



GeoCivics Civic Action Plan
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Teacher(s) Elizabeth Fuiava	Lesson title: Our Voice Matters	Grade Level: 3rd
Notes: This lesson will take one day to complete.		
Pre-existing Knowledge: Students will need to have an understanding of what it means to be a citizen and who their leaders are in their school.		
Overview: Civic engagement involves “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” Civic engagement includes both paid and unpaid forms of political activism, environmentalism, and community and national service. ² Volunteering, national service, and service-learning are all forms of civic engagement.-- <i>Youth.gov</i>		
<p>National & State Social Studies Standard(s):</p> <p>National:</p> <ul style="list-style-type: none"> ● Theme 10: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. <p>Arizona State Social Studies:</p> <ul style="list-style-type: none"> ● Civics A.4: A citizen is a member of a community. Good citizens do things that help the community. Good citizens can help at home, at school, and in their towns or cities. 		
<p>National & State Geography Standard(s):</p> <p>National Geography Standards</p> <ul style="list-style-type: none"> ● 12: The processes, patterns, and functions of human settlement <p>Arizona State Geography Standard:</p> <ul style="list-style-type: none"> ● N/A 		
Purpose: Most 3rd grade students are not aware that they can make a difference in their families, schools, and other communities by simply voicing their concerns and ideas. This lesson helps students		

understand civic action, and use their voice to help bring about a change in their school in which they see as a challenge.

ELA Standards:

Arizona ELA Standards:

- 3.SL.1 Speaking and Listening Standards: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

ISTE Student Standard:

1.3.a Effective Research Strategies

- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Language Function:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Solving Problems/Problem Solving:** Students use language to define and represent a problem; determine a solution.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **HIGHER ORDER THINKING:** Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.

Objective:

1. *SWBAT* identify a challenge in the school and create a plan to solve it.
2. *SWBAT* present their plan to engage others in helping to solve their challenge.

SIOP

SIOP Elements

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative: The teacher will have the students share out their Civic Action Plan with the class and use the Formative Assessment Checklist (found in Lesson Materials Document) while monitoring students' discussion of this information and record their responses.

Summative: The students present their Civic Action Plan to other students at the school by creating and presenting an Awareness Poster to alert the students in their school about the concerns they collected from their observations. The teacher will use the Awareness Poster Presentation Rubric (found in the Lesson Materials Document) to assess students' presentation of their Civic Action Plan. A score of 80% or higher will indicate mastery.

Key vocabulary:

- **civic action plan (CAP):** a plan where citizens become active members in their community by taking action to change and/or improve the way things are done in their community
- **citizen:** a person who is a member of a community, state, or nation and has rights and responsibilities to their community, state, and nation
- **voice:** to express or declare with the voice.

Materials:

- Index cards and pencils: one each per student
- Videos explaining Civic Action Plans (see link below)
- Computer and projection device to show videos to the students.
- Frayer Model Graphic Organizer: one per student (in Lesson Materials Document)
- Student access to computers to look up vocabulary word meanings.
- Website: Kids.WordSmith online dictionary (see link in Sources)
- Vocabulary Cards - (ELL/SPED resource) (In Lesson Materials Document)
- Civic Action Plan Template Handouts: one per student (in Lesson Materials Document)

- Formative Assessment Checklist (In Lesson Materials Document)
- Poster Boards - one per student to create an awareness poster to use in presenting their Civic Action Plan to other students.
- Civic Action Plan Poster Presentation Rubric (in Lesson Materials Document)

Source(s):

Civic Action Plan Videos: (Use one or all for students to explore what a Civic Action Plan is)

