

Contributing to Our Community

2nd Grade Civics Unit Plan

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Overview

The Civics and Government section for the 2nd grade GLCE's focuses on teaching our students the purpose of forming governments, how we participate in government and community decisions, and the importance of being a responsible citizen. Students are asked to apply what they learn about their involvement in the community and create a community improvement project. Topics in this unit include: balancing individual rights with the common good, patriotism, participating in community decisions, personal and civic responsibilities, and community improvement projects.

Rationale

When citizens participate in community decisions and local governments, they are using their voice. It is important that our students learn at a young age how to use their voice, and contribute to their communities by being a responsible citizen. It is also important that our students learn about how the government operates, and what they do to contribute to community life.

Introduction

This unit was designed for 2nd grade students to learn how to be an active member of their community and why it is important in community life. Students will also learn about local governments, and how they contribute to solving local community problems. Students will design and participate in a community improvement project that will help others. The Grade Level Content Expectations the unit is based on are:

- 2-C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2-C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2-C5.0.1 Identify ways citizens participate in community decisions.
- 2-C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2-C5.0.3 Design and participate in community improvement projects that help or inform others.

KUDs & Assessment Ideas

GLCE and Verb	2 – C5.0.2 <u>Distinguish between</u> personal and civic responsibilities and <u>explain</u> why they are important in community life. (Performance)			
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can
<p>Personal responsibilities are tasks and actions that YOU are responsible for that contribute to your own personal success.</p> <p>Civic responsibilities are the responsibilities of a citizen, and are things that people do for the good of the community. These are important in community life because they affect the choices that people make and contribute to the success of a community.</p> <p>Examples are:</p> <p>Personal responsibilities – Being on time, doing your chores, following the rules, etc.</p> <p>Civic Responsibilities – voting, community clean up, etc.</p>	<p>Students will understand that we are responsible for our own actions and actions that will be good for the community.</p>	<p>Given a list of 10 different responsibilities, each student will sort them into personal and civic responsibilities. Students will then choose one responsibility and explain why it is good for the community.</p>	<p>Personal responsibilities</p> <p>Civic responsibilities</p> <p>Community</p>	<p>I can tell the difference between personal and civic responsibilities and I know why they are important in community life.</p>
Assessment Ideas	<p>a. Given a list of 10 different responsibilities, each student will sort them into personal and civic responsibilities. Students will then choose one responsibility and explain why it is good for the community.</p> <p>b. I will walk around the classroom making sure to observe each student, and writing down specific</p>			

	notes about what information they have correct or incorrect. When students give their description of each responsibility, they will be graded with a checklist.				
GLCE and Verb	2 – C5.0.1 <u>Identify</u> ways citizens participate in community decisions. (Reasoning)				
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can	
The definition of participate means “to be involved in”. Students will know different ways that citizens can participate in community decisions. Citizens participate by doing actions that will benefit the outcome of the community, and directly relate to how decisions are made in the community. Examples are: Voting, talking to a neighbor, speaking at a city council or school board meeting, write a letter, run for office, put a sign in your yard, etc.	Students will understand that there are many different ways that people can be involved in community decisions.	Each student will list three ways that citizens can participate in community decisions, and draw a picture of each.	Participate	I can identify ways that citizens participate in community decisions.	
Assessment Ideas	<ul style="list-style-type: none"> a. Each student will list three ways that citizens can participate in community decisions, and draw a picture of each. b. This will also be graded with a checklist/rubric. It will be worth 4 points. The student will receive one point for each way they identify how citizens can participate in the community, and one point for drawing all three pictures. 				

