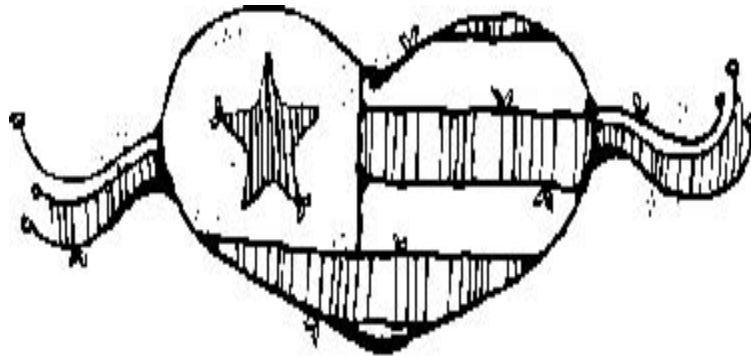


How Can I Be a Good Citizen in My School, My Neighborhood and State?



Melanie Schmidt, Sara Whetstone,
Megan Campbell, Steve Erickson,
Lindsey Williams, Tannie Datwyler
Level III Fall 2004
ELED 4050

Table of Contents

Overview and Rationale.	3
Teacher Background Information.	4
Unit Planning Chart.	5
Organization and Subject Matter Overview.	7
Goal and Objectives.	9
Learning Activities Banks.	11
Symbols of Utah	11
Classroom Community	13
School Community.	15
Neighborhood Community.	17
State Community.	19
Improvement Project.	21
Assessment	24
Appendices.	25

Overview and Rationale

Our unit theme is ‘How can I be a good citizen in my school, my neighborhood, and state.’ This theme is based upon the State Standard IV: promote cultural understanding and good citizenship, Objective II: Demonstrate basic citizenship skills, identify ways to help and contribute to the community, demonstrate respect for Utah, contribute to the establishment of classroom goals and rules and commit to support them.

This also relates to the National Strand X: Civic Ideals and Practices, identify examples of rights and responsibilities of citizens, recognize and interpret how the ‘common good’ can be strengthened through various forms of citizen action.

We believe that social studies learning are most valuable when interactive and real experiences will build meaning and connections between the student’s lives and what is being taught. Historical inquiry and hands on learning help students connect the daily curriculum to their daily lives. Too often history is taught and students do not feel that they are a part of it. “Hopefully in the primary grades, but later if necessary-students have to learn what history is all about, that they themselves have a history and that they are in history just as much as they are in the natural world” (Levstik and Barton p. 41). We agree with Levstik and Barton, and will try to show that the students are a part of history and they can be active citizens in the community and help to bring about changes for the common good of all.

The fourth grade core curriculum focuses on state history. Although students can engage in a higher level of thinking, they still learn best through hands on activities that helps them make sense of their learning. We are studying the state of Utah, but in order to make it more relevant to our student’s life; we are also incorporating school and neighborhood community and symbols related to the state. This will help the student’s to become active citizens and feel more connected to the state of Utah. This also is appropriate to the fourth grade core curriculum, because it relates to Standard IV, Objective II: promote cultural understanding and good citizenship, demonstrate basic citizenship skills, identify ways to help and contribute to the community, demonstrate respect for Utah, contribute to the establishment of classroom goals and rules and commit to support them.

State Focus: To help students gain more respect and appreciation for Utah, students will take a field trip to the capitol, write a letter to the governor and view pictures of the state community.

Neighborhood Focus: Students will define what a neighborhood is, make a brochure on Logan Past and Present, take a walk through Logan’s Historic District, map the area around their house, and interview long time members of the neighborhood community. These activities will help students become familiar and knowledgeable about the neighborhood in which they live.

School Focus: Students will become more familiar with school faculty by designing and carrying out an interview with school faculty members, participate in a playground clean-up, and invite the principal to their classroom as a guest speaker. Also in the classroom, students will set-up and play a part in a classroom community, cooperate in team building while participating in activities.

Symbol Focus: Students will learn the importance of symbols by discussing why they are important, what they stand for, and why they are chosen. Students will also

make design their own classroom symbol to become familiar with the importance and relevance of symbols in the state.

We feel that this unit will expand the knowledge of our students, meet the state and national standards, relate to students' personal lives, and help them gain a greater sense of respect for their and develop good citizenship in their school, neighborhood, and state.

Teacher Background Information

Symbols

In order to teach a lesson on country, state and school symbols, the teacher needs to understand the importance of symbols and why we use them. They also need to understand the importance of the state flag and how the different colors and shapes all stand for something different. Teacher must also know what the different symbols of Utah are – the state tree, bird, flower, seal, etc., and what they stand for, and why they were chosen. Understand what went into choosing the different symbols.

Classroom Community

In order to teach a lesson on classroom community the teacher needs to understand how to set up committees and how communities are assembled. Also the teacher needs to understand the different roles each member has and the importance of each of those roles.

School

In order to teach the lessons on school community, the teacher must know how to build school community, who is involved in the school community, the roles and responsibilities of the members of the school, and the rights of the members of the school community.

