

EL/Civics Lesson Plan

Program Name Project Learn of Summit
 County _____

Staff Responsible for Lesson Elizabeth Davis

Date(s) Used	March, 2012
Civics Category	II. Civic Participation
Civics Objective	II. 15. Community Resources – Recreation Access leisure time, cultural, and/or recreational resources.
Time Frame to Complete Lesson	Total 3 hours over 2 class days.
EFL(s)	NRS Levels 1-5. (Beginning Literacy, High Beginning, Low Intermediate, High Intermediate, High Advanced).
Standard(s)	<ul style="list-style-type: none"> • Speak so others can understand • Listen actively • Convey ideas in Writing • Read with understanding
Benchmark(s)	Speaking: 1.4, 2.3, 2.5, 3.5, 4.1-4.5, 5.1 Writing: 1.5, 2.3-2.6, 3.2, 3.3, 3.6, 4.3, 4.6 Reading: 2.1, 2.5, 3.2, 3.5, 3.6, 4.4, 4.6, 5.1, 5.6, 6.1
Materials	1) Photos of local parks. We saw photos of the Cuyahoga Valley National Park on display at the library. But we also used the Park's website: http://www.nps.gov/cuva/photosmultimedia/index.htm 2) Map/Guide of local parks. Can be found for free at local parks or on the internet: http://www.nps.gov/cuva/planyourvisit/loader.cfm?csModule=security/getfile&PageID=185812 3) Handout – writing and discussion questions.
Activities	<ul style="list-style-type: none"> • Day 1 <ul style="list-style-type: none"> ○ Look at photos of the area's parks: forests, animals, lakes, trails, etc. ○ Go over any new vocabulary encountered. For example: <ul style="list-style-type: none"> ▪ butterfly, dew, duck, raindrop, snowflake, spider web, tree branch, turtle ○ Students choose a picture and write about it. Teachers can participate in this, too. Possible questions (may be adjusted for different levels): <ul style="list-style-type: none"> ▪ What picture did you choose?

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	<ul style="list-style-type: none"> ▪ Where was the picture taken? ▪ Why did you choose it? Or, what do you like about it? ▪ Tell us about the picture. ▪ How does it make you feel? ▪ Does it remind you of anything? <ul style="list-style-type: none"> ○ After students finish writing they can read and revise a partner's. ○ Then teacher can check students' writing. ○ Finally, students volunteer to share their writing with the class. Teacher can go first as example and way to participate. <p>• Day 2</p> <ul style="list-style-type: none"> ○ Teacher provides different park maps OR direct students to the website: http://www.nps.gov/cuva/planyourvisit/maps.htm ○ In pairs, students choose a park and answer the handout questions about its map. Sample park map: http://www.nps.gov/cuva/planyourvisit/loader.cfm?csModule=security/getfile&PageID=185812 ○ Students talk about discussion questions with their partner or as a class.
Assessment/Evidence	Students' writings, interaction with each other and participation in discussion.
Reflection	This is a nice way of introducing or sharing some things students can do for free in the area. Many students in the class already visited parks so could share their experiences there. Others had not visited parks but did have experience in parks in their home countries.

Handout

National Parks

Look at the map of the park. Work with your partner and write down answers to these questions:

1) What park did you choose?

2) Where is it? (Close to what road or roads? Close to what city?)

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3) What activities can you do there? (Hike? Fish? Picnic?)

4) Is it free to enter? Does it cost money?

5) When is it open and closed?

Discussion Questions

Read the questions and talk about them with your partner. For question number 4, you can write one for your partner – something you want to know about parks or activities in his/her country.

1) Have you been to a park in Ohio? What park? What did you do at the park? What did you see?

2) Are there parks close to your house in Ohio?

3) Are there parks in your home country? What parks? What can you do there? What can you see?

4) _____?