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6-17-2010

# Citizenship [2nd grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Citizenship

Grade Level: 2

Subject/Topic Area(s): Social Studies

Designed By: Christy Custer

Time Frame: 13 days

School District: Northeast ISD

School: Oak Meadow Elementary

School Address and Phone:

2800 Hunters Green, San Antonio, TX, 78231

210-408-5500

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit is designed to be taught within the first few months of second grade. In this unit students learn the qualities of a good citizen. Through examples from literature, history, and daily life, students learn what it means to be a good citizen. They can then apply these good citizen traits such as respect, honesty, kindness, self-discipline, responsibility, and fairness to their role as citizens of a school. At the end of the unit students will be able to identify these good citizen traits and apply them to the classroom and school community. For the final project students will inform parents about a new citizenship committee at the school and also nominate another student to be citizen of the month. This unit is the building block for later units that will focus on what it looks like to be a good citizen of a community and of a country, specifically the United States.

**Unit: Citizenship**

**Grade: 2**

**Stage 1: Desired Results**

**Established Goals (Standards)**

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
- (B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and
- (C) identify ordinary people who exemplify good citizenship

**Understandings**

*Students will understand that*

They are citizens of a classroom and a school

The lives of persons in the past can serve as models of how to live as a good citizen

**Essential Questions**

What makes someone a good citizen?

What makes someone a bad citizen?

**Knowledge**

*Students will know...*

Citizen, citizenship

Respect, honesty, kindness, self-discipline, responsibility, fairness

**Skills**

*Students will be able to...*

-describe real or fictional good and bad citizens

-demonstrate good citizenship in the classroom and at home

-identify historical figures who were good citizens

-explain the responsibilities of a good citizen

**Stage 2: Assessment Evidence**

**Performance Task:**

The principal has selected you to serve on the citizenship committee at your school. She has decided that second graders should be the first students on the committee. Each student applying for the committee must choose one historical figure who he or she would choose as the “exemplary citizen of the month” and create a Hoofprints newsletter page explaining to parents why you chose this person. The newsletter must also explain to parents what this committee is and why it is being formed at our school. As a part of this committee you must nominate one person in the school who you think should be “Citizen of the Month.” At the committee meeting you must be able to tell everyone why you chose that person. Fill in the nomination form that shows the characteristics or actions this person displays that encouraged you to choose him or her as “citizen of the month” at your school.

**Other evidence:**

Class discussions, oral questioning, journal writing and drawing, good and bad citizen tests

**Stage 3: Learning Activities**

Each day a new character trait is introduced, the teacher will post a sign somewhere in the room. The teacher or the students can post a sticky note or write on the paper when they catch someone showing that character trait and thus displaying good citizenship. At the end of each day you can review the post-its and talk about how students showed good citizenship that day.

Day 1: Post 2 questions in the front of the room: **What makes someone a good citizen? What makes someone a bad citizen?** Students will respond on post-it notes with ideas about answers to those questions. Discuss answers once every student has posted at least one. Explain that today we will begin a unit that will help us understand these questions. Continue with a chalk talk for the kids discussing the question: Why do we say the Oak Meadow pledge every morning? Allow students to write for about 10 minutes then discuss responses. Students will write or draw in their journals an answer to: What is a citizen?

Day 2: Give students each a pencil at the beginning of the day but skip a few students on purpose. See how students react the rest of the lesson. Have students start by writing in their journals or drawing a picture about a time when they felt something was not “fair.” Have a few students share and discuss as a class why you think something was not fair in that situation. Read Lily’s Purple Plastic Purse by Kevin Henkes. As you read, talk about how Lily is behaving and whether or not you think that is being a good citizen. After finishing the book, discuss why Lily thought it was not fair that she couldn’t share her purse and if any of the students have been in her situation before. Have them make text-to-self connections. End with the question: Was Lily being a good citizen or a bad citizen in her classroom? How? Before ending the lesson discuss the situation with the pencils. Did everyone get a pencil? Is that fair? How did the rest of you feel who did not get a pencil? Was Ms. Custer being a good citizen? Were the rest of you being good citizens (bragging, sharing, depending on how they reacted)? Give everyone a pencil to end the lesson. Post the word “fairness” somewhere in the room.