GLCE and Verb	2 – C2.0.1 <u>Explain</u> how local governments balance individual rights with the common good to solve local community problems. (Reasoning)			
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can
<p>Local governments are the governing bodies that make decisions for a local area, such as a town, community, school, or even as large as our state government. Individual Rights are the rights belonging to any person, such as the right to pursue life goals without being bothered by the government or another person as long as they do not harm anyone else. Common Good is what is done to benefit many people in the community. In this context, balance means to consider individual rights and the common good equally when making community decisions. Local governments balance individual rights with the common good by taking measures to ensure everyone's voice is heard, such as voting, electing representatives from the</p>	<p>Students will understand that local governments work to balance individual rights with the common good by voting on certain decisions, electing people from the community, and holding open meetings for people to discuss their opinions.</p>	<p>Each student will be presented with a potential problem that any community could have. The students will then be asked to write 2-3 sentences on how that problem could be solved by balancing individual rights with the common good. The sentences must include what individual rights are involved, and how using the idea of the common good would be beneficial to solving the problem.</p>	<p>Balance Local Governments Individual Rights Common Good</p>	<p>I can explain how local governments balance individual rights with the common good to solve problems in my community.</p>

community, and holding open meetings for people to discuss their opinions.				
Assessment Ideas	<p>a. Each student will be presented with a potential problem that any community could have. The students will then be asked to write 2-3 sentences on how that problem could be solved by balancing individual rights with the common good. The sentences must include what individual rights are involved, and how using the idea of the common good would be beneficial to solving the problem.</p> <p>b. The student will be graded using a rubric, and the points will depend on how well their description exemplifies their knowledge of balancing individual rights with the common good by creating a solution to the problem in the community.</p>			
GLCE and Verb	<p>2 – C2.0.2 <u>Describe</u> how the Pledge of Allegiance reflects the core democratic value of patriotism.</p>			
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can
The Pledge of Allegiance is a promise to our country that we will support the United States of America in every way. The Core Democratic Value of Patriotism is a personal display of love and devotion to our country, its values, and its principles. The Pledge of Allegiance reflects the CDV of patriotism because we are pledging to love our country and to be loyal to the USA, which is an act of patriotism. Each phrase of the Pledge and how it reflects patriotism:	Students will understand that we are showing our patriotism by saying the Pledge of Allegiance because we are promising to show our support for the United States of America.	Each student will memorize the Pledge of Allegiance. Each student will also be asked to pick a phrase in the Pledge of Allegiance and describe how it reflects the CDV of patriotism.	Pledge of Allegiance Patriotism Core Democratic Value	I can describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

<p>I pledge allegiance, to the flag, of the united States of America.</p> <p><i>In this phrase, citizens are declaring their loyalty to their country and its flag. This is the definition of patriotism.</i></p> <p>And to the republic, for which it stands</p> <p><i>In this phrase, citizens are acknowledging that the flag represents all Americans. By vowing to be loyal to our country, we are pledging to be loyal to our fellow American citizens, which is patriotism.</i></p> <p>One nation, under God, indivisible</p> <p><i>This phrase is sending a message to listeners that as a nation we are indivisible, meaning that we will stand together no matter what. This shows unity, team work, and support for one another, and is a personal display of love for our country.</i></p> <p>With liberty and justice for all.</p> <p><i>This phrase demonstrates our willingness to fight for one another and our values</i></p>				
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<i>and to ensure equal treatment of all people.</i>				
Assessment Ideas	<p>a. Each student will memorize the Pledge of Allegiance. Each student will also be asked to pick a phrase in the Pledge of Allegiance and describe how it reflects the CDV of patriotism.</p> <p>b. Each student will have individual meetings with the teacher to recite the Pledge. During that meeting, the student will pick their favorite part of the Pledge of Allegiance and describe to the teacher how it reflects patriotism. The student will be assessed on their ability to do each of these tasks.</p>			
GLCE and Verb	<p>2 – C5.0.3 <u>Design</u> and participate in community improvement projects that help or inform others.</p>			
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can
Students must know that a community improvement project is a project or task that is designed to make the community better, or do good for the community in some way. Students must also know that design means to create, make something, or form a new idea. Participate means to be a part of, and to do a task or action. Examples: <ul style="list-style-type: none"> - Putting recycling bins in the school - Cleaning up the playground - Planting a community garden - Teaching younger children about fire safety 	Students must understand that a community improvement project is one that helps make the community a happier place, whether it is environmentally, physically, mentally, etc.	Each student will think of one community improvement project that they want to do at their home (parent involvement/permission is required). Each student will design the plan and then do this project at home for one week. Each student will track the project throughout the week and at the end, each student will share their results with the class.	Community Improvement Project Design Participate Improvement	I can create and participate in a community improvement project that help or inform others.

