Civics and Government

Second Grade

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Educ 327

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Introduction

Typical Learner
During second grade most students turn eight years old and according to KidsGrowth.com (2007), have good control over their smaller muscles now so they are able to draw and write better. They want to be part of a group or have a best friend and they are very concerned with the rules. They like themselves and their belongings. They have a sense of humor, are able to tell time and will read for pleasure. According to the National Council for the Social Studies (1988), eight-year-olds are curious and can learn about people around the world. The NCSS believes that, “children can learn from the symbolic experiences of reading books and listening to stories; however, their understanding of what they read is based on their ability to relate the written word to their own experiences.” In second grade Social Studies, students should be learning about civics, government, early settlers, map skills, goods and services.

Rationale
Students need to learn about the topics of civics and government for several different reasons. Children need to know their rights even as children. Civics teaches a student more about life how to be a good citizen. Civics teaches a student how to be a productive part of society and how they can make a difference by voting. Children need to know that there is not just one person that is running this entire country. They need to know that there are several people and the president can not just make laws on his own. People need to understand civics in order to understand a government and live in one.

Goals
- Students will learn the characteristics of a good citizen and aspire to be a better one.
- Students will want to learn more about or take an interest in civics and government.
- Students will want to vote when they turn 18.
- Students will understand the government they are living under.
- Students will learn more about life since parents are not having time like they used to.

Learning Objectives
- **Social Studies 2.2.1** - After discussing the rights of citizens, students will understand that voting is a right that all citizens possess.
- **Social Studies 2.2.1** - After discussing and working with the Bill of Rights, the students will present one of the rights, explain why it is important, and give an example of something a citizen can do according to the right.
- **Social Studies 2.2.2** - After completing the obstacle course as a person that provides a service, students will list 4 services that the government provides.
- **Social Studies 2.2.2** - After students have created a story based on a prompt, students will write two reasons why it is important to have a responsible government in a community.
- Social Studies 2.2.3 - After drawing a picture and talking about community leaders, students will identify 3 community leaders.

- Social Studies 2.2.3 - After finding and reading newspaper articles on community leaders, students will match the job they do with the leader.

- Social Studies 2.2.4 - After reading the big book *What is a Community* and discussing it, students will write a letter to a pen pal describing 3 differences they have from someone else and how those differences can help the community.

- Social Studies 2.2.5 - After reading *Volunteers*, students will complete the worksheet answering 5 out of 6 questions correctly.

- Social Studies 2.2.5 - After doing the online activity, students will list 3 people who volunteer.

- Social Studies 2.2.6 - After discussing ways citizens can affirm their citizenship and doing the activity, students will identify 3 ways citizens can affirm their citizenship.

- Social Studies 2.2.6 - After discussing ways citizens affirm their citizenship and listening to the Star Spangled Banner, students will write two ways a citizen can affirm their citizenship.

- Social Studies 2.2.7 - After talking about conflict resolution skills, students will write 3 reasons why it is important to resolve conflicts appropriately.

- Science 2.4.3 - After talking about plants and planting a tree, students will write the two things that plants need with 100% accuracy.

- Health and Wellness 2.1.3 - After talking about the proper techniques to preventing communicable diseases, students will demonstrate all the techniques by preparing a fruit salad.

- After discussion and preparing the fruit salad, students will write two ways to prevent communicable diseases.

- Language Arts 2.5.3 - After discussing the parts of a letter and helping write one, students will write a letter to a pen pal that contains a date, salutation, body, closing and signature.

- Language Arts 2.2.5 - After reading newspaper articles, students will summarize the main idea of the text.
Standards

- **Social Studies 2.2.1** Foundations of Government: Explain that the United States government is founded on the belief of equal rights for its citizens.
  - We will read a book about voting together and discuss how voting is a right that all citizens possess. The students will then get to vote.
  - We will discuss the Bill of Rights and what they mean to us. The students will then get a right that they have to summarize and tell why it is important.

- **Social Studies 2.2.2** Functions of Government: Understand and explain why it is important for a community to have responsible government.
  - We will talk about the different services the government provides to its citizens. The students then will become the person that carries out those services (police man or a mail carrier).
  - I will talk to the students about what it means to have a responsible government. Students will then get a prompt on what it would be like without a responsible government and they will have to create a story.

- **Social Studies 2.2.3** Functions of Government: Identify community leaders, such as major and city council.
  - We will discuss what a community leader is and does. We will also discuss what they might wear on a normal day at work. Students will then draw a picture of a community leader.
  - Students will be reminded of what a community leader is and then they will read a newspaper article on a community leader.

- **Social Studies 2.2.4** Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
  - We will talk about the different kinds of people that live in the community and how different we are from one another. Students will write a letter to a pen pal describing the community they live in and themselves.

- **Social Studies 2.2.5** Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.
  - We will read a book about volunteers together and explain that good citizens volunteer. We will be good citizens and plant a tree.
  - We will talk about how good citizens make things for other people. The students will make a fruit salad for needy people.

- **Social Studies 2.2.6** Roles of Citizens: Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.
  - We will discuss the Pledge of Allegiance and how it is a way to affirm their citizenship.
  - We will discuss the meaning of the Star Spangled Banner and that it is a way to affirm your citizenship. Students will get to listen to it.
• **Social Studies 2.2.7** Roles of Citizens: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.
  o The conflict resolutions skills will be taught in Health but the students will be using these skills when acting out a conflict.

