

The 5 E's: A Model for Designing Lessons for Inquiry Planner¹

Logistics Information:

- a. Middle School Social Studies Learning Cycle
- b. Iowa Core Essential Concepts:
Political Science/Civic Literacy: Understand strategies for effective political action that impacts local, state, and national governance – Illustrate viable pathways for individual and collective political action.
- c. A synthesis of Project Learning Tree and Civic Literacy
- d. Developed April 16, 2010

Background Information: In the United States, communities have local law-making bodies. Local governments focus on issues that most affect an immediate geographical area. Young people can take part in local decision and policy making in many ways, e.g. writing letters to lawmakers, making presentation at city council meetings, or holding conversations with local elected officials. Having one's civic voice being taken seriously requires good social and communication skills.

Materials Required:

Students pages (*Project Learning Tree*, p. 252)
Overhead of student page
Telephone directories
Poster-making materials

Time Period:

2-4 50-minute periods

Name of the Unit of Instruction: There Ought to be a Law (Project Learning Tree)

- I. Plan of the Unit
 - a. Goals of the unit:
 - i. Students will determine why groups have rules.
 - ii. Students will learn how laws are created in their local community.
 - iii. Students will identify a local need for new law affecting the quality of the environment.
 - iv. Students will create a persuasive speeches and visuals arguing for the passage of their new laws.
 - b. How this unit relates to the curriculum:

Previous Grade/Course	Current Grade/Course Next	Grade/Course
5 th Grade Civics: Students will be involved in the creation of laws for their classrooms.	6 th Grade Civics: Students will learn the process through which local laws are created.	7 th Grade Civics: Students will learn how state and federal laws are created.

¹ Adapted from *Teacher to Teacher: Reshaping Instruction Through Lesson Study* (NCREL, 2002)

c. Lesson Plan: Phases in a 5E Learning Cycle: Engage, Explore, Explain, Elaborate, and Evaluate.

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding
<p>ENGAGE (Introduction, Anticipatory Set): Students will be asked to imagine playing a game of baseball with no rules and discuss the problems that could occur. Students will then discuss what their classroom would be like with no rules.</p> <p>EXPLORE (Activity, Investigation): Students will discuss the following: What are some examples of local laws? How do you think these laws were created? Students will then learn the process through an explanation of the overhead: “Steps for Making or Changing a Law.” Students will be asked to identify local problems pertaining to the environment which might be prevented through suitable laws. They will then contact local government officials to find out if such laws exist and to consider positive and negative effects of enacting the law, who might favor or oppose the law, how the law could be enforced, and what should be the consequences for breaking the law.</p> <p>EXPLAIN (Closure): Students will share the laws they have formulated and receive peer feedback enabling them to improve their laws.</p>	<p>Students might initially think having no rules would be “awesome” until they considered the possible negative consequences.</p> <p>Encourage students to suggest possible laws that affect the quality of the local environment.</p>	<p>Consider developing a game that students could be asked to play with no rules.</p> <p>Students will need to review telephone and interview etiquette before contacting local officials.</p>	<p>Students give responses indicating rules prevent negative consequences to individuals.</p> <p>Students should suggest laws and punishments that are realistic.</p>

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding
<p>ELABORATE (Connections and Applications): Students will prepare short speeches and visuals stating the proposed laws, explaining why the laws are needed, and asking that the laws be passed.</p> <p>EVALUATE: Students will discuss what they learned from the experience and write an essay describing the steps they completed during the project.</p>	<p>Students will be excited if offered the chance to create products of their choice – posters, PowerPoints, videos, etc.</p>	<p>Contact the mayor of city council in advance of this project. Determine whether an official could either meet with students at City Hall or visit the classroom to hear their presentations. Develop a rubric through which students can assess the quality of their own products.</p>	<p>Each speech and visual should be of “presentation quality” and give a compelling argument for the passage of the law.</p> <p>Discussion and essays will reflect accurate understanding of the process through a local laws comes to be.</p>

EXTENSIONS

Students can learn the processes through state and federal laws are created.

ADDITIONAL ACTIVITIES

Know Your Legislation (*Project WILD*, p. 272)

To Zone or Not to Zone (*Project WILD*, p. 321)

Wild Bill’s Fate (*Project WILD*, p. 270)