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LAP 4 Civics and Gov
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1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this 4th civics and government lesson on what it means to be a good citizen we will be making table contracts on things we can do to keep our classroom community the way we want it to be. After a classroom discussion on how we want to keep our classroom, students will work in small groups to come up with a few things they are committed to doing to keep our classroom and their table community the way they want it to be.

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 use their background knowledge from lessons 1, 2, and 3 and vocabulary learned to apply themselves to this group work.
 - b. Students will be able to use their listening and sharing skills to to able to work effectively in a group.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. The first two lessons addressed good citizens in a more theoretical sense. We looked at examples and learned from their actions and feelings. In the third lesson we reflected on which communities we're a part of, one of which is our classroom community. The most concrete way to bring this conversation to our lives is to talk about how we are good citizens in this classroom. I think it is important to not only talk in the theoretical, but brainstorm real examples of what good citizens do in their daily lives. Once students can imagine what they want their classroom community to be like (clean, safe, friendly, etc.), they can imagine *how* to keep it that way - what actions they can take to keep it that way. As a small group students will brainstorm and work collaboratively to think of things they are committed to doing in order to keep their classroom and table they way they want it to be.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. Students who are participating in their small groups and making clear commitments on the worksheet will show me they are part of the small group work.
 - b. Students who write down commitments that make sense in the context of being a good citizen will show me they understand.

- c. Students who can show me their sharing and listening skills will show me they know how to work in a group.
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 include all students and their voices because of the collaborative nature of the assignment. Each group will choose one or two scribes/recorders and everything else will be verbal. All roles are valuable and necessary, so all people's voices will be heard and written down, validating those who may not be able to write as clearly or quickly. This worksheet includes many vocabulary words that ELLs may struggle with, but they have been used in all the 2 lessons previous and in many different contexts. I don't anticipate the vocabulary will trip anyone up.
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
10	Review what we did last class <ul style="list-style-type: none"> - We are all part of different communities - We want our communities to be a certain way (I noticed that on their last exit slip, many said "clean, safe, nice, and respectful") - We have a responsibility as good citizens to keep our communities the way we want them to be - And as good citizens we are committed to keeping our communities clean 	<ul style="list-style-type: none"> ● It's important to review things as a way to bring all students up to the same level.
5	As a class, come up with ways we want our classroom to be.	<ul style="list-style-type: none"> ● As a class we can brainstorm ways we want our classroom to be which will serve as a model

		for students when they begin to work at their own table groups to come up with ways to keep our classroom the way we want it to be.
20	<p>At their table groups, students will fill out a worksheet of things they decide on for things they want to commit to in order to keep our classroom the way they want it.</p> <ul style="list-style-type: none"> - What is your responsibility in this class? - How can you maintain a classroom that you want to be in? 	<ul style="list-style-type: none"> ● Working in small groups, they will practice debating and brainstorming together to come up with several ways they can show up for their classroom. Asking students to work together in this assignment is vital to creating a classroom community where students feel held accountable by each other

- 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 that working together as a table may be difficult. At some tables, picking a recorder may be easy, but for others there might be some fighting. If this comes up, I will encourage students to focus on the assignment and think of ways they can avoid fighting in the future (since that is not something they want to continue in their classrooms).
 - ii. I imagine it might be difficult for students to come up with specific ways they can be good citizens in this classroom also besides cleaning. Ways that they show each other kindness, respect, and helpfulness are more theoretical, but I hope that some will be able to think of specifics.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. Participate in collaborative discussions with peers and adults in small and larger groups on 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 conversations by responding to comments through multiple exchanges.
 - iii. Ask questions to clear up confusion about the topics and texts under discussion.
- b. Produce complete sentences when appropriate to task and situation.

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?

Although this lesson had less content to cover than others, it supplied our classroom with important language for moving forward in our daily struggle to be a cohesive classroom. I noticed right after this lesson, Mary started using language from the lesson which I think supplied some very important continuity of vocabulary across disciplines.