Assessment Ideas	<ul style="list-style-type: none">a. Each student will think of one community improvement project that they want to do at their home (parent involvement/permission is required). Each student will design the plan and then do this project at home for one week. Each student will track the project throughout the week and at the end, each student will share their results with the class.b. Students will present their plan to the teacher, and meet with him/her three times during the week to share the progress of the project. Students will not be graded based on if their project was successful, but how well they implemented their plan and they effort that they put into the project.			

Sequence of Instruction

VOCABULARY LESSON

This vocabulary lesson is designed to follow Marzano's Six Steps. Each vocabulary lesson will be taught this way In order for the students to effectively learn the vocabulary terms. This process will help students know what to expect when learning new vocabulary, and develop a routine.

Marzano's Six Steps	Instructional Strategies	Resources Needed
<p>Step 1: Provide a description, explanation, or example of the new term.</p> <p>Before giving students the explanation, it is important to determine what they already know.</p>	<p>Each vocabulary term should be written/typed on nice paper in preparation to be placed on the word wall. Start the discussion by hanging the new vocabulary terms on the white board (or something equivalent in the resources that you have). Place several pictures on the white board that depict the vocabulary word. Ask students questions that will eventually build up to the vocabulary word. This is when you will discuss the definition with the class. For examples of this process, see <i>Resource B</i>.</p> <p>Students will create a note card for each vocabulary term. The note card will have the word on one side and the definition on the other side. This will be the simplified student-friendly definition that the teacher has provided. Students will hole punch these note cards and keep them on a key ring so that they are able to go back and study the terms later. This technique is also portable and can be taken home to study with their parents or older siblings.</p>	<ul style="list-style-type: none"> • List of vocabulary terms and definitions for the unit. <i>See attachment A</i>. • Examples of Teacher-Talk for Introduction. <i>See attachment B</i>. • "Building Academic Vocabulary: Teachers Manual" by Marzano and Pickering. Chapter 3, "Teaching the Selected Terms". • Note cards, hole puncher, key rings, pencils. • Word Wall with a list of all the vocabulary words for each GLCE. This should be referenced during the beginning of the lesson.
<p>Step 2: Ask students to restate the description, explanation, or example in their own words.</p>	<p>In this step, students will add to their vocabulary journal. The vocabulary journal is a compilation of pages that use the format of Resource C. Students will work in pairs to</p>	<ul style="list-style-type: none"> • Colored print outs of the Vocabulary Journal page (<i>see attachment C</i>), pencils, crayons, markers • Vocabulary Key-Ring

<p>Step 3: Ask students to construct a picture, symbol or graphic representing the term.</p>	<p>create these journals, but each student will have their own. By allowing students to work in pairs, they are able to collaborate with other classmates, and share what the vocabulary terms mean to them. Students are asked to write the definition in their own words, create a sentence using the word, list examples, and draw a picture. Students must also determine their level of understanding on a scale of 1-5, 1 being not at all, and 5 being complete understanding.</p>	
<p>Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their books.</p>	<p>Each night, students will have a specific vocabulary term assigned for homework. When students go home, they must try to find a way that they can relate the vocabulary term to things they do outside of school. They will be asked to have an example ready for class the next day. For example, a student could say that he/she helped his brother recycle pop-cans that he collected at a sporting event, and this is an example of a <i>civic responsibility</i>.</p> <p>Upon returning to school the next morning, students will draw a picture of the example they found. These pictures will be hung up in the classroom to demonstrate how we use these vocabulary terms in our everyday life. Students will also have the opportunity to walk around and observe their classmates drawings.</p>	<ul style="list-style-type: none"> • Paper, pencils, crayons, markers, supplies for hanging the artwork • The students will need their Vocabulary Key-Rings and journals to take home with them.
<p>Step 5: Periodically ask students to discuss the terms with one another.</p>	<p>Students will do a Think-Pair-Share for this step. For the think portion, students will be given a few vocabulary words that relate to one another, and must create a sentence or two that includes each word (or as many as they can). For the pair portion, students will create two lines in the classroom, each person</p>	<ul style="list-style-type: none"> • Students will need their Vocabulary Key-Rings, and vocabulary journals to reference during this activity. • Pencil and paper for writing their definitions.

