2013

2nd Grade Social Studies Unit: Citizenship and Diversity in our Classroom and Community

By Kathy Reck
EDI 633 – Teaching Social Studies and Diversity, with Dr. Rosemary Cleveland
8/1/2013
Unit Title: Responsible Citizenship and Embracing Diversity in our Classroom and Community

Overview: This unit explores diversity and the attributes of responsible citizens within the classroom and community.

Main Ideas:

Lesson 1: Are You a Good Citizen?  
Students learn to identify attributes of good citizenship and ways in which they can contribute to the community. Students will view a picture of children in a community and identify ways that they are being good citizens. Students will identify ways they themselves are currently good citizens and think of additional things they want to do to be good citizens.

Lesson 2: Personal and Civic Responsibility  
Students learn the difference between personal and civic responsibility. They also learn how both personal and civic responsibility impact community life. Students will write a song about personal and civic responsibility.

Lesson 3: For the Common Good  
Students learn that individual rights must be balanced with the common good in order for the best interests of citizens in a community to be served. Students will make a classroom constitution.

Lesson 4: Can You be a Bucket Filler?  
Students learn that their words and actions influence the way they feel and the way others feel. Students will identify nice words and actions that help "fill their bucket" and the buckets of others, that are also qualities of good citizens.

Lesson 5: Abraham Lincoln's Impact on History  
Students recognize ways in which Abraham Lincoln, as an individual, had a profound impact on creating history. In this lesson, students begin learning note taking skills and they take a virtual field trip to Americas Library to gather additional information about Lincoln.
Lesson 6: Diversity with Crayons
Students identify similarities and differences among each other. They learn that their unique qualities help make the classroom and community a better place. They create a classroom crayon box, which will decorate the wall in the classroom, to help illustrate and remind students that our uniqueness helps make our classroom better.

Lesson 7: Caring for the Community
This lesson occurs over a couple of weeks. Students learn to recognize how, when, and who to help in the community. They will identify community and school needs, then plan and implement a community service project. After recording daily journal entries, students will write books about their service experience and display these books for parents at a party celebrating a successful project.

At the beginning of the unit, send home the attached newsletter with students. This helps inform parents, keep them involved and knowledgeable, and reinforces the material we will be learning by creating a platform for family discussions at home.

Key concepts and terms: citizen, citizenship, constitution, personal responsibility, civic responsibility, culture, diversity, legislature, slavery, and community service.

Related skills used or learned: group work, reading, writing, study and inquiry, higher-order thinking, art, music, movement, computer

Types of resources used: textbook, picture books, visual aids, vocabulary diagrams, internet, and computer.

Summative assessments will be done via journal writing, song writing, art work, collage, choral response, and classroom discussion.

Formative assessment will be books written by students about citizenship and community service.

Parent helpers needed in computer lab for Lessons 5 and 7.
Unit: Responsible Citizenship in our Classroom and Community
Grade: 2
Subject Area: Social Studies - Civics and Government
Lesson 1: Are You a Good Citizen?

I. Standard:
   What is the district's curriculum/grade-level guideline(s).

   2-C5.0.1 Identify ways citizens participate in community decisions.

II. Objective/Benchmark:
   What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?

   A. The student will learn to identify ways that citizens participate in community decisions.
   B. Students: I can identify ways in which citizens help make community decisions.
   C. Students: I can identify the importance of my contributions to my community/classroom.

III. Anticipatory Set:
   How will I get the students motivated, interested, and/or focused?
   What prior knowledge is necessary? What practice will be implemented?

   A. Show picture on overhead: Visual 13A What Does a Good Citizen Do?
      • Ask students what they see.
   B. Tell students that we will be learning about how citizens make decisions that make the community a better place.

IV. Input:
   A. Task Analysis: (what information do the students need?)
      1. Prior knowledge:
         a. Community - a place where people live, learn, work, play, and solve problems together.

