

Lesson Plan Module 3: Session 17

Module 3 Health and Civics Engagement	Unit 9 – Session 17 Civics
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.3.1.B</u>: Follow agreed-upon rules for discussions. • <u>CCSS.ELA-LITERACY.SL.3.1.C</u>: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • <u>CCSS.ELA-LITERACY.SL.3.1.D</u>: Explain their own ideas and understanding in light of the discussion <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.5.5</u>: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts as a clue to the meaning of a word or phrase. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic. • <u>CCSS.ELA-LITERACY.W.5.7</u>: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.4.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.5.6</u>: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>). • <u>CCSS.ELA-LITERACY.L.4.4.C</u>: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Use library and online sources to find information about civics. • Express their opinion on civics and political issues in the U.S. 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> • Projector, laptop, and speakers • Tablets (if available) • Internet connection 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> • Chart paper • 7 flipchart markers • KWL chart prepared on PowerPoint slides or chart paper • Books or Internet articles on Civics if Internet access is not available <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Civics board game

Vocabulary Focus

Citizen, politics, vote, congress, judicial

Grammar Focus

- “Wh” questions

Introduction/Warm-Up/Review (25 min)

Warm-Up

Review Agenda, check homework and introduce vocabulary

Ask:

- Are you a U.S. citizen? Or, do you want to be one?
- Is anyone in your family a US Citizen?
- Have you voted in your country?
- Have you voted in the US?
- Do you think politics is interesting or boring? Why?
- What do you like best about living in the U.S.A.?
- What do you like least about living in the U.S.A.?
- How did you feel before the citizenship test? After? T records how they felt before: confident, stressed, nervous etc. after: calm, relieved, proud etc.

Lesson Plan Activities

Activity 1: Civics (30 min)

1. Play the civics board game
2. Model, then play in groups to activate their knowledge, and assess their knowledge and civics interest.

Wrap Up/Assessment

- Ask groups to choose any question from the board to ask to another table. The second table responds and asks another.

Activity 2: What do you know about US government? (120 min) “CIVICS PROJECT”

1. Make 6 KWL charts: President, Congress, Judicial, US History, Holidays, and the Constitution.
2. Class works as a group to fill in K, and makes questions they wish to know. T adds other relevant questions. Note: prepare either PowerPoint slides or create charts with chart paper.
3. Explain that in groups of 4, each will answer the q’s about one topic. They may use library resources and/or elcivics.com. Allow enough time for them to answer the questions.
4. If not enough people to do all 6 topics, remaining topics can be done by those who finish first or as homework. If sufficiently covered previously, holidays may be omitted. If class has trouble formulating questions, possible questions to augment discussion:

President:

What is the president’s job?
What is the vice president’s job?
How old must the president be?

Congress:

What does Congress do?
How many Representatives are there?
How many Representatives are there from NY state?
How old must a candidate be?
When must a senator retire?
Who is the leader of the Senate?
Who is the leader of the House? What does he do?
When do they meet (sessions)?

History:

When did Martin Luther King live? What did he do?

When did women get the right to vote?
What was the Great Depression?
Why did the Pilgrims leave England?
Was there ever slavery in NY?

Judicial:

Who is the Chief justice?
What does the Judicial Branch do?
When must they retire?
How are the Supreme Court judges chosen?
How many women are Supreme Court judges?

Constitution:

What is the Constitution?
What is the Bill of Rights?
What does the First Amendment say?
Can we change the constitution?
When was the Constitution written? Where?

1. Assist the groups in finding materials. If possible, have a volunteer or library staff member assist you.
2. Groups will present in the next session.

Wrap Up/Assessment

- Ask groups for a summary of their work so far.

Overall Wrap Up: Vocab/ Review and Assessment (5 min)

- Ask learners to summarize where they are in their portion of the project, and remind them they will finish their work at home.

Homework/Project (Extension Activity)

- Continue work on civics project; be prepared to present in next session.

Online Resources

- www.elcivics.com/
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/> (civics)
- <http://lessonplanspage.com/SSVotingAndPresidentialElectionReportAndMockClassroomElection3.htm/>
- www.whitehouse.gov
- www.house.gov
- www.uscis.gov
- www.ny.gov
- www.nyc.gov
- www.iloveny.com