

Citizenship



Unit intended for 1st grade

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Introductory Sheet

Grade level and typical learner

This unit is intended to be used with first grade students, who are usually six or seven years old. At this stage in development, students generally learn the most from hands-on activities and experiments. They enjoy playing games that have rules and are also very developed verbally. Teaching a unit on citizenship is very appropriate for students at this developmental level. Children who are around seven years of age are becoming increasingly socially aware. They begin to display flexibility, open-mindedness and a tolerance of others. They are also able to learn about people who live elsewhere in the world, and are curious to learn about those that are different from themselves. This unit will encourage students to utilize their new-found social awareness to benefit their community.

Source: NCSS Task Force on Early Childhood/Elementary Social Studies. (June, 1988). "Social studies for early childhood and elementary school children: preparing for the 21st century." Retrieved from: <http://www.socialstudies.org/positions/elementary>.

Rationale

The topic of citizenship is very important for several reasons. Indiana state standards 1.2.4, 1.2.5 and 1.2.6 all deal with the roles of citizens. NCSS standards also include the need for students to understand their roles and responsibilities as citizens of the United States. Students need to understand that they each have a responsibility and a duty to their community and to the world around them. If we want students to grow up to be successful, productive, contributing members of society, we need to start by explaining to them what this means at a young age. If students are taught the importance of displaying fairness, honesty and respect for others, then it is more likely that they will display these characteristics later on in life. Students also need to be aware that they are the future of their community, country and world, and should start now with their efforts to make the world a better place in which to live.

Goals

- Students will learn to be positively contributing members of society.
- Students will understand and practice the characteristics of a good citizen.
- Students will learn respect for the world around them.
- Students will respect their own beliefs and the beliefs of others.
- Students will be motivated to continue to contribute to the good of the community.

Learning Objectives

- Given a recipe card and knowledge of the characteristics of a good citizen, students will complete the recipe card by listing four characteristics of a good citizen.
- Given a community service project, students will each participate in some aspect of the project.
- Given their participation in a community service project, students will write a half page reflection about their experience.
- Given cutouts of their handprints, students will write a pledge of at least one thing that they will do to become a better citizen.
- Given the prompt “I have a dream...” students will complete this sentence using correct punctuation and capitalization 100% of the time.
- Given their sentences and illustrating materials, students will illustrate their sentence, with 100% of the students scoring a 3 or 4 on the rubric.
- Given the passage “Happy Birthday, Mr. Lincoln!” and the corresponding questions, students will answer at least two out of the three questions correctly, and will complete the drawing at the bottom.
- Given the story of George Washington and the cherry tree, the students will identify the beginning, middle and ending of the story.
- Given a short scenario, students will work in groups of four to act out how they would handle the given scenario, with 100% participation from group members.
- Given the creation of his or her own flag, the students will identify three symbols that they used.
- Given the three symbols on the student’s flag, the student will identify what these symbols represent.
- Given a piece of trash and a picture of an animal common to the community, students will write at least two ways in which the piece of trash could cause harm to the animal.
- Given the worksheet “American Symbols”, students will correctly identify the symbol that relates to America 3 out of 4 times.
- Given the first few words to *The Star Spangled Banner* in scrambled order, students will work in cooperative groups to put the words in the correct order.
- Given the verbal cues of how to properly skip, students will correctly perform the locomotor skill the length of the gym and back.

Standards

Social Studies

1.2.4: Describe ways that individual actions can contribute to the common good of the community.

- This standard will be taught by having students brainstorm ways in which they could help out in their communities, and then choosing one of these ideas to actually carry out in a community service project.
- Students will be given scenarios in which they will have a choice to act as a good citizen or not. Students will present these scenarios as skits to the rest of the class, and the class will discuss why or why not a good citizen would behave this way.
- Students will discuss and write about the ways in which pollution is harmful to the environment. After discussion and writing, students will actually go outside to help clean up pollution on the playground.

1.2.5: Define what a citizen is and describe the characteristics of good citizenship.

- Students will discuss with a partner the characteristics of a good citizen. The class will then have a grand discussion about what it means to be a good citizen.
- The teacher will create a trail mix made up of foods that represent the characteristics of a good citizen. Students will then write their own recipe for a good citizen.
- Students will write a pledge of what he or she will do to make the classroom a better place.

1.1.5: Identify people and events observed in national holidays and celebrations

- Students will discuss Martin Luther King Jr. and what he did for our country. The students will listen to the story "I Have a Dream" and write their own dream.
- Students will look at a picture and read a book about President Abraham Lincoln. They will read a paragraph about when and why we celebrate President Lincoln's birthday.
- The students will also discuss the other president that we celebrate during President's Day- George Washington. Students will hear the story of Washington and the cherry tree.

1.1.3: Identify American songs and symbols and discuss their origins.

- The class will talk about the American flag and why it is important to the country. Students will learn about the symbolic meaning behind the flag.
- Students will listen to *The Star Spangled Banner* and discuss the fact that it is our National Anthem and that it honors our country and flag.
- The students will participate in a physical education activity in which they unscramble the words to the first line of the National Anthem.

Language Arts

English 1.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Respond to *who*, *what*, *when*, *why* and *how* questions and recognize the main idea of what is read.

- Students will complete a reading comprehension worksheet on President Lincoln in which they read a paragraph and answer comprehension questions.

English 1.3.1 Analysis of Grade-Level-Appropriate Literary Text: Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle and ending.

- The teacher will explain to students what the beginning, middle and ending of a story is. Students will listen to a story and pull out the beginning, middle and ending.

Science

1.1.3: Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

- The class will discuss different ways that pollution is harmful to animals, and will brainstorm ways to help clean up the environment for animals.

Fine Arts

Music 1.9.2: Experience music from various historical eras and cultures through singing, listening, or moving.

- Students will listen to a recording of *The Star Spangled Banner*.

Theatre 1.6.2: Collaborate to create and present original stories.

- Students will be given short scenarios they have to complete based on what they would do next. Students will work in cooperative groups to present the skits to the rest of the class.