• **Science 2.4.3** Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.
  o We will discuss what plants need in order to live and then we will go plant a tree and watch it grow.

• **Health and Wellness 2.1.3** Describe ways to prevent communicable diseases.
  o We will create a list of ways to prevent communicable diseases when preparing a fruit salad. Students will prepare the fruit salad and demonstrate the ways we talked about.

• **Language Arts 2.5.3** Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.
  o The letter writing skills we be taught in writer’s workshop but in this lesson the students will be practicing those skills by writing a letter to a pen pal.
April 5, 2010

Dear Parents/Guardians:

We are starting a new unit in social studies where we will be talking about Civics and Government. This unit is very important because your child will be learning a lot about what a good citizen does or does not do and about community leaders. By teaching students what a good citizen does, I hope that they will strive to become one. This unit contains more than just social studies content, for we will be learning about a lot of different subject areas also. Your child will plant a tree, make a fruit salad, write to a pen pal, create a Habitat for Humanity house out of Lincoln logs, and sign the Bill of Rights. The unit will consist of twelve different lessons.

However, in order to make this unit successful we will need a little bit of your help. The second lesson will consist of making a fruit salad and we ask that each child bring in something to contribute. We do not just need fruit; we could use spoons, bowls, knives, and containers. Also we could use a couple adults to help supervise when we make the fruit salad and go on the field trip. So please fill out the section below, cut it off, and send it back to school with your child.

If you have any questions throughout the unit or the year please let me know!

Thanks!

Ms. Maxwell
Student’s name______________________________

Parent’s name______________________________

Item I am able to provide for the fruit salad_________________________.

___ Yes, I would like to help supervise sometime!

You can call me at _____________________ and after _____am/pm is the best!
Annotated List of Trade Books for Civics and Government


The word community is defined and explained. Urban communities are in cities where there are a lot of buildings and cars. Suburban communities are near big cities but the houses have yards and trees. Rural communities are far away from cities where there is a lot of farm land.


Mia Hamm, Jimmy Carter, and Oprah Winfrey are all good citizens that helped a lot of people. Mia, the world champion soccer player, raised money for bone marrow disease research. President Jimmy Carter built Habitat for Humanity houses. Oprah, a talk show host, started the Oprah Winfrey Foundation which helps educate families around the world.


Duck is tired of chores and decides to hold an election to get rid of Farmer Brown. Duck wins but finds it hard to run a farm so he runs for governor and then President. He gets a headache from the executive office and decides to go back to the farm and write his autobiography.


America has been voting on a lot of different ideas for a long time. When America became a democracy we elected the person that would be in charge of the country. Every vote counts so you are encouraged to vote even if you do not think it will help. People who run for election are candidates and people that vote put who they want to win on a ballot.


The Capital Building is where laws are made. The president lives in the White House. In honor of some of our great presidents we build structures and named them, the Washington Monument, the Jefferson Memorial, and the Lincoln Memorial. The National Air and Space Museum contains a lot of history of flying.


The president must be born a United States citizen, resident of the United States for at least fourteen years, and be at least thirty-five years old. The candidate belongs to a party.
that shares his/her ideas. The candidate campaigns before the election. People vote using ballots and the president is elected.


There are Beasties which are colorful creatures that live in Beastieville. They decide that they are going to run for class president. The book uses a lot of rhyming which makes it easier for the beginning readers.


Children can vote for things like where they are going to go on a field trip. Adults vote using ballots and a counting machine. They vote on traffic safety. They can also vote on how to spend the town’s money. Adults vote on where to put things in the town, like a playgrounds and gardens.


People make decisions every day about what they are going to wear or eat or do. When a person is in a group and they need to make a decisions then they usually take a vote. The saying “majority rules” means that the most people that agree on the one idea, that is the idea that is used. When someone votes they usually vote for something or against something.


Volunteers give their time to help others. Volunteers can help the community by building parks, painting, and fixing houses. They can help the environment by planting trees, picking up trash, and recycling. They can also help animals by rescuing animals, feeding them and protecting the endangered ones.
Question?
(Would you like to go to the police station for our field trip?)

Match the word with its definition!

Vote
Election
Poll
Ballots
Candidate
Issue
Government
Majority
Support
Community
Citizen
Term
Electoral
College

Sheets of paper used to cast votes
The group that elects the President of the United States
Person who is a member of a state or nation
Place where people vote
People in charge of leading a country, state or city
More than half of a group
People living in a certain place
Selection made by voting
Something that is being discussed or argued about
To provide for or help
A set length of time
Person who runs in an election
To choose or make a decision

_______ Votes
_______ Votes

YES
NO
Guest Speaker

Around the time that we talk about services that the government provides, I will try to get a local firefighter or policeman to come in and talk about what they do. I would encourage the person to come dressed in a lot of or all of what they wear on a normal day at work. They could bring different items they use every day to show the students. For example, I would have the firefighter bring in his hatchet that he uses to bust in doors and have him/her wear a lot of his suit to show the students. S/he could let the students try to hold the tank of air that they have to carry when going into a fire. The police officer could bring his/her handcuffs and put them on the teacher. S/he could show the students his/her badge that they have.