- *Kids Making a Difference in Big Issues*: <https://youtu.be/jn65He3An2s?feature=share>,
- *Good to KNow: Kids Making a Difference*: <https://youtu.be/rVmTbCo-oOc?feature=shared>,
- *How Kids Change the World*: <https://youtu.be/JicGbdUtMJg?feature=share>
- Website: Klds.WordSmith online dictionary: <https://kids.wordsmith.net/we/>
- Vocabulary Card Images: Civic Action Plan: [US Navy 080723-N-4128S-023 Hospital Corpsman 1st Class Mike Charboneau, assigned to the Military Sealift Command hospital ship USNS Mercy \(T-AH 19\), performs an eye exam at a Pacific Partnership Medical Civic Action Program.jpg](https://www.usnavy.mil/Portals/0/US%20Navy%20080723-N-4128S-023%20Hospital%20Corpsman%201st%20Class%20Mike%20Charboneau%20assigned%20to%20the%20Military%20Sealift%20Command%20hospital%20ship%20USNS%20Mercy%20(T-AH%2019)%20performs%20an%20eye%20exam%20at%20a%20Pacific%20Partnership%20Medical%20Civic%20Action%20Program.jpg); Citizen: [Sustainer becomes American citizen DVIDS170057.jpg](https://www.dvidshub.net/asset/3552090794); Voice: [Churchill Club Top Ten Tech Trends \(3552090794\).jpg](https://www.churchillclub.com/tech-trends-3552090794)

Engage

Teacher Will: (Hook)

(NOTE) Strategically group students to provide EL/SPED/Gifted support as needed.

1. Announce to the students that they will take a quick gallery “quiet walk” from their classroom to one of the following locations in the school: the playground, cafeteria, library, etc. The teacher will have the class choose one spot to go to and observe.
2. Pass out index cards and pencils to each student and have them put their names on their cards.
3. Explain to the students that while on this walk, their task is to observe the place they visit and record on the index card one concern they observe, and they are to write about the concern or idea they have about it in one full sentence on their index card. The teacher will then check for understanding.
4. First ask students to share their observations. *If needed*, provide examples of concerns they may observe such as on the playground

Student Will:

1. Students choose a spot that they want to visit from the given choices.
2. Write their names on their index card.
3. Prepare to go on the walk and understand how they are to record what they observe.
4. Think about concerns they may have while the teacher is speaking.

(Preparation: Linking to background)

5. Get into their groups to prepare for the quiet walk.

(Grouping: Small groups)

6. Closely observe the place they visit and talk over with their group members what concerns they see and write these on their cards.

(Application: Hands on) (Grouping: Small groups) (Integrating Processes: Speaking/Listening/Writing)

students might observe there is too much littering, students getting hurt, students not following rules; or in the cafeteria they may observe how students are not putting away their trash in the bins.

5. Place students in their working groups to have them work together on the quiet walk by discussing the challenges they observe and writing these on their cards.
6. Take students (with their cards and pencils) to the place they chose to make the observations and provide any support as needed for them to write down concerns and/or ideas on their index cards.

(Scaffolding: Guided Practice) Comprehensible input)

Explore

Teacher Will:

IQ #1 - *How can we try to make changes in our community? At school?*

(NOTE) Strategically group students to provide EL/SPED/Gifted support as needed.

1. Have students make suggestions on how they might be able to make changes with what they observed at school.
2. Then, share the meaning of “Civic Action Plan” - a *Civic Action Plan (CAP)* is a plan where citizens become *active members* in their *community* by taking action to change and/or improve the way things are done in their community. (in this case their community is their *school*). Then have students think/pair/share with a partner what they understand about what a civic action plan looks like.
3. Read aloud IQ #1 - “***How can we try to make changes in our community? At school?***” and have students think about how they would answer this question. Then let them know that they will now watch a video that will describe what a Civic Action Plan is all about. The teacher will then show

Student Will:

1. Think/Pair/Share with a partner about what they understand about what a civics action plan looks like.
(Grouping: partners) (Integrating Processes: listening/speaking)
2. Think about the Inquiry question and how they would answer the question. Then watch a video(s) and think about what it says about a civic action plan.
3. Participate in a class conversation about what civic action looks like in the videos they watched.
(Grouping: Whole class)
4. Listen and make note of the steps shared by the teacher for starting to create a civic action plan.
5. Students listen to teacher instructions.