Visual Arts 1.6.3: Identify and use symbols to express ideas.

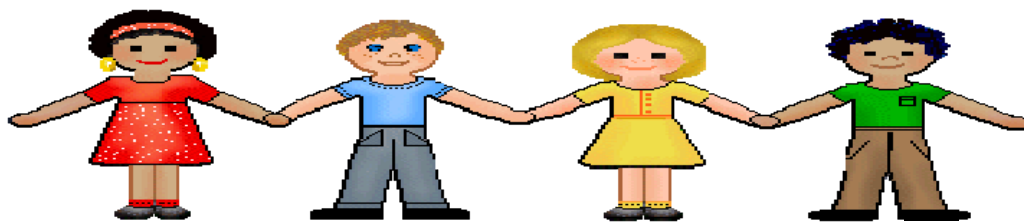
- Students will discuss the meaning of the symbols of the American flag. Students will then create their own flag by incorporating symbols that represent who they are.

Physical Education

1.1.1: Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

- Students will be reminded of the verbal cues of skipping, and will be asked to skip back and forth across the gym.

February 14, 2011



Dear Parent/Guardian,

Beginning next week our class is going to begin a unit on citizenship. This unit will last approximately two weeks and will cover several state standards in multiple disciplines. I believe that it is important for students to learn about what it means to be a good citizen from a young age. Students will learn about the characteristics that a good citizen possesses and we will discuss what they can do to make our classroom and community a better place. By the end of this unit, students will be able to identify some very important past citizens of the United States, including Martin Luther King Jr., George Washington, and Abraham Lincoln. Students will also be able to identify the symbolic meaning behind the American flag and the National Anthem.

Look forward to your child coming home from school excited about what they have learned. Some exciting projects that we will be doing include making and eating a “citizenship trail mix”, creating our own flags, and writing our very own “I Have a Dream” speeches. We will even begin working on a class created community service project to give back to the community! Make sure to ask your child daily about what they have learned about citizenship, and encourage them to practice their good citizen skills at home!

If you have any questions or concerns, please don’t hesitate to call or email me!

Sincerely,
Miss Beakas

Annotated List of Trade Books for Citizenship

Adler, D. A. (1990). *A picture book of George Washington*. Holiday House

This book gives a brief account of George Washington, including how he became the first president of the United States of America. The book uses cartoon-style illustrations, making it friendly for lower elementary students.

Bennett, W. J. (1995). *The children's book of virtues*. Simon & Schuster.

This book is a collection of short stories, poems and fables about moral issues. Some of the virtues discussed in the book include compassion, faith, courage and perseverance. Included in this book is the story of George Washington and the cherry tree.

Burch, R. (2002). *Working together: learning about cooperation and citizenship*. Huntington Beach, CA: Creative Teaching Press.

This book describes ways that children can work together to make a difference. It teaches children how to work in groups and respect one another. It is written at a level for young children, so it is easily understood.

King, M.L. (1997). *I have a dream*. New York, NY: Scholastic Press.

This book is an illustrated version of Dr. Martin Luther King Jr.'s "I Have a Dream" speech. In his speech, Dr. King discusses his dream for the world- that all people will someday be treated equally, regardless of their skin color. Beautifully illustrated by Kathleen A. Wilson, the book gives children a visual reference to the famous speech.

Leedey, L. (1991). *The great trash bash*. Holiday House.

Mayor Hippo is very proud of the beautiful city that he is in charge of. One day however, Mayor Hippo slips on a banana peel, and he realizes that something is wrong with his city. He realizes that his city is full of trash! Mayor Hippo holds a town meeting and suggests that the animals of the town hold a "trash bash". The animals in the city come to realize that reusing and recycling their items is better than throwing them away.

Loewen, N. (2005). *We live here too: kids talk about good citizenship*. Minneapolis, MN: Picture Window Books

This book uses an advice column type format to teach kids about what it means to be a good citizen. It begins with a letter from a child who has a problem dealing with citizenship that is common to most children. One of the books "expert children" then writes a response to the letter, giving advice about how a good citizen would handle the situation.

Mayer, C. (2008). *Citizenship series*. Hinneman Library.

This is a series of books designed to teach young children about citizenship. Each book in the series highlights an important role of a good citizen. Titles of the books range from "Being Responsible" to "Following Rules". The books are written in a simple style that make them easy to use with young children.

Rappaport, D. (2008). *Abe's honest words: the life of Abraham Lincoln*. Hyperion .

This book explores the life of Abraham Lincoln from his childhood through his presidency and up until his tragic death. The book is written in a prose form and emphasizes many of Lincoln's thoughts and ideas about issues such as slavery and education. Real quotes from Abraham Lincoln are printed on every page.

Ringgold, F. (1998). *My dream of Martin Luther King*. Dragonfly Books.

This story is written in first person and is an account of a dream that the author had about Martin Luther King, Jr. The story shows brief glimpses into King's childhood, including instances of prejudice and segregation. The book also includes moments from King's adult life including his famous speeches and his assassination.

Stover, J. (1989). *If everybody did*. JourneyFourth.

This book explores what would happen if everybody did the same thing. For example, what would happen if everybody in the world jumped in the mud, or slammed the door? This book is an excellent way

to show students how their behaviors influence those around them and the behaviors of the rest of the world.

Bulletin Board

For an interactive bulletin board for this unit, I would have students be able to nominate a classmate who they feel is being a good citizen. The student would fill out a form about why they believe this person is a good citizen and then the form would get stapled on to the bulletin board. The board would be titled "Caught Being Good Citizens". By the end of the unit, I would make it a requirement that all students have filled out at least one form. I would also be able to fill out forms, and would try to fill them out for students who weren't nominated by any of their peers. A sample of the nomination slip is as follows:

Student's Name: _____

What did this person do that makes him/her a good citizen?

Recommended by (Your name): _____

Field Trip

For a field trip for this unit, I would have students go to a local animal shelter or other community agency and volunteer for a little bit. Hopefully this field trip would be in connection with the community service project that they begin during the second lesson. For example, if the students decide that they want to collect books for children who are in the hospital, then I would like them to be able to drop off and deliver the books personally. I think that this would give students the opportunity to see the impact that they have made in their community. I also think that it would encourage students to keep volunteering and helping out those that are less fortunate than themselves.