Neighborhood

In order to teach about the past and present of Logan, Utah, the teacher must know some of Logan's history: when it was settled, why people came there, and places of interest. To teach about the present I need to know about some of the changes that have occurred in the town and buildings that have changed. In order to tour Logan's Historic District, take the tour yourself ahead of time so you know which places are of most importance. Identify long-time members of the community so that you can give ideas on who to interview if students cannot find someone on their own.

State

In order to teach about state community and government, the teacher will need to know how the state government is set up, be familiar with who those who hold state offices, and have information or sources available to answer students questions that may arise. The teacher will also need to know appropriate letter format in order to send a letter to the government, know how to schedule a time for the class to visit the State Capitol, and how to arrange for transportation to arrive safely.

Improvement Project

In order to teach and arrange an improvement project, the teacher must know the resources available, the time involved and the locations in which they may go. They need to be familiar with why recycling is good for the community and where centers are located. Teacher must also know parent resources to help with project and simple ideas to present it to students.

Unit Planning Chart

Teachers: Megan, Sara, Melanie, Lindsey, Steve, and Tannie

Grade: 4

Unit of Study: Citizenship in my school, my neighborhood, and my state.

Time Frame: 5 weeks

Utah Issue: How can I be a good citizen in my school, my neighborhood, and my state community?

Social Skills: Respect, Responsibility, Communication, Listening, Cooperation

Social Studies:

- Understand the communities within the classroom, school, neighborhood, and state.
- Set up a classroom community with committees.
- Take a trip to the state capital.
- Set up an improvement plan to be carried out though the unit.

Teacher Resources:

- YETC Books
- TeacherLink
- Other teachers
- City Council

Read Alouds:

- *What is a Community? From A-Z*
By Bobbie D. Kalman
- *I Pledge Allegiance*
By June Swanson

- *A Fine, Fine School*
By Sharon Creech
- *Roxenboxen*
By Alice McLerran
- *The Crayon Box that Talked*
By Shane DeRolf
- *Just A Dream*
By Chris Van Allsburg

Art:

- Make up a Symbol (classroom or school symbol)
- Make a poster for community improvement
- Make a collage out of trash

Student Reading/Literature:

- *America: A Patriotic Primer*
By Lynne Cheney
- *A is for Arches*
By Rebecca Hall
- *Utah*
Children's Press

Outcomes/unit Goals:

State Objective: Standard IV: Promote cultural understanding and good citizenship.

Objective II: Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah.

- Contribute to the establishment of classroom goals and rules and commit to support them.

National Strand X: Civic Ideals and Practices

B. Identify examples of rights and responsibilities of citizens.

J. Recognize and interpret how the ‘common good’ can be strengthened through various forms of citizen action.

Music:

- “Fifty Nifty United States”
- “Pledge Allegiance”
- Folk Songs

Oral Language:

- Speeches
- Interview on people in the School and Neighborhood Community
- Oral Reports and Presentations
- Class Discussions

Written Language:

- Letters to city council/governor
- Stories about symbols
- Journals

Science:

- Cutting back on Pollution
- Ecology
- Weather

Math:

- Draw Maps of our Neighborhood
- Graphing votes
- Organizing community into committees within the classroom
- Diagrams

Technology:

- Make a movie
- Maps

- Evolution of technology and the effects on elections

Physical Education/Movement/Health

- Learn a square dance
- P.E. games (community tag, symbol tag, etc. . .)
- Walk, bike, save pollution

Accommodations for Learners:

- Community Word Wall
- Books in native languages
- Shorter assignments and extensions

Field Trips/Guests

- State capitol trip
- LTD ride to City Hall
- Guest Politician
- Principal for a guest speaker

Assessment:

- Journal Writing
- Creating symbols
- Committee Community Assessment
- Classroom Building diagram

Culmination Activity/Unit Projects:

- Make a pamphlet
- Make a movie
- Portfolio
- Recycle Project

Organization and Subject Matter Overview

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic	Symbols of Utah; Understanding community and government.	Setting up the classroom community.	School Community (start thinking about improvement project)	Neighborhood Community; (start improvement project)	State Community; (improvement project)
NCSS Standard	Strand X: Civic Ideals and Practices B. Identify examples of rights and responsibilities of good citizens. J. Recognize and interpret how the ‘common good’ can be strengthened through various forms of citizen action				
Utah Objective	Standard IV: Promote cultural understanding and good citizenship. Objective II: Demonstrate basic citizenship skills <ul style="list-style-type: none"> • Contribute to the establishment of classroom goals and rules and commit to support them. • Identify ways to help and contribute to the community. • Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols. 				
Learning Activities	The students will play the “What am I” game to help learn about different State symbols. The students will make their own symbols in groups to help build up the classroom community.	The students will be playing Hula-Hoop Body Pass, Skin the Snake, Koosh Toss, and Two truths and a lie to help build classroom community.	The students will name the members of the school community and make up interview questions to determine the rights and responsibilities of the members of the school community.	The students will make a brochure of Logan’s past and present.	The students will write in their journals and create KWL about the pictures shown and will provide pre-assessment information regarding state government.
	We will read a book about symbols, discuss the symbols in the book Then the students will find different symbols throughout the school and	Read <i>The Crayon Box that Talked</i> and discuss how it relates to classroom community.	The students will plan a clean-up project for the playground and implement it.	The students will interview with long-time neighborhood members, and complete a presentation on interview.	The students will prepare questions for Governor Walker and write a letter about state education.

