



GeoCivics Civic Action Plan
Creating a Multicultural Library
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Teacher(s) Cynthia Villarreal Cantu	Lesson title: Civic Action Project: <i>Creating a Multicultural Library</i>	Grade Level: 3rd-5th
<p>Notes: This lesson will take multiple days to complete. This CAP lesson provides students with opportunities to experience a variety of multicultural texts. Through advocacy, the students will gain empowerment and develop their sense of identity. The lived experiences discussed throughout the poems and books they have read before will help students research and create a list of books they would like donated to develop and expand the school multicultural library. The students will include multimodal methods to communicate with community members and other stakeholders in the development and sustainment of the multicultural library.</p>		
<p>Pre-existing Knowledge: The student should have read the books, <i>Esperanza Rising</i> written by Pam Munos Ryan and <i>Land of the Cranes</i> written by Aida Salazar , prior to engaging and participating in the CAP activities for this lesson. The students should have learned about identity, agency, social justice, and empowerment. Students who have had Lesson #1: <i>Esperanza Rising</i> and Lesson #2: <i>Exploring Poetry in Land of the Cranes</i>, will have created and completed posters, poems, Timelines, Venn Diagrams, and Plot diagrams on handouts or created their own through the use of technology. For this lesson the students will need to know how to create an identity chart. They will also need to know how to write a formal letter, create a poster, brochure, flyer, or video that promotes donations for the school multicultural library.</p>		

Overview:

Bull and Anstey (2018) mentioned that multiliterate individuals could develop lasting strategies to think critically and improve students' education. Multiliteracies can encompass a variety of literacy practices used by learners to understand the text. For example, multiliteracies can contain students' language and prior knowledge.

Bull and Anstey (2018) state "Multiliterate individuals must therefore be strategic, able to recognize what is required in a particular context, examine what is already known, and then if necessary, modify that knowledge to develop a strategy that suits the situation" (p. 7). Students become flexible and diverse thinkers that can analyze new text effectively by drawing on their prior knowledge to relate to the stories. They can make connections and find a purpose in reading. This social practice can produce learners that relate reading to their social life and future.

Erickson (2011) stated "Culture, as currently conceived, refers both to patterning in human activity and to the beliefs and standard of judgment by which social action has meaning for social actors" (p. 25). A culturally authentic curriculum and a multicultural library can transform the community and its relationship within the schools. The acknowledgment of culture can empower young learners to value their identity and heritage.

References:

Bull, G., & Anstey, M. (2018). *Elaborating multiliteracies through multimodal texts: Changing classroom practices and developing teacher pedagogies*. Routledge/Taylor Francis.

Erickson, F. (2011). Culture. In B.A. Levinson & M. Pollock (Eds.), *A companion to the anthropology of education* (pp. 25-33). John Wiley & Sons, Ltd.

National & State Social Studies Standard(s):

National Social Studies Standards:

- NCSS: 1 Culture: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.
- NCSS: 4 Individual Development and Identity: Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.
- NCSS: 10 Civic Ideals and Practices: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

State Social Studies Standard(s):

Texas (TEKS): §113.16. Social Studies, Grade 5, Adopted 2018.

Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

National Geography Standard(s):

Essential Element IV. HUMAN SYSTEMS

- Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface.

State Geography Standard(s):

Texas (TEKS) Geography: §113.16. Social Studies, Grade 5, Adopted 2018.

Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.

Purpose: *What will students learn?*

During this lesson, the students will explore and create an Identity Chart. The students will make connections to the previous books they read, *Esperanza Rising* and *Land of the Cranes*, including the experiences, background, and location. Through creating and carrying out a Civic Action Project the students will also research and create a multimodal text set and a list of multicultural books they would like to be included in their new school library. They will learn to use technology to create posters, flyers, video, or brochures to request donations of books. They will also create formal correspondence with publishers and community members requesting donations and promoting their multicultural library.

ELA Standards:

Texas Essential Knowledge and Skills (TEKS): §110.7. English Language Arts and Reading, Grade 5, Adopted 2017. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary

development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

Texas Essential Knowledge and Skills (TEKS): §110.7. English Language Arts and Reading, Grade 5, Adopted 2017:

(6) Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
- (D) compose correspondence that requests information.