I think that volunteering and giving back to the community is something important for students to begin doing at a very young age. I believe that it is good for students to see the different ways that they can make an impact in their community. I think that by allowing students the opportunity to volunteer, it is teaching and showing them the characteristics of a good citizen. After the field trip, I would probably have my students write a couple of reflection sentences about what they enjoyed about the field trip and about what they learned.

Technology and Literature

Technology and literature will be utilized several times throughout the entire unit. Several trade books are incorporated into the lessons. The purpose of these trade books is both to introduce new concepts and to reinforce the concepts that are being taught. Students will use literature to identify the characteristics of a good citizen and to learn more about the important citizens in the United States. Literature will also be used as a visual reference to clarify topics. For example, students will be read The Star Spangled Banner by Peter Spier so that they have a visual reference to the words in the National Anthem. Technology will also be utilized several times throughout the unit. For example, students will listen to a recording of *The Star Spangled Banner*. They will also watch a segment of Dr. Martin Luther King's "I Have a Dream" speech on YouTube.

Citizenship Pre-test Assessment

Name _____

- Which of these words describes a good citizen?
 - a. Bully
 - b. Honest
 - c. Liar

- You are on the playground and you find a piece of trash. Draw a picture of what a good citizen would do.

- Which of these is the flag of the United States of America?



- Which of these people was a president of the United States?
 - a. Martin Luther King Jr.
 - b. Mr. Copler
 - c. Abraham Lincoln

Citizenship Post-test Assessment

Name _____

- What are 3 characteristics of a good citizen?
1. _____
1. _____
2. _____
- Why is Dr. Martin Luther King Jr. such an important citizen?
 - a. He was a president of the United States
 - b. He wrote the National Anthem
 - c. He fought for Civil Rights
- Which of these is an important symbol of the United States?



- Draw a picture of yourself doing something that a good citizen would do.

Lesson Plan #1

Lesson: Introduction to Citizenship Unit (making a good citizen)

Length: 35 minutes

Age or Grade Level Intended: 1st grade

Academic Standard(s): Social Studies 1.2.5 Roles of Citizens: Define what a citizen is and describe the characteristics of good citizenship.

Performance Objective(s): Given a recipe card and knowledge of the characteristics of a good citizen, students will complete the recipe card by listing four characteristics of a good citizen.

Assessment: The teacher will give each student a recipe card (see attached). Each student will fill out the blanks on the recipe card with characteristics of a good citizen.

Advance Preparation by Teacher:

- Print out enough “recipe cards” for each student (see attached). Cards can be printed two per sheet and then cut so that each student gets a half sheet of paper.
- Purchase items for trail mix (pretzels, M&Ms, raisins, popcorn and Cheese-Its). There needs to be enough trail mix that each child can have a small serving when finished.
- Obtain a large bowl and a serving spoon to mix with

Procedure:

Introduction/Motivation: Begin by explaining to the class that over the next couple of weeks we are going to be talking about what it means to be a good citizen. Ask students if any of them know what it means to be a “good citizen.” **(Bloom, Knowledge)** Tell the students that today they are going to learn the characteristics that it takes to be a good citizen. Explain that they are going to make a “good citizen” trail mix that they will be able to enjoy later.

Step-by-Step Plan:

1. Tell students that a good citizen is someone who possesses many different characteristics. A good citizen is someone who works hard to help make their

community a better place. Explain to the students that their classroom is a community, and that they should strive to have a classroom full of good citizens.

2. Show the students the giant bowl in which you are going to prepare the trail mix in. Explain that we are going to let the bowl represent our classroom, and we are going to fill the bowl with all the things that good citizens do. **(Gardner, Visual/Spatial)**
3. Tell students that one of the characteristics of a good citizen is honesty. Ask students if any of them know what it means to be “honest”. Show the students the pretzels and explain that we are going to let the pretzels represent honesty in our trail mix. Ask a student to come up and put the pretzels into the bowl.
4. Tell the students that another characteristic of a good citizen is always doing your personal best. Ask the students if any of them know what it means to do your personal best. Show the students the M&Ms. Explain that these are going to represent doing your personal best in our trail mix. Ask a student to come up and put the M&Ms in the bowl.
5. Continue in this manner two more times. Let the raisins represent “respecting others” and the popcorn represent “responsibility”.
6. Explain to students that there are many more qualities that a good citizen may have. Ask students to raise their hands and give an example of another characteristic that a good citizen might have. **(Bloom, Analysis)** Choose one of the student suggestions for the Cheese-Its to represent. Have this student come up and put the Cheese-Its in the trail mix.
7. After all of the ingredients are in the bowl, mix them together and explain to students that a good citizen would have all of these qualities. Give each student a serving of the trail mix to eat and enjoy.
8. While the students are eating the trail mix ask, “Do you enjoy eating just pretzels for a snack?” (Most students should answer yes.) Ask the students, “Do you think that the trail mix would have been as good if it just had pretzels in it?” Ask the students “How do you think this is similar to the idea of being a good citizen?” **(Bloom, Synthesis)** Have the students turn to a partner and discuss. **(Gardner, Interpersonal)** Explain to the students that although each of these snacks would be good by themselves, together they make an even tastier snack. This is kind of like being a good citizen. It is good to have one of these characteristics, but it is even better to have all of them.
9. After the students have finished their snack, explain that they are now going to write their very own recipe for a good citizen. Ask students if they have ever seen someone use a recipe. What do you use a recipe for? **(Bloom, Comprehension)**
10. Pass out a recipe card to each student (see attached). Have the students fill out each line of the recipe with a characteristic of a good citizen. **(Gardner, Verbal, Linguistic)**

Tell the students that they can use the ones that we discussed in class, or they can use ones that they have come up with on their own. **(Gardner, Intrapersonal)**

11. Have students turn in their recipes. Assess by making sure that each student has completed each line of their card with a characteristic of a good citizen.

