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LAP 1 for Civics and Gov CUP
Rough Draft
11/4/18

1. Content: Describe **what** it is you will teach. What is the content?
 - a. This introductory lesson to our unit on what it means to be a “good citizen” will start the class off with an introduction to some people that I think of as “good citizens.” The class will begin with a gallery walk which leads students to reason as to *why* I picked these random people and conclude from their observations that these people seem to have similar qualities: bravery, stood up for their community, were kind, were respectful, etc. Once these phrases and adjectives have been pulled I will give the language “good citizens” to these people and then present the plan for the rest of the unit: talk about our communities, learn about what we can do in our communities to change them and what a good citizen would do, meet some good citizens, and then do some good citizen deeds ourselves!

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. SWBAT work independently on a worksheet and think for themselves about which two people they want to pick.
 - b. SWBAT make observations based on the photos and the small biographies.
 - c. SWBAT identify similarities between the photos and small biographies of the people in the gallery walk.
 - d. Students will know several qualities that make “good citizens:” bravery, standing up for people, speaking out, being respectful and kind.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. The essential question and learning goals of this unit of study are imperative to creating a learning space for deep, engaged learning. The EQ is intentionally open-ended, non-judgemental, and challenging: “What makes a good citizen?” This lesson is the beginning of a unit which embarks on this journey of discovering what makes someone a “good citizen,” what even is a citizen, and how can we be one? This lesson is a “hook” to the rest of the unit which will grab students attention and require each of their minds to make observations on the photos around the room. There are no right or wrong answers, simply observations, but the ceiling is high requiring students to rationalize their observations. Every student can participate in this as long as they are paying attention to their photos chosen.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. Students who are actively participating in class will show me they have reached my goals.
 - b. Students who complete their observations on their own and write down similarities will show me they are observant and taking note of the biographies of the people I picked.
 - c. Students who complete the exit slip with relevant information and adjectives described in the class discussion will show me they have reached my goals.

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 designed to allow all students to engage with this new subject. Having students actively walk around, choose their own people based on their interests and commonalities will engage students more. When they are able to choose their own people of interest, and there is no “right answer” to what I am asking them to observe, all students can access the activity. This lesson is designed to, more than anything, hook every child to see that this subject is interesting and applicable. The design is meant to have a low threshold, but high ceiling so students who can read every word in the biography can make deeper connections, but even those who can just read a few key words will see similarities. I intentionally use the same language in all gallery walk photos so students can make the connection that they are all brave, they stand up for their people/community, etc. I will be able to assist students that may struggle with where to begin more (Christian, Mario, Angelyn and Naliya) and will write up a sentence starter if need be. (I notice that _____ and _____ are similar because _____).

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	student does	teacher does
5 minutes	Students listen to directions	Teacher explains this art gallery and where students will record their observations, and that as historians we will think

		<p>independently for the time being and then branch out into a group discussion.</p> <p>We are going to be doing a gallery walk and the mystery is <i>why</i> did I pick these people to look at today? I want you to first take 20 seconds to walk around the room and you can talk to whoever you want and then take another silent minute and a half to look at all the options and pick two people that you're interested in. Next you'll have 5 minutes to look at the two people and their biographies and record what you notice is similar between the two people. Then we'll get to share out.</p> <p>We will review class expectations: we will not push people, we'll record our thoughts as they come to us and others may have the same ideas as us and that's great!</p>
2 minutes	Students get 2 minutes to browse the gallery and prepare to pick the two people they're most interested in to focus their observation on	Teacher rings bell at the end of 2 minute browse
10 minutes	Students observe the two people they are most interested in and write down the similarities they notice between the two people on their worksheet on a clipboard	Teacher prompts the students to begin their gallery walk with the question in mind of: What similarities do you notice between these people? Why do you think Miss Levy picked these people? Teacher observes students and assists as necessary.
10 minutes	Students offer their observations and what they think was similar between the people.	Teacher records what students come up with as the similarities between these people, and starts to inquire <i>why</i> did I pick these people? Words I imagine will come up/I'll scaffold: Stand up for your community, brave, kind, respect, help, cared