	<p>facing another student. If there are an odd number of students, the teacher will participate. Each student will share the sentences they created. For the share portion, each pair of students will pick their favorite sentence among the two of them and share it with the class. This portion may take about 10 minutes, but it is beneficial to the students because they are hearing multiple ways to use these terms in sentences and can relate these uses to their own knowledge and life experiences.</p> <p>While others are sharing, students will write at least one of the examples down in their vocabulary journal for future reference.</p> <p>An example of a sentence that a student would create for the vocabulary in 2-C5.0.3 is:</p> <p><i>Suzy told her mom that she had to <u>design</u> a <u>community improvement project</u> for other kids at her school to <u>participate</u> in. Suzy wants the school to <u>improve</u> their recycling to help the environment.</i></p>	
<p>Step 6: Involve students periodically in games that allow them to play with terms.</p>	<p>There are a variety of games that could be used for this unit, such as picture matching, fly swatter review, jeopardy, etc.</p> <p>Picture matching is beneficial because students must relate the picture to the vocabulary term, which requires them to fully understand the meanings. Fly swatter review is a fun and engaging way to get the students to review the vocabulary. The teacher would write each vocabulary term on the board, and then split the students into two teams. One member of each team goes up to the board</p>	<ul style="list-style-type: none">• White Board (or equivalent)• Projector (for jeopardy)• Fly Swatters• Pictures/examples for each definition• Complete list of vocabulary terms for the unit. <i>See Attachment A.</i>

	<p>with a fly swatter in hand. The teacher could give an example, show a picture, or read the definition of one of the vocabulary words. Students must find the word on the board and touch it with their fly swatter. This helps the students in the audience review as well because they are reviewing the definition in their mind and searching for the correct term on the board. Jeopardy is fun because it involves the whole class, and is a good way to assess their learning. Students can answer the questions based on pictures, sentences, and definitions.</p>	
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LESSON ONE

Lessons: How will you take them where they need to go? (Step-by-Step plan)	Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)	Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)
GLCE: 2 – C5.0.1		
<u>Identify</u> ways citizens participate in community decisions.		
Learning Objective: Students will be able to give examples of ways citizens can participate in community decisions and understand the importance of playing an active role in their community.		
Lesson Objective: Students will demonstrate their knowledge of ways citizens participate in community decisions by being able to identify three things that the citizens can do and creating a visual representation of each.		
Anticipatory Set: Students will form an inside-outside circle and discuss a prompt given by the teacher, then return to their seats for a class discussion. The teacher will write down the suggestions that students make for the	Students will be asked to create two circles, one inside of the other (to begin the inside-outside instructional strategy). The teacher will begin with the prompt: What are some things that you think could be improved in our classroom community? What are some	<ul style="list-style-type: none"> ▪ A large space to participate in the inside-outside circle strategy ▪ Whiteboard and markers (or the equivalent)

Guided Practice section later in this lesson.	<p>issues that you want to resolve? The teacher will then have the students find their designated partner in the circle, and each partner will discuss their thoughts and ideas. Then, the teacher will have the students in the inside circle move two people to their right, and the students will share their ideas again. After the circle has rotated a few times and students have heard multiple suggestions, they will go sit back at their desks. The teacher will then ask the class if they heard any interesting ideas, and students will share their thoughts. As students are sharing, the teacher will create a list on the whiteboard. The teacher will explain to the students that they will return to this activity later in the lesson.</p>	
<p>Input:</p> <ol style="list-style-type: none"> 1. The teacher will introduce to the class that they will be discussing ways that citizens can get involved in community decisions to solve local problems. Then, he/she will explain to the students that later, we will be using all of our brainstorming about classroom community issues to talk about ways to solve these issues. 2. The teacher will read the book <i>The Giant Jam Sandwich</i> to the students. The teacher will participate in a think-aloud and discuss his/her findings after the story is finished. 	<ol style="list-style-type: none"> 1. This should be a smooth transition into the following activities. 2. As the teacher is reading <i>The Giant Jam Sandwich</i> to the students, he/she will be doing a think-aloud to identify ways that the citizens of Itching Down are trying to solve their community problem. The teacher will be writing their thoughts on the board, and demonstrating this strategy to the students. When the book is finished, the teacher will go over each way she found that the citizens participated in the decision to solve the community problem. Some of these include: <ul style="list-style-type: none"> - Calling a town meeting - Talking to a Neighbor 	<ul style="list-style-type: none"> ▪ <i>The Giant Jam Sandwich</i> by John Vernon Lord ▪ Whiteboard and markers

