

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson, we will be learning about how good citizens do not only have certain redeeming qualities, but are good citizens of a certain community. Everybody is part of some sort of community and they have certain responsibilities within that community to uphold its values. In this lesson, students will be thinking of communities that they are a part of and what they want those communities to look like, specifically at school and at home.
2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will understand that good citizens do things they feel *need* to be done even if it's not exactly their job. They take *responsibility* for taking care of their community.
 - b. Students will understand what sort of responsibilities they have in their school and home communities.
 - c. Students will understand that they are part of different communities (and not all of them have walls)
 - d. Students will understand that exceptional and extraordinary citizens feel responsible for keeping their communities the way they like them - clean, friendly, and safe.
3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. From my previous lesson and the feedback I received, as well as class conversation, it was clear that there needed to be more of a focus on what citizen means and vocabulary in general, so I chose this lesson as a bridge to connect these values we've been talking about as a class and the communities they're part of. This is a stepping stone lesson to further talk about responsibilities and commitments we have as citizens in our class
4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. Students who have met my learning goals will complete the community worksheet in a way that makes sense. They will have at least 3 of their "sun rays" completed and the bottom part to complete the sentence so it makes sense. Students who complete this bottom part with specific ways they want to keep their home and school communities will show that they understand what I mean.
5. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
 - a. This lesson starts off with a recap of the previous lessons which will allow for students with a shorter attention span to catch up and know where we're at. I am also hopeful that the idea of community will excite many students. I know for one that Christian goes to the Boys and Girls club and is very excited about it. I also know that many students go to church and can use that as an example. Since this lesson is not very writing or reading heavy, but more thinking heavy, it will allow students to access the concepts more. The sun shape is created to make the activity clearer that one person can be part of several communities.

6. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

time	activity	rationale
5-7 minutes	<p>What have we been learning about good citizens?</p> <ul style="list-style-type: none"> - Harriet Tubman, all the qualities etc <p>Do you think someone had to ask her to do those things?</p> <ul style="list-style-type: none"> - No! <p>Why did she do them?</p> <ul style="list-style-type: none"> - She felt like she was responsible for making her community better/a place she would want to be in <p>Citizens feel they are responsible for their community.</p> <p>What community was Harriet part of?</p>	<ul style="list-style-type: none"> ● Start with recap to refresh their memory ● I want to make the bridge from the people we've studied to understanding that they feel responsible (new vocab) and they are part of certain communities.
3 minutes	<p>Thinking about what kind of communities we're a part of: What communities are we a part of?</p> <p>Remember not all communities have walls (ex. I am part of the Jewish community but don't actually go to synagogue).</p>	<ul style="list-style-type: none"> ● Make the bridge clear from talking to activity
10 minutes	<p>Community worksheet (top part): Students fill out communities they (some communities I'm a part of: Jacob Hiatt, Clark, my home, my family, Worcester, the dance community from my hometown, the UU community but I never go there, the Jewish community even though I don't go to synagogue)</p>	<ul style="list-style-type: none"> ● Students relating these extraordinary citizens to student's own lives is critical in making this unit relevant and necessary to their lives
5 minutes	<p>In pairs exit slip/bottom half of community worksheet: think of ways you want your community to be.</p> <p>for example, in my home: I want to help keep my home community safe, clean, beautiful, and filled with music</p>	<ul style="list-style-type: none"> ● Students bring the conversation to relate to their own lives and can dream about what they imagine for their own communities. This is a bridge to the following lesson where they can talk about what they would do in their community and

		decide on something in the school that we could do to make the community feel the way they imagine it could be.
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- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - i. I imagine students might become territorial over which communities they're a part of and not understand that we may be part of very similar or the same communities, actually. I am also nervous that I won't make the connection clear enough about how our responsibilities as good citizens depend on what communities we're a part of. I'll try my best to use Harriet Tubman as an example, since all the students are familiar with her and like talking about her.
 - ii. Also, on my worksheet, I ask students to tell me how they would like to keep their home communities. I am fairly certain that every child in my class has a home that they are okay going home to, although I'm not sure they'd say it's "community." This was poor oversight on my part. I could have chosen a different community or given them a choice to say whatever community they want.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g. students have the right to vote in a class election and have the responsibility to follow school rules.
- b. Narrative writing in history.
- c. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.
- d. Participate in collaborative discussions with peers and adults in small and larger groups on history/social science topics.

8. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience of this lesson that will inform your next LAP?

Compared to other lessons, this one was not as engaging nor as impactful for the students in terms of acquired knowledge or inspiring for students to form critical thought, however there was certainly great conversation that came out of it and it was a critical stepping stone to students understanding that we are all part of different communities. Once again, there were a few vocabulary words that I had not sufficiently thought about how to describe in the lesson. The main takeaway of this lesson was that good citizens take responsibility to keep their communities the way they want them to be. Both of those concepts - *taking responsibility* and *community* are tricky and complex. My focus ended up being more on identifying what communities they're apart of versus defining what it means to take responsibility.

Although I thought I had a clear focus, I realized making the bridge from qualities of good citizens (the first two lessons) to a less digestible idea (that good citizens take *responsibility*) was trickier than I first thought.

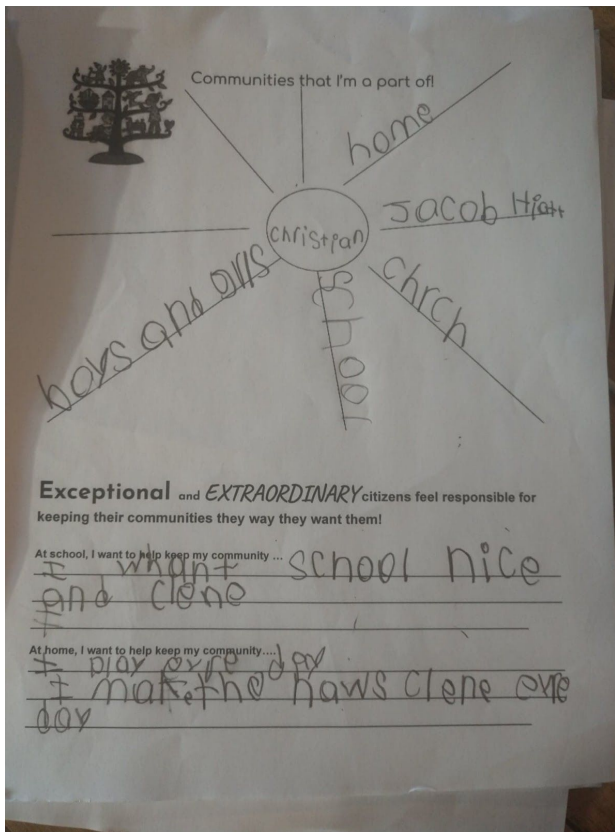
One thing that was very unexpected was that I made an unfair assumption that students would have an idea of what community means and looks like, but in their original responses to the worksheet, I could tell that was an unfair assumption. Along with places like the YMCA, YWCA, the Boys and Girls Club, Tariyah and

George also had places like “my room,” and “my house” (see below). This required me to stop the whole class and make sure they understood what a community was, but then I was faced with the fact that I didn’t exactly know how to define it. Luckily, Mary jumped in. I was trying to ask them questions that would lead them to realize that a community has to have *people* in it, which they got, but there’s more than that. Mary helped the class (and me) realize that a community has to have a common *goal*. Coming up with this definition as a class could have been an entire lesson in and of itself, I realize. Once students were asking them questions like “is there a group of people in this space?,” their answers started to make more sense.

For the second part of the worksheet I had to do some demonstrating for the kids of how I could keep my community clean by picking up trash. They got a real hoot out of seeing me pretend to be a good citizen around the classroom and picking things up, and then the idea of trash-pick up really stuck! I didn’t realize how exciting that would be, but it makes sense - seeing as everything else is kind of intangible (be kind, be brave, be helpful, etc.)

Below is some student work which demonstrates the range of responses I received.