Another thing I would encourage the firefighter or the police officer show the students is their vehicle they use every day. I think the students would really like to see the different parts of a fire truck. The students could sit in the front seat and pretend to drive the truck. The firefighter could also make the siren go off to remind the students what it sounds like and explain that when someone is driving and they hear that; they need to slow down and pull over if they can. The police officer could show the students their cop car and what all the different buttons do. S/he could put the students in the back so they know what happens if they do not obey the law. The police officer could also sound the siren and turn on the lights so that the students know what it sounds like also.

Field Trip

If I was not able to get the firefighter or the police officer in, I would see if we could take a trip to the fire station or the police station. If I was not able to get that arranged, I would see if we were able to take a tour of the local post office while we are talking about services the government provides because mail delivery is a service. Students could be able to talk to a person that delivers mail but also see how the post office works.

Technology

There will be different media used throughout this unit. In the second lesson, students will be working with the smart board and an interactive game online while the other students are making the fruit salad. There will also be times that the students can play online games in the computer lab and during inside recess. There will be links on the computers in the room and in the computer lab. Students can be firefighters and play the game at http://usfiredept.com/fireman-game-funny-fire-truck-25957.html. Students will also be able to do activities on the Smart Board also.

Literature

There will be several civics and government trade books around for the students to read. Students will be able to pick books to read during reader’s workshop. Students will get to read some of the trade books when I teach a couple of the lessons. The
students will be reading newspaper articles for another lesson. Students will also be able to read a right from the Bill of Rights.
Civics and Government Pre–test

Name:_______________________________ Date_______________

Directions: Circle the best answer.

1. A good citizen...
   a. throws trash on the ground.
   b. plants trees.
   c. starts fires.

2. The government provides this service

3. If you are in a conflict, you should...
   a. hurt the other person.
   b. call the other person a name.
   c. talk out the problem.

4. Give 2 examples of a community leader.

________________________________________
________________________________________

5. Give 1 reason why we have a government.

_____________________________________________________________________
_____________________________________________________________________

6. Volunteers can help the community by...
   a. going to school.
   b. riding a bike.
   c. fixing up a house.
Civics and Government Post-test

Name:_______________________________ Date_______________

Directions:

1. The __________ of Rights gives citizens equal rights.

2. A community should have a government because____________________
   ______________________________________________________________________
   ______________________________________________________________________.

3. ___________________________ is a community leader.

4. A good citizen _______________________________________________________
   ______________________________________________________________________.

5. Saying the _____________ of Allegiance is a way to affirm my citizenship.

6. Good ____________ ________________ skills are important to have when I am in an argument.

7. List 3 differences you have from the person sitting next to you.
   a. ______________________________________________________________________
   b. ______________________________________________________________________
   c. ______________________________________________________________________

8. I can be a volunteer by...
   ______________________________________________________________________
   ______________________________________________________________________
Lesson: Volunteers
Length: 50 to 60 minutes
Age or Grade Intended: 2nd grade Social Studies and Science

Academic Standard(s):
- Social Studies 2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.
- Science 2.4.3 Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.

Performance Objective(s):
- After reading Volunteers, students will complete the worksheet answering 5 out of 6 questions correctly.
- After talking about plants and planting a tree, students will write the two things that plants need with 100% accuracy.

Assessment: Give the students the Volunteers worksheet to complete. Checklist of the two things plants need to grow but the whole standard will be better assessed in a science lesson.

Advance Preparation by Teacher: Find/buy a small tree that can be planted and a place on school property that it can be planted. Print copies of the worksheet and find copies of the book Volunteers.

Procedure:

Introduction/Motivation: Explain to the students that we are starting a unit on Civics and Government that will last about two weeks. Have the students come to the rug (Gardner: Bodily/Kinesthetic). Divide the students into five or six groups depending on the number of books you have. Pass out the book Volunteers and have the students take a picture walk (Gardner: Visual/Spatial). Have the students help you create a graphic organizer in the form of a web. Ask the students what they think is the main idea of the book and what you should put in the middle of the web (Volunteers) (Blooms: Comprehension). Have the students look at the table of contents or the subtitles and ask them what they think volunteers are and do (Blooms: Knowledge). Place what they are, community, environment, animals, and people in a circle.

Step-by-Step Plan:
1. Have the students go back to their seats but sit with the person that they are sharing the book with (Gardner: Bodily/Kinesthetic).
2. Begin reading the book to the students. After page 2, have the students give you descriptions of what a volunteer is and put their answers in circles connecting to the ‘what they are’ circle.
3. Read the page 3 and ask the students what they do for the community (Blooms: Knowledge) and write in the circles that connect to the ‘community’ circle. Read pages 4-6 and do the same thing.
4. Read pages 7-9 and ask the students what they do for the environment (Blooms: Knowledge) and write in the circles that connect to the ‘environment’ circle.

5. Do the same thing for the rest of the book and connect them to the ‘animal’ and ‘people’ circles.

6. Once you have finished the book, go over the graphic organizer that you have created with the students. Talk to them about what characteristic traits a volunteer has and what other people have these traits.

7. Give them the Volunteer worksheet to complete and turn in (Gardner: Intrapersonal).

8. Have them look at the environment section and ask the students how we can be volunteers and help the environment (Blooms: Application). If they do not think of planting a tree, mention that as an idea.

9. Explain to the students that we are going to go outside, be volunteers and plant a tree (or two) around the school (Gardner: Musical/Naturalist). Talk about how trees provide oxygen that we need to breathe.