	community, take pictures and make a collage.				
	We will discuss the state flag, the colors, the symbols, and what they represent. The students will then reflect on what goes into choosing flags in their journals.	Set up the classroom Committees, and have committees get together and discuss their roles in the classroom.	The principal will come to our class as a guest speaker and the students will prepare questions about the school community to ask him/her.	The students will walk through Logan’s historic district, and sketch historic sites.	The students will participate in a class field trip to the State Capital and have the opportunity to learn more in depth about state government.
			The students will journal ideas on an improvement project and talk about it as a class. We will be reading “The Great Trash Bash.”	The students will make a map of their own neighborhood	The students will participate in a clean-up of neighboring areas.
				The students will discuss recycling and do a mock clean-up plan in the classroom and read “Just a Dream.”	

Goals and Objectives

Symbols

Goal:

The students will be able to recognize some of Utah's symbols, the importance of them, and realize what goes into choosing symbols.

Objective:

Given art supplies, the students will be able to make symbols to represent our classroom, in order to show they understand the concept of symbols and their importance.

Classroom

Goal:

The learners will practice good citizenship by working together and finding common things with other students in the class.

Objective:

Given materials, the learners will gain knowledge of how to build and participate in an effective classroom community and become more acquainted with and learn more about the other students in the class. Also, they will discover and compare the commonalities and differences of everyone in their group in order to become respectable and cooperative students in the classroom community.

Neighborhood

Goal:

Promote cultural understanding (Standard IV) and respect for Utah (Objective II)

Objective:

Given the materials listed below, the learners will view pictures of Logan past and present, discuss possible reasons for neighborhood changes, research neighborhood changes and create a class pamphlet of their Logan neighborhood, in order to better understand and learn about how neighborhoods change over time and realize that they too can bring about changes in their neighborhood to make it better.

State

Goal:

The learners will promote cultural understanding and good citizenship (Standard IV), demonstrate basic citizenship skills, identify ways to help and contribute to the community, demonstrate respect for Utah, Contribute to the establishment of classroom goals and rules and commit to support them (Objective II).

Objectives:

Given five pictures relating to state community and government, the students will write what they think they are and what they have to do with state government and community, and fill out a KWL chart on what they know and want to know to demonstrate good citizenship and identify ways to help and contribute to the community and show respect for Utah (Standard IV, Objective II).

School**Goal:**

The learners will be able to identify examples of rights and responsibilities of citizens of the school community.

Objectives:

Given the materials listed below, the learners will identify the rights, roles, and responsibilities of various members of the school in order to demonstrate basic citizenship skills.

Improvement Project**Goal:**

They will carry out a community improvement project over two weeks using the knowledge learned throughout the unit that relates to being a good citizen in school, community and state. The learners will plan and participate in a project on recycling and cleaning up the community and will learn about how trash and recycling contribute to being a good citizen.

Objectives:

(Students will have already planned topic of improvement project.) Given a classroom full of trash, bags and glove, learners will pick up trash and recycle in order to learn more about contributing to the community as a good citizen. Given trash bags, large empty boxes, labels, plastic gloves and assigned areas, the students will label and organize recycling boxes, gather trash from around the school and neighborhood areas (going in groups) and bring trash back to the school where they will organize it into their recycling bins, the recycled bins will then be taken to local recycling bins in order to demonstrate the difference they can make as good citizens in the school and community, by making it a nicer, cleaner place to live for everyone and showing others what they can do to help.

Learning Activities Bank

Title of Lesson: What's your Symbol?

Teacher: Melanie Schmidt

Date: October 26, 2004

Time Allotted: 45-60 min.

Grade Level: 4th

Number of Learners: 25

Unit Theme: How can I be a good citizen in my school, my neighborhood, and my State?

Standards Met: see below

Goal:

Strand X: Civic Ideals and Practices.

B. Identify examples of rights and responsibilities of citizens.

J. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.

The students will be able to recognize some of Utah's symbols, the importance of them, and realize what goes into choosing symbols.

Objectives:

Standard IV: Promote cultural understanding and good citizenship.

Objective II: Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.

- Demonstrate respect for Utah.

- Contribute to the establishment of classroom goals and

rules and commit to support them.

Given art supplies, the students will be able to make symbols to represent our classroom, in order to show they understand the concept of symbols and their importance.

Materials Needed: index cards with string attached to both sides (to make a necklace) with symbols written on each, pictures of Utah state's symbols-flag, bird, tree, etc., paper of different sizes and colors, scissors, glue, glitter, pompoms, other art supplies.