This was an important lesson in the process of bringing the concept of being a good citizen to our own classroom. In retrospect and during the lesson I realized I could have made some parts of the lesson more focused and clear. In previous lessons when I myself have a very clear focus in mind and the objectives are set in stone, breaking down the directions for the students to understand is easier. I created a worksheet for students to complete as table communities that would unify them in their commitments as good citizens. Seeing this word again, commitment, in another context I think helped solidify this definition to students. I realized both in this lesson and in the final assessment piece, students were confused about ways that good citizens *are* (aka quality of good citizens) and what they *do*. Many table communities were able to think of generic ways that good citizens are - they're kind, brave, confident, etc., but every table took some further questioning on my part to encourage them to think of specific actions their table would take to show they're being kind, brave, confident, etc. At every table I think I had to ask, "How do you show you're _____?" And after I would ask this question, their responses would always become more specific, except for one table with Elijah, Kyara, and Mario which was struggling to focus and specify their actions. For example, one group had written "be kind," and I asked them how they can show that and their bullet then changed to say "take turns putting up chairs." That is exactly the switch I wanted them to be able to make! Although that instruction was not explicit from the get go, I do think my word choice of the worksheet allowed for students to make the connection that their actions create a community feeling in a room. "As good citizens of this classroom, we are committed to, _____, so our classroom can feel _____, _____, and _____."

One amazing and unanticipated outcome of this lesson was a class rotation for trash clean up days! Sara thought it would be a great idea to clean up trash outside, and Mary suggested she ask other students if they would like to do that too, so she created a classroom rotation of trash clean up days! Now, everyday of the week, there are students who are concerned about who is going to keep our play space clean and safe.

Below are the students table contracts! Many of them have great examples besides cleaning up as part of their commitment to showing they are a good citizen. The only table that seemed thoroughly confused and did not sufficiently complete the assignment was the table with Elijah, Keziah, and Mario.

As good citizens of this classroom
we are committed to:

- ★ clean under the table
- ★ no fighting
- ★ be fair
- ★ don't make fun of people
- ★ help other people

... so our classroom can feel

clean, nice and safe

CLEAN UP DAYS

- Angelo - Friday
- Prince - Thursday

As good citizens of this classroom,
we are committed to:

- * Cleaning up when the teacher did not tell you.
- * be safe when you are walking.
- * be responsible for everyone.
- * be kind to everybody.
- * take turns playing.

.. So our classroom can feel

Healthy, nice and clean.

CLEAN UP DAYS

- Kilo-Monday
- George-Thursay

Team Ballars

As good citizens of this classroom,
we are committed to:

- * putting up chairs ^{for} friend
- * treat others how you want to
be treated - respectful
- * be confident for people that try their best.
- * be responsible for your
table
- * pick up trash when it is not yours.

... so our classroom can feel

Safe, clean and kind.

CLEAN UP DAYS

- Nathaniel - Tuesday
- Keziah - Friday
- Astrid - Monday

As good citizens of this classroom,
we are committed to:

- ★ take turns putting up chairs
- ★ no fighting
- ★ listen to each other
- ★ Clean up our Back Packs
- ★ No snitching

... So our classroom can feel

Safe, Not wild and Clean.

CLEAN UP DAYS:

- Naliya and Angelyn - Wednesday

As good citizens of this classroom,
we are committed to:

- ★ Safe ~~not~~ running with scissors
- ★ Clean the table
- ★ KIND be kind if someone falls
- ★ you can help someone with their math
- ★ help people when they fall

.. So our classroom can feel

being kind be a star and helpful.

CLEAN UP DAYS

- Elijah - Tuesday
- Kyara - Wednesday
- Mario - Friday

As good citizens of this classroom,
we are committed to:

- ★ We committed keeping our ^{table} clean.
- ★ Picking up what under the table.
- ★ Not drawing under the table.
- ★ Shareing at our table.
- ★ Not fighting at the table.

... So our classroom can feel
Happy, clean, and the best

The responsible table!! 😊

CLEAN UP DAYS

- Sara - Monday
- Isaiah - Tuesday