

Sadie Levy
Civ/Goc LAP 2
11.19.18

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson I will continue my CUP in Civics and Government leading to a deeper understanding of “what makes a good citizen?” by reading Before She Was Harriet by Cline Ransome. In the previous lesson the gallery walk of various good citizens allowed students to come to the conclusion of various qualities that make up a “good citizen.” This lesson continues with those same virtues by reading a beautiful book about Tubman which reveals far more than just her involvement in the Underground Railroad, but the students see through her story that good citizens are those that are not simply “doing good” in isolation, but are always brave, respectful, standing up for their communities, etc.

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 understand that people are not just good citizens one day, they take on those qualities for their whole life in everything they do.
 - b. Students will be able to identify that Harriet Tubman was a good citizen in everything she did.
 - c. Students will be able to understand that this book starts at Harriet’s time in her life when she is older and then goes back in time.
 - d. Students will understand that at each part of her life that the author chooses to highlight, she is being a good citizen, and will be able to use vocabulary words from our last lesson to describe her actions.
 - e. Students will begin to imagine how they can be good citizens in everything they do.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. This is the second lesson in my civics and government CUP. I am reading this book about Harriet Tubman after our “hook” lesson into this topic of what makes someone a good citizen to repeat again some of the qualities that we came up with in our previous class about what makes a good citizen - bravery, confidence, standing up for your community, perseverance, etc. This repetition in a different context will help students retain the information on what it means to be a good citizen, and will be able to identify more clearly in their own life how to be good citizens. This book has beautiful paintings and few, yet powerful, words which will synthesize the information and makes it easier for students to see what the point of this book is.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. I will assess students on their understanding of the book in the context of the CUP through their participation in the read aloud - raising hands, bringing insight to the text, and listening. I will also have students complete an exit slip which asks them to examine what qualities of being a good citizen they are and what they are committed to as a good citizen. This will round out the lesson well and emphasize that this lesson is about how the ways we are good citizens are not in isolation but are qualities we are committed to constantly.

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 is primarily a read aloud which is a medium that all students in the class have a lot of practice with. By modeling the first time what I'm envisioning for us to think about as we go through the book (listing her job and how she approached it), students who need more instruction will be able to follow along. As we go through the book I will also be sure to tell students when I am going to be calling on them so they can be more prepared (ex. If I call on Nathaniel first and say "Angelyn, I'm calling on you next," then she hopefully will be listening to Nathaniel's answer and can hear some peer modeling. This lesson and book are somewhat vocabulary - heavy, but hopefully through the context that I provide ahead of reading the book and during, the vocabulary will make sense.

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

Time	Student does	Teacher does
5 min	Students recall what we spoke about last week - these people are all "good citizens" and have certain qualities about them.	I will put up the gallery walk names and pictures and have students one picture at a time recall what they thought were things that made them good citizens and re-write down those qualities on a piece of paper so that all the students can see the words projected.

		As we read this next book, let's see if we see any of these qualities in this book, and maybe we can add some more!
5 minutes		<p>Introduce the book: Today we're reading about one of my all-time favorite people. Why do you think I picked this book? She is an amazing citizen!</p> <p>This is a non-fiction book even though there are drawings. This is a real person who changed the US forever! In this book you'll hear about a lot of things, but what Harriet Tubman is most famous for is leading the Underground Railroad which was a group that got slaves free during the time of slavery.</p> <p>Slavery was a time when we were doing a lot more farming and many Black people were forced to work without any pay and treated horribly. Tubman helped free many people! And she did a lot more in her life too.</p>
25	Students participate in adding to the timeline and onto qualities that Harriet possessed.	<p>As we read the book, make a timeline on whiteboard so we can see where the story takes us and write down qualities she did each action with. Good citizens <i>do</i> really amazing things and also do them in a certain way.</p> <ul style="list-style-type: none"> - She was old and achy - Suffragist - General Tubman - Nurse - Aunt Harriet - Moses - Minty <p>Where did you see Harriet being a good citizen? <i>Everywhere</i>.</p> <p>One word I like to use for that one someone does something in all they do is <i>committed</i>. (add to our list)</p>

		Get up and write down new words on our list as they come up (compare with list in notebook) - courageous, devoted, selfless
2 min	Students complete exit slip: Just like Harriet was committed to her people in all she did, one thing I am committed to is _____.	
time permitting		introduce good citizen certificate: I will be giving out a "good citizen" certificate at the end of each day for students I see doing things that are what a good citizen would do.

I imagine time will be against me in this lesson. I'm fearful that we won't get to the entire book or the exit slip, however I will try and keep the book focused on my objective at hand: Students will be able to understand that people are committed to being good citizens and are in everything they do. Keeping this as a focus will guide my reading and keep it narrow since this book allows for so many avenues to go down.

reflecting on this: Surprisingly, time was against me not nearly as much as I thought it would be! I think my preparation really aided me in this lesson. I was careful to think prior to teaching about what parts I would need to gloss over, and which parts I wanted to emphasize. Although in the end, glossing over meant not engaging in interesting and important vocabulary, my focus on the objective on hand I think helped hone in on student's learning and made it so I kept the book down to a manageable time. That being said, it did get tiring reading a long and dense book.

