

Lesson Topic/ Title	Who Represents Me? (Lesson #3)	Class Level /GLE	ASE History/Level D & E, GLE 8.0+
ELA Unit Title	Take Action! Civic Engagement Unit	Teacher Name	Brooke Machado

CCRS AE <i>(use notation & shorthand)</i>	ELA Learning Objectives By the end of this lesson, students will be able to:	Evidence of Learning Students will show their learning by:
W8D: Research process	gather relevant information from multiple print and digital sources, using search terms effectively	Completing the “Who Represents Me?” document with accuracy
L6: Acquire and use content vocabulary	use new vocabulary appropriately when reading and speaking	Correctly using 2 vocabulary words in the dipstick assessment
R5: Text structure analysis	analyze how certain informational websites are organized	Sharing observations regarding website organization; and completing the final reflection

Student Texts and Other Resources	
<ul style="list-style-type: none"> ● <i>Include authentic print and/or digital texts that are appropriate for adults.</i> ● <i>Include texts that accurately and respectfully represent diverse identities, cultures, and perspectives.</i> 	<ul style="list-style-type: none"> ● <i>Include text complexity level for each text.</i> ● <i>List instructional videos, websites, and handouts for students.</i> ● <i>Include hyperlinks.</i>
Resources: <ul style="list-style-type: none"> ● student access to computers and the internet ● projector if teacher wants to project information at various points during lesson for explaining, giving instructions, or modeling 	Materials: <ul style="list-style-type: none"> ● Who Represents Me? <ul style="list-style-type: none"> ○ Print: iCivics Who Represents Me? handout* - for in-person use ○ Digital: Who Represents Me? Google Doc - for remote class and in-person use ● Websites: <ul style="list-style-type: none"> ○ How to Contact Your Elected Officials usa.gov ○ My Reps datamade.us

Instructional Shifts <i>(Which ones are addressed in this lesson?)</i>	X	Engage with complex text and its academic language.
	X	Ground reading, writing, and speaking in evidence from literary and informational texts.
	X	Build knowledge through content-rich nonfiction.

Instructional Process <i>Sequence and concisely describe culturally-responsive and evidence-based instruction.</i>			
<ul style="list-style-type: none"> ● Incorporate the “I do,” “We do,” “You do” model. ● Contextualize skill instruction within authentic texts and tasks. ● Incorporate a variety of tasks and interactions that foster engagement. ● Support learners in making connections to their lives. ● Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content. ● Include choice and flexibility where appropriate to meet diverse needs. ● Provide additional modifications as needed for English Learners, students with learning disabilities (LD), and students at different levels. 			
PART OF LESSON	TIME / MATERIAL S	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., different levels, EL, LD)</i>
Warm-Up/ Introduction <ul style="list-style-type: none"> ● Review unit goal/cumulative project. ● Review key learnings from previous lesson(s)/Activate prior knowledge. ● Introduce the objectives -- and address why they are important. 	20 minutes	<p>Introduce the lesson by reviewing the final project. Remind students that by the end of the unit, they will demonstrate their understanding of the different levels of government by writing a formal letter to an appropriate elected official at the local, state, or federal level about an issue important to them. Explain that this lesson will prepare students to locate information to find out who their representatives are.</p> <p>Warm-up by activating students’ prior knowledge and doing a quick-write. Tell students to work in pairs/small groups to think about the politicians that represent them in government. Ask them to write down as many of their names as they can. Provide ample think-/write-time and remind students to consider representatives at all three levels of government—local, state, and federal.</p> <p style="padding-left: 40px;">It may be the case that students do not remember many of their representatives or know their names. In this case, you can encourage students by saying, <i>"As you see, it's hard to keep up with all the representatives we have at different levels. That's why it's good to know that there are places where we can find them! Today's lesson will help us use the internet (or available print sources) to not only figure out who our representatives are but how to contact them."</i></p>	<p>For students in need of extra support, tell them to start with the President and write down his or her name, and work their way down to the governor and mayor, etc. Remain positive and praise students for any</p>

