

Waynesburg University TPS Unit Outline



Title of Learning Unit: Citizenship

Subjects: Civics and Language Arts

Grade Level/Range: 2nd

Overarching Goal or Concept for the Learning Unit:

Students are able to learn, describe, explain, and apply what a good citizen looks like and how they can show good citizenship in school, at home, and in the community.

Overview: Students will read two books, use a variety of primary sources, and participate in different activities and a learning center to learn about citizenship. In this Unit, students will take concepts of being a good citizen and apply them in creating Venn Diagrams, writing letters, sorting characteristics, and creating a poster. Class discussions will also be a big component in this Unit, where students will share their thoughts and ideas about what they read and observed from their books and primary sources.

Written By: Moriah Sivavec and Becky Marchetti

Date: 12/4/17

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Pre-instructional Assessment/Introduction: (Describe how you will introduce the learning unit to students. Include a description of how you will assess prior knowledge that can be used to modify lesson plans throughout the unit.)

In introducing this Unit on Citizenship, first begin by having a discussion with the students on what they believe being a good citizen means. We will ask the students

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questions that include, “Has anyone heard of the term citizenship before? What does citizenship mean? Does anyone know what it means to be a good citizen? What is an example of being a good citizen?” After the discussion, we will show the students a video titled, “Being a Good Citizen”. The video is provided by Family Education Series and can be found on YouTube.

(<https://www.youtube.com/watch?v=3bwfo9aD5A8>) When the video is over we will discuss what we learned from the video. We will ask the students questions some similar and some questions different than we asked before we watched the video. Asking questions will help us assess what the students learned from the video. This video introduction will serve as our pre-assessment for this unit on citizenship.

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Title of Lesson/Activity #1:

Created By: Moriah Sivavec

Overview of Lesson: Good citizen letter writing

PA Standards: CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

5.2.2.A Civics Rights and Responsibilities- Identify and explain the importance of responsibilities at school and the community.

Investigative Question for this activity: “How can Anna be patient in the first scenario?, Can anyone give me an example of a time that they were patient?, What does it mean to show respect?, How can Emily be respectful in the second scenario?, What does it mean to be honest?, How can Lily be honest in the next scenario?, Who thinks they are responsible and why?”

Objective(s): After reading a magazine about what it means to be a good citizen, students will write an informative letter with at least two examples of how they are a good citizen.

Materials:

- Scholastic news magazine “We are Good Citizens”

Print Sources:

- Letter template (teacherspayteachers.com)

Student Learning Process:

- Students will read the Scholastic news titled, “We are good Citizens”.
- We will have a discussion on the reading. Questions asked during discussion include: “How can Anna be patient in the first scenario?, Can anyone give me an example of a time that they were patient?, What does it mean to show respect?, How can Emily be respectful in the second scenario?, What does it mean to be honest?, How can Lily be honest in the next scenario?, Who thinks they are responsible and why?”
- Students will assist teacher in creating sentences to model on the board to be used in their letters. Example: I am respectful because I raise my hand in class.
- Students can also create their own sentences using the key words learned in the reading. (honest, responsible, respectful and patient)
- After the students complete a rough draft, the teacher will check for spelling and grammatical errors.
- The students will write a final copy of their letter with zero errors and their best handwriting.

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Closure: Students will be given time to share what they wrote with their classmates. They will read aloud what they wrote about themselves and why they feel they are a good citizen. Their classmates will applaud them for their great examples of citizenship.

Modifications/Accommodation Techniques for Students with Special Needs:

Students that struggle with this assignment will be given a writing template that includes an area for a picture so that they can describe what they wrote.

Formal Assessment: The final copy of their letter will serve as the formative assessment.

AND/OR

Informal Assessment: Teacher observations during the discussion will serve as the informal assessment.

Lesson/Activity #2

Title: Citizenship Circles

Created By: Becky Marchetti

Overview of Lesson: In this learning center, students have several cards to sort through that depict “good citizenship behavior” and “not good citizenship behavior” and a Primary Source image. Their job is to look through the cards and correctly sort them into hula-hoop rings that are labeled “Good Citizenship” and “Not Good Citizenship”. Then, the students are to complete the writing prompt using the Primary Source at the center.