10. Ask the students what they think trees need to survive (water and sunlight). Explain a little about the photosynthesis process and how the plants turn sunlight into energy. Talk about what happens if they do not get what they need.

11. Go outside and plant the tree (preferably in a place that the students can observe it from a window in your classroom). Allow the students to observe it occasionally throughout the rest of the year. If possible, assign the students a journal to complete when they observe throughout the year.

12. Have the students write on a little piece of paper the two things that plants need in order to grow. Collect and check. The science standard will be covered in more depth in a science lesson.

**Closure:** Create a list of things that students can do at home to volunteer. Examples: set the table, walk a pet, and clean up the yard. Encourage the students to do these things at home. Explain to the students that in the next lesson we will be creating something that tastes good but that we can give to others.

**Adaptations/Enrichment:**
Student with ADHD: Allow the student to pass out the worksheets or carry supplies outside was you go to plant the tree.
Enrichment: Encourage the students to record what they notice about the tree in their journals and write a story about it.

**Self Reflection:** Was the lesson successful? What would I change for next time? Where would students be most likely to misbehave? Where can I plant the tree so the students can see it?
Volunteers

Name_________________________________ Date__________________

Directions: Answer the following questions after reading the book *Volunteers* by Judy Nayer.

1. What is a volunteer?

2. Give an example of how a volunteer helps the community.

3. Give an example of how a volunteer helps the environment.

4. Give an example of how a volunteer helps animals.

5. Give an example of how a volunteer helps people.

Lesson: Volunteers
Length: 30 minutes
Age or Grade Intended: 2nd grade Social Studies and Cooking

Academic Standard(s):
- Social Studies 2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.
- Health and Wellness 2.1.3 Describe ways to prevent communicable diseases.

Performance Objective(s):
- After doing the online activity, students will list 3 people who volunteer.
- After talking about the proper techniques to preventing communicable diseases, students will demonstrate all the techniques by preparing a fruit salad.
- After discussion and preparing the fruit salad, students will write two ways to prevent communicable diseases.

Assessment: Each student will have a fruit to prepare for a fruit salad. The teacher will have a check list of the techniques that the students should use in order to prepare food and prevent passing communicable diseases. The students will also write down two things they can do to prevent communicable diseases and the teacher will collect it.

Advance Preparation by Teacher: Send home letter or a sign up sheet to get parents to provide a piece of fresh fruit, find a place where the fruit salad could be used, print the check list, print quiz, create stations, make sure there are enough adults to help, have containers for the fruit salad, have knives and cutting boards.

Procedure:

Introduction/Motivation: Have the students bring their Volunteer book and come sit on the floor (Gardner: Bodily/Kinesthetic). Remind the students that we are talking about civics and government and in the last lesson we talked about volunteers. Ask the students to remember some of the things that volunteers do or help with (Bloms: Knowledge). Create a list of people who are volunteers or things volunteers do. Have the students take out their Volunteer book and remember what they read. (fire fighters, gift wrappers, bell ringers, helping in nursing homes, build or repair houses, mow yards, plant trees, prepare food)

Step-by-Step Plan:
1. Explain that we will be making a fruit salad with the fruits that were brought in by everyone. Remind students that good citizens prepare food sometimes or work in a soup kitchen to prepare food for people that cannot always afford it. Ask the
students why it is important to make healthy foods (Blooms: Knowledge). Ask the students how you could use the food pyramid to plan a meal or something to give to needy people (Blooms: Application).

2. Create a step by step list of ways to prevent communicable diseases when preparing a fruit salad.

3. Wash hands with soap and water (explain that you need to make sure that anyone cutting your fruit did the same)

4. Do not touch your face throughout any of it!

5. Wash fruit

6. Clean cutting board

7. Clean knife (explain that adults will do that but it is your job to make sure they have)

8. Cut fruit up


10. Split the class in half. Have one half work through the online activity at <http://teacher.scholastic.com/commclub/> on the smart board (Gardner: Interpersonal and Bodily/Kinesthetic).

11. Have the other half go through the stages of preparing the fruit salad (Gardner: Musical/Naturalist).

12. Once the group is done preparing their part of the fruit salad, have the groups switch (Gardner: Bodily/Kinesthetic).

13. Package the fruit salad up so that you can send it to the place that you promised it. (take a field trip to that place if you can) Ask the students where are some other places that we could take this fruit salad to (Blooms: Synthesis).

14. Have the students complete the quiz. Read the questions aloud so that the students understand the directions. (Gardner: Intrapersonal).

Closure: Talk to the students about other things we could do as a class to volunteer. Explain to the students what you are going to do with the fruit salad and who will be eating it so that they realize how they have helped out.

Adaptations/Enrichment:
ADHD Student: Have the student push the buttons on the online activity.
Enrichment: Encourage the students to share that website that you looked at with their parents at home.