ISTE Teacher *and/or* Student Standard:

Student Standards:

- 1.3. Knowledge Constructor:
The students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 1.3.a. The students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Language Function:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information.
- **Justifying:** Students use language to give reasons for an action, decision, point of view; convince others.
- **Inferring, Predicting, and Hypothesizing:** Students use language to make inferences, predict implications, hypothesize.
- **Sequencing/Ordering:** Students use language to sequence objects, ideas, or events.

Culturally Responsive Lesson Strategies:

- **VOICE:**
The lesson and 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.
- **DIFFERENTIATION :**
The lesson and assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles. The lesson will focus on Cultural Identity and provide opportunities for the students to reflect on their culture and background.
- **CONNECTION:**
The lesson and assignment incorporates real-life connections and representations from various cultures and life experiences.
- **HIGHER ORDER THINKING:**
The lesson and assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning. The lesson integrates Bloom's Taxonomy to help the students use levels of complexity and specificity to discuss and relate to the story.
- **SOCIAL JUSTICE:**
The lesson and assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change. Social Justice in the lesson seeks to value culture and purpose. Diversity in literature will help improve the students' respect toward others and accept other point-of-views.
- **EQUITY/DECOLONIZATION:**
Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction and language. The expectations are that students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.

Objective(s):

- Students will be able to create an Identity Chart.
- Students will be able to research and create a multimodal text set with possible books to add to the multicultural library.
- Students will be able to create a poster, flyer, video, or brochure that promotes donations for the multicultural library.

- Students will be able to write a formal letter to authors, community members, stakeholders requesting donations for the multicultural library.

SIOPI

SIOPI 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 students will take a vocabulary assessment and discuss the meaning of the terms in their own words. They will include a drawing and can also include translanguaging to support their thoughts and ideas. The students will present their results to the class and the teacher will make note of the students' responses both orally and in writing as a Formative Assessment. These vocabulary terms will help the student in completing their summative assessment.

Summative:

The students will demonstrate their learning by writing formal letters to an author, community member, or stakeholder. They can also choose to create a poster, flyers, brochure, or video that will request books for the school multicultural library. The students can use digital platforms and technological applications to expand on their ideas and examples as to why a multicultural library is important for our school. The student letters, videos, flyers, posters, or brochures should include 3 or more examples that support their ideas, and explanations should be detailed. A score of **80%** will indicate mastery.

Civic Action Project: Creating a Multicultural Library Assessment Rubric

Levels of Accomplishment	Criteria	Points
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Exceeds expectations	The student letters, videos, flyers, posters, or brochures include 3 or more examples that support their ideas. Explanations are detailed. The finished product is creative and unique.	90-100
Meets expectations	The student letters, videos, flyers, posters, or brochures include 3 or more examples that support their ideas. Explanations are detailed.	80-89
Approaches expectations	The student letters, videos, flyers, posters, or brochures include 2 examples that support their ideas. Explanations are limited in details	70-79
Fails to meet expectations	The student letters, videos, flyers, posters, or brochures include only 1 example that supports their ideas. Explanations are not detailed.	Below 69

Key vocabulary:

1. **advocacy:** to support or defend
2. **civil discourse:** a conversation that follows rules for polite behavior
3. **digital citizenship:** responsible use of technology and the internet
4. **identity:** a sense of who we are as individuals or members of our community
5. **multimodal:** a combination of text, images, motion, or audio
6. **civic action:** an individual or group activity addressing issues of public concern
7. **cultural identity:** a part of a person's identity related to their nationality, ethnicity, religion, or social class

Materials:

- Identity Video: *Identity Explained for Children* - (Link in Sources)
- Student journals for note taking
- Copies of Identity Chart Template (handout) (found in Lesson Materials Document)
- Copies of Identity Chart Template (Sample Answer Key) (found in Lesson Materials Document)
- Copy of Sam's Identity Chart (in Lesson Materials Document)
- Copy of Liz's Identity Chart (in Lesson Materials Document)
- ½ size pieces of poster board, markers, glue, scissors, and magazines, for students to use to create a collage representing their identity
- Student access to the internet and a printer to print out pictures for creating a collage
- CAP project Video: *High School Project: Save the Beach* (Link in Sources)
- Computer and projection device for projecting videos, recordings, and images to the class