Closure: Tell students that for tomorrow, they need to be thinking about things that they can do in their communities to make it a better place. Explain to students that they can think about things in their classroom, school or town. Tell students to come to school tomorrow ready to share.

Adaptations/Enrichment:

Student with ADHD: Allow this student to pass out the recipe cards. Also, choose this student to be someone to put an ingredient in the trail mix, preferably towards the middle of the lesson. This will allow the student to get up and move around.

Student with Orthopedic Impairment: Allow this student to verbally tell the teacher or an aide the ingredients of a good citizen while the teacher or aide fills out the recipe card.

Student with Autism: Give this student the option of choosing a partner to work on the recipe card with.

Student with a visual impairment: Give the student an enlarged version of the attached recipe card.

Self-Reflection: Did the students meet the performance objectives? Did the students fill out their recipe cards with true characteristics of good citizens? Was there a variety of characteristics used, or did most students just use the characteristics discussed in the lesson? Did students seem to understand the symbolism of the trail mix? What can I do to improve this lesson the next time that I teach it?

RECIPE FOR A GOOD CITIZEN

BY _____



1 CUP _____

½ TABLESPOON _____

A DASH OF _____

A PINCH OF _____

RECIPE FOR A GOOD CITIZEN

BY _____



1 CUP _____

½ TABLESPOON _____

A DASH OF _____

A PINCH OF _____

Lesson Plan #2

Lesson: Community Service Project (social studies)

Length: 30 minutes for the introduction. However, this is an ongoing project that will continue throughout the course of the two week unit.

Age or Grade Level Intended: 1st Grade

Academic Standard(s): Social Studies 1.2.4: Describe ways that individual actions can contribute to the common good of the community.

Social Studies 1.2.5: Define what a citizen is and describe the characteristics of good citizenship.

Performance Objective(s):

Given a community service project, students will each participate in some aspect of the project (1.2.4).

Given their participation in a community service project, students will write a half page reflection about their experience (1.2.4).

Assessment: The teacher will assess that the student has participated in the class selected community service project by checking off their name when they have made some sort of contribution to the project. The teacher will also check to make sure that the student has written a one page reflection about their experiences working on the project.

Advance Preparation by Teacher:

- Obtain a copy of The Great Trash Bash by Loreen Leedy
- After the students have selected a community service project, have the project approved by the principal and by the agency to be served.

Procedure:

Introduction/Motivation: Have students assemble in the story area. Explain to students that today we are going to continue talking about citizenship. Ask students if anyone knows what it means to be a good citizen (**Bloom, Knowledge**). Have students turn to a partner and discuss the characteristics that a good citizen has (**Gardner, Interpersonal**). After students have discussed with a partner, ask for volunteers to give one or two of the characteristics that they came up with. Write the characteristics that the students give on the board (**Gardner,**

Visual/Spatial). Have a discussion with the students about why it is important for us to be good citizens. What would happen if we weren't good citizens?

Step-by-Step Plan:

1. Tell students that we are going to read a story about some animals that are good citizens. Read students the book The Great Trash Bash by Loreen Leedeey (**Gardner, Verbal/Linguistic**).
2. Ask students what characteristics of good citizenship the animals displayed in the story (**Bloom, Comprehension**). Have students look at the list they already generated about citizenship and compare these characteristics with those of the animals.
3. Ask students what the animals in the story did to make the town they lived in a better place. Ask students to think of some ideas of how they can contribute to their community or school (**Bloom, Application**).
4. Tell students that we are going to be working on a project to help make the community in which they live in a better place. Inform them that they are going to be working on this project for the next two weeks.
5. Ask students to give suggestions of projects that they could do. Try to guide students away from projects that would be too time consuming, or that you know aren't feasible. Suggest things such as pulling weeds on the playground, or planting flowers in front of the school.
6. With the class, come up with a consensus of a project that would be both meaningful and realistic. Tell students that you have to check to make sure that this project would be okay. After receiving approval, set aside a time for students to carry out the project. Check students names off if you observe them participating (If a student happens to be absent on the day of the project, have them participate in an alternative service project, such as reading a story to the kindergarten class).

Closure: After the project has been completed, have students write a half page reflection about their experiences in their writer's notebooks (**Gardner, Intrapersonal**) (**Bloom, Evaluation**). Give students questions to help guide their reflections: What did they learn through doing this project? What was difficult or easy about it? What was their favorite/least favorite part? How could they continue to help the community on their own?

Adaptations/Enrichment:

Student with Orthopedic Impairment: Make sure that there is some way that this student can feel like he or she is participating in a meaningful way. For example, if the service project is a physically demanding one, give this student some sort of job in which he or she is easily able to help with.

Student who is Gifted and Talented: Allow this student to create and deliver a presentation to the principal to get approval for this project.

Student with Learning Disability in Writing: Allow this student to verbally communicate their reflection instead of having them write it out. Ask them all of the questions in the prompt, and briefly write what they answer.

Student with Aspergers: Give this child a choice of whether they would like to discuss the characteristics of a good citizen with a partner, or by themselves, writing their response.

Self-Reflection: Did the students meet the performance objectives? Do the students seem motivated to help the community more? Did the students have fun while participating in the project? Was the project beneficial to the community? What could I do to improve this lesson the next time that I teach it?

Lesson Plan #3

Lesson: Citizenship unit- fine motor skills

Length: 20 minutes

Age or Grade Level Intended: 1st grade

Academic Standard(s): Social Studies 1.2.5: Define what a citizen is and describe the characteristics of good citizenship.

Performance Objective(s): Given cutouts of their handprints, students will write a pledge of at least one thing that they will do to become a better citizen.

Assessment: Students will trace their hands on pieces of colored construction paper and will cut out their hand that they have traced. On the hand they will write, "I pledge to...", and they will write at least one thing that is a characteristic of a good citizen. The teacher will assess by checking to see that each student has written at least one appropriate characteristic of good citizens on their hands.