Motivation:

Before starting the lesson, I will place a card with a string on it around the back of each child's neck. Written on each card is a different state or school symbol. They will let each classmate look at their card, and the student that is wearing the card can only ask yes or no questions, trying to figure out what is written on their card. When they have figured their own card out, they can help their classmates figure it out until everyone has figured their card out. After all the students have figured out what is written on their card, we will go around and find out what was written on everyone's card.

Procedures:

- 1-We will first talk about symbols. Why they are important and why we use them.
Ask What are symbols? Why do we use them? Give some examples of symbols in the community (i.e. stop sign)
- 2-We will then talk about the Utah symbols that we learned about on the cards, and what they mean, and then we will talk about the school's symbols that we have, and what they mean.
- 3- After that, we will talk about what we want to represent our classroom community, we will brainstorm some ideas, and write them on the board. Then the students can make symbols that they think would be a good representation. They can be in groups, or by themselves, and when they are done, we will look at each flag, and vote on 2 or 3 that everyone thinks will be the best representation.

Accommodations:

- 1-Have the fast finishers go around that room and look at the other projects. Help those that need help.
- 2-For those who have a hard time working alone, encourage someone who is good at working, to work together.
- 3-For the second language learners, pair them with someone who is good at communicating with them.
- 4-For those who have hard time staying on task, make sure that the teacher is walking by often, making sure the student knows you are observing them by asking questions and making comments.

Closure:

After we have decided on our class symbol(s), talk about symbols and what they mean. Ask students to share feelings about trying to decide what symbols they wanted to make, and then choose at the end. Reiterate the importance of symbols, and why we use them.

Assessment/Evaluation:

I will be able to tell if the students met the objectives, by looking at the symbols they create. I will ask them questions about their symbols to see if they understand the concept of symbols, and write these down. I will also walk around the room observing the different groups and writing down observations of what they say, and how they work out their differing opinions.

Extension:

Have the fast finishers go around that room and look at the other projects. Help those that need help. After they've done that, they can sit down and write about their flag and why they chose it.

Teacher Reflection:

Title of Lesson: Creating a classroom community

Teacher: Steven Erickson

Date: October 18, 2004

Time Allotted: 45 Min.

Grade Level: Fourth

Number of Learners: 25

Unit Theme: How can I be a good citizen in my school, my neighborhood, and my State?

Standards Met: SEE BELOW

Goal: Strand X: Civic Ideals and Practices.

B. Identify examples of rights and responsibilities of citizens.

J. Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

The learners will practice good citizenship by working together and finding common things with other students in the class.

Objective: Standard IV: Promote cultural understanding and good citizenship

Given materials, the learners will gain knowledge of how to build and participate in an effective classroom community and become more acquainted with and learn more about the other students in the class. Also, they will discover and compare the commonalities and differences of everyone in their group in order to become respectable and cooperative students in the classroom community.

Materials Needed:

Index cards, Template for a flower diagram.

Motivation:

Who can tell me what a community is? (Accept all answers) How do we make a community? (Get to know each other, cooperation between groups to accomplish goals, have rules to follow) Can our classroom become a community? (YES)

Have a discussion focusing students on how they can make a classroom community.

Procedures:

1. Today we are going to do a couple of activities that will help us create a classroom community. We mentioned as a group that getting to know each other better is important in building a strong classroom community. Our first activity we are going to do will help us get to know each other better.
2. Pass out index cards and explain to the class how to play the game Two Truths and a Lie. Write on the index card three sentences: two that are true and one that is a lie about them. For example, you could say, "I won a prize in spelling in second grade. My favorite food is sushi. I got lost at the zoo when I was little." To be extra tricky, word the lie so it contains a truthful element. Taking turns, the first person tells the group three statements about himself or herself. Everyone tries to guess which one is the lie. Everybody then holds up one, two or three fingers to show which statement they think is the lie. The player sets the record straight, and then the next person goes.
3. After the game divide the students into groups of three or four students and compare what they have in common. They also can share any other facts they

want to about their life. Have them create a flower diagram to compare their commonalities and differences.

4. Have each group come up with a group name and share some of their commonalities with their group. This group will now become their base group for the unit.
5. Have each group share with the whole class their group name and some of the commonalities they share.
6. Have a discussion about lies. Explain to the students that this activity was used to get to know others in the class and that lying is discouraged.

Accommodations:

For students who have a hard time coming up with the three questions I will have them just list two things that they have done and have them share them to the class. Also they will be working in groups so anyone struggling can work with a partner in their group.

Closure:

Today we have learned the first step in building a classroom community. We discussed what a community is and how we could create one in our classroom. Also, we learned a little about each one of us in this class. It is important for a community to get to know everybody and what they can offer. When creating a community it is important that we work together as a team to create a place where we can all contribute and help build a respectful, caring, and cooperative learning environment.

Assessment/Evaluation:

I will assess the students by having them create a Flower diagram of their commonalities and differences. Also the students will be writing in their Journal reflecting on what they have in common with others in their group.

