

## Social Studies Lesson

Grade: 2		Subject: Social Studies	
Materials: Anchor chart of six characteristics, anchor chart on how to be a good citizen, printed sheets of paper with people outlines, extra worksheets for early finishers, materials for students to color and write, scissors		Technology Needed: N/A	
<b>Instructional Strategies:</b> ≤ Direct instruction      ≤ Peer teaching/collaboration/cooperative learning ≤ Guided practice ≤ Socratic Seminar      ≤ Visuals/Graphic organizers ≤ Learning Centers      ≤ PBL ≤ Lecture      ≤ Discussion/Debate ≤ Technology integration      ≤ Modeling ≤ Other (list)		<b>Guided Practices and Concrete Application:</b> ≤ Large group activity      ≤ Hands-on ≤ Independent activity      ≤ Technology integration ≤ Pairing/collaboration      ≤ Imitation/Repeat/Mimic ≤ Simulations/Scenarios ≤ Other (list) Explain:	
<b>Standard(s)</b>  C.K_2.6 Describe important rights and responsibilities of citizens/residents.		<b>Differentiation</b>  <b>Below Proficiency:</b> Students below proficiency will be asked to write 1-3 characteristics of a good citizen on the person they are creating. I will also be open to providing help with writing or sentence starters.  <b>Above Proficiency:</b> Students above proficiency will be asked to write 5-7 characteristics of a good citizen on the person they are creating.  <b>Approaching/Emerging Proficiency:</b> Students approaching proficiency will be asked to write 3-5 characteristics of a good citizen on the person they are creating.  <b>Modalities/Learning Preferences:</b> Visual learning: anchor charts Auditory: I explain the content aloud	
<b>Objective(s)</b>  By the end of this lesson students will identify characteristics of good citizenship such as a belief in truthfulness, justice, equality, respect for self and others, responsibility for the common good and they will understand that they are citizens of a classroom and a school through discussion as a class and completing an activity.  Bloom's Taxonomy Cognitive Level: Understand and apply			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)  - Students will raise their hand when wanting to answer a question. -Students will talk at a level 1 when answering questions. -Students will move around the room respectfully and quietly -Students will stay in their desks during work time.		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)  - Students actively participate while turn-and-talking with a partner and asking and answering questions in the discussion. - During discussions, students use appropriate language and volume, raise their hands instead of blurt and give others a chance to speak. - When I say "class class class" the class says "yes yes yes" and then they are silent.	
<b>Minutes</b>	<b>Procedures</b>		
20	<b>Set-up/Prep:</b> - Create the 6 Characteristics of Good Citizenship poster - Create the girl and title of the How to be a Good CITIZEN poster - Print out enough people outlines for the class - Print out extra worksheets for early finishers		
5	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)  Students will finish up a brain break and I will ask for their attention back. I will say "Class class class" and my students will say "yes yes yes."  "I would like everyone to please stay where they are and place their eyes on me. I will not continue until I have everyone's attention." Once I have everyone's attention, I will continue. "I would like everyone to please go to their desks and sit		