one or all of the Civic Action Plan videos listed below:

- *Kids Making a Difference in Big Issues:*
<https://youtu.be/jn65He3An2s?feature=share>
- *Good to KNow: Kids Making a Difference:*
<https://youtu.be/rVmTbCo-oOc?feature=shared>,
- *How Kids Change the World:*
<https://youtu.be/JicGbdUtMJg?feature=shared>

(Preparation: Strategies Used)

4. Explain to the students that they will participate in a discussion about what civics action looks like in the videos they viewed. The teacher will then facilitate a class discussion in which the students participate, sharing out what they learned from the video about what a civics action is and what civic action looks like.
5. The teacher will then refer back to the video/s and explain the five basic steps below about how people start a civics action plan: ***Simple Steps for Creating Your Civics Action Plan:***
 - Step 1: Identify the challenge in your community
 - Step 2: Research the issue, looking at all perspectives
 - Step 3: Contact people in your community for support
 - Step 4: Based on research, develop a plan to solve the problem
 - Step 5: Carry out the plan

(Scaffolding: Guided Practice)

Explain - Formative Assessment

Teacher Will:

(NOTE) Strategically group students to provide EL/SPED/Gifted support as needed.

1. Have the students read their responses written on their index cards aloud to the whole class.
2. Create a class brainstorm of their responses on the whiteboard.

Student Will:

1. Read to the class their index cards response. Actively listen to their peers' notes/responses.

3. Guide students to make connections with their collaborative concerns written on their index cards to the video examples of civics action plans they have viewed.
4. Pass out copies of the [Frayer Model handout](#) to each student in their groups. The teacher will explain the task of using the Frayer Model to identify vocabulary word meanings. (NOTE: the teacher can also pass out a set of [Vocabulary Cards](#) to support EL and SPED students).

(Scaffolding: Comprehensible Input)

5. Explain and model to the students how to search word meanings on the [Kids.WordSmith online dictionary](#): <https://kids.wordsmith.net/we/> and then write them in the Frayer handouts. The teacher will also model how to discuss the definition of a vocabulary word in their own words, and have students take turns in their groups to look up word meanings and discuss the meaning of each vocabulary word using their own words.

(Scaffolding: Modeling)

6. When students are finished completing the definitions of the vocabulary words on their Frayer Model handout, the teacher will have them share out the definitions with the class and then model how to use the vocabulary words in a sentence showing how it relates to the concerns and ideas from the classroom brainstorming notes. Then the teacher will have students work in their groups to complete the sentence section on their Frayer Model handout.

(Scaffolding: Modeling)

7. The teacher will tell the students that they are now going to create their own Civic Action Plan based on the concern they identified in their observations.
8. The teacher will then pass out copies of the [Civic Action Plan Template](#) to each group and have the students write out their plans for how they would carry out their civic action plan that they shared on the classroom whiteboard, and will let students know that their writing must display understanding of how to use the vocabulary

(Grouping: Independent) (Application: Promotes engagement)

3. Share how their concerns connect to the examples viewed in the video.

(Preparation: Linking to past learning)

4. Identify their partner/group and view their Frayer Model handout as the teacher explains how to complete it.
5. Use their computers and the link provided by the teacher to find each vocabulary in the online dictionary and write the definitions in their Frayer Model handout. For students given vocabulary cards, read each card and use them to complete their Frayer Model handout. Students will then take turns in their groups to discuss the meanings of the words using their own words.

(Grouping: Small groups) (Integrating Processes: Reading/Writing/Listening/Speaking)

6. Share out the vocabulary word definitions with the class and work with their group/partner to write sentences for each of the vocabulary words in ways that show how they will carry out their CAP.