Advance Preparation by Teacher:

- Obtain construction paper of many different colors.
- Prep bulletin board

Procedure:

Introduction/Motivation: The students have already talked about what it means to be a good citizen. When the students come in for the morning, have them brainstorm all of the characteristics of a good citizen that they can think of in their writer's notebooks for bell work (**Gardner, Intrapersonal**). Tell students to think of someone that they know that is a good citizen. What qualities does he or she possess?

Step-by-Step Plan:

1. Ask students the questions "Who can remember what the word 'citizen' means?" and, "Why is it important for us to be good citizens? (**Bloom, Knowledge**)"
2. Tell students to get out their writer notebooks. Remind them that they made a list about the characteristics of a good citizen earlier today.
3. Have students share their lists with the other students at their table. As the other students at the table share, have students write down ideas that they may not have

thought of, or may not have included on their lists (**Gardner, Interpersonal**) (**Bloom, Synthesis**).

4. After students are done sharing, ask them if everyone in their group had similar things written down. If they didn't, ask students "What might have been the reason for the differences?" (**Bloom, Analysis**)
5. Ask students what would happen if people didn't take their citizenship seriously. Tell students that we want to have a classroom of good citizens. Ask students, "Why is it important to have a classroom of good citizens?" (**Bloom, Evaluation**) Tell students that we are going to make a pledge to each other so that we are certain that everyone knows what he or she must do to be a successful member of the classroom.
6. Allow each student to pick out a piece of colored construction paper. Have students trace the outline of their hands in pencil on the construction paper.
7. On the board, write the prompt "I pledge to..." Tell students to copy this phrase on their paper hand. Then have students choose at least one thing from their list that they promise to do in order to be a good classroom citizen (**Gardner, Verbal/Linguistic**). Have students cut out their hands.

Closure: Have students share their pledges with the rest of the class. After the student has shared his or her pledge, staple the hand to a bulletin board or display the hands somewhere where they will be seen (**Garner, Visual/Spatial**). This will increase the accountability for students actually following through with their pledges.

Adaptations/Enrichment:

Student with orthopedic impairment: Have another student prepare a hand for the student to write on. Or, have a hand already prepared for the student.

Student with Autism: Allow this student to decide whether he or she would like to work and share with the group, or whether he or she would prefer to just work individually.

Student with mild cognitive disability: Have a pre-cutout hand with the words "I pledge to..." already written and numbered through three, so that the student just needs to write in the characteristics.

Student with visual impairment: Sit this student towards the front of the room, so that he or she is easily able to see the board.

Self-Reflection: Did the students meet the performance objectives? What could I do to improve this lesson the next time that I teach it? Did any students have difficulty tracing or cutting out their hands?

Lesson #4

Title of Lesson: Citizenship- Drama (What Could Happen Next?)

Academic Standard(s): Fine Arts: Theatre 1.6.2: Collaborate to create and present original stories.

Social Studies 1.2.4: Describe ways that individual actions can contribute to the common good of the community.

Performance Objective(s): Given a short scenario, students will work in groups of four to act out how they would handle the given scenario, with 100% participation from group members.

Advance Preparation by Teacher: Print and cut out the What Could Happen Next? scenarios (see below), divide students into groups of around four

Lesson:

- The teacher will remind the students what it means to be a good citizen, and the types of characteristics a good citizen displays. The teacher will remind students that they made pledges of what they will do to be a good citizen. Ask students to think about whether or not they have been doing a good job on their pledges.
- The teacher will divide the students into groups of around four. Each group will be assigned a scenario (see below).
- The teacher will explain to students that they are to work together as a group to determine how a good citizen would handle this situation. The teacher will inform students that they will act out the scenario and solution to the class as a group. The teacher will also inform the students that each group member must participate.
- The groups will get about ten or fifteen minutes to discuss their scenario and determine how they are going to act it out.
- Each group will perform their scenario for the entire class.
- The class will discuss why or why not the scenario was how a good citizen would behave.

Assessment: The teacher will make a check mark next to each student's name after he or she has been observed participating in the activity. The students will get points for participating.

What Could Happen Next?

You find a watch on the playground. What could happen next?

Everybody is in a hurry. A kid near you trips and falls down. What could happen next?

Your teacher asks the class to be quiet after somebody said something really funny. What could happen next?

You borrowed a pencil from the teacher's desk and lost it. What could happen next?

You think somebody is being cruel by making fun of a kid on the playground. What could happen next?

Lesson #5

Title of Lesson: Citizenship- Science (The Importance of Not Polluting)

Academic Standard(s): Social Studies 1.2.4 Roles of Citizens: Describe ways that individual actions can contribute to the common good of the community.

Science 1.1.3 Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

Performance Objective(s): Given a piece of trash and a picture of an animal common to the community, students will write at least two ways in which the piece of trash could cause harm to the animal.

Advance Preparation by Teacher: Gather about 5 or 6 pieces of trash (milk carton, soda can rings, etc.), get pictures of different animals common to the community (squirrels, raccoons, birds, etc.)

Lesson:

- The teacher will remind students that they have been talking about citizenship and what it means to be a good citizen. The teacher will tell students that part of being a good citizen is helping to take care of the community in which we live in.
- The teacher will ask students “Who has ever been on the playground and seen a piece of trash on the ground? What should you do in this situation? Why is it important for us to keep our environment clean and pollution free?”
- The teacher will show students pictures of animals that have been harmed by pollution in the environment (ex: a bird with soda rings around its neck, a seal covered in oil).
- The class will have a discussion about the ways in which pollution such as this is harmful to different animals. The students will brainstorm different ways that they could help keep the environment clean.
- The teacher will place a piece of trash in the middle of each table. The teacher will also place a picture of an animal familiar to students next to the piece of trash. The teacher will inform students that they need to individually write at least 2 different ways that this piece of trash would be harmful to the animal.
- After the students have completed the assignment, take them outside to the playground. Give the students a little bit of time to pick up any trash they find outside and place it in the trash can.

Assessment: The teacher will check to see that each student has written at least two different ways the piece of trash could be harmful to the animal that they were given.