PA Standards:

Standard - 5.1.2.E **Describe citizens' responsibilities to the state of Pennsylvania and the nation.**

Standard - CC.1.4.2.A **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**

Investigative Question for this activity: What does a good citizen look like? What does a not so good citizen look like?

Objective(s): After students organize and sort the given citizen cards, they will be able to apply their understanding of good and not good citizenship by creating a 3-5 sentence response to a writing prompt using a provided Primary source.

Materials:

- Hula hoops (2)
- 24 citizen cards (12 “good”, 12 “not good”)
- Writing Prompt (teacher made, provided at the center)
- Pencil
- Primary sources (Picture)

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Print Sources: (List all handouts or worksheets and/or title and URL of digital primary source from loc.gov. Include example copies of handouts or worksheets at the end of the lesson.)

1. <https://www.loc.gov/resource/mamcol.104/?sp=1&q=children+>
2. Checklist
3. Writing Prompt
4. Citizen Cards

Student Learning Process:

- First, students will lay the hula hoops on the carpet
- Look through the Citizen Cards
 - There should be 24 all together
- While working together, students will go through these cards and sort (or place) the card in the hula hoop they think it goes along with
 - **Does this card look like good citizenship?**
 - **Why do we think that?**
 - **Does this card look like not so good citizenship?**
 - **What makes us think that?**
 - **If that was us, how could we make it look like a good citizen?**
- After all the cards have been sorted into the two hula hoops, students will then grab the writing prompt and read it
 - ***You can be a good citizen where ever you go! This is a picture of students with their teacher. Are they showing good citizenship? How are you a good citizen in school?***
- Using the Picture provided, students will answer the prompt using 3-5 sentences
- Students will then share their responses within their groups to see all the ways students can good citizens in school

Modifications/Accommodation Techniques for Students with Special Needs:

For students who may struggle or have a visual impairment, have the group explain each card out loud with each other. Students will be able to grasp a better understanding of the cards and will also be able to visualize what they look like.

Formal Assessment:

Students will complete their writing prompt with 3-5 sentences. Student's responses should answer the questions presented in the prompt. A checklist will be used when reading their responses to determine if they fully answered the prompt.

AND/OR

Informal Assessment: Teacher will walk around, making observations of how well the students are working together to sort through the cards.

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Lesson/Activity #3

Title: Letter to John F. Kennedy

Created By: Moriah Sivavec

Overview of Lesson: The students will read “John F. Kennedy: A life of Citizenship” and discuss. Then the students will read a letter to John F. Kennedy to better understand characteristics of John F. Kennedy and how others viewed him. They will write a letter as if they were John F. Kennedy responding to Sam Bernstein. This activity will help students develop an ability to put themselves in other people’s perspectives based on information they have learned about the person.

PA Standards: CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

5.2.2.A Civics Rights and Responsibilities- Identify and explain the importance of responsibilities at school and the community.

Investigative Question for this activity: Describe something that Mr. Bernstein wrote to JFK? Why was the letter written? What does the word “strenuous” mean?

Objective(s): After students read and discuss the letter from Sam Bernstein, they will write a letter with at least 3 sentences describing characteristics of a good citizen back to Sam Bernstein from the perspective of JFK.

Materials:

- John F. Kennedy book “A Life of Citizenship”
- Pencil
- Dictionary
- Computer

Print Sources:

- primary source
(<http://lcweb2.loc.gov/diglib/media/loc.natlib.lbcrr.00258/001.tif/2599>)
- letter template (teacherspayteachers.com)

Online Collections/Exhibits/Websites:

- <https://www.jfklibrary.org>

Student Learning Process:

- Students will read the book “John F. Kennedy: A Life of Citizenship” and discuss.