Self Reflection: Was the lesson successful? What would I change for next time? Where would students be most likely to misbehave? Will I be able to get enough adult help? Will students be able to handle cutting up fruit?
<table>
<thead>
<tr>
<th>Students</th>
<th>Washed hands before and after</th>
<th>Washed fruit</th>
<th>Didn’t touch face</th>
<th>Told adult to wash knives</th>
<th>Asked adult if they washed their hands before cutting</th>
<th>Washed cutting board before and after</th>
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Volunteers and Cooking Quiz

Name__________________________________________

Directions: Write 3 people the volunteer

1. ________________________________

2. ________________________________

3. ________________________________

Directions: Write 2 ways to prevent communicable diseases

1. ______________________________________________________
   ______________________________________________________

2. ______________________________________________________
   _______________________________________________________
Lesson: Communities
Length: 30 minutes
Age or Grade Intended: 2nd grade Social Studies and Writing

Academic Standard(s):
- Social Studies 2.2.4 Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
- Language Arts 2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

Performance Objective(s):
- After reading the big book What is a Community and discussing it, students will write a letter to a pen pal describing 3 differences they have from someone else and how those differences can help the community.
- After discussing the parts of a letter and helping write one, students will write a letter to a pen pal that contains a date, salutation, body, closing and signature.

Assessment: Students will be assessed by a check list for both standards.

Advance Preparation by Teacher: Check list, letter from a pen pal (friend in Japan, teacher of the class that the students will be writing to), class or person (person in the military or in another country) that the letters will be sent to, the book What is a Community.

Procedure:
Introduction/Motivation: Have the students go to the rug to talk (Gardner: Bodily/Kinesthetic). Ask the students what we have been talking about in our social studies unit so far (Blooms: Knowledge). Ask the students to recall what were the things that volunteers helped (Blooms: Knowledge). Explain to the students that we are going to focus on communities today. Ask the students what a community is (Blooms: Knowledge) and generate a definition on the board that is close to: a place where people, live, work and have fun together.

Step-by-Step Plan:
1. Read the first sentence of the book and ask the students if our definition is close to what their definition of a community is (Blooms: Evaluation).
2. Before you go on, say the words urban, suburban, and rural and have them picture what each one looks like in their mind (Gardner: Visual/Spatial). If they do not
know what each one means then explain that we will talk about them and you will see pictures of them.

3. Once you have read the section on urban communities, stop and ask the students to give you characteristics of an urban community that you will write on the board under the urban column. (Blooms: Comprehension)

4. Do this after the suburban and rural communities.

5. Talk to the students about the type of community that we live in.

6. Show the students the pen pal letter that you have received and point out the information about communities.

7. Explain to the students that we are going to be writing letters to pen pals from __________ and they want to know some things about you and you need to ask them questions.

8. Create a Venn diagram comparing you (the teacher) and a student. Start with differences in interests, eye color, hair color, clothing, shoes and so on. Then ask the students what are some of their ‘jobs’ (homework, dishes, clean room, feed pets, chores, and being responsible for their own belongings) and compare to some of your other jobs.

9. Remind the students how we are going to write a letter (will have talked about this in writer’s workshop before this time). Explain that the students need to have a date, salutation, body, closing and signature.

10. Explain that in the body of the letter the students need to explain at least 3 differences they have from someone else but how they help the community or at home. It also needs to have at least 3 questions that they want to ask their pen pal.

11. Send the students back to their seat with drafting paper (Gardner: Bodily/Kinesthetic) and have them start writing. (This would be something that is finished in writer’s workshop in order to have a nice product to send to the other class)

**Closure:** Allow the students to share some of their ideas with the class (Gardner: Verbal/Linguistic). Brainstorm a list of people that make a difference in the community. Explain to the students that we will be talking about people that make a difference in the community in the next lesson.

**Adaptations/Enrichment:**

- **Enrichment:** Encourage the student to ask more questions or explain more things about themselves in the letter to the pen pal.

- **Student with ADHD:** Allow the student to pass out draft paper or hold the big book as you are reading it.

- **Student with LD:** Allow that student to only include 2 differences. Encourage the student to include at least 2 questions in their letter.
**Self Reflection:** Was the lesson successful? What would I change for next time? Where would students be most likely to misbehave? What connections do I have in order to get pen pals set up?
<table>
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Lesson: The Pledge of Allegiance and Citizenship
Length: 40-45 minutes
Age or Grade Intended: 2nd grade Social Studies and Fine Motor

Academic Standard(s):
- Social Studies 2.2.6 Roles of Citizens: Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.

Performance Objective(s):
- After discussing ways citizens can affirm their citizenship and doing the activity, students will identify 3 ways citizens can affirm their citizenship.

Assessment: Students will number their paper from 1 to 3 and write 3 ways that citizens can affirm their citizenship.

Advance Preparation by Teacher: Find enough Lincoln logs for 4 or 5 groups to build a house, have a copy of the book Making a Difference

Procedure:
Introduction/Motivation: Explain that we are going to continue talking about citizens but we are going to talk about how they can affirm their citizenship. Have the students clear all the desks to the sides of the room. Count the students off by twos and have the ones go on one side of the room in a line and the twos on the other. The students need to sit down facing each other but have a space in the middle. Put two cones at the end of the lines at one end and you at the other. Explain to the students that we are going to be talking about the Pledge of Allegiance and to do so we are going to play a little game. A student from each line will stand up and look at the teacher. The teacher will give the students a question. Whoever raises their hand first gets to answer the question (Gardner: Interpersonal and Verbal/Linguistic). If they get a right answer then they will kick the ball and try to score a point for their team (Gardner: Bodily/Kinesthetic). If they do not answer it right the other person gets to answer. If they do not get it right then the next pair will come up to answer the question. Show them a picture of Mia Hamm on the front of the book Making a Difference and explain that she was a soccer player that affirmed her citizenship like the Pledge of Allegiance talks about. Ask the following questions.
(Blooms: Knowledge)
- Say the Pledge of Allegiance.
- What does “I pledge allegiance” mean? (I promise to be true)
- What is the symbol of the United States? (Flag)
- What is the name of our country? (United States of America)
• What is the republic? (where people choose others to make laws for them)
• What is a nation? (country)
• What does it mean when we say indivisible? (can’t be divided or split)
• What is liberty? (freedom)
• What is justice? (fairness)
• When we say “for all” in the last part of the Pledge of Allegiance, who does it mean? (everyone in our country)
• Give me an example of when we say the Pledge of Allegiance. (school, sports events)
• Need more questions: Say pledge again.

