<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>THROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students brainstorm their answer and write them on the board.</td>
<td>Problems they face in San Francisco.</td>
</tr>
<tr>
<td>Problems are analyzed by asking what community they encountered problems in.</td>
<td>作文：探索社区问题，提出可能的解决方案。</td>
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<tr>
<td>The article “Problems I the Mall”...</td>
<td>Possible solutions include: affordable housing, clean streets, safety, etc.</td>
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<tr>
<td>Previous Lesson: an article entitled “Problems I the Mall” introduces the topic of community problems...</td>
<td>SCANS: Creative Thinking, Critical Thinking</td>
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<tr>
<th>MATERIALS</th>
<th>INTO</th>
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<tr>
<td>SCANS/EEF Common Activities</td>
<td></td>
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Lesson Plan: Letter Writing

**Unit:** Civic Engagement: Community and Social Action

**Length of Session:** 1 hour and 40 minutes

**Theme:** Problems in the Community

**Target Audience:** High Beginning to Advance/Level 22

**Language Arts Standards:** W5 - Write for a real purpose

**Vocabulary Introduced:** Gangs, unreliable, shortage, impressed, limited, solution, alternative

**Objectives:** Discuss problems found in the community and possible solutions; construct a letter using correct letter format.
PRESENTATION

After all appropriate topics are on the board, the teacher explains that each group will be discussing a different topic. Students choose one "problem" and go to a group with others who want to discuss this problem. The group will be discussing a different topic. Students choose one "problem" and work together to come up with possible solutions to the problems. After all applicable topics are on the board, the teacher explains that each student is to choose one topic and then discuss it with others. Students are taught the correct form for writing a letter, and each group writes one letter to the mayor's office.

APPLICATION

The letters are mailed to the mayor's office.

BEYOND

Students are taught to correctly address an envelope and the letters are put in the envelope. The letters are collected, revised, and written. Letter to the mayor following the format:

Subject: "Write a Letter" to the mayor

The class then discusses what we could do as a "good citizen/community member" to initiate change. As in the article they had read, a student may comment, "Write a letter." The class then discusses what we could do as a "good citizen/community member." Each group discusses their letter, and one designated "reporter" in each group reports back to the class on what they did.

GUIDED PRACTICE

Students then talk about the problems in their group. In addition, they will talk about possible solutions to the problems.

Students are taught the correct form for writing a letter, and each group writes one letter to the mayor's office. The letters are collected, revised, and written. Letter to the mayor following the format:

Subject: "Write a Letter" to the mayor

The class then discusses what we could do as a "good citizen/community member." Each group discusses their letter, and one designated "reporter" in each group reports back to the class on what they did.

SCANS: Interpersonal

Exercise Rights and Responsibilities

Value Diversity

Respect Others and Respect Yourself

Work Together