	<ul style="list-style-type: none"> - Working together to implement the solution 	
Guided Practice: Students will split into groups of two, and each group will have their own copy of <i>Click, Clack, Moo: Cows that Type</i> . The students will do a think-aloud together, identifying ways that the cows participate in community decisions and try to make changes on the farm.	Each group will have their own copy of the book, and the students will go find a quiet space in the room to work together. Students will do a think-aloud during the reading, brainstorming and identifying ways they see the cows trying to make a change in their farm community. They will write down their answers and share their thoughts with the class afterwards.	<ul style="list-style-type: none"> ▪ Multiple copies of <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin (enough for each pair of students)
Check for Understanding: The teacher will walk around and observe each group of students and their think-aloud strategies during the guided practice activity. The teacher should correct mistakes immediately throughout this activity, and give the class reminders about how to do an effective think-aloud. When this activity is over, the students will come together and discuss what they found.		
Independent Practice: Students will create a three-tab book that has three ways citizens can participate in community decisions and under the flap the students will draw and color a picture of the action.	To create this foldable (three tab book), each student will need a piece of construction paper, scissors, pencil, and crayons for coloring. The instructions to create the foldable are as follows: <ul style="list-style-type: none"> ▪ Fold the piece of paper "hotdog" style. ▪ Fold the paper into thirds ▪ Cut half of the paper on each fold, creating three flaps ▪ Write one way citizens participate in community decisions on each flap ▪ Underneath each flap, draw a picture that describes each way. 	<ul style="list-style-type: none"> ▪ Construction paper ▪ Pencils and crayons ▪ Scissors

LESSON TWO

Lessons: How will you take them where they need to go? (Step-by-Step plan)	Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)	Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)
GLCE: 2 – C2.01		<u>Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</u>
Learning Objective: Students will understand the meaning of <i>patriotism</i> , and will be able to describe how the Pledge of Allegiance reflects the core democratic value of patriotism.		
Lesson Objective: Students will be able to recite the Pledge of Allegiance and describe how the Pledge of Allegiance reflects the core democratic value of patriotism.		
Anticipatory Set: The teacher will introduce the lesson by reading the book <i>Patriotism</i> by Pam Scheunemann. This book provides pictures and symbols that represent the core democratic value of patriotism and defines the word as “being proud of your country”. This book has descriptive sentences for each picture and how they represent patriotism, including the Pledge of Allegiance.	The teacher will read this book to the students using the think-aloud strategy, writing down the different things that represent patriotism. The teacher will specifically focus on the Pledge of Allegiance page, thinking aloud and demonstrating his/her thinking process.	<ul style="list-style-type: none"> ▪ The book <i>Patriotism</i> by Pam Scheunemann ▪ Projector
Input: <ol style="list-style-type: none"> 1. Upon returning back to their seats, the students will get out their vocabulary journal and on the back of the page that is designated to the word <i>patriotism</i>, students will do a quick write about what the word means to them. 2. The teacher will break down each verse of the Pledge and the class 	<ol style="list-style-type: none"> 1. The teacher will give the students the prompt “What does patriotism mean to you?” and students will write their answers on the back of their “patriotism” page in their vocabulary journal. 2. The class will break up into small groups of three or four students. The teacher will put the Pledge of 	

