



GeoCivics *Civic Action Project*

Teacher(s) Jennifer Roman	Lesson title: Civic Action Project	Grade Level: 1st
<p>Notes: This lesson is a Civic Action Project, and will take multiple days to complete.</p>		
<p>Pre-existing Knowledge: Students should have some background knowledge of their own community and some knowledge about issues and concerns faced by community members.</p>		
<p>Overview: A Civic Action Project (CAP) involves students in coming together collectively to help their communities with issues of concern to them. An example of a CAP would be students taking action to clean up their neighborhood parks and school playgrounds. Students would also take the next step to bring awareness of the issue to their community.</p>		
<p>National & State Social Studies Standard(s): National:</p> <ul style="list-style-type: none"> ● <u>Theme: Civic Ideas and Practices:</u> <i>Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.</i> <p>Arizona State Social Studies Standard:</p> <ul style="list-style-type: none"> ● <u>SS01-S3C4.</u> Rights, Responsibilities, and Roles of Citizenship: ● <u>SS01-S3C4-03.</u> Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.) 		
<p>National & State Geography Standard(s): National:</p> <ul style="list-style-type: none"> ● <u>2. Places and Regions:</u> The geographically informed person knows and understands: <u>Standard 4:</u> The physical and human characteristics of places. <p>Arizona State Geography Standard:</p> <ul style="list-style-type: none"> ● AZ.SS01-S4. Geography: <u>SS01-S4C2. Places and Regions:</u> Places and regions have distinct physical and cultural characteristics. 		

Purpose: An essential part of the lesson is to help students see themselves as an active citizen in their communities; providing meaningful opportunities for students to learn about how to be involved in having an impact on concerns within their own communities. Students will take part in identifying issues in their communities that they feel need a positive change.

ELA Standards:

- Speaking and Listening Standards K–5:
- Grade 1 Students: Presentation of Knowledge and Ideas
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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.
- **EVALUATION:** Students use language to assess and verify an object, idea or decision.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.
- **CONNECTION:** Lesson/Activity incorporates real-life connections.
- **SOCIAL JUSTICE:** Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.

Objective(s):

1. SWBAT identify a concern in their school community they want to be involved with.
2. SWBAT create a civic action project about the concern in the school community.
3. SWBAT carry out the civic action project and inform their school community on the issue.

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	Application	Assessment
Reading Writing Speaking Listening	Hands on Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative: After learning about what a civics action project is, the students will be given a worksheet and a set of pictures of both examples and non-examples of civics action projects and will identify if each picture is either an example or non-example of a civics action project by taping or gluing each picture in the Example or Non-Example column on their worksheet (located in Lesson Materials Document). The teacher will collect students' worksheets when done and use them as a formative assessment of students' learning/understanding of what a civics action project is and what it involves.

Summative: After carrying out their civics action project, the students will reflect on the experience they had and engage in a Think/Pair/Share to share out what they have learned from carrying out a civics action project by answering the following questions:

- a. *What was the issue in our school community that we helped have a positive impact on?*
- b. *What does it mean to be a good citizen?*
- c. *What did you learn about doing a civics action project?*
- d. *How did you feel about doing your civics action project?*
- e. *How will this help you continue to be a good citizen in your other communities?*

The teacher will record students' responses to each question on a class poster and will use the Civic Action Project Reflection Rubric below to assess student learning with a score of 10+ points indicating mastery.

Civic Action Project Reflection Rubric

Levels of Accomplishment	Criteria	Points
Exceeds expectations	<i>Answer accurately and fully describes the civic action project issue addressed and tells in detail what it means to be a good citizen. It clearly and fully describes some things that were learned about doing a civic action project and the answer tells clearly and with deep emotion how they felt about doing this project. The answer also provides a clear and realistic description of how this experience will help them to continue to be a good citizen in their other communities, besides the school community.</i>	11 + pts.
Meets expectations	<i>Answer accurately describes the civic action project issue and what it means to be a good citizen. It</i>	10 pts

