Unit 3: Good Citizens

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

In this unit, children will develop understanding about the duties people have in school, at home, in the local community, and for the nation in general.

Standards

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

- 1. How are the duties of children and adults different? How are they alike?
- 2. Why is it important to take responsibility seriously?
- 3. Why are some places more likely to have symbols of America than other places?
- 4. What qualities are important in a leader? Why?
- 5. How can people protest unfair laws?

Application of Knowledge and Skills...

Students will know that...

- 1. Voting is when citizens make a choice together.
- 2. Laws help keep a community safe, clean, and fair for everyone.
- 3. Martin Luther King Jr. was a great leader who wanted to make the laws more fair in America.
- 4. School rules are laws that students follow everyday.
- 5. Three important government leaders are the President, governor, and mayor.
- 6. The President is the most important government leader in the United States.
- 7. Citizens have both rights and responsibilities.
- 8. A symbol is a picture, place, or thing that stands for something else.
- 9. The American flag is one symbol of the country.

Students will be skilled at...

- a. Explain that when people vote the majority makes a decision for the whole group.
- b. Describe some laws in their community and why they exist.
- c. Provide details on why Martin Luther King, Jr. was a great leader.
- d. Summarize why it is important for students to follow the rules at school.
- e. Put the government leaders President, governor, and mayor in order from most powerful to least powerful.
- f. Explain most basic responsibilities of the President.
- g. Differentiate between rights and responsibilities.
- h. Identify different symbols of the United States, including the American flag.

Assessments

- Diagnostic: Preview the Unit - Preview this unit to students by reading them the short story, "Too Many Rules" (located in the textbook). The story is about responsibility and voting. Discuss these concepts

with the students.

- Formative: Birthday Card - Make a birthday card for Martin Luther King, Jr. The card should include pictures of Dr. King in action and a message thanking him for his hard work.
- Formative: Create a List - Working with a partner two students will create a list of rights and responsibilities in school and at home.
- Formative: Laws - Make a label that tells how to use a certain toy safely.
- Formative: Presidential Picture - Each student will draw a picture of himself/herself as President, and then they will write a sentence about what they would do as President.
- Formative: School Rules - Each student will contribute one page to a book of the rules of the school. Each page will have a picture of a student following a specific rule and a sentence describing the picture.
- Formative: US Symbols - Write the defintion of symbol. Then write examples of symbols of the USA.
- Formative: Vocabulary Puzzle - Complete a crossword puzzle with the words government, President, governor, and mayor.
- Summative: Mid-Year Benchmark Test - Students will complete a mid-year assessment based on the main concepts taught in the units: Where We Live, Everything Changes, and Good Citizens. They will be tested using higher-order questions which require creative thinking.
- Summative: Post Card - Create a post card with a picture of a symbol of America. Address the post card to a student in another class. Write on the post card and describe what symbol is represented.

Activities

- 1. Create a collaborative web diagram of the responsibilities of citizens
- 10. Explain and discuss the difference between rights and responsibilities; next complete an activity where students will give a thumbs up when the teacher says a right and a thumbs down when the teacher says a responsibility
- 11. Read an age-appropriate biography of George Washington; discuss with the students how George Washington was a patriot
- 12. Show the students a quarter and a dollar bill, so they can see how Americans are reminded everyday of George Washington's patriotism
- 13. Ask students to share what they know about Washington Rock
- 14. Discuss with the students other American heroes that they are familiar with; read about Sacagawea, Harriet Tubman, Susan B. Anthony, Eleanor Roosevelt, and Cesar Chavez
- 15. Watch the video "Old Glory"; discuss the terms Old Glory and symbol
- 2. Teach students to correctly pronounce government, President, and symbol; ask the students to share what they know about these terms
- 3. Discuss laws with students; show students signs and ask them to state what laws these signs are indicating
- 4. Read an age appropriate biography of Martin Luther King, Jr.; discuss with the students how Martin Luther King, Jr. made the laws in America better
- 5. Watch the video "A Picture Book of Martin Luther King, Jr."
- 6. Working together the class will create a book of the rules of the school; each page of the book will be one rule and one sentence about the rule
- 7. Create a web diagram with the students beginning with the terms mayor, governor, and President; connect to these terms the location and building where these people work
- 8. Use flash cards and have the students match White House with President, state capitol building with

governor, and town hall with mayor

- 9. Discuss with the students what they would do if they were President

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide an exemplar for the passport activity
- Model for students how to draw pictures of natural resources people should preserve in nature
- Pair mixed ability students together for completing the clay models of plains and mountains
- Post Card - Students will write one sentence describing the symbol that have chosen to draw

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: voting, laws, President, governor, mayor, citizen, symbol, flag

Content specific modifications to extend learning for gifted students may include:

- Post Card - Students will write two sentences, one sentence describing the symbol that have chosen to draw and one sentence about why they like the symbol (intermediate activity)
- Post Card - Students will write three sentences, one sentence describing the symbol that have chosen to draw, one sentence about why they like the symbol, and one sentence about what the symbol stands for (challenge activity)

Integrated/Cross-Disciplinary Instruction

Explain postage to the students. Tell the students the current postage rate is forty-seven cents. Give the students photocopies of stamps of different values. Tell the students to cut out stamps that add up to forty-four cents and then paste them on their post card. This activity could be further connected to math class by asking the students to use different amounts of change to pay for the stamp.

Utilize balanced literacy read aloud techniques during Big Book read alouds.

Resources

- "A Picture Book of Martin Luther King, Jr." video - Live Oak Media, (c)2008
- "Old Glory" video - Houghton Mifflin, (c)2005
- "Social Studies-School and Family" teacher's edition - Houghton Mifflin Company, (c)2005

- "Social Studies-School and Family" textbook - Houghton Mifflin Company, (c)2005
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Leveled Readers
- Teacher-developed Mid-Year Benchmark Assessment

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.