Day 3: Choose a few students to go get a drink of water or use the restroom. Base the decision on what students are wearing like kids with laces only. As these students take a break, review from the previous day about what it means to be fair. Explain a bit to children that life was not always fair for African-Americans and white people. (separate bathrooms, bus seats, etc.). One person who worked hard to help colored people have the same rights as white people is Martin Luther King Jr. He wanted all people to be treated equally and create a fair society. Read Martin Luther King Jr. Day by Dianne M. MacMillan or any other book about Martin Luther King Jr. and discuss how Dr. King helped make things fair for African-Americans and white people in the United States. After reading the story talk about how kids who did not get a bathroom break felt. Close with the question “Was Ms. Custer being fair?” Is it ok to speak up when you think something is not fair?

Day 4: Students begin by discussing at their tables what it means to “respect” one another. Each group can write or draw on the manila paper to explain to the rest of the class what they came up with. After each group presents, discuss the similarities and differences between what kids think it means to respect each other. Following the discussion, read The Grouchy Ladybug by Eric Carle. As you read the book ask students if the ladybug is showing respect to her friends. After finishing the book discuss again what respect means to them. End the discussion with the question: **Was the ladybug being a good citizen or a bad citizen?** How? Were the other bugs being good citizens or bad citizens? How? **Students may line up for recess when they can tell you one way they can show respect or fairness at school.** Post the word “respect” on a blank wall that will then become the “wall of respect.”

Day 5: Yesterday we talked about respect and what that looks like. Today we will look at the difference between respecting authority and respecting each other. Begin with the questions: Who usually tells you to show respect, and what do they mean? It is important to respect adults but it is also important to respect our friends. What are some ways we can show respect to our friends? Each child will draw a picture of one way we can show respect at school. After students share their pictures, they will be hung up in the classroom on the “wall of respect.” Students can be reminded about respecting each other by referring to the wall of respect.

Day 6: Throw a piece of trash on the floor then blame a student for littering. (a student you know won’t react harshly) Save discussion about this incident for the end of the lesson.

Abraham Lincoln and honesty

-watch “Animated Hero Classics: President Abraham Lincoln” on United Streaming

-How did Abraham Lincoln show honesty? What can we learn from his honesty?

- Was Abraham Lincoln being a good citizen or a bad citizen?

- talk about the trash incident from the beginning of the lesson and ask that student how he or she felt when Ms. Custer was not being honest

- post the word "honesty" somewhere in the room

**Citizenship Test Part 1** :read the situations and explain directions

Day 7: Kindness Day

Begin with journal writing/drawing about the question "What is kindness?" Students can answer the question by writing or drawing about a time when they were kind to someone or another person showed kindness to them. Have table groups share their stories/drawings and answer the question on the board "How did this situation show kindness? Read the book Oliver Button Is a Sissy by Tomie dePaola. During reading, have students make text-to-self connections, especially the boys. Do any of you boys not like to play sports? Do people make fun of you for that? How does that make you feel? After finishing the story, talk about how the other kids in his class were not being good citizens. How could they change their behavior to be good citizens? Students will then create skits showing new examples (not mentioned in the book) of how we can show kindness or how someone might not show kindness. After each skit, discuss as a class "**How did this group show good citizenship? How did this group show bad citizenship?**" Post the word "kindness" somewhere in the room.

For the rest of the year every Friday is kindness day in Ms. Custer's classroom and kids must be good citizens by displaying at least one act of kindness to another person at school. Remind kids that every day should be kindness day but we focus on kindness on Fridays.

Day 8: Begin with the question "What does a person need to become an inventor? Discuss this as a class then read the book Hooray for Inventors by Marcia Williams. Talk about what these inventors had to do to create their product. Did they make it in a day? Post the word "self-discipline" somewhere in the room. Elicit ideas about what kids think this means and how they can show it at school. Provide students with a box of craft materials (popsicle sticks, yarn, crayons, markers, glue, etc.). Students will then create their own invention but they have to show self-discipline because they are not allowed to talk during the activity. Students can then share their inventions and discuss whether it was easy or hard to do this activity. Post the word "**self-discipline**" somewhere in the room"

Day 9: Students will begin by writing or drawing in their journals about responsibilities they have at home and at school. Have a few students share and discuss what they think it means to be "**responsible.**" After the discussion read Horton Hatches the Egg by Dr. Seuss. Compare and contrast the bird and Horton and see if students can identify **whether each character is showing traits of a good citizen or a bad citizen** and what evidence shows them that. At the end of the story pose the question: How did Horton show responsibility? Did the bird show responsibility? Why or why not? How do we show responsibility in our classroom? (jobs, clean up trash, finish work on time) What are our responsibilities as citizens of our school? (quiet in the hallway, pick up trash, work hard) For homework students will watch a rated G movie and fill out the movie question form. Give several days to complete this assignment.

