

# MP3-Civics, Government, and Human Rights

Content Area: **Social Studies**  
Course(s): **Social Studies 1**  
Time Period: **Marking Period 3**  
Length: **Marking Period 3**  
Status: **Published**

## Essential Questions

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- How can we treat people fairly?
- Who helps make decisions for our country?
- What qualities help us work with others?
- How does diversity help a community?

## Big Ideas

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- Certain character traits can help individuals become productive members of their community.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Two or more individuals can have a different understanding of the same event.

## Technology Integration

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8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Activity: Students will learn about Ruby Bridges and compare how her school was to ours.

## Cross-Curricular Integration

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Integration Area: Language Arts

## **Black History Month**

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### **Activity:**

Students will write a sentence about Martin Luther King's Dream and their dream.

## **Diversity**

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### **Objective:**

Students will be able to make connections to Dr. Martin Luther King Jr's dream.

### **Activity:**

Students will listen/discuss MLK BrainPop and discuss what MLK's dream was. Students will share what their dream is to make the world a better place. Students will create a portrait of MLK and their dreams.

## **Enduring Understandings**

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- 6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event
- 6.1.2.CivicsHistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.CivicsHistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.

## **Resources**

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PebbleGo:

- Culture and Awareness- Diversity, What is Culture? What are Beliefs?
- Us Government, Democracy, Presidents

BrainPop Jr:

- MLK Jr.
- Ruby Bridges
- Rosa Parks

Scholastic News Grade 1

Activities and Assessments:

MLK Jr. "I Have a Dream Writing

Abraham Lincoln DBQ

Anne Frank and Ruby Bridges Comparison.

Black History Month