Here’s is Christian’s work. He seemed to understand the first half of the worksheet, but got confused about what I mean by keeping his home community a certain way.

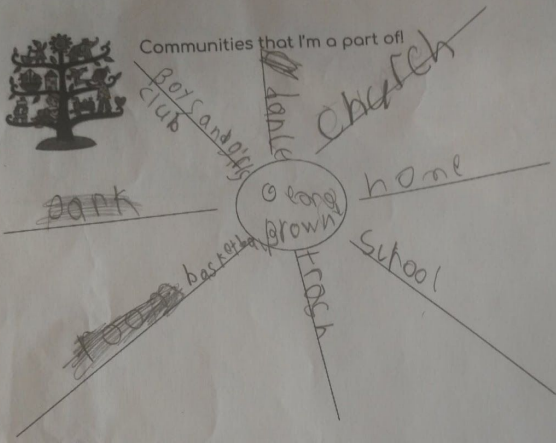


Below is George’s work. Initially he was confused on the definition of what a community was and you can see he scribbled out “room” and “park” after our conversation about how a community is a group of people with a common goal.

Adjacent to George’s is Tariyah. She was also a little confused I think, but in a different way. She had asked me if she could write Earth as one of hers, showing me that she understood that community is a group of people who are together on something, but I was a little disappointed in her lack of creativity for the 2nd part. (I say disappointed because I know Tariyah to be very hard working).



Communities that I'm a part of!



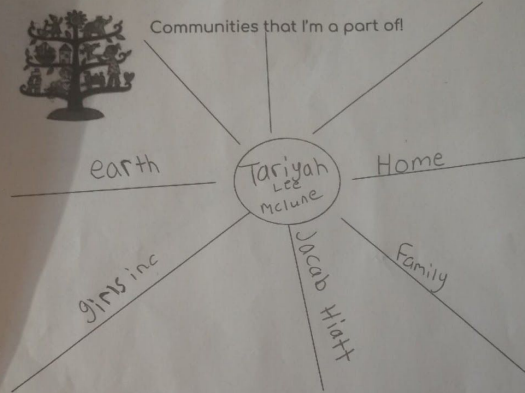
Exceptional and **EXTRAORDINARY** citizens feel responsible for keeping their communities the way they want them!

At school, I want to help keep my community ...
safe and calm and peaceful

At home, I want to help keep my community ...
safe respect and calm



Communities that I'm a part of!



Exceptional and **EXTRAORDINARY** citizens feel responsible for keeping their communities the way they want them!

At school, I want to help keep my community ...
Clean safe nice

At home, I want to help keep my community ...
Clean safe nice

Ashley and Kyara seemed to really understand! Their work is shown below.

Communities that I'm a part of

- girls club
- dance class
- family
- jacob Hiatt
- school
- church
- home

Exceptional and EXTRAORDINARY citizens feel responsible for keeping their communities they way they want them!

At school, I want to help keep my community ...
 clean, safe, respectful, good, no bullying,
 helpful, pickup trash, take responsibility.

At home, I want to help keep my community ...
 wash the dish, bein nice, fold clothes.

Communities that I'm a part of

- soccer
- hockey
- Jacob Hiatt
- church
- family
- home
- people
- swimming class

Exceptional and EXTRAORDINARY citizens feel responsible for keeping their communities they way they want them!

At school, I want to help keep my community ...
 I want my apartment clean
 and keep my room and
 Everthing clean in my house.

At home, I want to help keep my community ...
 I want my book shelf to
 be clean.

Lastly is Mario's work. I think he did understand what was going on and the communities he chose to write down make sense (basketball, house, school), as do his wishes for how to keep those communities safe. Although he may have written less, he did this on his own!

Communities that I'm a part of

- basketball
- school
- house
- home

Exceptional and EXTRAORDINARY citizens feel responsible for keeping their communities they way they want them!

At school, I want to help keep my community ...
 CLEAN^o SPKIE^o
 SET^o

At home, I want to help keep my community ...
 CLEAN AND SO
 NO BUS DUST
 AND NO BUS BAGS