21st Century Lesson Plan

Summary: Students will collaboratively create a digital survey to gather a need within local or school communities in order to plan a civic engagement project. Students have already engaged with vocabulary and participated in a chalk walk identifying their own ideas or needs within the school or local community. Students will collaborate in teams to establish a community need.

Context and Content: 4th Grade, English Language Arts, 60 minute lesson
This lesson presents students with opportunities to engage in discussions to collaborate on creating a digital survey.

Goals: Students will collaboratively design and use a survey to collect data related to a need in the local or school community. Students will be able to review other group's surveys and provide feedback on Padlet.

Pedagogy: Students creating the survey as a team, technology skills, reviewing content on Civic Engagement Slide Presentation, small group collaboration, creativity, critical thinking, classroom routines, Group Roles, sharing the survey for feedback

Technology: Students will be using Padlet and Google Forms. Teams will design their survey in Google Forms and share it on Padlet so students are able to view other surveys and comment on each other's work. Our classroom Padelt is private and only visible to those who have the link. Students will also turn off "view previous responses" when collecting digital data on their Google Forms survey.

Assessment: Student's surveys will be assessed based on the Survey Rubric after they share the survey with the teacher on Google Forms.

Subject: ELA   **Activity:** Civic Engagement Unit: Establishing A Community Need   **Grade:** 4th **Duration:** 60 minutes

Objectives	● Students will be able to publish a digital survey to collect data for their civic engagement project through collaborating as a team ● Each team will share their digital survey with the teacher	Accommodations
Common Core Standards	CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
Materials Needed:	Class set of chromebooks Civic Engagement Slide Presentation Group Roles Survey Rubric Padlet Survey Graphic Organizer	Printed presentations will be available
Launch: (5 min)	Students will review chalk talk posters from the day prior with a gallery walk. Students responded on the posters with sentences or pictures which included the following topics: ● Needs in our school ● Needs in our local community ● Solutions/ Steps to resolve school needs ● Solutions/ Steps to resolve local community needs	Allow time for students to walk around the room to review chalk talk posters from the day before. .

	Now that we have reviewed our OWN ideas of different needs in both contexts, we are going to create a survey to collect data to review our community's voice and their ideas of what is in need. Sit with your teams in your assigned location in the room,	

<u>Presentation:</u> <u>(15 min)</u>	Introduce objective for the day: *Today, you are going to collaborate with your team to design a digital survey to collect data to establish a need in our community. Let's review what we have learned so far about Civic Engagement.*
	 START <u>Civic Engagement Slide Presentation</u>
	     ● Go through the presentation by displaying it on a classroom projector. The presentation is posted on Google Classroom for students to access.
	     ● Students are sitting in their teams and following along with the presentation on their own chromebooks
	     ● Stop and pause on SLIDE 7
	 Turn and Talk:
	 Let's brainstorm some questions to include in our surveys.
	 Starting with the team leader, (teams are assigned <u>Group Roles</u>*) go around in a circle and each share a question that you think would be GREAT to include in your survey*
	     ● Call on groups and record possible questions, add on to SLIDE 8 & 9
		Provide step by step support to access presentation on Google Classroom
		
		 Hand out printed copies of presentation to students who may need one

<u>Independent Practice:</u> <u>(5 min)</u>	● Stop on SLIDE 11. Students are familiar with Google Forms, but the teacher will model and share <u>Survey Example</u> *Let's discuss the positives and negatives of the survey example.* Refer to SLIDE 11. Call on students to share	Survey includes CAPS and bold words. Printed surveys are available
<u>Guided Practice and Team Collaboration:</u> <u>(30 min)</u>	● Stop on SLIDE 13 ● Review Team Norms and <u>Group Roles</u> *Now you will begin creating your survey with your team. Each team will create ONE survey per team to share with the teacher. Use the slide presentation to help your group by referring to the questions we created together and also looking at the expectations in the rubric. The Team "Recorder" will use* <u>Survey Graphic Organizer</u> *to organize group questions*	Printed graphic organizers are available Monitor teams by going around and helping with any tech issues, or assisting in any way groups may need support

<u>Closing</u> (5 min)	● Give students a 2 minute warning, then chime the bell. Remind team managers to share their survey with the teacher AND post it to the classroom padlet.
	     ● *Awesome job today! Because of you all, our local andschool community can be heard. Through collaborating with one another, you are all going to make a difference.*
	     ● *Our next steps…are looking at another group member's survey and providing feedback on Padlet. Then we will be giving them out digitallyor hard copies to our community or school members!*	