GeoCivics Lesson: *Civic Action Plan*

Teacher(s) Lizeth Herrera	**Lesson title:** Civic Action Project	**Grade Level:** 2nd Grade

Notes: This lesson will take multiple days to complete and involves students in identifying issues of concern in their community and creating and carrying out a Civic Action Project.

Pre-existing Knowledge: This Lesson is a follow up from the lesson "Same, Same but Different." Students will need to know what a community is, what a community problem is. Students must know how to have a classroom discussion; listen to others speak, take turns etc. Students must be able to ask a question.

Overview: A civic action project helps students identify a problem in their community and work together to come up with a solution. A civic action project provides students with the experience of identifying and working to address issues in their community and through this experience, students will see themselves as citizens and have an understanding of how they can make a difference in their community in the future as active and responsible citizens.

National & State Social Studies Standard(s):
National Social Studies Standard:
- Theme: 10. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Arizona State Social Studies Standard:
- **Civics:** Citizens have individual rights, roles, and responsibilities. 2.C2.2 Explain how all people, not just official leaders, play important roles in the world.

National & State Geography Standard(s):
National Geography Standard: 4. Places and Regions:
- Theme: The Characteristics of Places: The physical and human characteristics of places.

Arizona State Geography Standard: Human-environment interactions are essential aspects of human life in all societies: ● 2.G2.2 Describe how human activities affect the communities and the environment of places or regions.

Purpose: The purpose of this lesson is for students to use their problem solvings skills to identify a problem in their community and act on a solution. A key outcome of this project is to help students see themselves as citizens and create future citizenship in our students for the good of the community.

ELA Standards:
Common Core State Standards:
- Writing Standard: Grade 2: Research to Build and Present Knowledge: 8. Recall information from experiences or gather information from provided sources to answer a question.
- Speaking and LIstening Standards: Grade 2: Comprehension and Collaboration: 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ISTE Student Standard:
- N/A

Language Function:
- **SUMMARIZING AND INFORMING:** Students use language to identify, report or describe information.
- **JUSTIFYING AND PERSUADING:** Students use language to give reasons for an action, decision, point of view, convince others.

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.
- **CONNECTION:** Lesson/activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):
- Students will be able to identify a problem in their community.
- Students will be able to ask questions about a certain topic.
- Students will be able to discuss with others in order to come up with a solution.
- Students will come up with a solution and act on the plan as an active citizen in their community.

SIOP

	SIOP Elements	

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

Evidence of Mastery (Measurable):

Formative: When a community member is invited to the class to discuss a community problem and its solutions, the students will share out with them what they know about the community problem and will ask questions to interview the community member about the problem and its solutions. Afterward the students will share out what they learned from the community member and discuss and choose which problem solution they want to carry out, and the teacher will take notes of each students' explanation and discussion for use as a formative assessment of student learning and understanding.

Summative: *Students will create a CAP poster that includes the following 5 elements:*
- ☐ Identify the Community that this problem is affecting - in picture form or written form.
- ☐ Explain the problem of the community and how it is affecting the community.
- ☐ Explain the solution for the problem.
- ☐ Explain how community members can help solve the problem.
- ☐ Include a slogan that will motivate the community to help solve the problem.

Students will also present their posters to their community members by explaining the problem, its solution, and how community members can help to solve the problem, and sharing a Slogan they created to motivate the community to help solve the problem. The teacher will use the CAP Rubric below to assess students' posters with a score of 10 pts. or higher indicating mastery.