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- Then students will read a letter from Sam Bernstein to John F. Kennedy.
- The students will participate in a discussion on the letter. To begin the discussion the teacher will ask, “Why did Sam Bernstein write this letter to John Kennedy?, Can someone tell me one thing you found interesting about the letter?, What is one characteristic that Mr. Bernstein used to describe Mr. Kennedy?”
- After the discussion, the students will each receive a letter template to write a letter back to Sam Bernstein.
- They will write the letter as if they are John F. Kennedy. If students would like to learn more about the things John F. Kennedy did they will be permitted to use the computer to research things accomplished by JFK. They may also use information provided in the book.
- Every student will begin their letter the same. They will write “Being a good citizen is important to me. An example of my ability to model what a good citizen is includes...” Then they will write 3-5 more sentences further explaining how John F. Kennedy was a good citizen.
- Example of letter “Being a good citizen is important to me. An example of my ability to model what it looks like to be a good citizen includes my pursuit for peace in this nation. I was determined to improve relations with Latin America. Through my determination, I was able to bring free textbooks into schools that needed them in Latin American countries.
^information provided from jfklibrary.org

Closure: The students will share their letters with the class. They will explain one thing they learned from this activity after they share their letter.

Modifications/Accommodation Techniques for Students with Special Needs: A dictionary will be provided for students to define unknown words included in the letter.

Formal Assessment:

The completed letter will serve as a formative assessment for this lesson. The letter will determine what the students learned about JFK based on the information Sam Bernstein included in his letter.

AND

Informal Assessment:

The discussion on the about the letter will serve as an informal assessment.

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Lesson/Activity #4

Title: Citizens in the Community

Created By: Becky Marchetti and Moriah Sivavec

Overview of Lesson: Students will read a non-fiction book “Being a Leader” and discuss ways in which they can be leaders and good citizens in the classroom. Students will then be given a primary source to look at and be able to use the photo provided to make connections of how students can be leaders in their classroom from the past and how they can continue to be leaders in their classroom today. Students will be able to develop a Then and Now Venn Diagram.

PA Standards:

Standard - 5.2.2.A **Identify and explain the importance of responsibilities at school at home and the community.**

Standard - CC.1.2.2.I **Compare and contrast the most important points presented by two texts on the same topic.**

Investigative Question for this activity:

How can we be good citizens and leaders at home and what might that look like compared to

Objective(s):

After reading the book “Being a Leader”, students will engage in a class discussion on identifying ways in which they can be a good leader in the classroom and share examples of why that is important with full participation.

After reading the non-fiction book “Being a Leader”, students will create a Venn Diagram where they will compare and contrast how students are good citizens in the classroom now and how they were in the past using a primary source with at least 80 percent accuracy.

Materials:

Print Sources: (List all handouts or worksheets and/or title and URL of digital primary source from loc.gov. Include example copies of handouts or worksheets at the end of the lesson.)

- <http://www.loc.gov/pictures/resource/fsa.8d04032/>
- Venn Diagram template (teacher made for each student)
- “Being a Leader” book by Robin Nelson
- Primary source picture
- Interactive white board

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- Pencil

Student Learning Process:

- Gather students on the carpet
- Introduce the book “Being a Leader”
- Inform students that today, they will be learning how to show good citizenship in the classroom, at home, and in the community
 - **How do you think we show good leadership and citizenship in the classroom? At home? In our community?**
- Read the book to the class
- Ask the students to share some ideas in which they can show good citizenship in the classroom that they just read about
 - **Why do you think it is important to be a good citizen in the classroom?**
- Ask the students **Do you think that our role as good citizens in the classroom today are the same or different from roles of second graders from years and years ago?**
- Bring the Primary source up on the interactive white board
- Ask the students to look at the picture and share what they see
- Explain to the class that they will compare and contrast what they read from the book to what they see in the picture
 - **What does compare and contrast even mean?**
 - **How can we show that?**
- Introduce a Venn Diagram to the students
- Explain that on the left is labeled “Students Then” and on the right is labeled “Students Now” and in the middle is labeled “Same”
- Instruct the students that they each have their own Venn Diagram on their desk that they are going to complete
- Have students return to their seats
- Tell the students that as a class, they will give one example for each together
 - *The left (labeled Students Then) will use the book as reference*
 - *The right (labeled Students Now) will use the picture as reference*
- As a class, work on an example for each section
- After completing one as a class, have the students work on their Venn Diagrams
 - Include at least 2 more in each section
- Give the students roughly 15 minutes to complete their Diagrams
- Have students share their ideas and write them on the board as they are given
- Make sure to have students explain why they wrote what they did for each section

Modifications/Accommodation Techniques for Students with Special Needs:

Provide descriptive detail of the pictures in the book and the picture given as the primary source so students who are visually impaired are able to visualize what they are comparing.

