

Sadie Levy
Civics and Government LAP 5
Jenny Villegas-Garcia interview
12/4/18

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson we will review what we have learned so far about what it means to be a good citizen, and then skype interview one! Jenny Villegas Garcia is a dear friend of mine, and also an incredible activist and citizen. She works for an organization called CARECEN which works with immigrant families in and around LA, and currently at the border in Tijuana with the Honduran migrants. Her selfless and brave work is exactly what we have been talking about in our good citizen unit! I think it will be a great opportunity for my students to hear it from a new person, who is actually in the field of humanitarian work.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will be able to generate relevant questions.
 - b. Students will be able to respectfully ask Jenny questions.
 - c. Students will make relevant connections with the vocabulary and concepts we have been talking about (being brave, helpful, confident, standing up for your people, taking responsibility, etc.)

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. This lesson is a really great way to put all of what we have been talking about to real life. Jenny embodies bravery, selflessness, standing up for her people, etc. - all things we have talked about that good citizens do. Because of her identity as Xicana with immigrant parents, her work and life I imagine is relatable to my students who come from immigrant families.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. Students will be actively participating in the interview questions with Jenny and will make relevant connections. Their body language and questions will show engagement and interest.
 - b. Finishing up our interview, students will complete a 3-2-1 + drawing activity. They will start by writing 3 things they learned and 2 things they found interesting. If there's time, they will write 1 question they still have and draw a picture of them as a good citizen.

- i. Students who write appropriate and relevant reflections in their journals will show me they understand more about what it means to be a good citizen and they were listening to Jenny.

- 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 will excite everyone, I think! There is little to no writing involved. My only concern is that students will not have questions in their head, so I'll ask them to write them down in the morning. But those are simply reminders for them, so I'm not concerned with students feeling overwhelmed by that. I think talking with Jenny will be exciting and engaging to everyone, especially the ELLs, because of Jenny's background.

- 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
15 minutes	At morning meeting I'll tell the students that we're doing a special interview call with a friend of mine who's an extraordinary citizen. (we've learned that word) We'll review what we've learned about what it means to be a good citizen (see the notes) and come up with interview questions.	Starting the day with our question brainstorm I think will allow for a nice break with the historical thinking brain. This will also get their excitement up so they can look forward to an interview in the afternoon, as well as keep their focus.
25 minutes	Later in the day when Jenny can call us we will do the interview! Jenny will introduce herself and a little bit of the work she does and then students will ask questions. Jenny and I will have spoken prior to ensure that her explanation of her (very complex and nuanced) work can be understood by a 7	

	year old.	
10 minutes	After the interview, I'll have the students do a 3-2-1 (3 things they found out, 2 interesting things, and 1 question) draw a picture of you being a good citizen and label it	It's important for students to not only have an exciting interview and lesson with a new person, but also be able to think for themselves about what <i>they</i> learned individually.

b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

I'm worried that students will begin to ask questions more about Jenny's personal life than they are going to about what it means to be a good citizen. It's very exciting to meet a new person, and those questions are important too, but I hope that our morning meeting time to brainstorm good questions will stick in their mind so they can ask Jenny those important questions about what it means to be a good citizen. I am also a little nervous that Jenny's will have a hard time explaining her complex and meaningful work, which involves citizenship in the most literal sense of the word. If I see her words not coming across to students, I may jump in and remind them of things we *have* talked about in class either that morning in morning meeting or previously.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. Ask and answer questions to determine the meaning of words in a text about history/social studies.
- b. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
- c. Participate in collaborative discussions with peers and adults in small and larger groups on history/social science topics.