CAP Rubric

Levels of Accomplishment	Criteria	Points
Exceeds expectations	CAP poster provides a written accurate name and detailed description of the community affected by the problem and also shows a picture of the community. The poster gives a detailed and accurate written description of the community problem with	11 + pts.

	a full and clear explanation of how this problem is affecting the community in negative ways. It also provides a fully and clearly written description of how the problem can be solved and also includes a clear and accurate description of what community members can do and how they can do it to help solve the problem by carrying out the solution. The poster also includes a well written and engaging slogan that encourages community members to get involved in helping to solve the problem by giving them a list of ways they can do it and explaining how their support will provide them with pleasing and excellent benefits.	
Meets expectations	CAP Poster accurately names the community affected by the problem and shows a picture of it or writes out a description of it on the poster. The problem of the community is clearly and precisely explained in writing and includes a description of how this problem is affecting the community. It includes a clearly written description of a solution that can solve the problem and provides a description of how community members can help to solve it by carrying out the solution. It includes a written slogan that encourages community members to help solve the problem by telling them how they will benefit from helping to solve this problem.	10 pts.
Approaches expectations	CAP Poster only gives the name of the community affected by the problem but does not include a picture or description of it. The community problem name is written on the poster but does not include an accurate description of the problem affecting the community. A solution to the problem is written on the poster but it lacks a description of how community members can help to solve the problem by carrying out the solution. The poster also lacks a clearly written slogan that encourages community members to help solve the problem by explaining the benefits of helping to solve the problem.	5 to 9 pts.
Fails to meet expectations	CAP poster does not include the full name, or picture, or description of the community affected by	0 to 4 pts.

	the problem. The name used to present the community problem is only somewhat accurate, and the poster does not include a description of how the problem affects the community. The solution to the problem given on the poster lacks clarity and/or accuracy, and the poster also lacks a description of how community members can help to solve the problem by carrying out the solution. The poster does not include a written slogan to encourage community members to help solve the problem.	

Key vocabulary:

- **Civic Action Project:** a project in which people take collective action to address issues of public concern.
- **Community:** a group of people living in the same place and that share something in common
- **Problem and Solution: Problem:** a situation, question, or thing that causes difficulty, stress, or doubt. **Solution:** an answer to a problem
- **Interview:** a structured conversation where one person asks questions, and the other person provides answers

Materials:
- Paper or notebooks for students to take notes on.
- Chart Paper (one per student) to create a CAP Poster
- Student access to markers, pencils, pens, etc. for creating a CAP Poster

Source(s):
Teacher Resource: Edutopia: Civics in the Elementary Classroom: **Civics In the Elementary Classroom | Edutopia**

Engage

Teacher Will: (Hook).

1. The teacher will have students think about, then share, something they recall as a kind thing done for them, or for a family member or friend. *How has someone helped you?*
2. Teacher will discuss how we all like to be helped when we have problems, and how our community has problems that may

Students Will:

1. Students think about, then share, something they recall as a kind thing done for them, or to/for a family member or friend.

2. Then, think about how our community may need help sometimes too. Then listen to and think about the meaning of

need some help to be solved as well. The teacher will also talk to the class about the meanings of the vocabulary words: community problem/solution. *Let them know communities can be small or big.* 3. Now, the teacher will ask students to share out if they have ever helped their community with a problem. Students will share what they did and how they did it; and how it made them feel to help their community. **(Preparation: Linking to background)**	the vocabulary words presented by the teacher. **(Grouping: Whole class)** 3. Reflect on what the teacher tells them about getting a chance to think of a community to help, and think about how they could do that. Think about anything they have done in the past to help out their community and share with the class what they did and how they did it, and talk about how doing it made them feel. **(Grouping: Whole class) (Grouping: Whole class/Independent) (Integrating Processes: Listening/Speaking)**

Explore	
Teacher Will: **I.Q #1: *What are some problems that we have in our community?*** **(NOTE)** The teacher will group ELLs/SPED and gifted students strategically to provide language and/or learning support as needed when holding class discussions and engaging students in sharing out their thinking and ideas with the class. 1. Ask the students *what communities are we a part of?* Have students share their ideas. 2. The teacher will review what a community is and give examples of what communities they are part of. The teacher will make a list on the board of all the ideas that the students come up with. Ex: home, school, city. 3. The teacher will explain to the class to think of which community they would like to help the most, and have the students each share out their chosen community with the class. The teacher will write these on the board for all to see and reflect on. The teacher will then highlight the community chosen the most often by the class and explain that this community has the highest class vote and will	**Students Will:** 1. Think about the communities they belong to and share out with the class what communities they are a part of. **(Grouping: Whole class/Independent) (Integrating Processes: Listening/Speaking) (Preparation: Linking to Background)** 2. Observe/read the names of all the communities shared out by the whole class as the teacher writes them down. **(Grouping: Whole class) (Integrating Processes: Listening/Reading)** 3. Think about all the different communities shared out by their fellow classmates and reflect on which community means a lot to them and would be the one they want to help the most, and share out this