Lesson Plan #6

Lesson: Citizenship Unit- Writing

Length: 20 minutes

Age or Grade Level Intended: 1st grade

Academic Standard(s): Social Studies 1.1.5 Identify people and events observed in national holidays and celebrations.

English 1.6.2 Sentence Structure: Write in complete sentences

English 1.6.6 Punctuation: Correctly use periods, exclamation points, and question marks at the end of sentences.

English 1.6.7 Capitalization: Capitalize the first word of a sentence, names of people, and the pronoun "I".

Fine Arts: Visual Arts 1.6.4 Demonstrate thoughtfulness and care in creating artwork.

Performance Objective(s): Given the prompt "I have a dream..." students will complete this sentence using correct punctuation and capitalization 100% of the time.

Given their sentences and illustrating materials, students will illustrate their sentence with 100% of the students scoring a 3 or 4 on the rubric.

Assessment: The teacher will evaluate each of the student's sentences using the attached rubric.

Advance Preparation by Teacher:

- Obtain a copy of the book I Have a Dream by Martin Luther King Jr. and illustrated by Kathleen A. Wilson
- Copy enough rubrics to assess each student's work.

Procedure:

Introduction/Motivation: Have the students congregate in the story center. Tell students that because we have been talking about citizenship, today we are going to begin talking about people who have been especially important citizens. Have the students turn to a partner and discuss what they know about Dr. King (**Bloom, Knowledge) (Gardner, Interpersonal)**). Ask the students, "Who can remember why Martin Luther King Jr. is so

important to the history of the United States?” (**Bloom, Evaluation**), and “What characteristics of good citizenship did Dr. King possess?” (**Bloom, Analysis**).

Step-by-Step Plan:

1. Ask the students to raise their hands if they have ever heard about Martin Luther King Jr.’s “I Have a Dream” speech.
2. Explain to the students that Martin Luther King Jr. gave a very important and famous speech in Washington D.C. In this speech he called for an end to racial inequality, because he believed that all people should be treated equally, no matter the color of their skin. This was Dr. King’s dream.
3. Tell the students that today we are going to read part of this famous speech. Show students the book “I Have a Dream” illustrated by Kathleen A. Wilson. Explain to the students that the words in this book are the exact same words spoken by Martin Luther King Jr., but that an illustrator added pictures to the words and put it in a book.
4. Read the students the story “I Have a Dream” (**Gardner, Verbal/Linguistic**).
5. After the story is over ask the students the question “Did Dr. King’s dream come true? How do you know?” (**Bloom, Comprehension**).
6. Have students return to their seats. On the board, write the prompt, “I have a dream...” Tell students to complete this sentence with a dream that they have for the world (**Gardner, Intrapersonal**). Give an example of what you would write so that students can use as a reference (for example, on the board write “I have a dream that all children will receive a good education.”). Allow students to raise their hands and give a few suggestions of other ways to finish the sentence. Remind the students to use correct punctuation and capitalization. Tell students that all sentences start with a capital letter and end with a punctuation mark, and you expect their sentences to have the same. Point out these features on the example.
7. After the students have completed the sentence, have them illustrate their sentence using crayons, colored pencils, and/or markers (**Gardner, Visual/Spatial**). Inform students that you expect their artwork to be colorful and detailed.
8. After the students papers have been assessed, compile them into a class book.

Closure: Share with the children that you have put all of their dreams into a class book that they can look at when they have some free time. Show students where you will be keeping the book so that they know where to get it from. Tell the students that tomorrow they are going to begin talking about another good citizen.

Adaptations/Enrichment:

Student with Cognitive Disability: Have the student orally tell the teacher how he or she would complete the sentence prompt. The teacher and/or an aide can then write out the sentence for the student.

Student with a Visual Impairment: Allow this student to sit at the very front of the group during the story telling so that he or she can see the pictures.

Student with ADHD: Allow the student to assist in passing out and collecting materials so that he or she is able to get out of his or her seat and move around.

Student with Autism: Allow the student the option of sitting with a group or sitting by his or herself.

Self-Reflection: Did the student meet the performance objectives? Did the students complete the sentence prompt with thoughtful, appropriate, and meaningful dreams? What can I do to improve this lesson the next time that I teach it?

Lesson Plan #7

Lesson: Happy Birthday, Mr. Lincoln! (Citizenship Unit- Reading)

Length: 20-30 minutes

Age or Grade Level Intended: 1st grade

Academic Standard(s): English 1.2.3 Analysis of Grade-Level Appropriate Nonfiction and Informational Text: Respond to *who, what, when, why* and *how* questions and recognize the main idea of what is read.

Social Studies 1.1.5 Identify people and events observed in national holidays and celebrations.

Performance Objective(s): Given the passage “Happy Birthday, Mr. Lincoln!” and the corresponding questions, students will answer at least two out of the three questions correctly, and will complete the drawing at the bottom.

Assessment: The teacher will give students a copy of the reading comprehension worksheet titled “Happy Birthday, Mr. Lincoln!” (see attached). Students will read the passage independently and will complete the questions and activity at the bottom. The questions will be graded based on whether or not the student got the right answer. If the student made some sort of drawing of themselves and President Lincoln at the bottom, they will receive full credit for this portion.

Advance Preparation by Teacher:

- Get enough copies of the attached worksheet (Happy Birthday, Mr. Lincoln!) for the whole class
- Get a picture/poster of Abraham Lincoln

Procedure:

Introduction/Motivation: Gather the students together in the story center. Ask students to identify the important citizen that they have been talking about for the past couple of days (Martin Luther King Jr.). Tell students that today we are going to begin talking about another important past citizen of the United States. Hold up a picture or a poster of Abraham Lincoln (**Gardner, Visual/Spatial**). Ask the students if any of them know who this person is (**Bloom, Knowledge**). Explain that Abraham Lincoln was a very famous and important president of the United States. Also tell the students that we celebrate the birthday of Abraham Lincoln in February. Inform the students that Abraham Lincoln was also a very good citizen of the

United States, and that we will be learning about the ways that he helped make America a better place for us. Ask students to raise their hands and tell what they already know about Abraham Lincoln. Write the students' knowledge on a chart.