Step-by-Step Plan:
1. Have the students put the desks back and go to the rug (Gardner: Bodily/Kinesthetic).
2. Begin reading the book Making a Difference to the students.
3. Read the first sentence of the book and let the students answer what they think a world champion soccer player, a former president, and a TV celebrity have in common.
4. After reading page 4 ask the students why they think this law was important to Mia (Blooms: Comprehension).
5. After reading page 7 ask the students what they think about Mia raising money for research and helping girls play soccer (Blooms: Evaluation).
6. After reading the section about Jimmy Carter, ask the students what they think would have happened if his mom never taught him to help people (Blooms: Synthesis).
7. Explain to the students that we are going to pretend to be workers for the Habit for Humanity and build our own house.
8. Divide the students into groups of 4 or 5 (depending on the amount of Lincoln logs) and send them to a corner of the room (Gardner: Bodily/Kinesthetic and Interpersonal).
9. Instruct the students to build the best home they can with what they have but that every member of the group needs to participate.
10. Have the students come back to their seats and talk about what are some of the things that Jimmy and Mia did that helped affirm their citizenship. Talk about other things people do to do that.
11. Have the student number their paper from 1 to 3 and have them write 3 ways a citizen can affirm their citizenship.
12. Collect the papers

Closure: Allow each group to show of their house and explain what they did with it. Have the group pick a spot in the room that they would like to display it for a while.
Adaptations/Enrichment:
Student with ADHD: Have that student pass out the Lincoln logs. If you have a few with ADHD, split them up when they are building the house.
Student in wheel chair: Allow the student to throw the ball in the goal and have the groups make the homes on the tables
Enrichment: Encourage the student to be the “designer” of the house.

Self Reflection: Was the lesson successful? What would I change for next time? Where would students be most likely to misbehave? Will the students be able to handle the game? Will I be able to get enough Lincoln logs?
Academic Standard(s):
- Social Studies 2.2.6 Roles of Citizens: Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.

Performance Objective(s):
- After discussing ways citizens affirm their citizenship and listening to the Star Spangled Banner, students will write two ways a citizen can affirm their citizenship.

Advance Preparation by Teacher: CD or youtube clip (http://www.youtube.com/watch?v=jAYPN-1Yjt0) of Star Spangled Banner, copy of the lyrics

Lesson Plan:
- Remind students that we are talking about ways to affirm citizenship.
- Give the students a copy of the lyrics of the Star Spangled Banner. Let the students listen to it.
- Discuss the times that we listen to or sing the Star Spangled Banner. Talk about why we listen to it. Talk about why we do when we hear it. Explain that it is a way citizens affirm their citizenship just like the Pledge of Allegiance.
- Read the lyrics to the students out loud, stopping at every word that you think the students would not know. Discuss the meaning of the lyrics.
- Allow the students to listen to the Star Spangled Banner again and encourage the students to sing along.

Assessment:
Students will write 2 ways a citizen can affirm their citizenship.
Lyrics to the Star Spangled Banner

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner! Oh long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!
Lesson: Conflict Resolution
Length: 30-40 minutes
Age or Grade Intended: 2nd Grade Social Studies

Academic Standard(s):
- Social Studies 2.2.7 Roles of Citizens: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

Performance Objective(s):
- After talking about conflict resolution skills, students will write 3 reasons why it is important to resolve conflicts appropriately.

Assessment: Students will write on a piece of paper 3 reasons why it is important to resolve conflicts appropriately.

Advance Preparation by Teacher: copy of scenarios

Procedure:

Introduction/Motivation: Have the students come to the rug (Gardner: Bodily/Kinesthetic). Remind students that we are talking about good citizens and what they should or should not do. Ask the students what a conflict is (Blooms: Knowledge). Ask a few students to share a conflict they have been in (Blooms: Application). Then allow the students to turn to a partner and tell their own conflict story (Gardner: Interpersonal and Verbal/Linguistic).

Step-by-Step Plan:
1. Explain to the students that you have scenarios where there is conflict and they will be acting out in a group. Remind students that they will need to sure the conflict resolution skills they learned in Health.
2. Divide the class into groups of 4 and send them to a spot in the room with a scenario for them to act out.
   - You have been waiting to eat a cookie all afternoon, but your brother says he already called it. What do you do?
   - During recess, the teacher says that there is one swing left and one ball to play with. You and a classmate each have to choose which activity to do. You both decide you want to swing. What do you do?
• When you get home after school, you want to go play outside. It is so pretty outside and the other children in the neighborhood are playing. Your mother tells you to clean your room. What do you do?

• In your classroom, you get up to throw a piece of paper in the trash. When you return to your desk, you find that a classmate has taken your pencil and won’t give it back. What do you do?