be the one that the class will be focusing on to help out,

4. Now students will have a class discussion of what problems they notice in that specific community Ex: too much noise, too much trash, too many big dogs. etc.
5. Teacher will explain the importance of civic action; and how as citizens it is important for them to find ways to help their community. The teacher will tell students that they will choose a problem to focus on based on them being citizens to help solve the problem, and will review the meaning of the words problem and solution.
6. Conduct a class vote of which problem they would choose to help the community with and then share out with the class the problem that receives the highest vote and so will be the problem the class will be working on.
7. Teacher will lead a class discussion on how this problem affects the community and what ideas they have to help fix this problem.
8. Teacher will reach out to a community member to be interviewed by the class on how they would solve a problem. Have students think of questions to ask the community member based on the topic of how to solve problems in the community.
9. The Teacher will explain to the students that a community member will be coming into the class to help them think of solutions to solve their community problem. The students will need to explain to the community member what they already know about the community problems and solutions, and ask questions to learn more. The teacher will then go over what an interview is, asking students: *What is the purpose of an interview? How do we conduct an interview? What type of questions can we ask during an interview?* Then model ways to ask questions related to solving community problems.

(Scaffolding: Guided Practice/Modeling)

community name with the class, and then make note of which community was chosen the most often and will be the one the class will be focusing on to help out.

(Grouping: Whole class/Independent)
(Preparation: Linking to background)
(Integrating Processes: Listening/Speaking/ Reading)

4. Think about the community chosen by the class, and reflect on and share out to the class their thoughts about any problems that the community has.

(Grouping: Whole Class) (Integrating Processes: Listening/Speaking)

5. Listen to the teacher's explanation of what Civic Action is and think about what they can do as a citizen to help solve problems in their community.

(Grouping: Whole class)

6. Decide on which community problem they would like to be involved in helping out with and vote for that problem, and then make note of the problem that received the highest vote which will be the problem the class will be helping out with.

(Grouping: Whole class/Independent)
(Preparation: LInking to Background)
(Application: Meaningful/Promotes Engagement)

7. Discuss with the class how the problem chosen by the class affects their community, and reflect on and share out what they think they could do to help fix this problem.

(Grouping: Whole class) (Integrating Processes: Listening/ Speaking) (Application: Meaningful/ Promotes engagement)

8. Think about and prepare questions to ask the visiting community member about how to solve the problem chosen by the class. Listen to the teacher's explanation of why a community member will be

coming to the class, and reflect on what an interview is for and how to conduct an interview, thinking for themselves what they will do and how they will ask questions to help conduct the interview. They will also ask the teacher questions they have about how to engage in the interview.

(Grouping: Independent or Partners if needed) (Application: Hands-on/Meaningful/Promotes engagement) (Integrating Processes: Listening/ Speaking)

Explain - Formative Assessment

Teacher Will:

1. The teacher will introduce the community member to the class, and have students begin by explaining to the community members what they have learned regarding their community problems and solutions.
2. The students will then interview the community member and the teacher will have the students take notes of what the community member says.

(NOTE) The teacher can support ELLs/SPED students as needed by partnering them together to conduct their interview questions and take down notes.)

3. After the interview is over, the teacher will have the students gather the information they have recorded from the community member and from what they know regarding the community and its problem and have the students present this informatoin to the class, and then have the class vote on which solution they want to help carry out.

(NOTE) As students share out what they know and as they interview the community member, and also as they share out what they learned from the community member and discuss and choose which problem solution they want to carry out, the

Students Will:

1. the community member to their class and explain to him/her what they have already learned about their community's problems and solutions.