	<ul style="list-style-type: none">● Padlet Website: (Link in Sources)● Student access to dictionaries or online sites to look up word definitions● Student access to computers/technology for doing research● Copies of Vocabulary Assessment Worksheet (handout) (found in Lesson Materials Document)● Vocabulary Worksheet Answer Key (handout) (found in Lesson Materials Document)● Student access to Websites - Screencastify; Canva; Padlet, Google Docs and Word (Links in Sources)● Student access to technology and/or materials to create - a video, brochure, flyer, or letter:<ul style="list-style-type: none">● Large poster boards● Watercolors● Colored pencils● Markers● Highlighters● Civic Action Project: Creating a Multicultural Library Assessment Rubric<ul style="list-style-type: none">○ (Summative Assessment) (In Lesson Materials Document)
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Source(s): <ul style="list-style-type: none">● Identity Video: <i>Identity Explained for Children</i>- https://www.youtube.com/watch?v=eRzRAh2M2Ao● CAP project video: <i>High School Project: Save the Beach</i>: https://www.youtube.com/watch?v=cJ5Z53JAivE&list=TLPQMTgxMTlwMjlxpCGDVz-E1g● Padlet website: https://padlet.com/● Screencastify website: https://www.screencastify.com/● Canva website: https://www.canva.com/● Teaching with Text Sets Website: https://theclassroombookshelf.com/2012/10/01/teaching-with-text-sets/

Engage:

Teacher Will: (Hook). The teacher will strategically group students to provide language or learning support as needed.	Students Will:
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1. The teacher will ask the students the following questions:
 - a. *How would others describe you?*
 - b. *How would you describe yourself?*
 - c. *What does identity mean to you?*
 - d. *What is your identity at home?*
 - e. *What is your identity at school?*
 - f. *What other identities do you have?*

1. The teacher will then show the students the following Identity Video:

<https://www.youtube.com/watch?v=eRzRAh2M2Ao>

2. The teacher will group students in groups of 3-4 where they will brainstorm and discuss these questions and reflect on the things that they like or that identify themselves. The students will record their ideas in their Student Journals.
3. The teacher will pass out copies of the Identity Chart Template (in Lesson Materials Document) and ask the students to create an Identity chart that describes them. Prior to work beginning, the teacher shares two examples of Identity Charts (in Lesson Materials Document). Discuss with class what is there. The teacher will explain to the students that they will add information that describes their own identity on the chart. They will add words that are about themselves and what they like to do. The students can use the Identity Chart Template to reflect on the factors that shape their individual identity and their identity as a member of a community.
4. When done, the students will then use the Identity chart Template to create a collage that reflects their identity. The teacher will give each student a piece of poster board and some magazines. They will use the magazines to locate pictures that identify their identity and add them to the poster board to create a collage. Students may also use the internet to find and print out pictures to be placed in the collage they

1. Watch the Identity video:

2. Reflect on the questions about identity that the teacher asks.

(Grouping: Independent)(Preparation: Linking to background)

3. Students will participate in a group conversation where they will reflect on what identity means to them and will brainstorm with their group their response to the Identify questions asked by the teacher. They will then reflect on things that they like or that identify themselves and will record their ideas in their journals.

(Grouping: Small groups) (Preparation: Linking to background) (Integrating Processes: Listening/Speaking/Writing) (Application: Meaningful)

4. Look over their copy of the Identity Chart Template and think about information they can record on their chart to describe their own identity. They will then add information that describes their identity using words that express themselves and what they like to do and will complete their Identity Chart Template.

create. The teacher will provide the students with materials such as 1/2 size poster board, markers, glue, scissors, and magazines, and provide time for students to create their collages.

5. ***Emphasize and discuss how diverse their identity charts and collages are; culture, hobbies, interests, families, etc.***
6. When done, the students can display their collages in the classroom and then share out with the class how their collage represents their identity while also engaging in conversation with fellow classmates to ask questions and learn about each others' identity. As students share out their collages, the teacher will ask the students to think about and identify whether any of their pictures also represent their cultural identity as well what they like to do. The students can include translanguageing to support their thoughts and ideas, and they will include Language of Inquiry/Seeking Information as they ask their questions. The teacher can provide sentence frames to support such as:

- I wonder why . . .*
- I'd like to ask you about . . .*
- Am I correct in assuming that . . .?*
- Could you expand a little bit on what you said about . . . ?*
- Could you be more specific about . . .?*
- Something else I'd like to know is ...*

(Scaffolding: Guided practice) (Preparation: Strategies used)

(Grouping: Independent) (Preparation: Linking to Background) (Application: Meaningful/Linked to Objectives/ Promotes engagement)

5. Individually look through magazines and/or find pictures on the internet that describe themselves and use them to create a collage that reflects their identity. Students display their collages in the classroom and share with their classmates how their collage represents their identity, and identify any pictures that reflect their cultural identities as well as the things they like to do. Students can use translanguageing to support their sharing of thoughts and ideas. Students will also engage in conversations with their classmates asking questions about each others' collages and identities. They can use sentence frames provided by the teacher to help support their questioning.