		about others
5 minutes	Students recognize that all of these qualities are characteristics of a special someone in a community, and recognizes these people to be “good citizens.” Students add their new vocabulary to their ongoing civic vocab list.	Teacher senses the conversation to a close and gives a name to these people. We can call them heroes, nice people, great leaders, <i>or</i> “good citizens.” A citizen is a member of a community. (Next time we’ll talk about what community is).
5 minutes	Students write down new vocabulary into writing notebook. Brave Courageous Strong Intelligent Respectful Kind Selfless Empathetic	
3 minutes	Students independently complete exit slip.	Teacher gives out exit slip.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - i. I anticipate it will be a challenge for students to come up with interesting adjectives and phrases to describe these people. I imagine that students will say these people were “good” and “helped people,” but it will be a challenge to show students the variety of words that can be used to describe these special people - they’re brave, strong-headed, empathetic (we learned that word as a class), respectful, and kind. I will start an ongoing vocabulary list for this unit. I also imagine writing somewhat abstract observations could be a challenge for students. Giving an assignment without much direction can be challenging for 7 year olds, but I hope that by asking them clearly “What do these photos have in common?” “What do you observe?,” they can have enough of a jumping off point to think of their own ideas.

- 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. Participate in collaborative discussions with peers and adults in small and larger groups on history/social science topics.
- c. Ask and answer questions about a text read aloud of a media presentation.

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

Overall, I felt like this lesson went very well. The students showed they were engaged through their conversations regarding the question of what they found similar between people, and their physical excitement of being able to look around the room. Since doing this lesson over the summer with my MAT peers, I was careful to make the directions clear so they could engage more with the photos themselves instead of trying to figure out what it is I wanted them to be doing exactly. Breaking down these steps made the lesson more accessible for students have a hard time with a load of directions (Christian, Mario, Angelyn specifically). One thing I did not think about sufficiently before doing this gallery walk lesson was that in my lesson plans I wrote that students would “observe the two people they are most interested in...” What I mean by observe is *read* - this is not a skill that all of my students are fluid in. Perhaps I should have had them read to each other or I could have gone with those students to read the bios out loud to them.

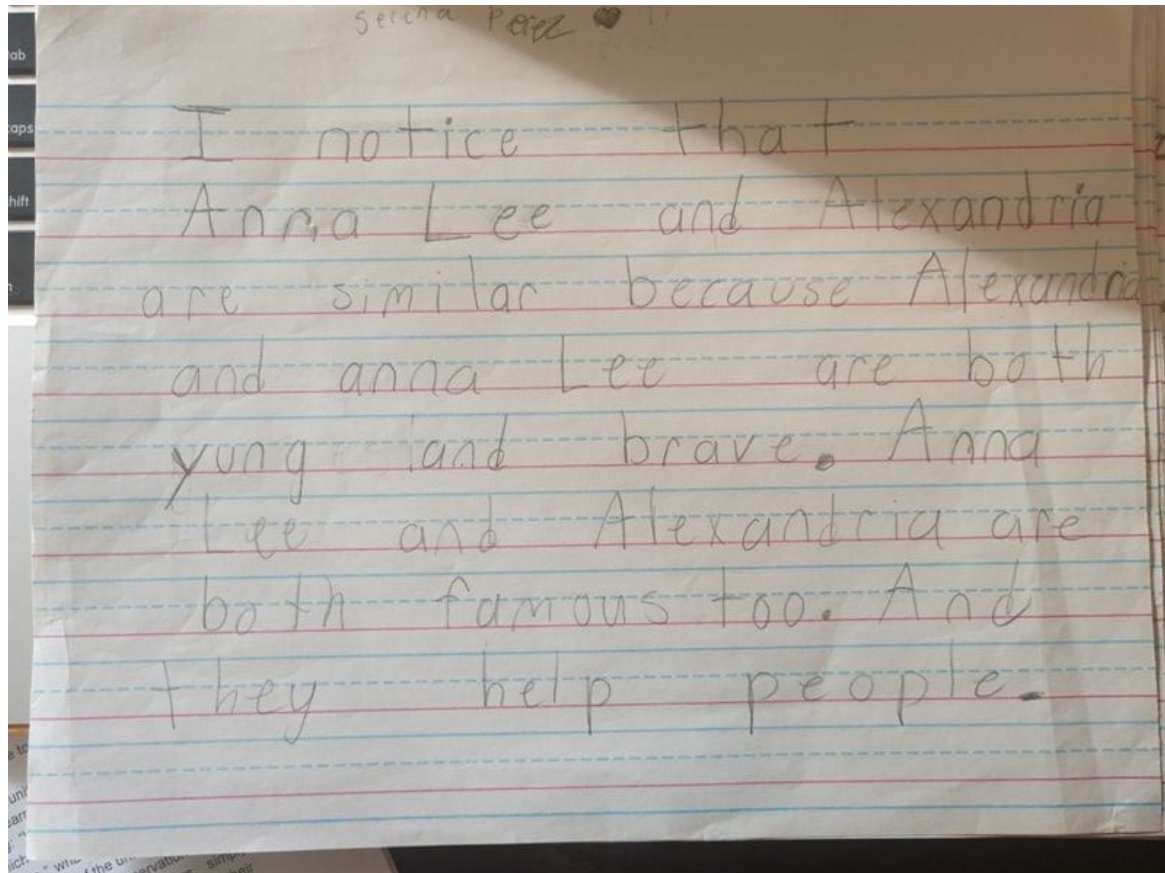
I wanted to make sure they were not distracted by being able to walk around and look at iPads so they could actually soak in the information presented on the iPads, and this seemed to work well! I could tell they needed/wanted the time to just look around because when I gave the direction to have one minute to “browse” all the stations, they all immediately got up and were eager to run around between all the iPads. When I gave the direction to find two people they were interested in and write down similarities they found, almost all students completed the task! I intentionally picked good citizens of the world who I thought the students could relate to, but I was surprised that almost all of them picked Alexandria Ocasio-Cortez as one of their two people to focus on. This was not a problem, per se, but I did not think about prior to doing the lesson about the lack of space around one iPad and the crowding that would incur. There was a problem with being able to read the bios I’d written because of the limited space. Perhaps I should have made a number of people, per iPad limit.