Extension:

Students who finish early can write in their journal some suggestions to help build an effective classroom community. Another idea is to have the students discuss in their group what they can do to contribute to the class.

Teacher Reflections:

Activities for the following days:

Hula hoop body pass. Standing in a large circle, holding hands, one person starts a hula hoop going around. Every student must pass his or her entire body through the hula hoop without breaking hands. One person will time how long it takes to get the hoop around. Challenge the class to beat their time. Take a minute to discuss how they had to help each other to get the hoop around.

Koosh toss. Standing in a circle, explain to students that each person has to touch the ball in as little time as possible. They must remember who they threw the ball to and who threw it to them. Time the students. When finished, explain that they are going to do it again in exactly the same order. Challenge them to beat their time. After repeating activity, brainstorm ideas to decrease time. (i.e. reorder students so they are standing next to the person they threw it to) When students have figured out that one person can hold the Koosh and touch it to each person's hand, the time will be the least and the game is over. Discuss how they had to work together and cooperate to accomplish the fastest time.

Skin the snake: Students line up one behind another. Starting in the middle of the line, person A reaches between their legs with their left hand and grabs the right hand of the person behind them. Whoever is in front of person A, reaches back to grab person A's right hand with their left hand. Once the chain is formed, they are ready to begin. The last person in line lies down on his back. The person in front of him backs up, straddling his body and lies down behind him. Continue until the whole group waddles back. Discuss how you had to work together to all finish.

Title of Lesson: School Community Members

Teacher: Tannie Datwyler

Time Allotted: 60 minutes

Grade Level: 4th

Number of Learners: 25

Unit Theme: How can I be a good citizen in my school, my neighborhood, and my state?

Standards Met: SEE BELOW

Goal: National: Strand X - Civic Ideals and Practices; Objective B.

The learners will be able to identify examples of rights and responsibilities of citizens of the school community.

Objective: Utah: Standard IV - Promote cultural understanding and good citizenship; Objective II

Given the materials listed below, the learners will identify the rights, roles, and responsibilities of various members of the school in order to demonstrate basic citizenship skills.

Materials Needed: "A Fine, Fine School" by Sharon Creech, pencils, paper, and an area for students to spread out and work in pairs.

Motivation: Begin by asking students what they think their rights are in the school community. Then ask them what they think the rights of the principal are in the school community. Write these answers up on the board in a T-chart. Then read "A Fine, Fine School" by Sharon Creech, which is a story about a principal who decides that school should be held on weekends and even on holidays. Write up on the board the following questions: "What would it be like to be part of the school community written about in the book? Would your rights have been protected?" and "What do you think the responsibilities of the principal are? Did he fulfill them?" Have the students' think/pair/share on these questions.

Procedures:

1. Review with students how the classroom community was set up last week and tell them that now that the classroom community is working and functioning in the class, it is time to look outward and start thinking about our school community and the rights, roles and responsibilities of the members of the school.
2. Have students name all of the members of the school community that they can think of (e.g. principal, secretaries, lunch ladies, custodians, school psychologist, school nurse, resource teachers, teacher's assistants, playground supervisor, P.E. specialist, music specialist, computer teacher, classroom teachers, parents, students, PTA, etc . . . faculty members vary from school to school). Write these up on the white board.
3. Tell students that they will be working in groups of two to interview one member of the school community on what his/her rights and responsibilities are in the school community (they will not interview other students or parents for this

activity). As a class, determine an appropriate number of questions to ask their interviewee, and then assign students their partner and the member of the school community that they will be interviewing.

4. Have students fan out in the classroom and work with their partner to come up with interview questions. Inform the students that the interviews will be carried out the next day, but that their questions must be approved by the teacher. Impress upon the students that they need to think critically about what they are going to ask their interviewee, and make sure they ask questions that are going to tell them what they really want to know about the rights and responsibilities of their member. If their questions are not appropriate or need some work, they will have to be revised the next day before groups will be allowed to interview their member of the community.

Accommodations: The teacher will use physical proximity and private comments to students who are distracted or who are not on task in group work. Students who have difficulty writing will be paired with a strong writer, and their partner will aide them in writing questions and/or write the interview questions for that group. Students who are learning English will be paired with a native English speaker, and they will be accommodated similar to students who have difficulty writing.

Closure: Conclude by asking a few pairs of students to share their list of interview questions, and then collect all of the interview questions from the pairs of students. Remind them that the interviews will take place tomorrow after they have gotten their interview questions back. Tell them that some of them will probably need to revise some of their questions, and that if they liked some questions that they heard from their peers, they can change some of their questions to match questions they heard other groups asking.

Assessment/Evaluation:

1. Take up the students' interview question papers, and from these assess if the students are prepared to ask the right kinds of questions with their interviewees.
2. Observe groups and take notes on how they are interacting and if they are beginning to understand the rights and responsibilities of the school community members.

Extension: Have students who finish early with completing their interview questions think critically about how their peers, their parents, and they themselves are involved in the school community. Have them write in their journal what they think the rights and responsibilities of parents and students are in the school community.

