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Citizenship Lesson Plan Early Childhood Social Studies

Lesson: Citizenship

Length: 30 minutes

Age or Grade Level Intended: 1st grade

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

Performance Objective(s):

Given an interactive writing chart, each student will orally describe one thing one thing that makes a student a good or bad citizen in the classroom.

Assessment:

As a whole group, the class will be given an interactive writing chart. Led by the teacher, each student will come up with an idea of what makes a good student citizen or a bad student citizen. Students will be assessed on participation. The post assessment will be on going to see if they can fulfill the class goal of having good citizenship and demonstrating it through their actions.

Advance Preparation by Teacher:

Create an interactive writing chart
Get a copy of the book *Messy Bessy*

Procedure:

Introduction/Motivation:

“Today we are going to learn about citizenship. Does anyone know what a citizen is? That is right a citizen is someone who has the right to live in a country. We are all citizens of the United States. Can anyone tell me what it means to have good citizenship? (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence). That is right! Having good citizenship mean that someone does what they are supposed to do and is a good member of their community or country. Today we are going to learn how we can be good citizens in our classroom and school. To start off we are going to read a story called *Messy Bessy!*”

Step-by-Step Plan:

1. Introduce the terms citizen and citizenship
2. Read *Messy Bessy* and think aloud while reading to model for students

3. Ask students to retell what signs of good or bad citizenship they noticed in the story (Bloom's Knowledge/Comprehension/Analysis)

Comment [h1]: Excellent to reinforce throughout your lesson.

4. Introduce the interactive writing chart on good and bad classroom citizenship (Gardner: Visual/Spatial Intelligence)

5. Have the students brainstorm ideas on what makes a student in their school or classroom a good or bad citizen. (Bloom's Knowledge)

6. Go around the circle, giving each student the chance to share one thing that makes a student have good or bad citizenship and record it on the chart. (Bloom's Comprehension)

7. Have students return to their seats and get out their wipe off boards.

8. Give instructions to demonstrate good student work by writing their names neatly, and then have them demonstrate poor student work by writing their names messy. (Gardner: Visual/Spatial Intelligence/Bodily Kinesthetic) (Bloom's Comprehension/Application)

Comment [h2]: Great example! 😊

9. Wrap up the lesson with a grand discussion on having a class wide goal of always being good student citizens and doing their best at all times!

Closure:

"Now that we have completed our interactive writing chart, and demonstrated good and poor work on our wipe off boards, who can tell me what we learned about today? (Bloom's Knowledge) Now that we have learned about being good citizens, we are going to set a goal for ourselves a class! Who thinks it would be a good idea if we were all good citizens in our classroom? I do too! (Gardner: Verbal Linguistic Intelligence) We can all be good citizens to our classroom by always doing our best. If we forget how to be good citizens, do not worry because I am going to put our chart on the wall so that we never forget! Now it's time for math so let's practice those good citizenship skills and get right to work!" (Bloom's Application)

Comment [h3]: Nice work!

Adaptations/Enrichment:

For students who are unable to write their names due to a learning disability or for other reasons, I will ask the student to draw me a good and bad picture to represent good and poor quality work.

For students with ADHD, I will have the student come up and help lead the class in the interactive writing chart.

Students who are gifted and talented, I will have them write on their wipe off boards sentences instead of their names to demonstrate good and poor work. I may even have them take turns reading the story *Messy Bessy* to the class.

Comment [h4]: Good job with this section

Self-Reflection:

Was each student able to come up with a good or bad citizenship idea to put on the chart board? Did I explain the roles of a good citizen well? Did the students comprehend the interactive writing chart? Did the story flow well with the lesson? Did I engage the students? Did the wipe off boards better their understanding of good and poor quality work? What can I do better next time? Do I need to add or remove any parts to the lesson?