	clearly describes some things that were learned about doing a civic action project and clearly expresses how they felt about doing this project. The answer also provides a clear description of how they feel this experience will help them to continue to be a good citizen in their other communities, besides the school community.	
Approaches expectations	<i>Answer does tell a little about what the civic action project issue was about, and gives a partial explanation about what it means to be a good citizen.</i> It explains at least one thing that was learned about doing a civic action project and it tells a little about how they felt about doing this project. The answer lacks an explanation about how they feel this experience will help them to continue to be a good citizen in their other communities.	5 to 9 pts.
Fails to meet expectations	<i>Answer does not not accurately identify the civic action project issue that was addressed, and does not explain what it means to be a good citizen.</i> It tells only one or nothing that was learned about doing a civic action project, and it gives a very little or no answer to how they felt about doing this project. The answer given does not tell anything about how they feel this experience will help them to continue to be a good citizen in their other communities.	0 to 4 pts.

Key vocabulary

- **Civic Action Project:** a project where an individual or group does some things to address issues of public concern.
- **Community:** a group of people living in the same place and sharing common interests.
- **Issue or concern:** Something that affects or is of importance to a person and that may cause the person to worry.
- **Positive impact:** an outcome or effect that is helpful or beneficial for a certain situation.
- **Citizen:** a person who was born in a particular state or nation and has certain

Materials:

- Four poster size 'post-it' papers, each with *one* of the following headings: Playground, Home, Store, and School - each written in a different color.
- Colored sticky notes (in 4 colors to match the 4 headings on the post-it papers) - 1 sticky note per student.
- Student access to pencils, colored pencils or markers to draw pictures on their sticky notes.
- Teacher access to a computer and a projection device to show students

rights and responsibilities because of living there.

examples of civics action projects carried out in their community.

(NOTE) The teacher will need to locate information about some civics action projects that have been carried out within their community to share out with the students to help them learn what a civics action project is and how it can be carried out.

- Copies of Pictures showing civics action project Examples and Non-Examples and copies of the Worksheet (in Lesson Materials Document) 1 per student
- Student access to tape or glue to attach the picture to the worksheet
- A poster size paper with the following questions written on it (to record the students' reflection of their civics action project engagement) *What was the issue in our school community that we helped have a positive impact on? What does it mean to be a good citizen? What did you learn about doing a civics action project? How did you feel about doing your civics action project? How will this help you continue to be a good citizen in your other communities?*
- Civic Action Project Reflection Rubric (above in Lesson Plan)

Source(s):

- Civic Action Project Examples/Non-Examples Images:
<https://www.istockphoto.com/search/2/image-film?phrase=middle+school+kids+playing>
<https://youth.gov/youth-topics/civic-engagement-and-volunteering>
- https://en.wikipedia.org/wiki/Civic_engagement
- <https://en.wikipedia.org/wiki/Service-learning>
- https://www.google.com/search?q=copyright+free+images+students+engagement+in+civic+action&tbm=isch&ved=2ahUKEwjA6cO1-ayGAXW5NEQIHbnZBG8Q2-cCegQIABAA&oq=copyright+free+images+students+engagement+in+civic+action&gs_l=lp=EgNpbWciOWNvcHlyaWdodCBmcmVlIGltYWdlcyBzdHVkZW50cyBlbmdhZ2VtZW50IGluIGNpdmljIGFjdGlvbKjxjQFQtpYnsIBcCR4AJABA5gBXaAB5jKqAQMxMDS4AQPIAQD4AQGKAgtnd3Mtd2l6LWltZ6gCAMICBRAAGIAEwgIKEAAYgAQYQxiKBclCCBAAGIAEGLDwgIQEAAYgAQYsQMYQxiDARiKBclCDRAAGIAEGLDGEYigXCAgsQABiABBixAxiDAcICBhAAGAgYHogGAQ&sclient=img&ei=4AVUZsD5LrnpkPIPs7OR-AY&bih=690&biw=1528&rlz=1C1GCEA_enUS915US915#imgrc=bszPJMfmqrLNVm

Engage

Teacher Will: (Hook).