		<p>Ask students to share the names that they came up with and write them on the whiteboard, whether digital (e.g., Google Jamboard, Miro Webwhiteboard), chart paper, or an actual physical whiteboard.</p> <p>After writing the names on the board, tell students that in this unit, they will be selecting some of these representatives to communicate with about issues that are important to them, and that today they will research how to contact them.</p>	<p>names that they remember, even if only one or two.</p>
<p>Body</p> <ul style="list-style-type: none"> • <i>Explain and model 1) the target knowledge or skill and/or 2) processes to follow to accomplish tasks.</i> • <i>Provide scaffolded practice and feedback.</i> • <i>Engage learners in inquiring, exploring, and problem-solving.</i> • <i>Include multiple kinds of interactions (e.g., whole group, small group, pairs).</i> • <i>Pose questions that require critical thinking and evidence from text.</i> • <i>Use technology appropriate to the task(s).</i> 	<p>60 minutes</p> <p>Who Represents Me? PDF, iCivics.org (original), Google Doc</p>	<p>1) Explain</p> <p>Inform students that they will be visiting various websites to research who their local, state, and federal representatives are, various ways to contact them, and some other factual information. Emphasize that they will learn and use more notetaking skills to capture what they learn and have it in a form they can use later. Remind them that it’s important to *organize* notes, so they’ll be using a well-organized process for recording what they find out.</p> <p>2) Model</p> <p>Distribute one of the following tools based on your class setting and preference:</p> <ul style="list-style-type: none"> • Digital (for remote and/or in-person use): Who Represents Me? Google Doc or • Print (for in-person use): Who Represents Me? handout <p>Read over the “Who Represents Me?” document examining the different sections and questions with students.</p> <p>Direct students to the How to Contact Your Elected Officials usa.gov website. Draw their attention to headings and hyperlinked words and explain how those help in knowing where to look for certain information.</p> <p>Demonstrate the process of looking up your representative and other additional information, going between the website and the notetaking form. Model by entering your own or the school’s address to locate the appropriate representatives’ names and other information.</p>	

	<p>3) Scaffolded Practice For the second website, MyReps datamade.us, ask students what seems to be different about this website and the previous one. Discuss the cues on the page for how it works, prompting students with questions such as:</p> <ul style="list-style-type: none"> ● <i>What information do I need to enter on this website?</i> ● <i>What information do I need to look for here?</i> ● <i>Do I have all the information I need yet?</i> <p>Note: In this scaffolded practice “We do together” activity, remind students that they must try to recall the steps and necessary information and offer guidance to you along the way.</p> <p>4) Independent Practice Next, tell students that they are going to complete the Who Represents Me? note-taking sheet by researching their own representatives and documenting their findings. Students may use one or both of the websites shared earlier in the lesson.</p> <p>Notes:</p> <p>1 - Some students may have privacy or safety concerns by using their own address for this activity. Allow students as needed to use the school’s address (or another address) for this activity.</p> <p>2 - Inform students that by entering in their unique address, they will find exactly who represents them in the district where they live as districts can vary even within the same city or neighborhood or on the same street</p> <p>3 - Some students may not be able to find all their representatives on the teacher-provided websites depending on where they live. In those instances, inform students that they may need to look for and utilize other websites than those that are provided.</p> <p>Check students’ work for accuracy and provide feedback.</p>	<p>For students in need of extra support, model the skill of scanning to find specific information on a webpage.</p> <p>If necessary, model how to conduct a Google Search to find any specific representative not found on the sites provided for students.</p>
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<p>Wrap-Up/Reflection</p> <ul style="list-style-type: none"> ● <i>Lead reflection in what students learned and how they might use what they learned in their lives.</i> ● <i>Preview the next lesson.</i> 	<p>10 minutes</p>	<p>To close the lesson, do a quick dipstick assessment (A dipstick assessment is a formative assessment used to gauge understanding that has just been learned). Because this lesson requires extensive screen- and writing-time, it is best to switch to a less-taxing, more informal activity for closing, such as a short discussion in pairs, small groups, or as a whole-class.</p> <p>Provide the following reflection prompts for students: <i>“Think about your experience with the different websites, or what you learned about your representatives:”</i></p> <ul style="list-style-type: none"> ● <i>One thing you learned</i> ● <i>One thing that surprised you</i> ● <i>One question you have</i> ● <i>One way this activity has helped you (in the real-world or for the final project)</i> <p>Students may orally respond to as many prompts as they would like. Challenge students to use two (or more) of the vocabulary words from the unit in their response, thus integrating vocabulary practice.</p> <p style="padding-left: 40px;">Note: Vocabulary instruction is not included but would be addressed as a separate lesson each day. It is important for vocabulary instruction to take place prior to this lesson to enable students to fully comprehend texts and learning materials, as well as engage in class discussions and writing activities. Vocabulary words should be visible to students through a class or personal word wall.</p> <p>Formatively evaluate students’ understanding of the lesson and of the vocabulary by monitoring student responses during this conversation. Make notes about any concerns, or misconceptions to address in subsequent classes. Reinforce vocabulary knowledge by “shouting out” any responses that use the vocabulary words in a particularly skillful way.</p>	
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