(Grouping: Independent) (Preparation: Linking to Background) (Application: Hands-on/Meaningful/promotes engagement)

Explore:

Teacher Will:

IQ #1 - "What ways can we attempt to enact change?"

1. The teacher will ask students Inquiry Question #1: ***"What ways can we attempt to enact change?"***
2. The teacher will then introduce civic action projects and show the CAP

Students Will:

1. The students will reflect on the question asked about civic actions and then watch a CAP Video about civic action projects. The students will then engage in a discussion with the teacher about

project Video:

<https://www.youtube.com/watch?v=cJ5Z53JAivE&list=TLPQMTgxMTlwMjlxpCGDVz-E1g>

The teacher will discuss with the students the components of student activities shown in the video.

3. The teacher will ask students “*What is CAP? What were they trying to do? How did they do it? Who was involved? How can we create our own CAP?*”
4. The teacher will group students in 3-4 to think about and discuss an important issue on campus. The teacher will ask, “What issues are important to you? What would you like to see changed - in our community? our State? our School?” The teacher will provide a Padlet link for groups to brainstorm ideas and rationalize about a CAP topic.

<https://padlet.com/>

(NOTE): Options: The teacher can also use a dry-erase board, chalkboard, poster board, or butcher paper to brainstorm ideas as a class.) The teacher will assign each student a role in the group. The groups will consist of a student that will be the leader, a writer, a reporter, and a scribe. The students work together in a small group with partners who can provide language/ learning support as needed. They will also practice using *Language of Justification* by using the following sentence stems provided by the teacher: *I believe this because.....*

(Scaffolding: Guided Practice)

5. The teacher will prepare students to share their results with the whole class through a presentation when they are done. After presenting their ideas for a civic action project, the teacher will provide feedback to the students about their civic action project ideas and will tell the students that hopefully they will have an opportunity to carry out their CAPs in the future, but for now they will

what they viewed in the video about the components of student activities viewed in the video.

(Grouping: Whole class) (Integrated processes: Listening/Speaking)

2. Participate in a class conversation by responding to the teacher’s questions and discussing ideas about creating their own CAP.

(Grouping: Whole class)(Preparation: Linking to background) (Application: Meaningful)

3. Respond to teacher’s questions.
4. Reflect on and discuss with their group members an important campus issue and also what issues they feel are important to them and what they would like to see changed in their community, state and school. Then in their small groups the students will brainstorm ideas about possible CAP projects and each will contribute to creating their group’s Padlet board to show their ideas for a CAP plan and their rationale for it.

(Grouping: Small group) (Application: Hands-on/Meaningful/Promotes engagement) (Integrating Processes: Listening/Speaking /Reading/Writing)

5. The students will share out and discuss with the class the ideas they added to their Padlet, and will receive feedback from the teacher about their civic action plan ideas.

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

be working to carry out another Civic Action Project as a whole class.
(Preparation: Linking to Background)

Explain - Formative Assessment

Teacher Will:

(NOTE) The teacher will strategically group students to provide language and learning support as needed.

1. The teacher will present the vocabulary words to the students and talk about how these terms are tied to what they have been learning about our identities and about Civic Action projects and have the students discuss the words and look up the meaning of the words using actual dictionaries or online dictionary sites.
2. The teacher and students will then talk about what they learned about the words.
3. The teacher will group the students in small groups of 3-4. The teacher will assign each student a role in the group. The groups will consist of a student that will be the leader, and a writer, a reporter, and scribe. The teacher will then distribute the Vocabulary Assessment Worksheet (found in Lesson Materials Document) to each student. They will work together for approximately 45 minutes to complete the vocabulary assessment. The teacher will explain to the students that they are to discuss the meaning of each word in their own words and also draw a picture for each vocabulary word.

