EL/Civics Lesson Plan

Program Name   A.C.E.—Columbus City Schools ABLE (ESOL)

Staff Responsible for Lesson   Steven Wisnor

Date(s) Used	11/4/10
Civics Category	III. U.S. History and Government and Citizenship Preparation
Civics Objective	1. Identify the basic organization of local, county, state and/or federal government. 2. Identify people and events in local, state, and/or federal history.
Time Frame to Complete Lesson	One class period (2.5 hours) or more
EFL(s)	Advanced ESOL (NRS Level 5)
Standard(s)	NRS Level 5 Listening, Speaking, Reading, and Writing
Benchmark(s)	L. (5.1, 5.3); S. (5.1-5.4); R. (5.1-5.6); W. (5.1-5.5)
Materials	"Ohio" KWL graphic organizer, Ohio information handout, board, computer with projector and wall screen (optional)
Activities	Opening Activity: Map/Symbol Reading: Before class, teacher draws several symbols on board: a large **outline** of Ohio, with a **star** (Columbus), two **large dots** (Cincinnati and Cleveland), two **small dots** (teacher's choice of small towns/suburbs familiar to students) and a basic **compass rose**. No names should be written down; only symbols. As students (Ss) filter in to class, teacher asks them to discuss with a classmate the name of each symbol and what they represent on a map. Then, teacher and class review

map together for 5-10 minutes. As an expander activity, Ss. can label the map with geographic information they know about Ohio.

Activate Schema & Prior Knowledge:
Teacher passes out Ohio KWL graphic organizer and asks Ss to quickly read it over. Before letting Ss write, teacher asks Ss to read aloud and explain their ideas about the purpose of each section (K, W, and L). Teacher clarifies when needed. In groups of 3, Ss meet to generate their knowledge and questions for "K" and "W" sections and write them down (or draw on map). Teacher instructs Ss to pay attention to complete-sentence and WH-question formation. Ss should not to work on "L" section yet.

Reading—General Information about Ohio:
Pre-Reading: Ss read questions typed out on screen (or written on the board), to be answered after reading. Teacher then reads paragraph 1 aloud to model pronunciation and pauses for commas.

 Question 1: Where is Ohio located in the U.S.?
 Question 2: Is Ohio ranked in the Top 50% or Bottom 50 % of states by area? By population?
 Question 3: What is the state's nickname?
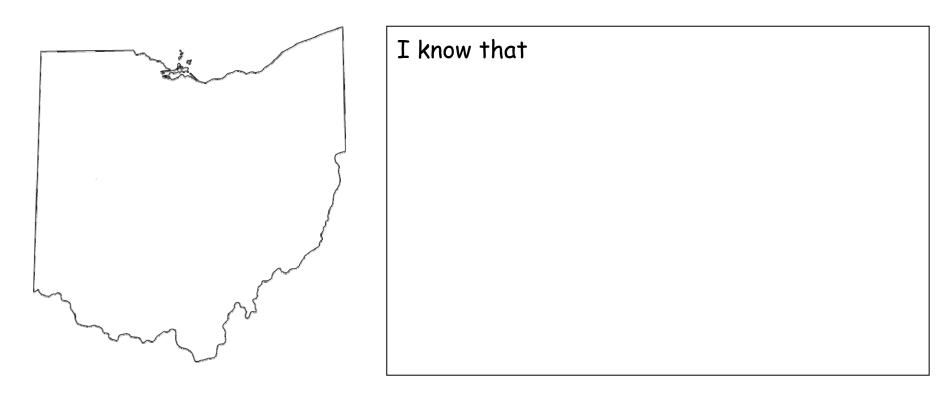 Question 4: What four things does the name "buckeye" refer to?

Reading: Teacher and Ss review and define unfamiliar vocabulary from paragraph 1, then Ss read aloud in class. Finally, Ss re-read paragraph together in pairs with focus on intonation and pronunciation.

Post-Reading: Ss answer the questions in pairs or small groups. As a class, Ss explain how they

	arrived at their answer. Teacher can type out Ss' answers on screen as Ss respond. Reading—Main Ideas and Topic Sentence: Using paragraph 1 and computer and projector (board), teacher ask Ss to break reading down sentence by sentence. Ss come up with and write down the main idea of each sentence ("what's this sentence about?"), then combine their ideas to write a topic sentence to put at the beginning of the paragraph ("what is this entire paragraph about?"). Teacher can type Ss' responses on screen and explain that more than one idea is possible. Expander Activity/Free Practice/Homework: Ss read paragraph 2, identify the main idea of each sentence, and create topic sentence to place at the beginning of the paragraph.
Assessment/ Evidence	Teacher can collect Ohio KWL charts and return at the end of the unit/month/term for Ss to update what they've learned on the back. Paragraph 2 can also be collected as an assessment.
Reflection	If the class is not already familiar with the literacy skills of "main ideas" and "topic sentences" yet, some pre-teaching of these concepts may be necessary. An expander activity on calculating percentages from fractions (related to Question 2) may enhance the lesson as well. Some Ss may misunderstand the "W" section and write random questions or questions they already know the answers to. Some further instruction may be necessary.

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Name: Date:

What I know about Ohio:

I know that

What I want to know about Ohio:

1. _____?

2. _____?

3. _____?

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Name: Date:

What I've learned about Ohio:

1. I've learned that

2.

3.

4.

5.

6.

7.

8.

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1. Topic Sentence:

   Ohio is a Midwestern state in the United States. The 34th largest state by area in the U.S., it is also the 7th-most populous with nearly 11.5 million residents. The state's capital is Columbus, which is also the state's largest city. The Anglicized name 'Ohio' comes from the Iroquois word *ohi-yo'*, meaning "great river." The state, originally partitioned from the larger Northwest Territory, was admitted to the Union as the 17th state (and the first state in the Midwest) on March 1, 1803. Although there are conflicting narratives regarding the origin of the nickname, Ohio is historically known as the "Buckeye State" (relating to the Ohio Buckeye Tree), and Ohioans are known as "Buckeyes."

[adapted from Wikipedia.com - 11/4/10]

Iroquois [ER-eh-koy]: a Native American (Indian) nation and language.   **Buckeye**: a nut from a popular Ohio tree

Traditional Dress.

2. Topic Sentence:

According to a Pew Forum poll, as of 2008, 76% of Ohioans identified as Christian. Specifically, 26% of Ohio's population identified as Evangelical Protestant, 22% identified as Mainline Protestant, and 21% identified as Roman Catholic. In addition, 17% of the population is unaffiliated with any religious body. There are also small minorities of Jehovah's Witnesses (1%), Jews (1%), Muslims (1%), Hindus (<0.5%), Buddhists (<0.5%), Mormons (<0.5%), and practitioners of other faiths (1-1.5%).   According to the same data, a majority of Ohioans (55%) feel that religion is "very important," while 30% say that it is "somewhat important," and 15% responded that religion is "not too important/not important at all.”

Furthermore, 36% of Ohioans indicate that they attend religious services at least once weekly, while 35% attend these services occasionally, and 27% seldom or never participate in these services.

[adapted from Wikipedia.com - 11/4/10]

Main Ideas:

Sentence 1:   **Sentence 2:**

Sentence 3:   **Sentence 4:**

Sentence 5:   **Sentence 6:**

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