Teacher Reflection:

Title: My Neighborhood: Now and Then

Teacher: Sara Whetstone

Time Allotted: 1 hour, 2-3 days

Grade Level: 4th

Number of Learners: 25

Unit Theme: “How can I be a good citizen in my school, neighborhood and state?”

Standard Met: See below.

Goal: Promote cultural understanding (Standard IV)

Objective: Utah: Standard IV - Promote cultural understanding and good citizenship; Objective II

Given the materials listed below, the learners will view pictures of Logan past and present, discuss possible reasons for neighborhood changes, research neighborhood changes and create a class pamphlet of their Logan neighborhood, in order to better understand and learn about how neighborhoods change over time and realize that they too can bring about changes in their neighborhood to make it better.

Materials Needed: slide projector, pictures of what Logan used to look like, pictures of what Logan looks like now, books and pamphlet (contact the Logan Chamber of Commerce), internet access

Motivation: To get students interested in the lesson, present a slide show of pictures of what Logan used to look like. Show pictures of different buildings of the area, the city as a whole, and different neighborhoods. (example: picture of a hospital now a parking lot by the temple).

Do not tell students where the pictures are from, let them guess. Once all the pictures have been shown and the location guessed (or told eventually) show pictures of what the places look like today (Downtown, USU, housing development). Let students discuss differences and possible reasons for the differences.

Procedures:

1. Have students review what the definition of a “neighborhood” is from previous lessons. A neighborhood consists of the people and places that live in the same area.
2. Since neighborhoods consists of places like grocery stores, shopping centers, parks, and other buildings, have the class brainstorm places that they think are important in their “neighborhood” and give reasons why. List reasons on the board.
3. Have students divide into 5 groups and choose a historic part of Logan and research what it used to be like, what the purpose of the place was for, what it's like now and what the purpose of it is. Provide books, pictures, internet access, pamphlets for the students to use as resources. Each group will present their findings to the class. Gather information and make a class brochure about Logan as a finished project.

Accommodations: If there are second language learners in the class, be sure to pair them with non-second language learners. Other possible accommodations for a variety of students needs could be allowing more time for students to finish project. For students

who finish early, have students' research information on another historical site and write about it in their journal.

Closure: To end this project, have students write in their journals ways that they think their neighborhood could be improved and ideas that they could do to help bring about the changes. Allow students to share ideas with the class.

Assessment: As students are discussing how Logan has changed, make note of what their thinking. As groups gather information, listen to their discussions, as well as ask them questions about what they are learning. Finally, as they present their information to the class, check to see if students included past and present information on their site. Look for understanding of how their site changed and why it changed.

Extension: To extend the lesson, have the students write a story about the site they chose and the changes it went through from the site's perspective. For example, if the students chose the Ellen Eccles Theater, have them write as if they were the theater and have the students write about what it might have been like for the building to go through all the changes and what the building saw as it saw the changes go on around itself.

Teacher Reflection:

Title of Lesson: Introduction to State Community

Teacher(s): Lindsey Williams

Date: October 26, 2004

Time Allotted: 45 minutes

Grade Level(s): 4th Grade

Number of Learners: 25

Unit Theme: “How can I be a good citizen in my school, my neighborhood, and state?”

Standard(s) Met: (see below)

Goal: The learners will promote civic ideals and practices, (Stand X). They will identify examples of rights and responsibilities of citizens, recognize and interpret how the common good can be strengthened through various forms of citizen action.

Objectives: Given five pictures relating to state community and government, the students will write what they think they are and what they have to do with state government and community, and fill out a KWL chart on what they know and want to in order to know how to demonstrate good citizenship and identify ways to help and contribute to the community and show respect for Utah (Standard IV, Objective II).

Materials Needed: A picture of Governor Walker, a picture of the State Capital, a picture of the state symbol, a picture of the class, and picture of Utah. Chart paper, markers, student journals, and KWL charts. (Pictures are available at the websites listed below).

<http://www.utah.gov/capitoltour/>

<http://www.utah.gov/government/index.html>

<http://www.teacherlink.usu.edu>

Motivation: Show the picture of Governor Walker and ask the students to write down in their journal who they think she may be. Show the picture of the State Capitol and ask the students to write down what they think the building may be used for. Show the picture of the state symbol and ask the students to write what they think it represents. Show the picture of Utah and of the class, and have the students divide into their classroom committees and discuss what they think all the pictures have in common.

Procedures:

1. Give each group a piece of chart paper, and have each group write on the chart paper what they think all of the pictures have in common and have them explain to the class why they came up with that specific conclusion.
2. Have the students fill out what they would like know and what they would like to know about state community and state government on a KWL chart.
3. Have a class discussion and go through each picture and talk orally about what the pictures are and what they all have in common. Discuss with the class what they know and what they would like to know about state community and state government. Create a general class KWL.

4. Talk about community and how all of the items in the pictures are part of the state community and government.

Accommodations: If necessary, talk with individual students one on one about what they know and what they would like to learn and write it down for them in lieu of them writing it down.