8. Reflection

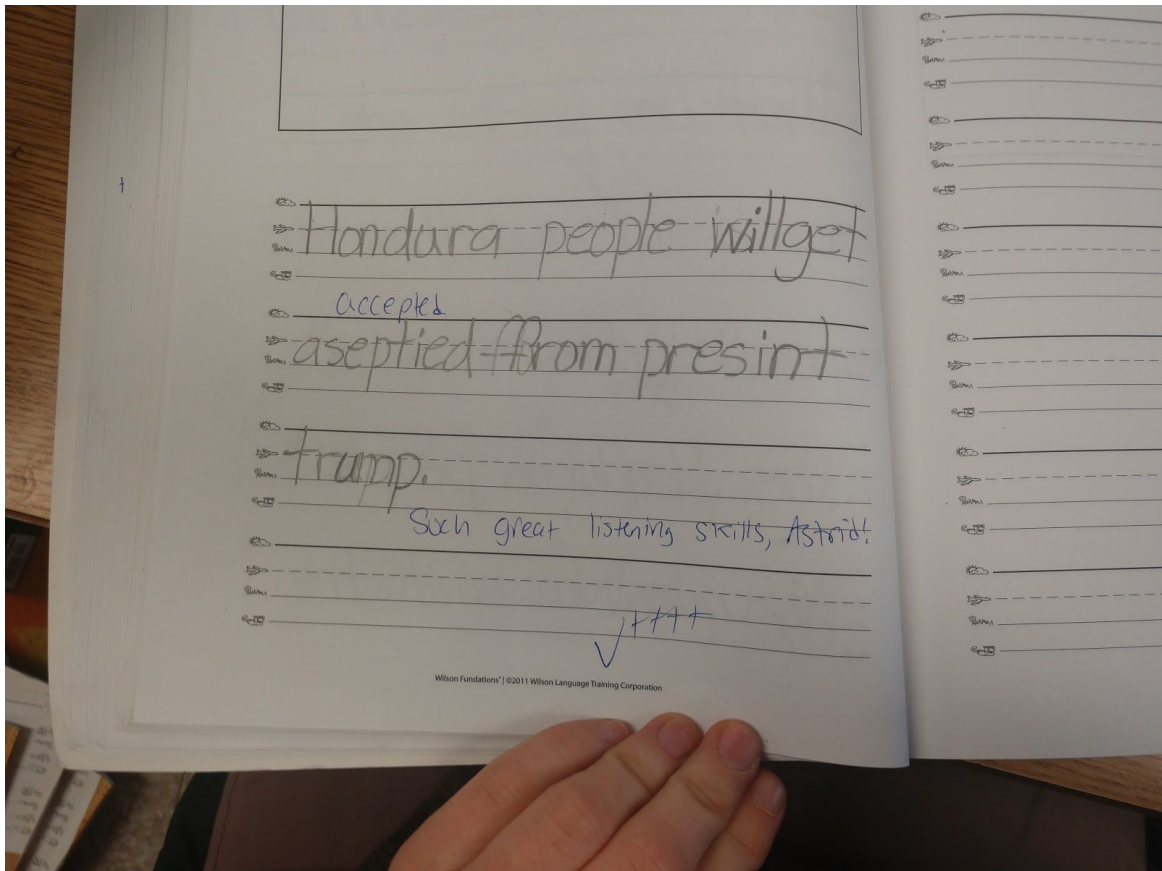
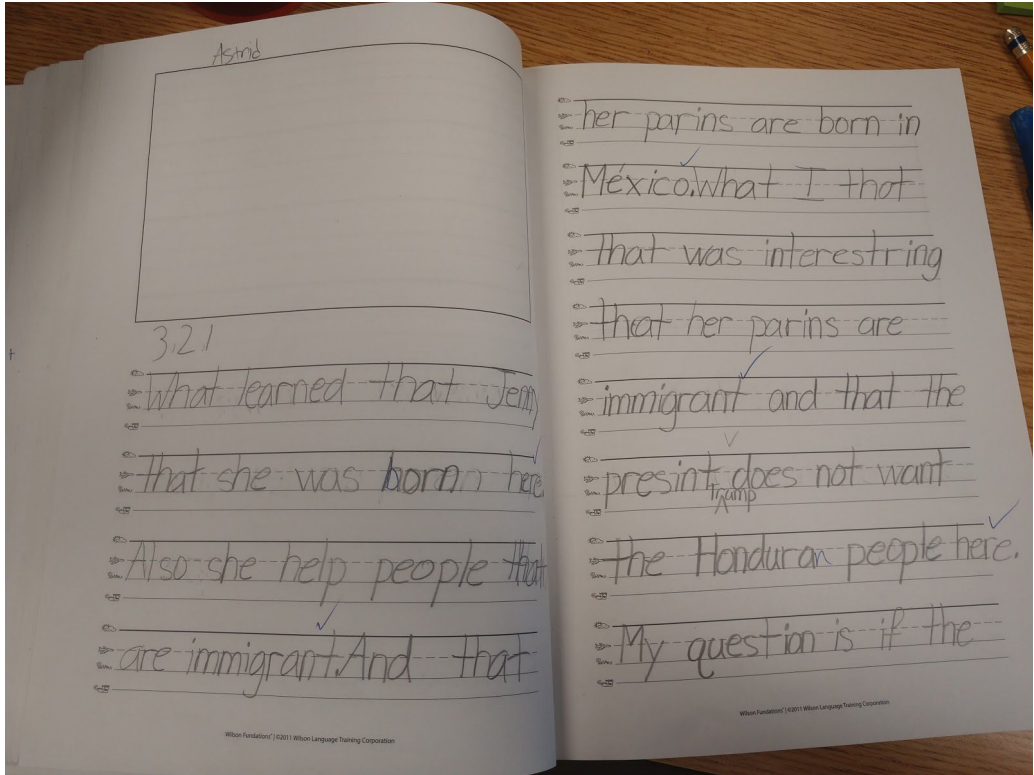
- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience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

This was a very fun and successful lesson! I think making the choice to plan the questions for Jenny in the morning meeting worked well in amping my students' excitement for meeting my friend and someone I admire. After I had told them what Jenny does for work and asked them why they thought I was choosing to call her (because she's a good citizen!), many of the questions they thought of were normal questions you'd ask of anyone - when were you born? How did you meet Miss Levy? Do you have kids? But after reminding them of what we'd talked about as what good citizens are, their questions changed - How does it feel standing up