<p>will discuss how each verse demonstrates patriotism.</p>	<p>Allegiance up on the projector screen, broken down into verses. The class will discuss the Pledge of Allegiance verse by verse, with the students discussing in their small groups first, then discussing as a whole class.</p>	
<p>Check for Understanding: The teacher will give the students examples of patriotic or non-patriotic acts, and the students must decide whether or not these actions represent patriotism (use Resource E or create your own). The students will do a think-pair-share for this formative assessment.</p>	<p>This is a quick formative assessment that the students can do to demonstrate their understanding of the word <i>patriotism</i>. The teacher will stand in front of the class and have the student get into partners. The teacher will give a scenario to the students on the screen, and with their partners the students will discuss if that scenario represents patriotism. The students will rotate partners at least four times with four different scenarios to determine whether they fully understand the meaning of patriotism. The teacher will walk around and observe students answers.</p>	<ul style="list-style-type: none"> ▪ Projector ▪ Resource E: Scenarios about patriotism/non-patriotism
<p>Guided Practice: The students will get back into the small groups they worked with previously during the lesson. The students will be given a typed version of the Pledge of Allegiance, separated into verses. The students will participate in the text-rendering strategy for each verse of the Pledge of Allegiance. When this is over, students will present their work to the class.</p>	<p>After getting into groups, students will participate in the text-rendering strategy for each verse of the Pledge. First, the students will shorten the verse down to a short phrase. Next, the students will shorten the phrase down to one word that represents the verse. And finally, the students will draw a picture that represents that phrase. This is not only helping the student become more familiar with the Pledge of Allegiance, but it is encouraging them to pick out the important words that demonstrate patriotism. Students will now present their work to the class.</p>	<ul style="list-style-type: none"> ▪ <i>Resource D: The Pledge of Allegiance</i>

Independent Practice: Students will go back to their seat and individually recite and memorize the Pledge of Allegiance. This independent practice will also take place at home.	The student will be given a typed version of the Pledge of Allegiance to practice memorizing the words verse by verse. When they feel they are ready to recite it to the teacher, they will come up to his or her desk and privately recite the Pledge of Allegiance and pick one verse to describe how it shows patriotism.	
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Resource A: Vocabulary Terms and Definitions for the Unit

- ❖ **Balance:** a state in which different things occur in equal or proper amounts or have an equal or proper amount of importance
- ❖ **Civic Responsibilities:** the responsibilities of a citizen, things and actions that people do for the good of the community
- ❖ **Common Good:** what is done to benefit all people, for the good of everyone
- ❖ **Community:** a group of people who live in the same general area and/or share the same interests, religion, race, etc.
- ❖ **Community Improvement Project:** a project or task that is designed to make the community better, or do good for the community in some way
- ❖ **Core Democratic Value:** the fundamental beliefs and constitutional principles of a society, which unites all the people in the society
- ❖ **Design:** to create, make something, or form a new idea
- ❖ **Improvement:** to make something better from its previous state
- ❖ **Individual Rights:** the rights belonging to any person, such as the right to pursue life goals without being bothered by the government or another person as long as they do not harm anyone else
- ❖ **Local Government:** the governing bodies that make decisions for a local area, such as a town, community, school, or even as large as our state government
- ❖ **Participate:** means to be a part of something, and to do a task or action.
- ❖ **Patriotism:** a personal display of love and devotion to our country, its values, and its principles
- ❖ **Personal Responsibilities:** tasks and actions that YOU are responsible for that contribute to your own personal success
- ❖ **Pledge of Allegiance:** a promise to our country that we will support the United States of America in every way

Resource B: Examples of Teacher-Talk for Step 1

- Vocabulary Term: Personal Responsibilities

- Place the following pictures on the white board. If you can find additional pictures depicting *personal responsibilities*, use those as well.



- Teacher-Talk: *What are the kids doing in the first picture? Second? Third? Fourth?*

- Student: *They are brushing their teeth. One is washing dishes! The other is sweeping the floor! The other kid is playing with blocks!* (answers may vary)

- Teacher-Talk: *Why do we do these actions? What are these actions called? Where do we usually do these things at?*

- Student: *We do these things at home to help our mom and dad. At my house they are called chores!*

- Teacher-Talk: *Yes! These are things we are responsible for doing at home. At home and at school we are responsible for picking up our toys and cleaning up OUR OWN mess right?*

- Student: *And keeping our desk clean and being nice to our friends.*

- Teacher-Talk: *These are called **personal responsibilities**. Can anyone take a guess at what the definition of **personal responsibilities** might be? Talk with the person next to you about what **personal responsibilities** are.*

- Student: *We said that personal responsibilities are things that you have to do at home or at school that only you are responsible for.*

