

Lesson Plan # 2

Lesson: Super Citizens

Length: 45-60 minutes

Age or Grade Level Intended: 3rd Grade Social Studies

Academic Standard(s): Social Studies 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.

Performance Objective(s): Given the specific instructions and ways to follow the story, I believe that the students will complete the task (which is discussing the specific goods and services that governments provide) around 90-100%. If some do not understand the material, I shall go back and find a way that best makes them comprehend the material.

Assessment: The next day or sometime during the next week, I will tell the students to get their index card out list some other ways that they can show good citizenship.

Advance Preparation by Teacher:

Find the book titled "City Green" by DyAnne DiSalvo-Ryan.

Bring the following materials for the class: paper, crayons, index cards, and pencils.

Clear the chalkboard and allow space to write.

Procedure:

Introduction/Motivation:

1. Start off by telling the students that you are going to read then a story about citizens working together to improve their neighborhood
2. Tell them to listen for ways that the neighbors show good citizenship.

Step-by-Step Plan:

*Story Time

1. Read *City Green* aloud to the class. (Gardner: Verbal/Linguistic)
2. After the story is over, have them discuss the citizenship that was in the story. (Some example questions are shown below)
 - a. Did Marcy and Ms. Rosa display good citizenship in the story? (Bloom's: Comprehension)
 - b. What did they do? (Bloom's: Application)
 - c. What did others do in comparison to Marcy and Ms. Rosa? (Bloom's: Analysis)

3. Write "City Green" and the name of your community on the chalkboard.
4. Have the students list what the citizens in *City Green* did to display citizenship under "City Green".
5. Then, have the students work together and discuss what they could do to improve their town and list them under your community. (Gardner: Interpersonal)
6. Now, it is time to move onto the next section of the lesson.

***Citizens**

1. Have the student's think of places where they are citizens.(Example questions below)
 - a. Are you a citizen of North Manchester? (Bloom's: Knowledge)
 - b. Are you a citizen of any other places? (Bloom's: Comprehension)
2. After they have answered these questions, make the students realize that they are citizens of their community, state, and the United States of America.
3. Break the students up into three small/medium groups (Gardner: Interpersonal)
4. Have each group labeled either "community", "state", or "nation".
5. Assign one person in the group to be the recorder, giving them a piece of paper and a pencil.
6. Tell each group they need to think of ways to be good citizens or their assigned place. (Examples: picking up trash, following laws, etc.)
7. Have the students compare and contrast their lists. Make sure to tell the classroom that being a good citizen of the United States also means being a good citizen in your community.
8. Now that you have established what makes a good citizen, now it is time for the last part of the lesson.

***Good Citizen Guidance Card**

1. Ask students to go back and think of the characteristics they heard most often from the different groups.
2. Ask them a question about the different characteristics. (Example question below)
 - a. What characteristics do you think are the most important to be a good citizen in general? (Bloom's: Analysis)
3. Have them choose the top five characteristics they think are the most important and then write them on the chalkboard.
4. Give each student an index card and a pencil and have crayons in a place where they can all reach one or two.
5. Let them know they are going to be making a Good Citizen Guidance Card by writing these top five characteristics on their index card. Tell them to write their name on these cards and decorate as much as they want.

Closure: Ask students to write their own responses to each of these questions. Write the questions on the board or speak aloud.

What is one way to show good citizenship? (Bloom's: Knowledge)

Name the different ways in which you are a good citizen (Bloom's: Comprehension)

Why is it important to be a good citizen? (Bloom's: Application)

Adaptations/Enrichment:

Student with ADHD- Let him/her be the recorder so he/she has something to do at all times, and have him/her pick up the note cards. Put him/her with other children who will keep him on track.

Student with LD- Instead of listing five characteristics, have him/her make two or three and give them more time while making their index card. Also, you can ask them a question while the other students are working to see if they understand what you were talking about.

Student with giftedness- Have this student write an essay and bring to class on how they and their family act as responsible citizens.

Self-Reflection: Did all of the students meet the presented objectives? I believe that all the students will reach these objectives if they listen to the story, follow directions and stay on task .If some of the students did not understand the lesson; I will try and figure out why they were not able to understand this lesson. Did I do a good job at teaching this standard? Did I set-up this lesson so that was easy to follow? What other areas do I need to look at to make sure the class understands this lesson?

Source of Lesson Plan: *Indiana Social Studies Grade 3 Standards Resource, February 2003.*