Student Work *similarity activity*

For most students, I had them write down the two people they picked and two similarities in full sentences on a piece of paper, but I think preparing some sentence starters would have been helpful for certain students. I should have had this printed out.

Below are some samples of student work which represent the various understandings in the class.

There were several students, like Serena, Nathaniel, and Tariyah's work below, who understood what I was asking them, read the descriptions of the people in the gallery walk, and found clear similarities that were not based on physical appearance. This is exactly what I was looking for!



Nathaniel

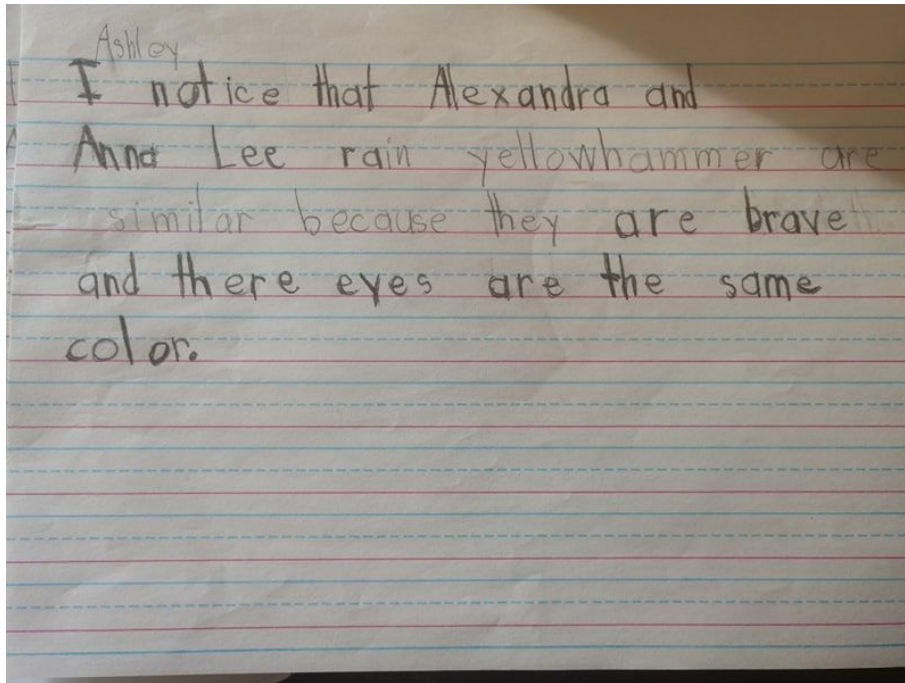
I notice that Alexandria and MaMa Tingó took a job and they both helped a company and they were both brave to help the country and take a job.