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	<p>quietly until I give further directions.”</p> <p>Once students are ready, I will begin. “Today we will be discussing the concept of citizenship in our community. A good citizen is someone who is responsible, cares for others, is informed about the needs within his community, follows the rules, and does things that help his environment. We are going to talk about ways that we can be good citizens, but first I would like everyone to turn and talk to a partner about things you think a good citizen should do.”</p> <p>I will give students a minute to discuss and then pull their attention back. “Who would like to share what a good citizen does?”</p> <p>There are a variety of answers to this question. Possible answers include:</p> <ul style="list-style-type: none"> <li>-Follow the rules and obey laws at school, home and in your community.</li> <li>-Respect authority, e.g., parents, teachers, police officers and other community helpers.</li> <li>-Participate in activities to improve your community and the environment, e.g., pick up litter, recycle, and plant trees and flowers.</li> <li>-Be a good neighbor and volunteer to help others.</li> <li>-Donate food or clothing to help someone in need.</li> <li>-Learn about the candidates running for public office and participate in kids’ voting. Encourage others to vote too.</li> <li>-Use kind words and good manners in all situations.</li> </ul>
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>“Those are wonderful examples! Thank you for sharing. I have a poster with 6 characteristics of good citizenship. The characteristics include: Truthfulness, Justice, Equality, Respect for self and others, Responsible, and Participate in government.</p> <p>“First, we have truthfulness. To be truthful is to be honest. Who can tell me about a time when they were honest?”          -Allow time for answers and expand if necessary.</p> <p>“Second, we have justice. To be just is to do what is right. Who can give me an example of a time they were just?”          -Allow time for answers and expand if necessary.</p> <p>“Third, we have equality. Equality is to be fair. Who can give me an example of a time they practiced equality?”          -Allow time for answers and expand if necessary.</p> <p>“Fourth, we have respect for self and others. This means to be positive and fair. Has anyone ever practiced this?”          -Allow time for answers and expand if necessary.</p> <p>“Fifth, we have be responsible. Being responsible is doing what is right no matter what. Who can give me an example of a time they were responsible?”          -Allow time for answers and expand if necessary.</p> <p>“Sixth, participate in government. When citizens participate in government they vote and are aware of current issues. A way that students can participate in government is by          -Allow time for answers and expand if necessary.</p> <p>“Now that we have a pretty good idea of what it means to be a good citizen, can anyone tell me why being a good citizen is important?”          Possible answers: We need good citizens to make our school and community a better place; if we aren’t good citizens, who will be?</p> <p>“We have been talking about the importance of citizenship in our community, but what about in our classroom? Can we be good citizens in our classroom?” Students should answer yes. “Right! Let’s write down a few ways that we can be good citizens in our classroom. Please raise your hand and I will write your ideas on the chart.”          Examples: Be fair, work hard, be responsible, be honest, obey laws, respect elders, behave at school, be brave, be caring, be kind, help others, etc.</p>
30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Activity time! “Now that we have a pretty good idea on how to be a good citizen, we are going to do an activity. Everyone is going to get a piece of paper with an outline of a person. The outlines are all the same. *I will show my students what it looks like* On the inside of the person, you are going to write 3-5 ways that you can be a good citizen. You will cut off the paper around the person so please do not write anything on the outside, just on the inside. After you are doing writing down ways that you are a good citizen, you can decorate your person. You can give them clothes, hair, etc. Once complete, we will hang these up around the classroom so please be sure to do your second grade best. Does anyone have any questions?” I will leave the posters up for support with spelling.</p> <p>I will answer any questions that might arise and then I will ask my students “Can anyone tell me what an expectation right</p>

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	<p>now is? I need a few examples.”</p> <ul style="list-style-type: none"> <li>-Voice 0</li> <li>-Name</li> <li>-Write</li> <li>-Color</li> <li>-Cut</li> <li>-Turn in</li> </ul> <p>“Thank you. I am setting the timer for 20 minutes. Please be sure that you are working hard during this whole time. The voice level in here should be a one or a zero because you are not talking to your classmates right now. You can do this on your own. You may begin.”</p> <p>If students finish their person before their peers they will be asked to add more detail to their person. If their work is satisfactory, I will have a few worksheets they can work on that will enhance their understanding of the material presented.</p>
5	<p>Review (wrap up and transition to next activity):</p> <p>Once students are finishing up, I would like everyone to completely clear their desks, put away their materials and give me a thumbs up when they are ready to finish our lesson.” I will wait for students to be ready.</p> <p>“I have a question for you all. I would like you to really think about this. What do you think our school and community would be like if people were not good citizens? What would happen if they did not obey rules and respect one another?”</p> <p>Possible answers: Everything would be total chaos: We would not be able to learn anything at school, crime would take over in the streets, traffic accidents would be everywhere because people would not follow traffic signals and speed limits, discarded trash and garbage would fill the streets etc...</p> <p>“That sounds pretty terrible. Do you think you have the power to make a positive difference in our community?”</p> <p>Students should answer yes. Absolutely.</p> <p>“Thank you friends. You all did great today and now our day is almost done! I would like everyone to make sure they have their names on the back of their people and turn them all in. Tomorrow you will be able to see them hanging up around the classroom which is super cool!”</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will ask questions throughout the lesson and listen to my students’ turn and talks to gauge if students are understanding the material.</p> <p>The students’ person they create will be a way that I can assess student understanding. Did they understand what actions responsible citizens make?</p> <p>Grading Criteria:</p> <ul style="list-style-type: none"> <li>3- Student wrote 5 ways they can be responsible citizens.</li> <li>2- Student wrote 3-4 ways they can be responsible citizens.</li> <li>1- Student wrote 1-2 ways they can be responsible citizens.</li> </ul> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>At a later date, students were given the following assessment to complete:</p>

