that ties together all key points made in the report.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. The writer provides a conclusion paragraph that ties together one or more of all key points made in the report.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. The writer provides a conclusion, but does not discuss or tie together any of key points discussed in the report.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. The writer provides no conclusion paragraph.
Topic focus	The topic is clear and a thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is clear, but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources. All web sites utilized are authoritative.	4 current sources. All web sites utilized are authoritative.	3 current sources. All web sites utilized are credible.	Fewer than 2 current sources. Not all web sites utilized are credible, and/or sources are not current.