1. Ask students: *Think about something nice you did for a stranger, friend or family member. Can you share?* Then ask students what they think it means to be a good citizen. *Do you think the nice thing you did is part of being a good citizen? Why or why not? What does being a good citizen mean to you?*
2. Prepare four poster size 'post-it' papers, each with **one** of the following headings in a different color: playground, home, store, and school, and provide each student with a colored sticky note (in 4 different colors to match the 4 headings). Assign a heading to each student and put them into 4 groups, one group for each heading.

(NOTE): Strategically group ELLs/SPED and gifted students in ways to provide language and/or learning support as needed.)

3. In their groups, have students draw on their sticky notes a picture showing what being a good citizen would look like for their heading. (provide 5 minutes to complete their drawings)
4. Allow students to first share their drawings with their group, and talk to their group members about what their drawing is showing.
5. Have students share their drawings with the whole class and elaborate on why they believe they are being a good citizen in the picture. Lead the students in a whole-class conversation about what the students think it takes to be a good citizen.
6. Ask and discuss with the students the following questions: *Why did we complete this activity? What did you learn about being a good citizen at the _____ (playground, store, etc.)? Why is it important for you to know how to be a good citizen?*

Student Will:

1. Listen and participate in the class discussion.. **(Grouping: Whole class) (Preparation: Linking to past learning)**
2. Think about what being a good citizen means to them and how they have acted as a good citizen in the past at home and at school. **(Grouping: Whole class) (Preparation: Linking to background)**
3. Get a colored sticky note matching the heading group they are assigned to and meet with their group members. They can discuss with their group members their ideas for how to be a good citizen in their assigned place: playground, home, store, or school. **(Grouping: Small Groups) (Integrating Processes: Listening/ Speaking)**
4 & 5. Drawn on their sticky notes a picture to show what being a good citizen in their assigned place would look like. Share their drawing with their group members and explain what it shows about being a good citizen. **(Grouping: Independent/Small Group) (Integrating Processes: Listening/ Speaking) (Application: Hands-on/Meaningful/ Promotes engagement)**
6. Share their drawings with the whole class and explain why they believe their picture shows what being a good citizen involves. Then engage in a whole class discussion of what the class has shared out about what it takes to be a good citizen.
7. Engage in a class discussion, sharing out their thinking about what they learned about being a good citizen and why it is important to be a good citizen. **(Grouping; Whole class) (Integrating Processes: Listening/ Speaking) (Application: Meaningful)**

Explore	
<p>Teacher Will: I.Q. #1: <i>In what ways can we help make changes in our school or community?</i></p> <p>(PREP) The teacher will prepare by searching online for information about civic action projects carried out in their <i>own</i> community and then use the findings to show/share with students examples of civic action projects carried out within their community.</p> <ol style="list-style-type: none"> 1. Share the IQ with students. 2. Then ask the following guiding questions about the example civic action projects shared and have the students share their understanding and engage in a discussion of each question: <i>What was the issue in the community? Who was involved in the project? What did they do to help the community with this issue?</i> <p>(Scaffolding: Guided Practice)</p> <ol style="list-style-type: none"> 3. Then prompt students with thinking time for the question: <i>What is something you think you can do for your community?</i> Have them share out their thoughts with the class. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Listen and reflect on Inquiry Question #1. 2. Listen and view the examples of civic action projects shared by the teacher and then think about and respond to the teacher’s questions sharing what they understand about civic action projects. <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful/ Promotes engagement)</p> <ol style="list-style-type: none"> 3. Reflect on what they could do for their community, sharing their thoughts with the class. <p>(Grouping Whole class/Independent) (Integrating Processes: Listening/ Speaking)</p>
Explain	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Pass out copies of pictures of civic action projects - examples and non-examples and worksheet: read aloud and discuss with the class the different pictures of examples and non-examples of civic action projects, one by one to students, and have students identify if each picture is an example or non-example of a civic action project by placing (taping or gluing) the picture in the Example or Non-Example column on their worksheet. 2. Explain to students that they will be having a Gallery Walk to talk about why they placed 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Observe the pictures handed out by the teacher and listen to the read aloud of each. Think about which ones are examples of a civic action project and which ones are non-examples, and paste each picture into the column on the worksheet to show if it is an example or a non-example of a civic action project. <p>(Grouping: Whole class/Independent) (Application: Hands-on/Meaningful/ Promotes engagement)</p> <ol style="list-style-type: none"> 3. Engage in a class Gallery Walk to share out their worksheets showing and explaining

their picture in the Example or Non-Example column.