Step-by-Step Plan:

1. Read students the book Young Abraham Lincoln: Log-Cabin President by Andrew Woods **(Gardner, Verbal/Linguistic)**.
2. Ask the children to share the new information that they learned about President Lincoln after reading this story. Write the new knowledge on the chart.
3. Ask the students to turn to a partner and discuss the characteristics of good citizenship that President Lincoln possessed **(Gardner, Interpersonal) (Bloom, Comprehension)**. Have students raise their hands to share with the class some of their ideas.
4. Ask the students why these characteristics also made Lincoln a successful president. Do we want all of our presidents to have the characteristics of a good citizen? Why or why not? **(Bloom, Evaluation)**
5. Have students return back to their seats. Pass out the handout titled "Happy Birthday, Mr. Lincoln!"
6. Explain to students that they are to read the passage independently and answer the three questions **(Gardner, Intrapersonal)**. Read the questions out loud to students before they read the passage so that they know the important details that they should be looking for. Explain to students that this is a strategy that they can use when they have to answer questions about a reading. At the bottom, they are to draw a picture of themselves and Abraham Lincoln. Encourage the students to use crayons, colored pencils and/or markers to make their picture more colorful.
7. When the students are done, have them turn in the worksheets so they can be assessed by the teacher.

Closure: Tell students that tomorrow we are going to learn about another very famous and important president whose birthday we also celebrate in February. Inform students that this famous person was also a very good citizen. Invite students to make predictions about who this famous president might be. **(Bloom, Synthesis)**

Adaptations/Enrichment:

Student with a Reading Disability: Allow the teacher or a classroom aide to read the passage and the corresponding questions to the student. The student should listen and then circle the right answer.

Student with ADHD: Allow this student to pass out and collect all materials.

Student with a Visual Impairment: Give this student an enlarged copy of the handout and sit the student towards the front of the class.

Student with Autism: Give this student a choice of where he or she would like to sit while completing the worksheet. Allow the student to go to a quieter or more isolated place if that is what he or she prefers.

Self-Reflection: Did the students meet the performance objectives? Was the reading passage too hard, too easy or just right for the students? Did the students seem to learn about Abraham Lincoln? What can I do to improve this lesson the next time I teach it?

Lesson #8

Title of Lesson: Citizenship- Story telling (The Legend of Washington and the Cherry Tree)

Academic Standard(s): English 1.3.1: Analysis of Grade-Level-Appropriate Literary Text: Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle and ending.

Social Studies 1.1.5 Identify people and events observed in national holidays and celebrations.

Performance Objective(s): Given the story about George Washington and the cherry tree, the students will retell the story to the teacher, including details from the beginning, middle, and end.

Advance Preparation by Teacher: Print out a copy of "The Cherry Tree" by M.L. Weems, print out enough copies of the beginning, middle and ending worksheet for each student

Lesson:

- The teacher will remind the students that they have been discussing citizenship and what it means to be a good citizen. Ask students to recall the good citizens that they have studied so far during this unit (Martin Luther King Jr., Abraham Lincoln).
- The teacher will gather students in the story center and read them "The Cherry Tree" by M.L. Weems. The teacher will pause and explain vocabulary words that may be confusing to students.
- The class will have a grand discussion about the characteristic of good citizenship that young George Washington possessed in this short story (honesty).
- The students will return back to their desks. Students will draw a picture of something that happened in the beginning, middle and end of the story.
- During independent reading, the teacher will call students back one at a time to retell the story of George Washington and the Cherry Tree using the pictures that they drew earlier.

Assessment: The teacher will check to see that the student has included details from the beginning, middle and end of the story.

Lesson #9

Title of Lesson: Citizenship- Math (Who's on the coin?)

Academic Standard(s): 1.5.7 Identify and give the values of collections of pennies, nickels, and dimes

1.1.4 Identify local people from the past who have shown honesty, courage and responsibility.

Performance Objective(s): Given a worksheet that includes several different combinations of pennies, nickels and dimes, students will write the correct amount of the value of the coins, with 6 out of 8 correct.

Advance Preparation by Teacher: get large magnetic money, get out play coins or real coins, print out enough worksheets for each student in the class.

Lesson:

- Put a big penny, nickel and dime on the whiteboard. Ask students to identify the names of these coins.
- Explain that each coin is worth a different amount of money. Ask students if they know how much each coin is worth. Explain that a penny is worth \$0.01, a nickel is worth \$0.05 and a dime is worth \$0.10.
- Ask students how we can tell the difference between these three coins. Have the students make a list of different ways to tell the coins apart (different colors, different sizes, etc.)
- Ask students if any of them noticed that there are different people on all three of the coins. Hold up the penny and ask students if any of them can remember who this person was. Remind the students that this is one of the people that they have been talking about recently.
- Tell the students that the people on the nickel and dime were also presidents of the United States of America. Ask students why they think that we put the faces of the Presidents on our money. Ask the students what characteristics the Presidents possess that make us want to honor them in this way (honesty, courage, etc.)
- Practice counting several different combinations of pennies, nickels and dimes with students.
- Pass out the worksheet. Have students independently write the amount shown of each coin combination.

Assessment: The teacher will check to make sure that students have answered at least 6 out of the 8 questions on the worksheet correctly.

Lesson #10

Title of Lesson: Citizenship (The American Flag)

Academic Standard(s): Fine Arts: Visual Arts 1.6.2 Create artwork about self, family, and personal experiences.

Fine Arts: Visual Arts 1.6.3 Identify and use symbols to express ideas.

Social Studies 1.1.3 Identify American songs and symbols and discuss their origins.

Performance Objective(s): Given the creation of his or her flag, the student will identify three symbols that they used.

Given the three symbols on the student's flag, the student will identify what all of the symbols represent.

