

## EL/Civics Lesson Plan

Program Name Euclid EL/CIVICS

Staff Responsible for Lesson Wendy Oliver

Date(s) Used	11/08/07
Civics Category	II. Civic Participation
Civics Objective	5. Community Resources - Directory Identify, locate, and map important places in the community and list services available and/or importance of each location
Time Frame to Complete Lesson	3.0 hours
EFL(s)	NRS 5, 6
Standard(s)/Components of Performance	Speak so others can understand - Determine purpose for communicating Read with understanding - Determine the reading purpose
Benchmark(s)	S5.1 - Communicate in a variety of contexts related to daily life and work R6.1 - Read authentic materials to gain knowledge (to plan a field trip)
Materials	<ul style="list-style-type: none"> <li>• Brochures from the closest library</li> <li>• Map of your community</li> <li>• Calendar with room to write (multiple if necessary with a large class)</li> </ul>
Activities	<p>I. Ask students how many of them go to the public library and how many have library cards. Ask them to tell you all the things you can do at the library - take out books, CDs, movies; see films; book clubs; copy machines; use PCs, etc. If they don't come up with it, add "register to vote" and "get tax forms." Board their responses.</p> <p>II. Have students use brochures and calendar(s) and work in small groups to record events happening at the library on the calendar.</p> <p>III. Go over the events and resolve any vocabulary issues that arise.</p> <p>IV. As a group, locate the library's address and find it on the local map. Discuss ways to get there using standard language for directions. Have students locate their home, the school, or other landmarks on the map and take turns giving</p>

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	<p>directions from that location to the library.</p> <p>V. As a group, locate the library's hours of operation and, having determined what is happening at the library in the next few weeks, plan a visit/field trip. Look up requirements for a library card. Review the way to ask for help and the kinds of questions they might want to ask before going.</p> <p>VI. Visit the library and have students who are qualified interact with library staff to get a library card. Everyone with a card must also take out a book, magazine, CD, DVD or other. Have them get help from library staff where possible. If it is the appropriate season, get voter registration and generic tax forms (1040EZ).</p> <p>VII. Tour the library, ensuring that they are familiar with how to sign up to use a PC, the various public rooms where events are held, the different sections where the materials are kept, and the librarians who assist customers.</p> <p>VIII. Return to the classroom and have students show each other what they got at the library.</p>
<p>Assessment/ Evidence</p>	<p>Have student write an explanatory paragraph describing how to get a library card in step-by-step fashion.</p>
<p>Reflection</p>	<p>Students loved getting the card. Seeing others interact with the librarians gave courage to the more reluctant members of the class. Everyone was very excited about the CDs, DVDs and especially the magazines that were taken out. Be sure they understand due dates and show them the drive through return before leaving the library. It is also probably a good idea to notify the library you are coming in advance - especially if you are a large group. And emphasize, before going, that libraries require quiet. We almost got thrown out due to the excitement generated by our trip.</p>