(Grouping: Whole Class) (Integrating Processes: LIstening/Speaking) (Preparation: Linking to past learning) (Application: Hands-on/Promotes engagement/Linked to Objectives) (Assessment: Individual/Oral)

2. Conduct an interview of the community member, asking the questions they have prepared ahead of time, and write down notes on paper or in a notebook to record what he/she says about the community problem and solutions.

(Grouping: Whole Class) (Integrating Processes: LIstening/Speaking) (Application: Hands-on/ Promotes engagement/Linked to Objectives) (Assessment: Individual/Oral)

3. Share out with the class the notes they wrote down from the community member's interview and what they know about their community and its problem. They will then vote with the class to choose which solution they want to carry out.

(Assessment: Individual/Oral)

teacher will take notes of each students' explanation and discussion for use a a formative assessment of student learning and understanding.	

Elaborate

Teacher Will:	Students Will:
IQ #2 – *How can we create and carry out a Civic Action Project?*	
1. The teacher will introduce Inquiry Question #2 to the class, and then lead the students in a class discussion explaining how they will use what they have learned about their community problem and the solution they have chosen to engage in a Civic Action Project as citizens of their community. The teacher will explain what they will do and how they will do it, and explain that this will be a Civic Action Plan that they will carry out as citizens of their community.	1. Reflect on Inquiry Question #2 presented by the teacher and listen to the teacher's explanation of how they will carry out a Civic Action Plan using what they have learned, and reflect on what this means for them as citizens of their community.
2. Explain that the students will create a poster to share the Civic Action Plan with the community. The teacher will explain the poster will need to include the following *5 elements:*	**(Grouping: Whole class) (Application: Meaningful)**
☐ Identify the Community that this problem is affecting - in picture form or written form.	2. Listen and pay close attention to the teacher's explanation of how they will create a poster to use as a Civic Action Plan, and reflect on how they will use what they have learned so far to create the poster. Students will also ask any questions they may have about what they are to do and how they are to do it.
☐ Explain the problem of the community and how it is affecting the community.	
☐ Explain the solution for the problem.	
☐ Explain how community members can help solve the problem.	
☐ Include a Slogan that will motivate the community to help solve the problem.	**(Grouping: Whole Class) (Integrating Processes: LIstening/Speaking) (Preparation: Linking to past learning)**
3. The teacher will also show the <u>CAP Rubric</u> to the class explaining what should be included in their CAP poster.	3. View the CAP Rubric and listen to the teacher's reading through the Rubric to learn how they are to create their CAP poster.
4. The teacher will then provide time and support as needed to help the students create their posters by either modeling how to create one and/or grouping students in small groups to work together to create their posters if	**(Grouping: Whole class)**
	4. Work in the class either independently or with group members to create their CAP poster using the instructions given by the teacher and the CAP Rubric as a guide, making sure to include all 5 elements.
	(Grouping: Independent or small group)

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needed. The teacher will then arrange ways for students to share their posters/ information with the community.	**(Application: Hands-on/Meaningful/ Promotes engagement) (Preparation: LInking to past learning)**

Evaluate - Summative Assessment	
Teacher Will: 1. Arrange and provide opportunities for the students to present their posters to community members. *This might be done by:* • inviting some community members to the school to attend student presentations • arranging for students to attend community public events where they can share their posters • arranging with students' parents ways they can make contact with people in their community 2. The teacher will collect students' posters and use the CAP Rubric to assess these with a score of 10pts. or higher indicating mastery.	**Students Will:** 1. Present their CAP posters to their community, using whatever means is available to them to do so, and explaining to the community members what the problem of the community is and how the problem is affecting their community, and explaining what the solution to the problem is and how community members can help to engage in this solution to solve this problem, and students will also share out the Slogan they created to motivate the community to help solve the problem. **(Assessment: Individual or Groups/ Written)**

Extensions(s): Students can follow up with their community if their posters helped towards solving the community problem.