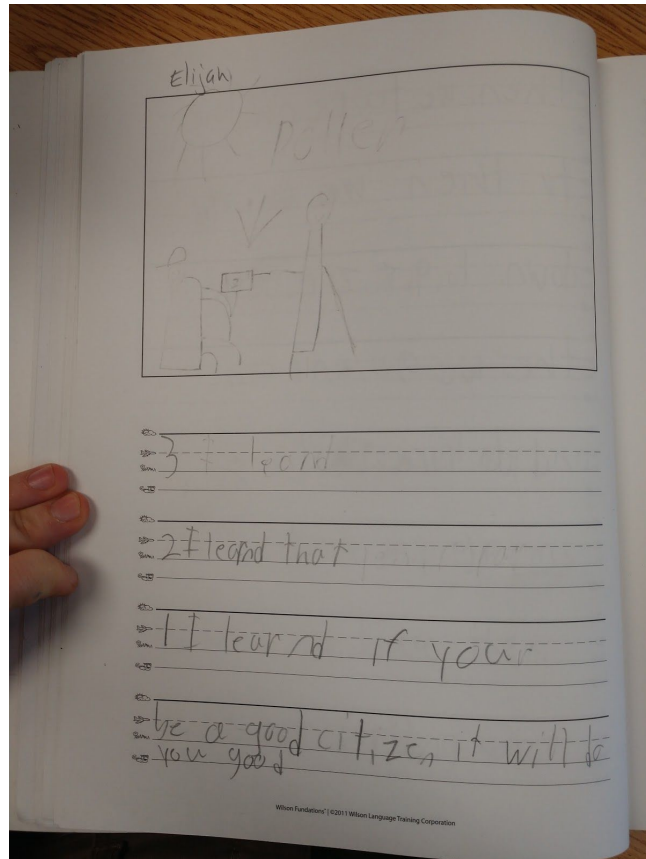
for your people? Are you brave? Is it scary to be a good citizen? How can we be better citizens? (Some examples). I am realizing now that keeping those written questions would have been a great piece of evidence to hold onto. Instead, I audio recorded our interview with Jenny which also captures their questions.

During the actual interview with her, the students body language, facial expressions, and questions wjoee me how excited they were! Since I ended up having to just WhatsApp video call her bc the technology to project her in front of the class didn't work, they all knew how quiet they had to be to be able to hear her clearly - and they wanted to hear her! She did a great job explaining her (very complex and involved) work to second graders. I was pleasantly surprised to see that everyone but 3 students asked Jenny a question and (almost) all of them were new and relevant. It was really special to hear her say some things that I always tell my kids without even having to prompt her. At one point she said something like "you have to stand up for your community," and I saw some faces of students light up and look at each other like *Hey! That's exactly what Miss Levy says!* Unfortunately, time was a little short for their written reflection afterward, but I thinks students were able to write at least a few things down for their 3, 2, 1. Almost every student noted something about her immigrant status, her hard work, and what they learned about being a good citizen.

Below is some.of Astrid's work which was definitely the most impressive to me. She wrote accurately about the work Jenny does, and was wondering some of the same things I wonder! - I also think it's interesting (to say the least) that the president doesn't want the Honduran people here. (note her correct grammar in saying "the Hondura(n) people" - go Astrid!). A question I'm wondering is also if the Honduran people will be able to get into the country.



Below is an example of a student who either did not grasp the assignment, was getting distracted, or just didn't have enough time. I have a feeling for this student, Elijah, it may have been a combination of all 3. He asked a good question during the interview with Jenny (**listen back**) so I thought he knew what was going on, but lately I have been noticing how easily distracted Elijah gets. That being said, I don't think I explained the assignment as well as I could



have. Most student seemed to get it, but

Notes on thinking about Jenny's interview:

what does jenny do?

- Jenny works for an organization called Carecen and they help immigrant families and people feel safe in this country.
- Right now there are a lot of people (thousands!) who walked and took transportation up from Honduras to the United States because they didn't feel safe in their country.
- But, our country isn't letting them in (why? they'll ask. because our country is afraid they'll take our jobs and will be violent. but that's not true)

what is the point of her talking with us?

- I want to show them an example of someone who is not only a good citizen because she wants to be and can be in her free time, but it's her job

What do I want them to get out of it?

- I want them to feel inspired and like there is so much work to do in the world

- I want them to feel excited that they're meeting someone who I think is a really good citizen
- I want them to realize the capacity and dedication that extraordinary citizens have

What we've learned about good citizens so far

- good citizens are brave, kind, confident, helpful (even when they're not asked), they stand up for their people, they take responsibility in making their community the way they want it to be
- good citizens are committed to what they do
- good citizens take responsibility for keeping their community the way they want it
- good citizens are part of certain communities and have certain responsibilities in those communities

what kind of questions do I want my kids to ask?

- I can start: We've been talking about how good citizens take responsibility for making their community the way they want it to be. What community are you a part of? How do you want it to be? What do you do to keep your community that way?
- I want them to ask about/ i expect them to ask about
 - is it hard to be a good citizen
 - what languages do you speak?
 - what do you do that's brave?
 - are you confident?
 - what's your community?