Formal Assessment: Having students complete their Venn Diagrams with at least 2 examples in each section.

AND/OR

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Informal Assessment: Having a class discussion on different examples and reasons why it is important to be a good leader and citizen in the classroom.

Post-instruction Assessment: For the final assessment, students will design and create a poster that displays the student's understanding of our Big Idea for the unit: what a good citizen looks like and how they can apply that in school, at home, or in the community. Students will draw what they think a good citizen looks like based on what they learned from the readings and activities in the Unit. They will then write a brief description of why their drawing displays good citizenship like characteristics. They will be graded based on a rubric. Posters will be shared in class to elaborate on their reasoning and explanation of being a good citizen.

Poster Rubric

Name: _____

Subject Area:

CATEGORY	(A) Met The Standard Of Excellence (5 points)	(B) Exceeds the Acceptable Standard (4 points)	(C) Meets the acceptable standard (3points)	(D) Does not meet the acceptable standard (2points)
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

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Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	5 or more accurate facts are displayed on the poster.	4 accurate facts are displayed on the poster.	3 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness. Ink is used for letters and bullets.	The poster is attractive in terms of design, layout and neatness. Ink is used for letters and bullets.	The poster is acceptably attractive though it may be a bit messy. Ink is used for letters and bullets.	The poster is distractingly messy or very poorly designed. It is not attractive. All writing.
Title	Title is quite creative, bold and easy to read. Letters are large and outlined in black.	Title is creative, bold and easy to read. Letters are Medium sized and outlined in black.	Title is easy to read. . Letters are outlined in black.	The title is too small and/or does not describe the content of the poster well. Letters are not outlined in black.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no spelling, grammatical mistakes on the poster.	There is 1 spelling or grammatical mistake on the poster.	There are 2 spelling or grammatical mistakes on the poster.	There are more than 2 spelling mistakes on the poster.
Total points:				
Comments:				

Rubric provided by teacherspayteachers.com

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Did the student...	Yes	No
Determine whether the Primary Source showed good citizenship		
Explain how they are a good citizen in school		
Write their response in 3-5 sentences		

Activity 2:

Student Checklist: **Citizenship Prompt**

Student name _____

Teacher Comments:

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Activity 2: Writing Prompt for Learning Center

You can be a good citizen where ever you go! This is a picture of students with their teacher. Are they showing good citizenship? How are you a good citizen in school?

Write your response on the lines in 3-5 sentences!

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Primary Source: <https://www.loc.gov/resource/mamcol.104/?sp=1&q=children+>



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****Example of Center Activity 2****

-Labels would be changed from "Responsible Citizen" to "Good Citizen" AND "Irresponsible Citizen" to "Not Good Citizen"