Tariyah

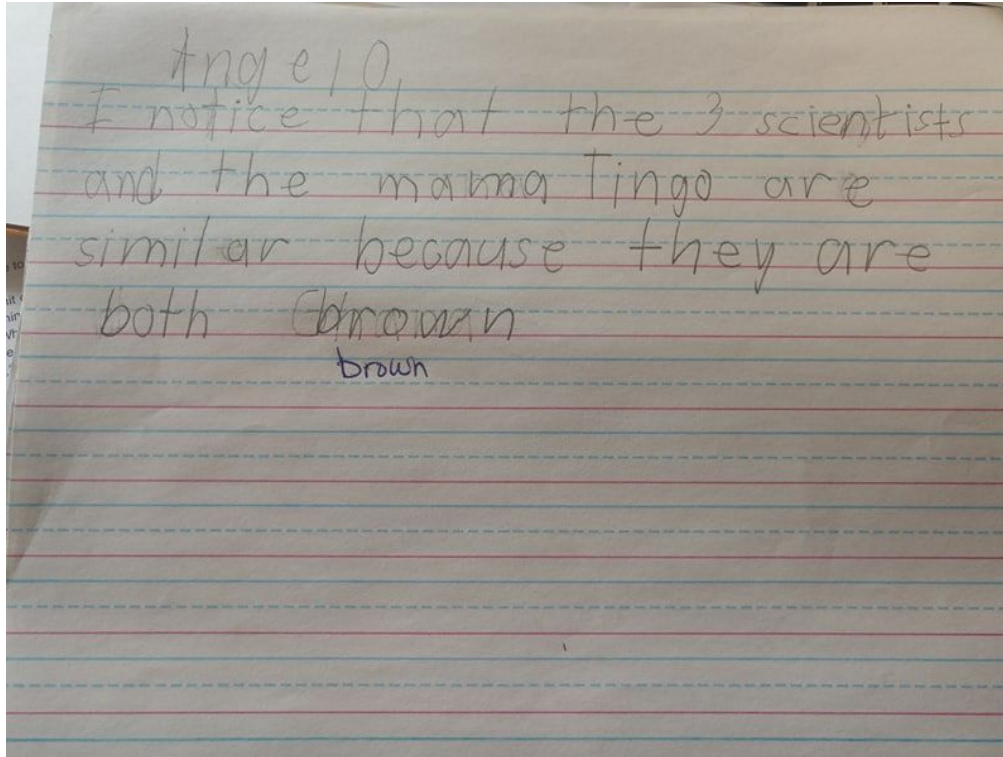
I notice that Alexandria Ocasio Cortez and Mother Teresa are similar because they both brave and they were unique. Also they are supportive. They both very kind. They also similar because they both from different countries.

There were other students who either did not understand the prompt, didn't have enough time, or couldn't think of any similarities.

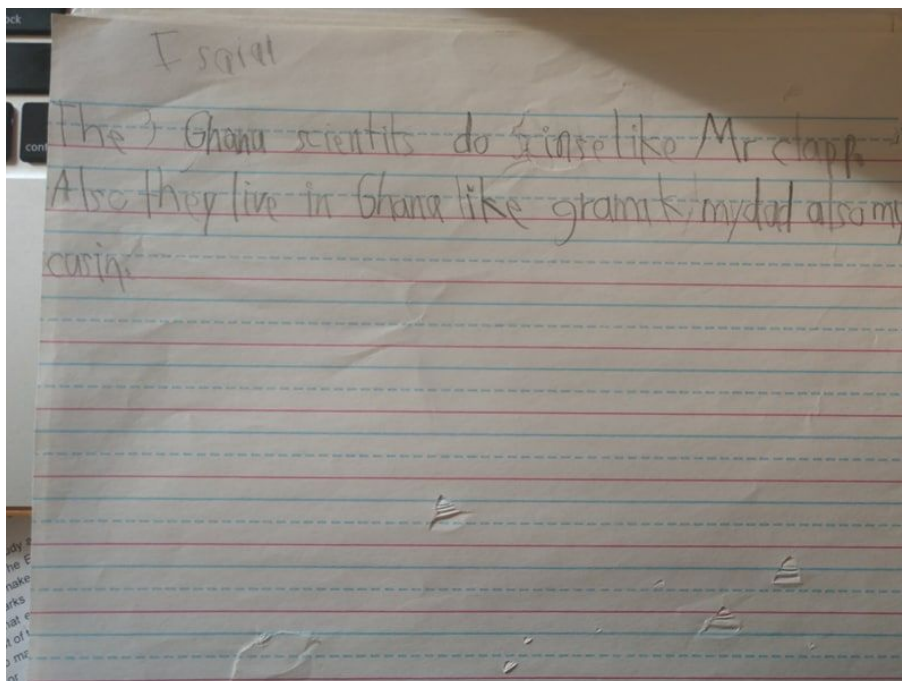
Ashley understood the assignment, but I guess got stuck on another similarity and resorted to a physical appearance similarity.