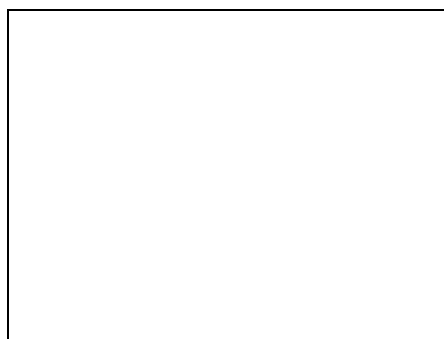
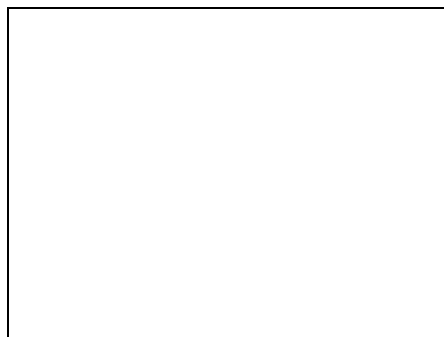
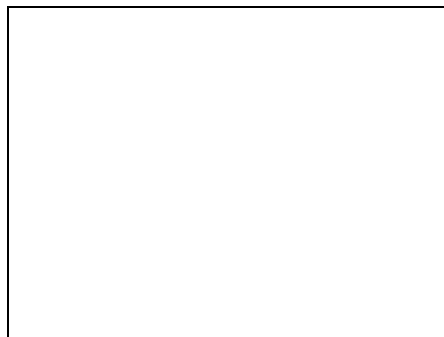
Advance Preparation by Teacher: Get an American flag, get out art supplies (paper, crayons, markers, colored pencils, etc)

Lesson:

- The teacher will remind students that over the past week or so they have been discussing good citizenship. Explain to citizens that part of being a good citizen is honoring and respecting the country in which you live.
- The teacher will show the students an American flag. The teacher will inform the students that the flag is a very important symbol of the United States and that we should always be respectful of it.
- Inform the students what the different parts of the flag mean
 - o White= purity and innocence
 - o Red= bravery and courage
 - o Blue= never giving up
 - o 50 stars= 50 states
 - o 13 stripes= 13 original colonies
- Have the student create their own flag using symbols about themselves. For example, tell the students that on your flag, you would draw a book, which means that you love to read.
- When the students are done have them fill out the sheet below with three of their symbols from their flag. Have the student draw the symbol and then write what the symbol means.

Assessment: The teacher will check to make sure that each student has filled out the sheet with at least three symbols from their flag, and that the student has identified what the symbol means.

Name: _____

Symbol**What it Means**

Lesson #11

Title of Lesson: Citizenship- Music

Academic Standard(s): Fine Arts: Music 1.9.2 Experience music from various historical eras and cultures through singing, listening, or moving.

Social Studies 1.1.3 Identify American songs and symbols and discuss their origins.

Performance Objective(s): Given the worksheet “American Symbols”, students will correctly identify the symbol that relates to America 3 out of 4 times.

Advance Preparation by Teacher: Obtain enough copies of the “American Symbols” worksheet for each student in the class, obtain a copy of the book “The Star Spangled Banner” by Peter Spier, create an overhead transparency of the words to *The Star Spangled Banner*, get a recording of *The Star Spangled Banner*.

Lesson:

- Ask students about the art activity that they did to learn about the American Flag. What did they learn about the important symbolism that are flag contains. Tell students that today we are going to talk about a song that honors our flag.
- Play *The Star Spangled Banner* for students. Ask them if they have ever heard this song before. If yes, where? Explain to students that this song is our country’s National Anthem.
- Tell students that you are going to read them a book. Explain that the words to this book are the words to the song, and that the illustrations to the book are going to help them understand the words easier.
- Read “The Star Spangled Banner” by Peter Spier. Discuss with students the connection between the illustrations and the words. Point out the important American symbols that are depicted throughout the book. For example, discuss the importance of the Statue of Liberty.
- Place an overhead transparency of the words to *The Star Spangled Banner* on the overhead projector. Tell students to read along as you read the words to the song. Invite students to sing along with you.

Assessment: Pass out copies of the worksheet “American Symbols” to each student. Tell students to circle the symbol in each row that is the important American symbol. Check to make sure students have correctly identified at least three of the four.

*The worksheet "American Symbols" can be found here:

http://dc.doe.state.in.us/Standards/AcademicStandards/files/soc/ss_1_1_3.pdf

Lesson #12

Title of Lesson: Citizenship- PE Gross Motor

Academic Standard(s): Social Studies 1.1.3 Identify American songs and symbols and discuss their origins.

Physical Education 1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

Performance Objective(s): Given the first few words to *The Star Spangled Banner* in scrambled order, students will work in cooperative groups to put the words in the correct order.

Given the verbal cues of how to properly skip, students will correctly perform the locomotor skill the length of the gym and back.

Advance Preparation by Teacher: Write out the first words to *The Star Spangled Banner* (Oh say can you see by the dawns early light) on separate pieces of paper (one word per piece of paper- you will need about 5 copies of this)

Lesson:

- Remind students that you recently learned about the National Anthem of the United States. Ask the students if any of them can recall the name of this song (*The Star Spangled Banner*).
- Inform students that today we are going to do an activity to see if they can remember the first line of the song.
- Divide students into approximately 5 groups. Have the students form a single file line in their groups at one end of the base line. Directly across from each group on the other base line, place the scrambled words to *The Star Spangled Banner*.
- Tell students that they are going to have a relay race. The first student in the group will skip down to the other end of the gym and pick up one of the words to the song. The student will then skip back and tag the next member of the group, who will do the same thing. The relay will continue in this way until all of the words have been brought to the other end of the gym. Once the group has all of the words, they must work together to unscramble them to form the first line of *The Star Spangled Banner*.
- Before students begin, review with them the verbal cues of skipping, and how to skip properly.

Assessment: When the group has properly put the words to *The Star Spangled Banner* in the correct order, each member in the group will receive a check mark for the day's participation

(allow all groups time to unscramble, regardless of which group finished first). As the students are skipping back and forth across the gym, the teacher will place a check mark next to each student who is able to properly follow all of the skipping cues.