- same cards in picture above will be used

- Image and Center idea from Pinterest

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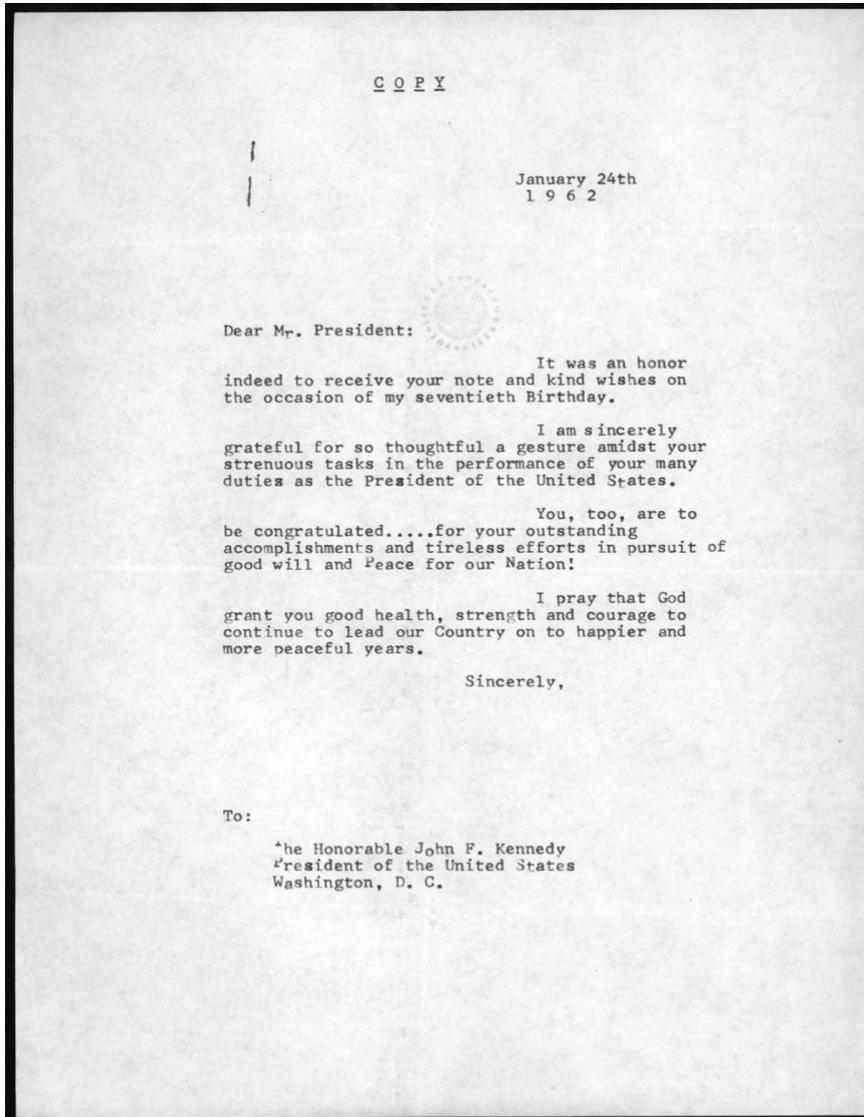
Activity 1&3: letter template

The image shows a rectangular letter template. It features a dashed border and four circular punch holes, one in each corner. The interior of the template is filled with horizontal lines for writing. There are 14 lines in total, with a larger margin at the top and bottom. The lines are evenly spaced and extend across most of the width of the template.

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Activity 3 primary source:

<http://lcweb2.loc.gov/diglib/media/loc.natlib.lbcrr.00258/001.tif/2599>



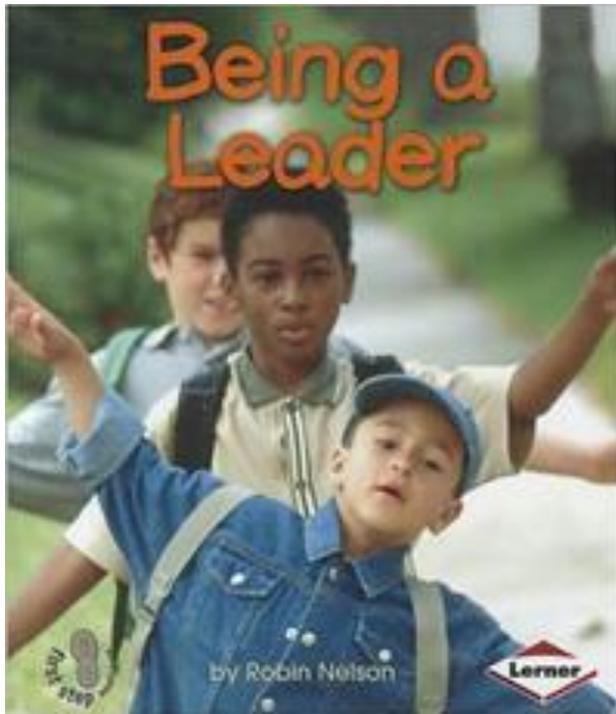
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Activity 4:

- Primary source: <http://www.loc.gov/pictures/resource/fsa.8d04032/>



The book



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Activity 4:

Name: _____ Date: _____ Period: _____

Students Then

Students Now

Same