(Grouping: Whole class/Small groups/Partners) (Integrating Processes: Listening/Speaking/Writing)

7. Listen to the teacher.
8. Work with their group members to write out their Civic Action Plan on the Civic Action Plan template and use the vocabulary words to explain how they can bring about change through their plans.

(Grouping: Small groups) (Application: Linked to objectives)

9. Share out their Civic Action Plans with the whole class.

(Grouping: Whole class) (Assessment: Individual/Oral) (Integrating Processes: Listening/Speaking)

words to explain how they can bring about change in their community.

9. The teacher will have the students share out their Civic Action Plan with the class and use the Formative Assessment Checklist while monitoring students' discussion of this information (formative assessment).

Elaborate

Teacher Will:

IQ #2: "How can you carry out a civics action plan?"

(NOTE) Pre-create differentiated groups to provide language and/or learning support as needed and post a list for students to identify their groups and get together to work on their plans.

1. Discuss IQ #2 with the class. Use the posted list to find their group members and get together to work on their plans.
2. Ask students to reflect on their civic action plan and think about what kind of research needs to be done, and what help/support they would need in order to carry it out. Engage the students in a class discussion about what are some things they would need to do in order to carry out their civic action plan and share out and discuss the following guidance questions with the class and then have the students work in their groups to create a plan answering the questions:
 - a. *Who should we ask? (i.e. principal, superintendent, local leaders etc.)*
 - b. *Who can help us? (experts, volunteers, parents, teachers etc.)*
 - c. *How do we ask for help? (letter, video, posters etc.)*
3. Have students come up with questions to ask the principal in a sit down interview in the form of a questionnaire. Teacher will further explain what a questionnaire is and how an interview is conducted based on the video examples they viewed earlier. and then have students write down their responses and plan for doing this on the bottom section of their

Student Will:

(Grouping: Whole class)

1. Discuss IQ.
2. Work as a group to use previous collaborative notes and create a plan that answers the guidance questions: "Who should we ask?", "Who can help us?", and "How do we ask for help?"
(Note: students may use teacher suggestions)

(Preparation: Linking to past learning/Linking to background) (Grouping: Small groups)

3. Think about what questions to ask the principal regarding carrying out their Civic Action Plan. Complete the Civic Action Plan handout by writing down their questions to ask the principal.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Writing)

Evaluate - Summative Assessment

Teacher Will:

1. Invite the principal to the classroom so the student can ask their questions and explain their plans to the principal. Afterwards, engage the students in a discussion of what they have learned from the principal to help in carrying out their plans and talk about how they could get other students at the school involved as well.
2. The teacher will tell students that they will put together a presentation for students at the school by creating and presenting an Awareness Poster to alert the students in their school about the concerns they collected from their observations. The teacher will also go over the Awareness Poster Presentation Rubric to talk about what needs to be included and the criteria for assessing their presentation and then pass out posters to each group and provide time for the students to work in their groups to create their posters and prepare their presentations.

(Scaffolding: Guided Practice)

3. When done, the teacher will accompany the students to post their posters around the school and host presentations at their recess or any available time to fellow students at their school.
4. The teacher will use the Awareness Poster Presentation Rubric to assess student learning with a score of 80% indicating mastery.

Student Will:

1. Share out their Civic Action Plan with the principal and ask their questions about how they can carry out their plans. Engage in a class discussion of what they have learned about carrying out their plans.

(Grouping: Whole class) (Application: Promotes engagement/Meaningful)

2. Think about how they will present their civic action plan to other students at the school and use the Civic Action Plan Presentation Rubric to make note of the criteria for creating and giving the presentation.
3. Post their awareness posters around the school and give their presentation to other students at the school.

(Grouping: Small groups) (Application: Linking to Objectives) (Assessment: Group/Oral & Written) (Integrating Processes: Speaking/Listening)

Extensions(s): Students could also use computers to create a presentation of their Civic Action Plan to share with additional students at the school.