• On the playground, you accidentally step on a classmate’s toe. They get so angry that they say they are going to beat you up. What do you do?

• Your friend is passing out birthday invitations at school but you do not get one. What are you going to do?

• Your friend sits beside you at lunch everyday and you both bring your lunch. Your friend always wants to trade but you do not want to trade your food. What do you do?

• You are standing in line at the drinking fountain and the person behind you is pushing and the person in front of you is taking a very long drink. What do you do?

3. Give the students 5 minutes or so to decide how they are going to act out the scenario. Walk around and ask how they are doing and give them suggestions as to how they act it out.

4. Allow each group to present their scenario (Gardner: Bodily/Kinesthetic and Verbal/Linguistic). After each group goes, ask the students if they think they handled the situation well or not (Blooms: Evaluation). Ask that students what they would do differently (Blooms: Synthesis).

5. After all the groups have gone and are back to their seats. Talk to the students about why it is important to resolve conflicts appropriately and what could happen if they are not resolved appropriately (Blooms: Synthesis).

6. Have the students get out a piece of paper and have them write 3 reasons why it is important to resolve conflicts appropriately.

Closure: Explain to the students that we will be talking more about government next time and to get a head start, list a few community leads on a large post-it note. Explain that we will revisit this list tomorrow.

Adaptations/Enrichment:
Student in wheel chair: Give that group a scenario in which the student in the wheel chair is able to act out the scenario also.

Student with ADHD: Allow that student to collect all the papers and encourage that student to be the leader of the group when doing the scenario.

Enrichment: Allow the students to think of their own conflict scenario to act out but have you check it first.
Self-Reflection: Where in my lesson is there a possibility for behavior problems? Can the students handle acting out these scenarios? Is five minutes enough time for the students to get their thoughts together?
Academic Standard(s):

- Social Studies 2.2.3 Functions of Government: Identify community leaders, such as major and city council.

Performance Objective(s):

- After drawing a picture and talking about community leaders, students will identify 3 community leaders.

Advance Preparation by Teacher: Pictures of community leaders and a little information about them, paper, crayons, paint, colored pencils, markers

Lesson Plan:

- Take out the large post-it note with the community leaders from the last lesson. Ask the students to add to the list. Discuss their jobs and talk about how they all work together.
- Have the students think about what each community leader does and what they might look like (what they would wear, ex: police chief wears a police uniform) and discuss it.
- Students will be given a community leader (mayor, council members, police chief, school board, judge) to draw using crayons, markers, paints, or colored pencils.
- The students will then present their drawing in front of the class. The teacher will add any information about that person that they can (moved to the community, lived here all their life, had a son in the schools, etc.).
- As the students are presenting the teacher will make a list of each community member on the board.
- They will discuss the community leaders’ jobs.

Assessment:

The teacher will ask the students to write down 3 community members (major, judge, police chief, school board member).
Academic Standard(s):
- Social Studies 2.2.3 Functions of Government: Identify community leaders, such as major and city council.
- Language Arts 2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

Performance Objective(s):
- After finding and reading newspaper articles on community leaders, students will match the job they do with the leader.
- After reading newspaper articles, students will summarize the main idea of the text.

Advance Preparation by Teacher: copies of the local newspaper that contain articles about community leaders, copies of the assessment worksheet from [http://www.indianastandardsresources.org/files/soc/ss_2_2_2.pdf](http://www.indianastandardsresources.org/files/soc/ss_2_2_2.pdf)

Lesson Plan:
- The teacher will remind students that we are talking about community leaders.
- Make a list of important community leaders on the board.
- The teacher will pass out local newspapers that he/she knows has articles about leaders in.
- Students will look through the articles, find and cut out articles about community leaders. They need to find at least 2.
- **Students will try to read the articles and summarize what the article is about.** (This is what is going to be taught before and during this lesson in readers workshop and it will not be assessed in this lesson.)
- Students will glue the articles on a colorful piece of paper to be hung up.
- The students will tell a little about what one of the articles say when they are finished.

Assessment:
Students will complete the worksheet, matching the job to the leader.
Local Leaders

1. Which leader helps put out fires?

2. Which leader makes sure the traffic laws are followed?

3. Which group of leaders decides what our schools need?

4. Who is the leader of the city?
Academic Standard(s):
  • Social Studies 2.2.1 Foundations of Government: Explain that the United States government is founded on the belief of equal rights for its citizens.

Performance Objective(s):
  • After discussing the rights of citizens, students will understand that voting is a right that all citizens possess.

Advance Preparation by Teacher: Graph paper, copies of the book *We Vote*.

Lesson Plan:
  • Together the teacher and the students will read and discuss *We Vote* by Cynthia Martin.
  • The students will then help think of things that the class can vote on (what to do as a reward, where to go on a field trip, who will be the class president, favorites).
  • The class will construct a voting booth and people to run it.
  • The class will have a few people making ballots for each election or vote.
  • The class will have someone count all the votes.
  • The students will help the teacher graph the votes of the favorites (animals, color, sport)
  • The teacher will talk about how voting is a right that all citizens have and is a belief of the government.
  • Discuss the other rights that citizens have and explain that will be the topic of the next lesson.

Assessment:
The standard will be assessed at a later date.
Academic Standard(s):
- Social Studies 2.2.1 Functions of Government: Explain that the United States government is founded on the belief of equal rights for its citizens.