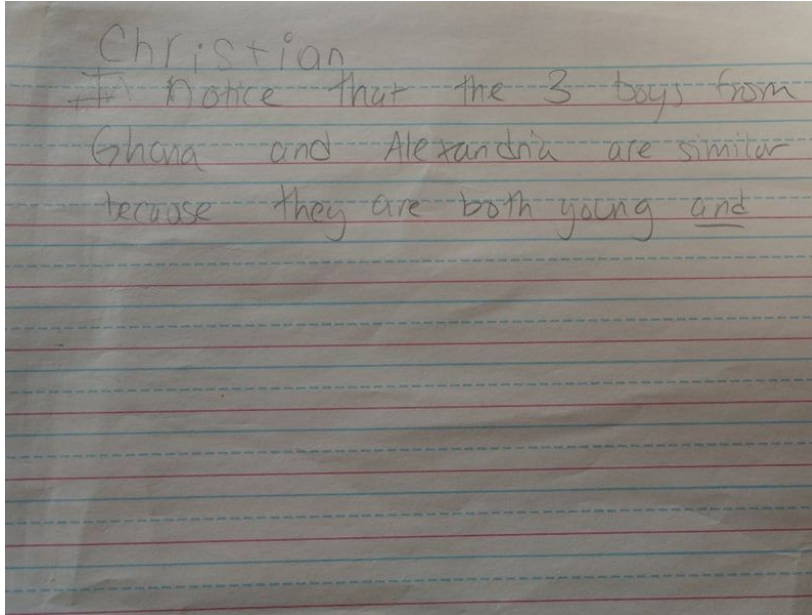
Below are some students who did not meet expectations. Angelo wrote down that Mama Tingó and the three scientists from Ghana were both similar because they are all brown. While this is true, I asked students to think of similarities that were not just physical appearance. This was something we practiced slightly as a class (thinking of similarities between us that have more to do with who we are than what we look like), but I realize that I could have spent more time on practicing that skill.



Isaiah didn't understand that he was writing similarities *between* the two people and ultimately wrote about how they people were similar to his own life.



Christian, for example, would have been a great candidate for a sentence starter. I ended up writing down what he told to me verbally, but I think, as a student with an IEP but who is eager to do well in school and likes being independent, I think could have really benefited from a sentence starter that I pre-typed and then could just give to him.



Exit Slip

The exit slip was a nice way for students to relate these qualities of a good citizen back to their own experience, but I should have made a spot on the piece of paper for students to write down *who* they were thinking of. What I asked them to do was *think* of someone in their head and then write down what they did, but that abstract thinking was a little difficult for some students.

I was impressed with some student work on this exit slip. Especially for those who did it on their own without guidance, I was really impressed with their word choice and detail. Below is Prince, Angelyn, Keziah, Astrid, and Serena's work which showed me they were listening to my instructions as well as reading the exit slip

Name: Alice

Date: 11/4/18

EXIT SLIP

I know someone who is a good citizen, too!!

I know someone who is a good citizen because they are

kindful, brave, and
smart.

on his
own

They show they are a good citizen by

being supportive
Nice and
helpful and does
not like to be
mean. He is always
good.