(Preparation: Strategies Used)

4. After completing the assessment, the teacher will ask each group to present their results to enhance the class discussion and understanding of the vocabulary terms. The teacher will make note of the students' responses as a Formative assessment of

Students Will:

1. Discuss their knowledge of the vocabulary words presented by the teacher and will then look up the meaning of the words.

(Grouping: Whole class/Independent)

(Preparation: Linking to past learning)

2. Engage in a discussion with the teacher and classmates about what they learned about the words.

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

3. The students will work in groups to take a Vocabulary Assessment. They will discuss the meaning of the terms in their own words and draw a picture for each one. The students will collaborate with their group members on the picture they would like to include for each vocabulary term.

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

(Application: Hands-on/Meaningful/ Promotes engagement)

4. The students will then share their results with the class through a presentation and will engage in a class discussion of their understanding of the vocabulary terms. In the discussion they will use *Language of*

student learning. The assessment is based on both written and oral responses. The students will be provided with language and learning support as needed as they work with their group members and include translanguaging to support their examples, thoughts, and ideas. The students will include *Language of Inference* and use the following sentence stems provided by the teacher:

*“Based on.....I infer that....” and
“I infer thatbased on....”*

(Preparation: Strategies Used)(Scaffolding: Guided Practice) (Assessment: Group/Written /Oral)

Inference by using the sentence stems provided by the teacher.

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

Elaborate:

Teacher Will:

IQ #2: *What kinds of books are needed to create a strong Multicultural Library for our school and how can we help create one?*

(NOTE) The teacher will strategically group students to provide language and learning support as needed.

1. The teacher will engage the students in a discussion of what they know about each others’ cultural identities from their earlier discussion and sharing of their identities. The teacher will then ask students to think about how they can recognize and honor one another's different cultural identities.
2. The teacher will have students share their thinking with the class and then will lead students in a discussion of how the books we read can have an influence and support us to understand and honor people of different cultures.

(NOTE): As an example, the teacher can have the students reflect on how the books they have read in Lessons 1 and 2 - *Esperanza Rising* and *Land of the Cranes* have helped them to understand and honor people of different cultures.)

3. The teacher will then present Inquiry Question #2 to the students: ***What kinds of books are needed to***

Students Will:

1. Reflect on what they have learned about their fellow students’ identities, and also think about ways they can recognize and honor one another’s different cultural identities.

(Grouping: Whole class/Independent) (Preparation: Linking to past learning Linking to background)

2. Share out with the class their thoughts about how to recognize and honor people’s cultural identities, and engage in a class discussion of how the books we read can influence and help us to understand and honor people of different cultures.

(Grouping: Whole class) (Application: Meaningful)

create a strong Multicultural Library for our school? and will put the students into small groups of 3-4 students to reflect on and discuss the inquiry question. The teacher will then direct students to also think about and discuss how they could use what they have learned about doing a Civic Action Project that would help them to support their school in developing a strong Multicultural Library to benefit everyone. The teacher will then have students share out their thoughts with the whole class and then tell the students that they now will have an opportunity to create and carry out a Civic Action Project to help their school to develop a strong Multicultural Library. The teacher will explain the steps involved in creating and carrying out a Civic Action Project: the first step will be to decide on what books they would want for the library and then to figure out where and how they can obtain these books by getting support from others. The students will have the opportunity to use a multimodal project. They can use Canva, Screencastify, Google Docs, or Word to create their final product. This can include a video, brochure, flyer, or letter.

4. In their small groups, the teacher will have them begin by guiding the students to research possible books to add to the multicultural library. The teacher will guide the students to expand and create a list of books that they are interested in. The teacher will suggest that the students explore reputable websites for books.

(NOTE): The teacher can suggest using the Teaching With Text Sets website:
<https://theclassroombookshelf.com/2012/10/01/teaching-with-text-sets/>

5. The teacher will then guide the students on finding authors' and publishers' email addresses or company addresses to connect with appropriate agencies, organizations, and community members to donate books.
6. The teacher will then help the students use the internet and social media to connect with the community. The teacher will also guide students in using Canva to create brochures or flyers.

3. Students will reflect and discuss Inquiry question #1 in their groups and then discuss what they have learned about a Civic Action Project and how doing one could help them to support their school in developing a strong Multicultural Library.

(Grouping: Small groups) (Application: Meaningful/Promotes engagement)

4. Work in their groups to research possible books to add to the school multicultural library by using the links provided by the teacher and they will create a list of books they are interested in having donated to the library.