3. Separate class into 2 groups. Group 1 will stay at their tables/desks ready to discuss and share their pictures on their Worksheets as Group 2 walks around as active listeners to see and hear Group 1's share out. Then allow groups to switch positions and have Group 2 share out their pictures on their worksheets to Group 1.
4. As the students share their worksheets the Teacher will take note of students' explanations for use of formative assessment.

why each picture is either an example or a non-example of a civic action project.

4. Students share worksheets to class.
(Assessment: Individual/Oral)

Elaborate

Teacher Will:

IQ #2 – *What is an issue or concern in our school community and what can we do about it?*

1. Write on the board and Introduce vocabulary words (**community, issue/concern, and positive impact**) to the class. Have students use a word in each sentence using the following stems.
 - a. I can have a positive impact on _____. (i.e. my friends, my community)
 - b. An issue/concern I have is _____. (i.e. seeing trash on the playground)
 - c. My community at school includes _____. (i.e. Teachers, students etc.)
2. Introduce inquiry question #2 to the class.
3. Engage students in a conversation about issues or concerns we have in our school. Teacher will write out the issues students are talking about on board. Invite the principal (admin team) to further discuss with students about why and how these issues are affecting the school and what can be done to help.
4. Have the class select the issue they want to address, and discuss how they can carry out their civic action project in a way that will

Student Will:

1. Listen to and read the vocabulary words written on the board, reflecting on the meaning of each. Then use each sentence frame provided to say aloud each word in a sentence.

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

3. Share out their thoughts about any issues/concerns in their school community, and read the ones written on the board by the teacher.

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

3. Share out with the principal their ideas about school issues/concerns and listen and discuss them with the principal.

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

4. Engage in a class discussion sharing out which issue/concern they feel most strongly about.

involve all of the students being active citizens, and having a positive impact in their school community.

(Scaffolding: Guided Practice)

5. Engage students in carrying out the civic action project including having them inform other students in the school community about the issue/concern and what they are going to do to address it and how others may help address it as well.
 - a. Example: cleaning up the school yard and sharing with other classrooms about how to keep the school yard clean as well as engaging them in being a part of cleaning up the school yard. Making a commitment to keeping the school yards clean.
6. After the students carry out their civic action project, the teacher will have fellow teachers and administrators share with students about the impact they have had by carrying out their civic action project on the school community.

(Grouping: Whole class/Independent)

(Preparation: Linking to background)

5. Decide as a class which issue they will conduct a civic action project on, and listen and discuss with the teacher how they will carry out their plan.

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

6. Work together to carry out their civic action project as they have planned.

(Grouping: Whole class/Independent)

(Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)

Evaluate

Teacher Will:

1. Prepare and post a poster size paper, with the following questions on the board: *What was the issue in our school community that we helped have a positive impact on? What does it mean to be a good citizen? What did you learn about doing a civic action project? How did you feel about doing your civic action project? How will this help you continue to be a good citizen in your other communities?*
2. Partner up students (strategically grouping ELLs/SPED/Gifted Students to provide language support as needed) and lead student partners into a Think-Pair-Share by reading each question aloud and having them share out their answers to each question with a partner and with the whole class.

Student Will:

1. View and read the questions written on the Poster paper on the board and reflect on the experience they have had in carrying out their civic action project.

(Grouping: Whole Class) (Integrating Processes: Reading)

2. Engage in Think/Pair/ Share with their partner by sharing their response to each question with their partner and sharing out their partners' response to each question with the class.

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

3. The teacher will write down each student's responses on chart paper.
4. The teacher will use the **Civic Action Project Reflection Rubric** to assess students' learning with a score of 10+ points indicating mastery.

Extensions(s): Have students reflect on the value and importance of carrying out civic action projects and the impact it can have on their communities and provide students with additional opportunities to create and engage in civic action projects. The teacher can also communicate with students' parents about their successful engagement in their school civic action project and encourage them to support their children in finding additional opportunities to engage in a civic action project in their home community as well.