Closure: Reinforce the idea of state community and state government. Explain that we will be learning about state government throughout the week and the class will be taking a field trip to the state capitol later in the week, writing a letter to Governor Walker, and preparing a list of questions to ask while at the capitol.

Assessment/Evaluation: Have the students hand in their journals and read what their original ideas of the pictures were and look at their personal and class KWL charts. This will assess the student's prior knowledge about state government and community and will guide further instruction throughout the week.

Extension: Students who finish early can group together and start thinking of questions they have about the state capitol or for Governor Walker. Allow more time for those who are not finished if necessary.

Teacher Reflection:

Title of Lesson: Trash Bashing
Teacher: Megan Campbell
Date: Weeks 4-5 Day 5
Time Allotted: 40mins and 1.5 hours
Grade: 4th
Number of Learners: 25

Unit Theme: “How can I be a good citizen in my school, my neighborhood, and state?”
Standards Met: (see below)

Goal: National Strand X: Civic Ideals and Practices.

- C. Identify examples of rights and responsibilities of citizens.
- J. Recognize and interpret how the ‘common good’ can be strengthened through various forms of citizen action.

They will carry out a community improvement project over two weeks using the knowledge learned throughout the unit that relates to being a good citizen in school, community and state. The learners will plan and participate in a project on recycling and cleaning up the community and will learn about how trash and recycling contribute to being a good citizen.

Objectives: Utah Standard IV: Promote cultural understanding and good citizenship

Objective II: Demonstrate basic citizenship skills.

- Identify ways to help and contribute to the community.
- Demonstrate respect for Utah.
- Contribute to the establishment of classroom goals and rules and commit to support them.

(Students will have already planned topic of improvement project.)

Given a classroom full of trash, bags and glove, learners will pick up trash and recycle in order to learn more about contributing to the community as a good citizen.

Given trash bags, large empty boxes, labels, plastic gloves and assigned areas, the students will label and organize recycling boxes, gather trash from around the school and neighborhood areas (going in groups) and bring trash back to the school where they will organize it into their recycling bins, the recycled bins will then be taken to local recycling bins in order to demonstrate the difference they can make as good citizens in the school and community, by making it a nicer, cleaner place to live for everyone and showing others what they can do to help.

Materials Needed:

Trash	Large empty boxes	Transportation
Trash bags	Markers and labels	
Plastic gloves	Recycling center	

Motivation:

Week 4: Have trash placed around the classroom as students come in. Watch their reactions. Continue by having the student clean up the classroom and discuss how we can make it a better community, relating to the previous lessons on school, city and state community. The teacher will pose questions and encourage student to find solutions to the problem and why they exists. After writing down the answers, have the student research ways and ideas on improving the cleanliness of the community. This leads into the actual project to be carried out in week five. We will also do a read aloud of a book call “Just a Dream” by Chris Van Allsburg.

Week 5: After reviewing what the students have researched and learned about being a good citizen from previous lessons and trash activity, review the recycling clean-up activity they will be participating in that day.

Procedures:

Week 4

1. Students will clean up from the motivation/anticipatory activity. We will then read the book “Just a Dream” by Chris Van Allsburg.
2. After reading the book, we will have a short activity to sort the trash items into recycling groups. (Paper, Aluminum, Cardboard, Newspaper, Plastic Jugs, Cans)
3. When students finish, they will discuss ideas on how we can make the community better by recycling and discuss the book. The teacher will talk with the students about why it’s important to pick up trash and try to recycle to make it a nicer place to live. Teacher will document responses. Talk with them about how this relates to being a good citizen and give them their task to research and find out more about recycling and trash clean up.
4. Give out assignment for students to find out more about what we can do with recycling and tell them about the project they will be doing.

Week 5

1. Students will come to class prepared to talk about their ideas on trash and recycling to be a better citizen. Students will make and label their boxes for the recycling items.
2. After going over the ideas, the teacher will put them in their groups and tell them their assigned parent for transportation.
3. When the students arrive to their clean-up spot, they will get their materials and begin picking up trash.
4. When the students are done picking up trash they will return to the class and begin sorting out their trash into recycling bins.
5. When the sorting is all done, the students and the teacher will talk about their feelings on the project and review the reason they did it.

Accommodations: If the teacher feels that the time for the cleanup is too long or short, they may change it to suit the needs of the students. If in an area where they would not be able to drive, have them pick up the trash around the school and local neighborhoods that are within walking distance.

Closure: Conclude this lesson with a review on why this project is important and how it relates to the previous lessons we had on being a good citizen in the school, community and state. Have the students share their journal entries on this project and why it is important to them.

Assessment/Evaluation: Students will document in their journals what they learned about being a good citizen and contributing to the community through this project. Teacher will also have anecdotal notes from both weeks of working with the students. Students will also work as committees to come up with pamphlet ideas on why this is important for people to know as a citizen. Teacher will also make a video assessment of the actual improvement project.

