

## EL/Civics Lesson Plan 2009-2010

Program Name Canton City Schools ABLE

Staff Responsible for Lesson Michelle Pittinger

Date(s) Used	5/11/10
Civics Category	II. Civic Participation
Civics Objective	8. Community Resources-Directory Research and describe the cultural backgrounds that reflect the cross-cultural society and how that may present a barrier to civic participation.
Time Frame to Complete Lesson	2 sessions; 45-60 minutes each
EFL(s)	NRS level 2 and 3
Standard(s)/Components of Performance	Read with Understanding C2 Select reading strategies appropriate to the purpose. Speak so Others can Understand C2 Organize and relay information to effectively serve the purpose, context and listener.
Benchmark(s)	R2.5 Draw conclusions (e.g., from graphics, words) R3.1 Comprehend basic information (e.g., signs) S3.1 Communicate using sentences on simple topics.
Materials	Whiteboard/markers, paper/notebooks, pens/pencils, world globe, U.S./World wall maps
Activities	1. Session 1: Tell Ss we are going to learn directional words for map reading. Use the whiteboard to diagram and write basic directional vocabulary (North, South, East, and West) for Ss to record in their notebooks. Ss practice pronouncing the words as T points to them. Add the directions Northeast, Northwest, Southeast, and Southwest to the diagram, explain the compound terms and practice pronunciation.

	<ol style="list-style-type: none"><li>2. To demonstrate how we use directional words to identify location of states in the U.S., T goes to the U. S. map, points to several random states, and asks Ss to name the direction. For example: "California is in the _____".</li><li>3. To demonstrate how we identify places in relation to other places on a map using directional words, T goes to the world map, selects several countries/continents at random, and asks Ss to identify which country/ continent is in the north, south, east, or west of a particular point. For example: "What country is north of the U.S.?"</li><li>4. T instructs Ss that they will now use their new vocabulary to identify their home countries on the map for the rest of the class and tell us in which direction it is in relation to the U.S. Then T elicits and writes on the board the Ss' name and country of origin.</li><li>5. T models the activity by identifying a foreign country (if applicable, where T once lived) and its direction in relation to the U.S. Then one by one, Ss go to the world map to identify their home countries and the direction in relation to the U.S., with a little help from their classmates as needed. Ss may also compare the location of their countries with their classmates' countries using the correct directional vocabulary for further practice.</li><li>6. Session 2: Review the native countries of each person. Write these on the board.</li><li>7. Guide discussion on how the community in their native country is different from the community they live in now. Record the</li></ol>
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	<p>differences on the board (more traffic, more difficult to get a bus, less dirty, etc)</p> <p>8. Guide discussion on this question: do students feel comfortable to travel and go different places in this community? Why or why not? Talk about barriers that keep them from fully participating in their current community (language, transportation, fear of getting lost or being embarrassed, etc)</p> <p>9. Brainstorm ideas for how to overcome each barrier. Perhaps encourage students to try going to one new place this week that they have not gone before. Have them report back on the experience.</p>
<p>Assessment/ Evidence</p>	<p>Ss will be able to identify their countries of origin and those of their classmates on a world map. Ss will be able to identify their countries in relation to the U.S. and to each others' countries using directional vocabulary. Ss will be able to identify similarities and differences in their former and current communities. Ss will take action to assist in developing confidence to overcome barriers.</p>
<p>Reflection</p>	<p>Students readily participated in this activity. They were able to recognize and pronounce the names of the directions. Ss enjoyed finding their home countries and learning about and identifying those of their classmates on the map and the directional relationship to the U.S. Ss do face barriers to access and taking one step into a new experience will promote a greater level of autonomy. It will help them to begin overcoming these barriers bit by bit rather than feeling overwhelmed.</p>