7. List the Massachusetts Learning Standards this lesson addresses.
 - a. Ask and answer questions about key details in a text.
 - b. Identify the main topic and retell key details of a text.
 - c. Describe the connection between two individuals, events, or ideas in a civics, geography, economics, or history context.
 - d. Participate in collaborative discussions with peers and adults in small and larger groups in history/social science topics.
 - i. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time, staying on topic).
 - ii. Build on other's talk in conversation by responding to comments through multiple exchanges.
 - iii. Ask questions to clear up confusion about the topics and texts under discussion.

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?

Overall my lesson went better than expected! One thing I was conscious of in my planning was having more of a *focus* in my teaching. I have a tendency (in my life and in teaching) to cast a really wide net/be all over the place/not know how to hone things in, so I am trying to synthesize and focus my lessons more. That being said, in the case of this lesson of the interactive read aloud about Harriet Tubman, it detracted from having a deep understanding of the story because I didn't reserve time for having deep conceptual understandings of important vocabulary - justice, free, slave, citizen, etc. These are all things that I *want* to focus on but felt for the purpose of *this* lesson it felt more important that they have a general understanding of the content so they could focus more on my objective for the lesson: good citizens are good citizens in everything they do - they do not just act once, but have a commitment that they make in everything that we do.

Because of this focusing in on my goal of understanding that good citizens are committed to what they say they'll do in everything they do, there was a general theme of glossing over important vocabulary. As Carmen suggested and as I realized through this lesson and round reflection, this unit overall is very vocab-heavy. In order to understand this topic completely, vocabulary (as trivial as it may seem) actually needs to be centralized. And in order for the vocabulary to feel important, it needs to, and can be, made alive (in the words of Carmen), using various tools (besides just repetition through different contexts, which is the approach I've been taking). Future lessons will make sure this vocabulary is used in contexts that make it necessary to understand it and also deepen our learning instead of seeming

arbitrary. One thing that I think will help with this is instituting a “good citizen” certificate and distribute them throughout the day as I see students practicing qualities of good citizens that we identify.

Tom (as well as others) also suggested that I come up with a definition for myself first in order to better teach the students. What I find difficult with this word is in regards to the Atlas essential question - is it referring to us as citizens of the world or within our countries? So far I have been using people and citizen as synonyms. As good citizens/people, we stand up for our people, we're brave, we're courageous, etc. In the first lesson Nathaniel brought up the point that citizens are people who can vote, but I said that citizens can be anyone - it doesn't matter if they can vote or not. When I think of people in the US who have lived here for most of their adult lives but do not have papers (or international students), but still do great things for the community, they are still good citizens of their communities. I'm still not sure where this nuance comes in, or if it's important for me to distinguish. In upcoming lessons I will go more into what it means to be part of a community and I think that will make clear where we have certain responsibilities, and where being a citizen is distinct from being a person. In either LAP 3 or 4 we will be diving into community understandings - what does community mean? what communities are we part of? what do we expect from our communities? These are the sorts of questions that will deepen our citizen unit.

My round participants also brought up the importance of making my choices as a historian more transparent. When I told the students that it made sense for me to make a timeline while reading the book, I could have made that more explicit and modeled that thought process more. In my Round practice-centered inquiry questions I will be more assertive in my historian-thinking and not use phrases like “sort of” - it was definitely a timeline! No need to be

vague about that. Below are some notes that I took away from people's round sheets as well as students work.

carmen:

write down objective first

create history word bank

create a list of essential questions?

don't tell students the book is almost done

who we are vs. what we do

she really scaffolded kyara's thinking for the exit slip which means I didn't do a great job

tom:

ask students before the book starts - what kind of citizen do you think harriet was?

he thinks i should read it twice; i don't think i have time for that

citizen (of the world vs. the us)

- atlas doesn't really make that explicit so I chose to do it of the world
- but i could distinguish: we are all people who feel responsible for our actions, but some of use have more explicit responsibilities depending on where we are (our communities)

holly:

uts:

positive things mostly

i could have done a picture walk first

mackenzie:

thought the idea that citizens are always "on" was a bit of a stretch; need to solidify that more
stopping on every page was a little slow, but how to speed it up? bc it was important

moving forward:

how can I make it clear that citizen is not synonymous to human but it kind of is

For my exit slip, it seemed that students mostly understood when I asked what they're committed to. Most students chose words from our list that we had already created and that resonated with him, but some students thought of new ones (like Chino's). I included Mario's in this example of student work because, although his spelling is wrong, he completed this without guidance and showed me that he understood what committed meant.

She took on a big job
... committed to
Name Kyara
Just like Harriet Tubman was committed to
standing up for her people, I am committed to
helping others.

... even though she was ...
She took on ...
Just like Harriet Tubman was committed to
Name Chino
Just like Harriet Tubman was committed to
standing up for her people, I am committed to
being a bucket filler.

...head up... was committed to
Just like Harriet Tubman was committed to
standing up for her people, I am committed to
brave thoughtful confident.

...She took on a big job
Name Muni
Just like Harriet Tubman was committed to
standing up for her people, I am committed to
BEN NIS