Day 10: Review the traits posted around the room and have students give definitions or examples of each trait. Have students reflect back on their writing about why we say the Oak Meadow pledge every morning. Ask if any students have changed their mind after reviewing all these traits. Students will then re-write the Oak Meadow pledge in their own words either in partner groups or by themselves. Have several students share their new pledge. Every morning from now on we will say a student version of the pledge in addition to the Oak Meadow pledge. The student-created pledges will then be put together in a book that will be a part of the classroom library.

Oak Meadow Pledge:

We pledge to show respect, be honest and kind, and take initiative for our own self-discipline and responsibility.

Day 11: Review all the character traits around the room and what each one means. Today students will create their own good citizen badge to celebrate the end of the citizenship unit. Explain the idea of a coat of arms and discuss as a class what a good citizen badge might look like. Show students examples of a coat of arms and discuss how knights in the middle ages were examples of good citizens. Students will then create their own good citizen badges to wear the rest of the week. **Citizenship Test Part 2** Begin reading any Horrible Harry book and discuss with the class how he is not a good citizen.

Day 12, 13: Explain the final project to students. Students will have 2 full days to complete their student nomination and the parent newsletter. The class will also discuss student responses to the movie question form they did for homework.

Attachments: Citizenship test, student nomination form, movie questions, citizen rubric

Citizenship Test Part 1

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle if these people are good citizens or bad citizens.

1. Ms. Custer wants to order a pizza for lunch. The other second grade teachers also want to eat pizza for lunch. She decides to buy one pizza and split it into 4 equal parts so each teacher can have a part of the pizza.

Good citizen

Bad citizen (circle the correct answer)

Why did you choose this answer and what trait does it show or not show?

2. Johnny didn't have a pencil one day at school. He knows he needed a pencil for class but was too shy to ask the teacher so he stole one off her desk. She didn't notice, but Johnny never told her.

Good citizen

Bad citizen

(circle one)

Why did you choose this answer and what trait does it show or not show?

Citizenship Test Part 2

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle if these people are good citizens or bad citizens.

1. Samantha was walking in the hallway when she noticed that another student dropped a 5 dollar bill on the floor. She picked up the money and told that student she had dropped it.

Good citizen

Bad citizen (circle one)

Why did you choose this answer and what trait does it show or not show?

2. William was working on his science project with his group at school when he started to get bored. He decided to take out a piece of paper and draw instead of working on his science project with the other people in his group.

Good citizen

Bad citizen (circle one)

Why did you choose this answer and what trait does it show or not show?

## Student Nomination Form

I choose to nominate \_\_\_\_\_ for  
citizen of the month at our school because he or she shows these  
good citizen traits:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write or draw an example of how this student shows good  
citizenship. What made you want to nominate this student?



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Watch a G-rated movie then answer the following questions using pictures or words.

Movie Title: \_\_\_\_\_

1. Who was the good citizen in the movie? What good citizen traits did this character show?

2. Who was the bad citizen in the movie? What made this character a bad citizen?

	Exceeds Expectations	Meets Expectation	Approaches Expectations
Historical Figure Newsletter	Includes 2 or more good citizen traits with clear and convincing explanation, mentions and explains committee	Includes one good citizen trait with some explanation, mentions committee	Does not include explanation for nomination, does not reference good citizen traits, does not explain the committee
Nomination of student	Includes 2 or more good citizen traits with clear and convincing explanation	Includes one good citizen trait with some explanation	Does not include explanation or evidence to support nomination, does not include good citizen traits
Good citizen characteristics oral test	Able to mention all traits we have studied	Mentions some of the traits we have studied	Unable to mention any good citizen characteristics