Performance Objective(s):
- After discussing and working with the Bill of Rights, the students will present one of the rights, explain why it is important, and give an example of something a citizen can do according to the right.

Advance Preparation by Teacher: cut out the children’s version of the bill of rights from the website [http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm](http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm), note cards, poster board

Lesson Plan:
- Bring up the website that has the Bill of Rights for kids and discuss with that students what each one means. Talk a little about why they are important to citizens and even students like themselves.
- Explain to the students that they will be put in pairs (might be a couple groups of 3) and will have to present the right they draw, why it is important, and give an example of what a citizen can do according to that right.
- Split the students into pairs (maybe a couple in 3’s) making 10 groups. Give each pair a right and an index card.
- Have the student discuss the right and why it is important.
- Have the students write a summary of the right, why it is important, and an example on the note card.
- Allow the students to present the right, collect their note card and hang it on a poster board.
- Once everyone has presented, have the students sign at the bottom of the poster board.

Assessment:
Students will be assessed on the accuracy of the summary and the example that they give. The students should use the summarizing skills that are being worked on it readers workshop to write a summary, not copying word for word. Students need to explain why it is important to have the right as a citizen and include an example of what a citizen can do because of that right. Students will receive full credit if their answer makes sense.
These are the ten rights that are in the Bill of Rights: (cut into strips to give to each group)

1. Congress can't make any law about your religion, or stop you from practicing your religion, or keep you from saying whatever you want, or publishing whatever you want (like in a newspaper or a book). And Congress can't stop you from meeting peacefully for a demonstration to ask the government to change something.

2. Congress can't stop people from having and carrying weapons, because we need to be able to defend ourselves.

3. You don't have to let soldiers live in your house, except if there is a war, and even then only if Congress has passed a law about it.

4. Nobody can search your body, or your house, or your papers and things, unless they can prove to a judge that they have a good reason to think you have committed a crime.

5. You can't be tried for any serious crime without a Grand Jury meeting first to decide whether there's enough evidence for a trial. And if the jury decides you are innocent, the government can't try again with another jury. You don't have to say anything at your trial. You can't be killed, or put in jail, or fined, unless you were convicted of a crime by a jury. And the government can't take your house or your farm or anything that is yours, unless the government pays for it.

6. If you're arrested, you have a right to have your trial pretty soon, and the government can't keep you in jail without trying you. The trial has to be public, so everyone knows what is happening. The case has to be decided by a jury of ordinary people from your area. You have the right to know what you are accused of, to see and hear the people who are witnesses against you, to have the government help you get witnesses on your side, and you have the right to a lawyer to help you.

7. You also have the right to a jury when it is a civil case (a law case between two people rather than between you and the government).

8. The government can't make you pay more than is reasonable in bail or in fines, and the government can't order you to have cruel or unusual punishments (like torture) even if you are convicted of a crime.
9. Just because these rights are listed in the Constitution doesn't mean that you don't have other rights too.

10. Anything that the Constitution doesn't say that Congress can do should be left up to the states, or to the people.
Academic Standard(s):
- Social Studies 2.2.2 Functions of Government: Understand and explain why it is important for a community to have responsible government.

Performance Objective(s):
- After completing the obstacle course as a person that provides a service, students will list 4 services that the government provides.

Advance Preparation by Teacher: camouflage shirt, police badge, money sign, stethoscope, picture of an apple, bright orange shirt, firefighters hat, picture of a book, picture of shovel, ballot, obstacle course set up (cones, jump ropes, baseball bat, limbo stick, ramp)

Lesson Plan:
- Put a list on the board of people that provide services that the government helps with
  - Military person
  - Police person
  - Banker
  - Nurse/Doctor
  - Teacher
  - Construction Worker
  - Firefighter
  - Librarian
  - Park Cleaners
  - Poll Worker
- Allow the students to help you explain what each person in the list do and why it is helpful.
- Explain that these are services that the government helps with for the citizens of America.
- Assign a job to each student (jobs will be used more than once). Give the students the props that they will wear or have attached to their shirt.
- Explain what the students are going to do in the obstacle course. (if enough stuff, allow students to race each other, if not, time each student to see who wins)
- Give all students a prize (piece of candy).
- Go over the jobs again and what they do.

Assessment:
Students will write 4 services that the government provides in the form of a job.
Academic Standard(s):
- Social Studies 2.2.2 Functions of Government: Understand and explain why it is important for a community to have responsible government.

Performance Objective(s):
- After students have created a story based on a prompt, students will write two reasons why it is important to have a responsible government in a community.

Advance Preparation by Teacher: prompt

Lesson Plan:
1. Remind the students of the lesson we did the day before about the services the government provides.
2. Explain that we will be talking about what it would be like if we did not have a government.
3. Split the class into groups of 3 or 4 and give them each a prompt.
   - Think of what it would be like if the community did not have a police department or a fire station. What would it be like if there was no one to get your money back if someone stole it? What would it be like if you were not allowed to say whatever you want or believe whatever you want? Write down what the community would look like and sound like.
4. Explain that each group will come up with a story of what the community would be like and one person will present the story. Remind the students to use what they have learned about creating stories in writers workshop to create this story. Remind them that it should have a beginning, middle, and end. There should be characters and a plot.
5. Give the students time to think of a story and then let each group present.

Assessment: Have the students write down two reasons why it is important to have a responsible government in a community.
References
