

LESSON PLAN
Gina Holloman

School: MCHS

Grade: 3rd/4th

Title of Lesson:

Citizenship/Civics

(Modified to meet the needs of high school students with moderate disabilities)

Our **Founding Fathers** understood that our country would survive and flourish if our nation was **committed to** good character and an unyielding dedication to liberty and justice for all. Throughout our history, [our most honorable heroes](#) practiced the values of hard work and honesty, commitment to excellence and courage, and self-discipline and perseverance. Today, as we work to preserve peace and freedom throughout the world, we are guided by a **national character** that **respects human dignity and values every life.**
—President George W. Bush

Lesson Rationale

The topic of citizenship is very important for several reasons. Indiana third grade state standards **3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6**, all deal with the roles, duties and responsibility of citizenship.

NCSS standards also include the need for students to understand their roles and responsibilities as citizens of the United States.

Students need to understand that they each have **a responsibility and a duty to their community and to the world around them**. If we want students to grow up to be successful, productive, contributing members of society, we need to start by explaining to them what this means at a young age. If students are taught the importance of **displaying fairness, honesty and respect** for others, then it is more likely that they will display these characteristics later on in life. Students also need to be aware that they are the future of their community, country and world, and should start now with their efforts to make the world a better place in which to live.

Goals

Students will learn to be positively contributing members of society.
Students will understand and practice the characteristics of a good citizen.
Students will learn respect for the world around them (classroom, school, home, community).
Students will respect their own beliefs and the beliefs of others.
Students will be motivated to continue to contribute to the good of the community.

Civics and Government: Foundations of Democratic Government, Core Standard 2

Identify fundamental democratic principles and the role of citizens in a democratic society. Describe the duties and responsibilities of different **levels of government** that make laws and provide goods and services in the United States.

[Standard Indicators: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6]

Vocabulary			
strength	freedom	respect	love
bravery	participation	kindness	honesty
intelligence	fairness	friendship	responsibility

List of Materials / Supplies

Pictures

Pencil and Paper

Sticky Notes

School Handbook

Classroom Rules from Receiving Teachers

PC's to access Aesop's Fables Interactive Books

Procedures or Steps

1. Have students do a five minute brainstorm in groups of two listing the vocabulary of citizenship using a picture from the LOC on the statute of liberty and the American Flag.
2. Hold a discussion in small groups of four on **what citizenship means** -- including the rights and responsibilities of citizens. Give students each two sticky notes which will be added to a chart on the board during the full class review of small group discussions.
3. Expand citizenship discussions to a full group one **using historical stories**, including **fairy tales** ([Aesop's Fables Interactive Book](#), LOC).
4. Discuss some of the issues around **moral choices and ideas of right and wrong**. Discuss school issues, such as **behavior and bullying**.
5. Define a good citizen and have the students share personal stories about when they exhibited citizenship.
6. Ask students to describe what would happen if there were no rules or laws at home, in school, in traffic or against stealing, attacking, etc.
7. **Involve them in making classroom rules**. Discuss why rules are important and have them define the consequences if they are broken.
8. **Review** important applicable elements of the **school handbook**.
9. Teach an understanding of the country's founding documents: Declaration of Independence, U. S. Constitution, and the Bill of Rights. (LOC original Document pictures)
10. Have the children write a poem, story, play or song about citizenship. Have them perform their creation for others.

Evaluation

Citizen Assessment

Creative Project

School Handbook Assessment

Classroom Rule Assessment

1st Quarter classroom and school rules individual reports

Resources

[Tips for Teaching Citizenship in Primary Schools | eHow.com
http://www.ehow.com/list_6916550_tips-teaching-citizenship-primary-schools.html#ixzz22P4hWcbx](http://www.ehow.com/list_6916550_tips-teaching-citizenship-primary-schools.html#ixzz22P4hWcbx)

<http://www.loc.gov/library/libarch-digital.html>

<http://www.loc.gov/topics/images-used.php>

<http://read.gov/aesop/images/cover.jpg>

Citizen: _____

1. What does it mean to be an American Citizen? _____

2. Name 4 groups you are a citizen of. _____

3. What 2 ways can you become an American citizen? _____

4. What is a quality? _____

5. What is a petition? _____

6. What is something you would like to change in your community? _____

7. What is a democracy? _____

8. Who were the first people to have a democracy? _____

9. How old do you have to be to vote in America? _____

10. Do you think it is important for adults to vote? Why? _____

11. What are some of your responsibilities? _____

12. What are some qualities of a good citizen? _____



