

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

Logistics Information:

- a. Environmental Education Learning Cycle Example of 21st Century skills/ Civic Literacy/Government Core standards.
- b. Iowa Core Essential Concepts
Political Science/Civic Literacy
Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.
Understand the purpose and function of each of the three branches of government established by the Constitution.
Understand the differences among the complex levels of local, state and national government and their inherent, expressed, and implied powers.
Understand strategies for effective political action that impact local, state, and national governance.
Understand how law and public policy are established at the local, state, and national levels of government.
- c. Developed April 17th 2010

Background Information (What do observers need to know about our learners, classroom and school?): Schools will vary

Materials Required:

Regional Community Issues: The Ogallala Aquifer (Project Learning Tree Places We Live, p. 133-149)

Dam Design (Project WILD Aquatic, p. 179-183))

Know Your Legislation: What's In It for Wildlife?(Project WILD, p. 272-276)

There Ought to be a Law (Project Learning Tree, p. 249-252)

Internet search of web sites and legislative forums.

Time Period:

Exploratory project can be used throughout or as a capstone assessment/project.

Name of the Unit: Whose land is it? Government and land use issues.

I. Plan of the Unit

- a. Goals of the unit: Students will use materials to examine the role of the 3 levels and 3 branches of government in dealing with land use issues in America.
- b. How this unit related to the curriculum:

Previous Grade/Course	Current Grade/Course	Next Grade/Course
Civics; American History	Government	Civics; American History

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

c. Lesson Plan: Phases in a 5E Learning Cycle (in no particular order) are Engage, Explore, Explain, Elaborate, and Evaluate. There may be multiple experiences in each phase.

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: Pick an issue that you believe needs to be addressed legally. (Litter, water bottle deposit, zoning, coal mining, dams, etc.)</p> <p>EXPLORE: What laws/regulations are already on the books? What additional regulations are suggested or what deregulations are urged to be adopted and by whom?</p>	<p>Can you throw whatever you want away? Who decides? Local laws? Constitutional issue? State laws? What level is most appropriate for your issue?</p> <p>Student research a current law. How contentious was its passage? What prompted the ruling/zone change etc.</p>	<p>Government web sites with county/region/state/federal jurisdictions defined can be very useful.</p> <p>Without using charged political buttons the teacher needs to explore the variety of constituent interests that are impacted by legislation.</p> <p>Discuss likely Political Action committees and lobby groups that would be active in regards to the student’s issue. (World Wild life Fund, Chamber of Commerce, Riverkeepers, Sierra Club, cato institute, Center for Biological Diversity, etc)</p> <p>Care should be used to id both sides of an issue but fact checking must be completed as well. IE Chambers assertion that climate change is not happening is NOT supported by the majority of the scientific community</p>	<p>Student is able to draw a cognitive map, mental webbing of their selected issue and related state, local and national agencies/laws/boards that are likely to be involved.</p> <p>Student shows understanding of groups represented in legislative actions.</p>

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<p>EXPLAIN: What path does a regulation have to take vs. a law.</p>	<p>Students complete the activity on PLT pg 250 that explores group memberships/stakeholders.</p> <p>Students examine the making or changing local laws student page 252 in PLT (noted as 8th grade but with conflict resolution and levels of government it continues into high school level work.</p>						
<p>ELABORATE: Wolves in Yellowstone? Cougars in Iowa? Read <i>Know your legislation: what’s in it for wildlife?</i> (Project WILD, p. 276).</p> <p>EVALUATE: Write Position paper. Submission of letters to congress/senate-state/federal, and/or local boards as appropriate</p>	<p>Students research an issue – solo or via committee.</p> <p>Action Flow Chart for “know your Legislation” Activity</p>	<p>Students may need help evaluating the claims of the various interest groups involved in looking at legislative issues. Practice Critical Thinking! Examine evidence.</p> <table border="1" data-bbox="1129 938 1570 1484"> <tr> <td colspan="2" data-bbox="1129 938 1570 1198"> Illustration of Understand how law and public policy are established at the local, state, and national levels of government in the ICLE’s Rigor and Relevance Framework </td> </tr> <tr> <td data-bbox="1129 1201 1331 1484"> Quadrant C Students will predict the fate of a piece of proposed legislation based on an </td> <td data-bbox="1335 1201 1570 1484"> Quadrant D Students analyze a local, state or national issue and prescribe a legislative response that </td> </tr> </table>	Illustration of Understand how law and public policy are established at the local, state, and national levels of government in the ICLE’s Rigor and Relevance Framework		Quadrant C Students will predict the fate of a piece of proposed legislation based on an	Quadrant D Students analyze a local, state or national issue and prescribe a legislative response that	<p>Students write a position paper about their legislation or a piece of existing legislation that examines the route, issues and challenges that the proposal may encounter.</p> <p>Quadrant D activity</p>
Illustration of Understand how law and public policy are established at the local, state, and national levels of government in the ICLE’s Rigor and Relevance Framework							
Quadrant C Students will predict the fate of a piece of proposed legislation based on an	Quadrant D Students analyze a local, state or national issue and prescribe a legislative response that						

assessment of the current political climate, partisan perspectives, public opinion and media coverage.	promotes the public interest or general welfare.
Quadrant A Students will be able to create a sequence diagram that shows how a bill becomes a law at the federal and state level as well as how local statutes are established.	Quadrant B Students select a current bill that they support and track it through the legislative session.