- Teacher-Talk: *That is exactly right! Personal responsibilities are actions and tasks that you have to do every day in order to make others happy, and to make you happy too. I will write this definition on the board and we will add this term to our Vocabulary Key-Ring!*

- Vocabulary Term: Local Government

- Place pictures on the white board of the President of the United States, the School Principal.
- Teacher-Talk: (*point to the picture of the President*) Does anyone know who this is?
 - Student: *It is the President of the United States!*

- Teacher-Talk: *Yes! Good job! What does the President make decisions for? Does he make decisions for the entire world, our country, or just for you?*
 - Student: *He makes decisions for America.*
- Teacher-Talk: *That is true! He is part of our national government, because he makes decisions for our country. There are smaller governments too, can anyone think of a smaller type of government? One that makes decisions for us?*
 - Student: *My parents make decisions for me, and you make decisions for us too.*
- Teacher-Talk: *That is correct. One type of small government is people at the school. (point to picture of the Principal) Who can tell me who this is?*
 - Student: *That is the Principal of our school! He makes decisions too.*
- Teacher-Talk: *Very good. There are smaller governments that make decisions for our state, the town we live in, and even our school. These are called **local governments**. Talk with your neighbor and try to think of another person that is part of the local government.*
 - Student: *What about the mayor?*
- Teacher-Talk: *Yes, the mayor is a great example of someone that is in a local government. The mayor makes decisions for our town. I will write this definition on the board and we will add it to our Vocabulary Key-Ring!*

- Vocabulary Term: Participate

- Teacher-Talk: *Has anyone ever heard the word participate? Have you read it? Have you heard me say it? Have you heard your parents say it?*
 - Student: *My mom said that I have to participate in class or I will not get good grades. She said that means that I have to do things and answer questions when the teacher asks me.*
- Teacher-Talk: *This is a great example! Participate means to be a part of something or to do a task or action that you are asked to do. I'll give you an example. On Saturday I will be **participating** in the Thanksgiving Parade and I will be dressed up as a turkey. Talk with your neighbor and tell them something that you **participated** in today.*
 - Student: *My neighbor and I said that since we played kickball during gym today, we participated in the game.*
- Teacher-Talk: *That is an excellent example! You were on a team for the game, and you helped your team score. That is an excellent example of participation. Can anyone give me another example? (ask for several examples and repeat what they say)*
 - Student: *(answers will vary)*
- Teacher-Talk: *These were all fantastic examples of the word participate. Lets participate in the next part of the lesson by adding our new vocabulary word to our Vocabulary Key-Ring!*

Resource C: Vocabulary Journal Page

DEFINITION IN MY OWN WORDS		SENTENCE
	WORD _____	
EXAMPLES	MY UNDERSTANDING: 1 2 3 4 5	PICTURE

Resource D: The Pledge of Allegiance

I pledge Allegiance, to the flag, of the United States of America.

And to the republic, for which it stands,

One nation, under God, indivisible

With liberty and justice for all.

Resource E: Sample Scenarios for Patriotic/Non-Patriotic Actions

- In April, when it started to become spring time, Suzy and her mom started cleaning up the yard and decorating it for summer. Suzy told her mom, “I would like to hang an American flag this year!” So Suzy’s mom and dad put a flag pole in the garden and hung their new American flag. Was Suzy being patriotic? Why or why not?
- Johnny really enjoys going to basketball games and hanging out with his friends. In the beginning of the game, the crowd stands and says the Pledge of Allegiance. Instead of participating in this, Johnny continues to talk to his friends and behave poorly during this part of the event. Was Johnny being patriotic? Why or why not?
- Every year our country celebrates Independence Day on the 4th of July. This is the day that our country gained our independence from Great Britain and became the United States of America. Patrick and his family are celebrating the 4th of July by going to a parade and having a cook out. Are Patrick and his family being patriotic? Why or why not?
- For Presidents Day, Mrs. Wood’s class decides to come to school dressed up as their favorite President. Instead of wearing an appropriate costume, Kimberly decides to come to school wearing a Kim Possible costume. She says that she wishes Kim Possible was a President instead. Is Kim being patriotic? Why or why not?

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Additional Possible Resources for this Unit

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