(Grouping: Small groups)(Application: Promotes engagement/Linked to Objectives) (Integrated Processes: Listening/Speaking/Reading/Writing)

5. In their groups, the students will conduct research to find authors and publishers' email addresses or company addresses so they can contact agencies, organizations, and community members to ask for book donations.

<https://www.canva.com/> and the teacher will guide students to use [Screencastify](https://www.screencastify.com/) to create videos.

7. The teacher will guide students to use Google Docs or Word to develop their letter by modeling how to begin to write the letter with a brief explanation of what they have learned regarding culturally authentic text. This can include diversity, empowerment, and identity. The teacher will also guide the students to explain the need for books at our school, and will guide the students to use a letter format that addresses the audience formally. The teacher will review with the students the structure of writing a letter. They must include the following: date, salutation, body, and closing. The teacher will explain to the students that they are to include their thoughts and ideas in the body of the letter and in chronological order. The teacher will also have the students practice expressing opinions by using the following sentence stems:

I think/believe that....

In my opinion....

Based on my experience, I think....

(Scaffolding: Modeling/Guided practice)

(Grouping: Small groups) (Application: Promotes engagement) Integrated Processes: Listening/Speaking/ Reading/Writing)

6. Learn how they can use the internet and social media to connect with the community, and then create a poster, flyer, video, or brochure that promotes donations for the multicultural library.

(Grouping: Small groups) (Application: Hands-on/Meaningful/ Linked to Objectives/Promotes engagement) (Integrated Processes: Listening/ Speaking/Reading/Writing)

7. Take notes on what to include and how they will write their letter to ask for book donations from authors, publishers and/or community members. The students will prepare to write the letter with a brief explanation of what they have learned regarding culturally authentic text, to explain the need for culturally authentic text at our school. The letters will also address the audience formally and will use what they have learned about writing a letter and will include the following: date, salutation, body, and closing. Their letters will also include their thoughts and ideas about authentic text in the body of the letter.

(Grouping: Whole class/Small groups)

Evaluate - Summative Assessment

Teacher Will:

1. The teacher will tell the students that they will now carry out their Civic Action Project by writing their letters to authors, publishers, and/or community members to request donations to the school multicultural library and can also choose to create a poster, flyer, brochure or video as well and provide time for the students to complete their projects.

Students Will:

1. The students will demonstrate their learning by writing formal letters to an author, community member, or stakeholder. They can also choose to create a poster, flyers, brochure, or video that will request books for our new school multicultural library. The students can use digital platforms and technological applications to expand on their

<ol style="list-style-type: none"> 2. The teacher will review the following expectations for the student letters, videos, flyers, posters, or brochures. <ol style="list-style-type: none"> a. The final product should include 3 or more examples that support their ideas. b. Explanations should be detailed. c. The finished product should be creative and unique. 3. The teacher will provide poster board, watercolors, color pencils, markers, and highlighters. 4. The teacher will provide access to technology and applications such as <u>Screencastify, Padlet, Canvas, Google Docs, and Word.</u> 5. When completed, the students will turn in their final product and the teacher will grade the assessment based on individual student responses using the <u>Civic Action Project: Creating a Multicultural Library Assessment Rubric.</u> 6. A score of 80% will indicate mastery. <p>(Assessment: Individual) (Scaffolding: Guided practice)</p>	<p>ideas and examples as to why a multicultural library is important for our school. The students will be provided with language and learning support as needed to complete their project. They can also use their notes from their journal and vocabulary assessment to create their final product. The students can also incorporate translanguaging in their responses and use their bilingual dictionaries, websites, digital platforms, and literature as support. Students will be provided with additional time to complete their final product if needed. The students will include <i>Language of Sequencing: First, Initially, Second, After, Next, Finally.</i></p> <p>(Assessment: Written/Individual) (Application: Hands-on/Meaningful/ Linked to Objectives)</p>
<p>Extensions(s): TBD based on topic</p> <ul style="list-style-type: none"> ● The students will write a letter or create a recording of them thanking authors, community members, and/or stakeholders that donated books and resources to our multicultural library. ● The students will also continue researching additional books that might be their home language to add to our library in the future. ● The students can be given the opportunity to finalize and carry out their Civic Action Projects they have developed in the EXPLORE section of the lesson. 	