Name: Keziah

Date: 11/14/18

EXIT SLIP

I know someone who is a good citizen, too!!

I know someone who is a good citizen because they are

brave, nice, and
kind.

They show they are a good citizen by

helping me with
my homeworks and
helpful when I
need help.

Name: Astrid

Date: 11/14/18

EXIT SLIP

I know someone who is a good citizen, too!!

I know someone who is a good citizen because they are

Kind, respectful and
Smart.

They show they are a good citizen by

when her friend feel
down she helped her
up. And she is kind to her
never hoed.

Name: Angela

Date: 11/14/18

EXIT SLIP

I know someone who is a good citizen, too!!

I know someone who is a good citizen because they are

My big sister she is funny and
she is nice.

They show they are a good citizen by

she takes me to eat she
takes me to fun
places and to skate to

on her own

Name: Sereca Perez

Date: 11/14/18

EXIT SLIP

I know someone who is a good citizen, too!!

I know someone who is a good citizen because they are

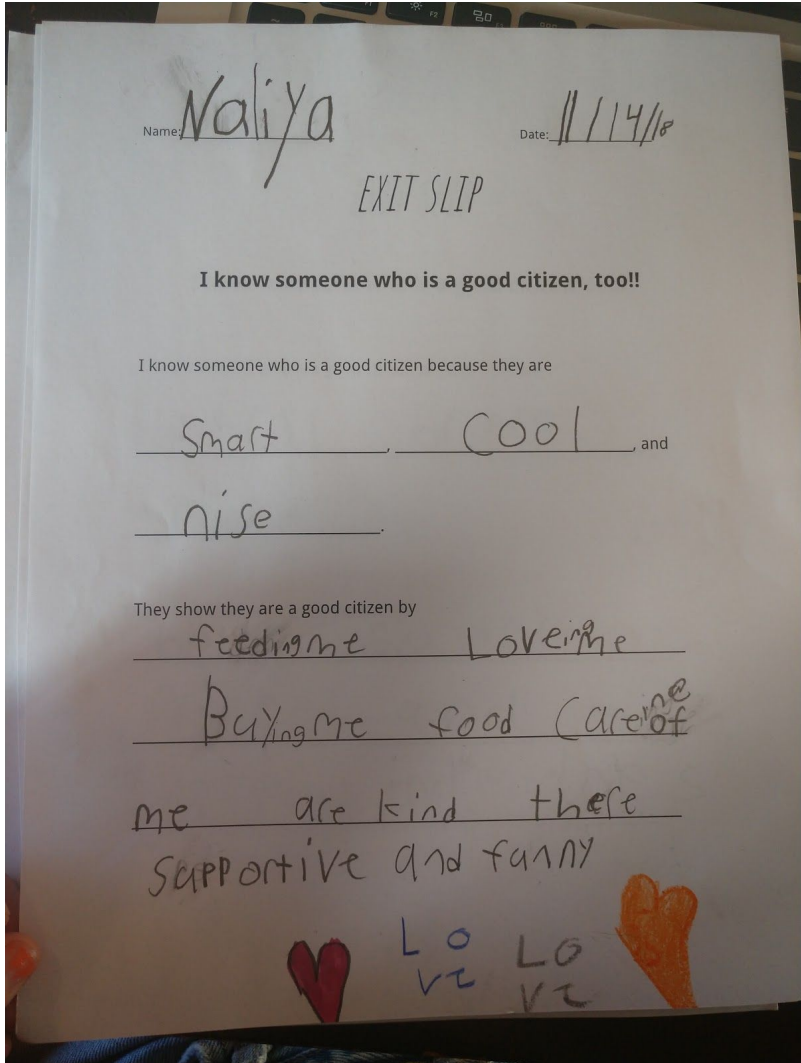
they help me by helping^{me} and

being nice to my family.

They show they are a good citizen by

standing up for people

and being kind.



Chino, however, did not read the instructions or listen to me because he continued to write about the people we had looked at in the gallery walk, as opposed to reflecting on the people in *his* own life.

Name: Chino

Date: 11/14

EXIT SLIP

I know someone who is a good citizen, too!!

I know someone who is a good citizen because they are

mama tingo _____, and
Mother Teresa

They show they are a good citizen by

There good citizens,
stand up for their
people, and there nice.