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Name: \_\_\_\_\_

Responsible Citizen

Circle Yes or No

1. I am responsible when I do my homework.	Yes No
2. I am responsible when I lose my jacket.	Yes No
3. I am responsible when I help my mom or dad.	Yes No
4. I am responsible when I blame others for my mistakes.	Yes No
5. I am responsible when I break my friend's toy.	Yes No
6. I am responsible when I say I am sorry.	Yes No
7. I am responsible when I do my best.	Yes No
8. I am responsible when I am late to school.	Yes No
9. I am responsible when I pick up litter off the ground.	Yes No
10. I am responsible when I waste water.	Yes No

Draw a picture of yourself helping your neighborhood.

I am responsible when I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Grading Criteria:

	Developing	Proficient	Advanced
<b>Yes or No Questions</b>	Student answered less than 4 questions correctly.	Student answered between 5 and 7 questions correctly.	Student answered 8 or more questions correctly.
<b>Drawing</b>	Student did not draw a picture or student's drawing did not represent a responsible action.	Student drawing somewhat represented a responsible action.	Student drawing represented a responsible action.
<b>Written Sentences</b>	Student did not complete sentences or student's sentence did not describe how student is responsible.	Student wrote an example of how he could be responsible.	Student wrote 2 or more examples of how he could be responsible.

### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This is a lesson that I was very excited about going in. I created cute anchor charts and had a solid idea of what our time was going to look like. I thought that the pace of this lesson was very good. I knew what I wanted to do, and we touched on most of the things that I wanted to discuss. The students had their on and off moments but, for the most part, the students were engaged during the lesson. I added some interactive ways to include the students in learning when I felt like I was losing them a bit. The students were excited for the activity part of the lesson where they wrote down their characteristics and created their clothing. They were very creative in this and it was exciting to see. I was pleased with how the engagement part of the lesson went. The students learned about what citizens are and how they can be good citizens themselves. I know this through discussion that took place during the lesson and the people figures that students created. As I went around the room, I was able to see how the students considered themselves to be good citizens. They were able to make the lesson applicable to their own lives. One student gave the example of being a good citizen through helping his family members. Another student gave the example of playing with someone at recess who did not have any friends to play with. It was very neat to see how the students applied what they do in their own lives to the lesson.

The biggest change I would have for this lesson is making my directions clear and concise. I had multi-step directions that were written down as a sentence long. Hope mentioned that I should consider using 1 or 2 words when giving directions. She helped me to see that it was confusing for the students to follow along with. I was overwhelmed as I was giving the students their directions so I