Extensions: One idea is to have the students continue collecting items from home to recycle. You can then take the students to the recycling center to see how they are contributing and what the process of recycling is. Have the students' talk with their parents about being a good citizen and recycling etc.

Teacher Reflection:

Assessment

The students will have many different opportunities to demonstrate their learning in a variety of ways throughout our unit. We will assess the student's prior knowledge and continue assessment activities throughout the unit to guide our instruction and produce constant feedback to the students.

The following are examples of how we will be assessing the student's knowledge throughout the unit:

While learning about symbols the students will design their own symbol and this will demonstrate their understanding of what a symbol is, what it is used for, and what it represents. In addition to creating a symbol the students will be asked individual questions regarding their symbol. Anecdotal notes will also be taken while observing the different groups, items such as conversation and group interactions will be noted.

While learning about classroom community students will create a flower diagram of their commonalities and differences to help build classroom sense of community. They will also write in their journal and reflect upon their findings from the flower diagram.

While learning about school community the students will prepare interview questions for members of the school community, for example the school principal. This will assess if the students are prepared to ask questions relevant to learning about school community. The teacher will also observe groups and take notes on how they are interacting and if they are beginning to understand the rights and responsibilities of the school community members.

While learning about the neighborhood community the students will discuss orally how Logan has changed over the years as the teacher makes notes about what the students are saying. Students will also present information to the class and will be assessed on this in addition to past and present information on their particular site.

While learning about the state community the students will create a KWL chart referring to their prior knowledge of state government and items they would like to learn about. Students will also write in their journals on prior ideas and what they think the pictures all have in common.

While conducting an improvement project the students will document in their journals what they learned about being a good citizen and contributing to the community through this project. Teacher will also have anecdotal notes from both weeks of working with the students.

In addition to these ideas the following are other assessment tools we will use in our unit:

- Create a pamphlet of Logan, past and present at the completion of neighborhood presentations
- Create a video presentation of the improvement project
- Write a letter to the Governor.

We feel that these activities will assess student learning in a variety of ways and help students connect what they are learning to their everyday lives.

Appendices

Teacher Resources:

Life in a Crowded Place: Making a Learning Community

Ralph Peterson

Magic of Ritual: Our Need for Liberating Rites That Transform Our Lives and Our Communities

Tom F. Driver

Synergetic Classroom: Joyful Teaching and Gentle Discipline

Carol M. Charles

Refuge: An Unnatural History of Family and Place

Terry Tempest Williams

Utah

Kathleen Thompson

Building Community in Schools

Thomas J. Sergiovanni

School, Family, and Community Partnerships: Your Handbook for Action

Joyce Epstein, Natalie Rodriquez Jansorn, Frances L. Van Voorhis, M. Sanders, B. Simon

<http://www.teacherlink.usu.edu/tlresources/units/Gallagher2003Fall/index.html>

<http://www.onlineutah.com/loganhistory.shtml>

<http://www.media.utah.edu/UHE/n/NORTHLOGAN.html>

<http://www.pe.net/~rksnow/utcountylogan.htm>

<http://historytogo.utah.gov/logan.html>

http://www.rockiesguide.com/guide/rocky_mountains/logan_utah_information.html

http://en.wikipedia.org/wiki/Logan,_Utah

<http://www.utah.gov/capitoltour/>

<http://www.utah.gov/government/index.html>

<http://grossmont.gcccd.cc.ca.us/sandia.tuttle/businessletter.html>

<http://www.uen.org/Centennial/01SymbolsB.html>

<http://www.ipl.org/div/kidspace/stateknow/ut1.html>

http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=1024

http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=3471

http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=5784

<http://historyforkids.utah.gov/>

<http://www.uen.org>

<http://www.voteutah.org/>

http://familyfun.go.com/parties/kids-games/game/famfgam_truth/

<http://www.lessonplanspage.com/SSLAOMDCommunityUnit-hatIsCommunityL36.htm>

Exploring Constitutional Conflicts

<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/dueprocesstudents.htm>

U.S. Department of Education

<http://www.ed.gov/about/offices/list/ocr/docs/hq5269.html>

School district transportation
Local Recycle Center
Logan Transit Center
City Parks and Recreation Offices

Chamber of Commerce:
(435) 752-2161
160 North Main Street
Logan, Utah, UT 84321

Student Literature:

America: A Patriotic Primer
Lynne Cheney, Robin Preiss Glasser (Illustrator)

A is for Arches: A Utah Alphabet
Rebecca Hall, Katherine Larson (Illustrator)

Utah
Children's Press, P. J. Neri

Roxenboxen
Alice McLerran

The Crayon Box that Talked
Shane DeRolf

Just a Dream
Chris Van Allsburg

What Is a Community? From A to Z
Bobbie D. Kalman

I Pledge Allegiance
June Swanson, Rick Hanson (Illustrator), Read by Larry Robinson

Recycling
Joan Kalbacker and Emilie U. Lepthien

Recycle
Gail Gibbons

The Great Trash Bash
Loreen Leedy

First Day Jitters
Julie Dannenburg

A Fine, Fine School
Sharon Creech