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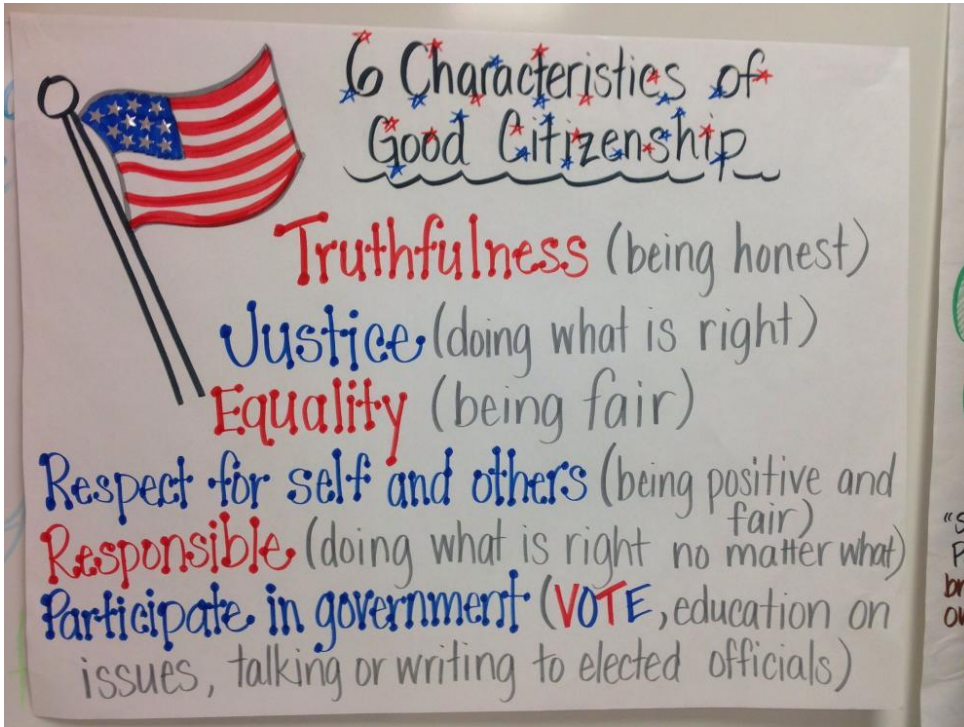
can empathize with how they were feeling when I explained their expectations. As I went around the room I saw a lot of students making the same mistakes during our activity. This showed me that my directions needed to be simpler and easier to follow. Going right along with that, I would condense the amount of time I took on explaining what the students were supposed to do. I tried to make a point, but I ended up losing their attention. Another change I would make is having clearer time expectations during my lesson. Students were not clear on the amount of time they had to finish the activity. When I gave a five minute warning I could tell that some students were frustrated by the limited time they had to complete their person. This lesson consisted of many learning moments that I will remember for future teaching experiences. I will be more clear and concise in my directions and I will ensure that everyone understands the expectations.

At a later date, I had a brief review on what it means to be a responsible citizen and I gave an assessment for students to complete. During the assessment, I read the questions on the first page to the students. This was meant to help students at a lower reading level. The assessment went well over all. I believe that it gave me a clear idea of who was ready to move on with the topic and who needed additional support. There is an example of a completed students' assessment in Appendix D below.

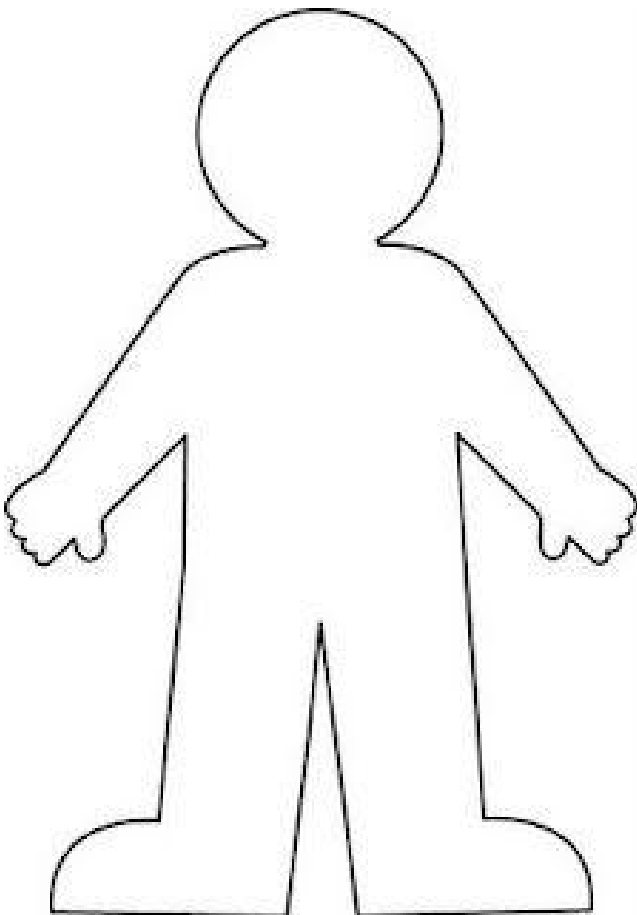
### Appendix A:



### Appendix B:



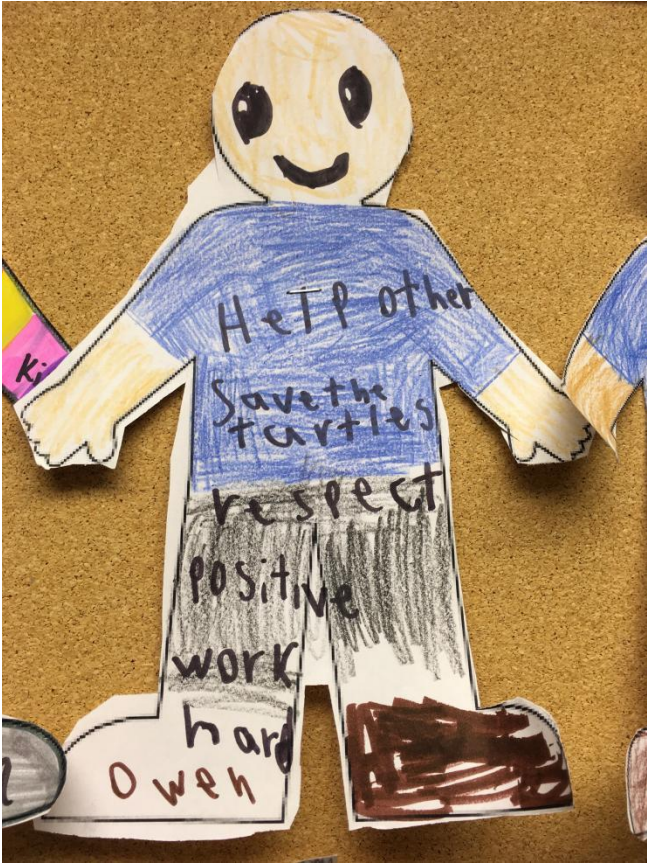
Appendix C:





Appendix D:

Formative Assessment



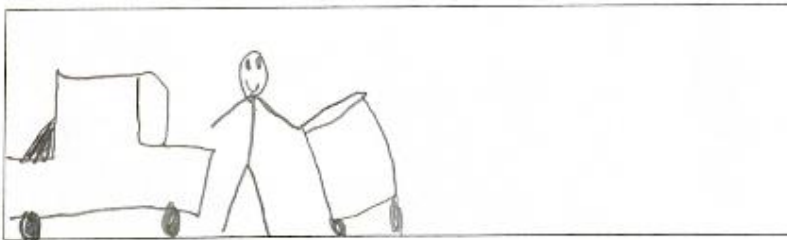
Name: Eli

**Responsible Citizen**

Circle Yes or No

- 1. I am responsible when I do my homework.       Yes     No
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- 3. I am responsible when I help my mom or dad.       Yes     No
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- 7. I am responsible when I do my best.       Yes     No
- 8. I am responsible when I am late to school.      Yes     No
- 9. I am responsible when I pick up litter off the ground.       Yes     No
- 10. I am responsible when I waste water.      Yes     No

Draw a picture of yourself helping your neighborhood.





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I am responsible when I take out the  
trash.