      2. Scaffolding:
         a. Discuss community.
         b. Discuss the picture of people in the community (citizens).
         c. Introduce the term citizen.
d. Discuss how citizens make a difference in their community.
e. Discuss ways in which citizens help make community decisions.

B. Thinking Levels: (write specific questions)
1. Remembering
   a. Who can tell me what a community is? (a place where people live, learn, work, play, and solve problems together)

2. Understanding
   a. True/False questions/definitions on board or overhead
      first discuss with shoulder partner, then as a class. Do not disclose answers yet. Students will “research” answers as we are reading the text.

   Citizen -
      a. An official member of a community (T)
      b. Only grown-ups (F)
      c. Can help make community decisions (T)
      d. Is an elected official (F)
   b. Tell students they will be acting as researchers to discover if the answers are actually true or false.
   c. Ask if anyone can think of questions they want to find the answers to about what a citizen is.
   d. After each section, ask students if they have “found” any answers to the true/false questions.
   e. Read textbook together as a class, p. 139 - 143, one section at a time, pausing to discuss possible answers to questions.

3. Applying - "Think, pair, share" for each question -
   a. What are some things that you currently do as a good citizen in our classroom?
      • Possible answers: help others, clean up, be kind, include others
   b. What are some things that you currently do as a good citizen in our community?
      • Possible answers: put trash in trash can, obey laws, solve problems
4. Analyzing - In a small groups, take 3 minutes to discuss, then share with class -
   a. What are some ways we can participate in community decisions?
      • Possible answers: write letters to newspaper, write letters to government, go to important meetings with parents, encourage parents to vote, make signs
   b. Is there an issue in the school or community that you would like to help solve?

5. Creating and Evaluating (optional)

C. Method and Materials:

1. Presentation
   a. Analyze picture
   b. Present questions
   c. Read text book
   d. Find answers to questions in part b
   e. Apply to self
   f. Apply to community
   g. Formative Assessment - Journal Entry

2. Engagement strategies
   • Analyze picture
   • Act as researchers
   • Think, pair, share
   • Group work
   • Problem solvers

3. Materials
   • Picture “What does a Good Citizen Do?” Visual Aid 13A
   • Social Studies Alive! Community student textbooks
   • Social Studies Alive! Community “Good Citizens” CD

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1 Social Studies Alive! Community. Visuals binder.
V. **Modeling:**
Show as well as tell. How to do as well as what to do.

- Teacher gives true/false questions to be researched. This models how students can begin thinking of their own questions to answer before reading/researching text.

VI. **Checking for Understanding:**
Write some sample questions. How will students respond?

A. Show picture on overhead: Visual 13A What Does a Good Citizen Do?
   Ask students what they see.
   1. Why are people planting a tree?
      - Possible answers: to help the environment, to make the town pretty
   2. Which people are helping others?
      - Possible answers: a boy, a girl
   3. What are they doing to help?
      - Possible answers: one boy is helping another one get up, a girl is helping a lady with groceries

B. What are some ways we can participate in community decisions?
   - Possible answers: write letters to newspaper, write letters to government, go to important meetings with parents, encourage parents to vote, make signs

C. Is there an issue in the school or community that you would like to help solve? What would you like to do to solve the problem?
   Possible answers:
   - trash on the ground – form groups for “pick-up” days
   - weeds in the garden at school – form a volunteer committee
   - people are hungry – start a food drive

VII. **Closure**
How will I wrap up the lesson for the students?

Student journal entry which will be a formative assessment:
1. Play “Good Citizens” song from *Social Studies Alive!* while students write the following in their journals:
   a. Write or draw one way in which you are currently a good citizen in school or the community.
b. Write or draw one way you plan on making the community or school a better place sometime soon.

VIII. Assessment/Reflection - n/a - done after teaching

What is my overall reflection/evaluation of this completed lesson?
Did I meet my teaching objective?
How well did the students perform? What evidence provides this information?
Sources for Lesson 1:


Unit: Responsible Citizenship in our Classroom and Community
Grade: 2
Subject Area: Social Studies - Civics and Government
Lesson 2 - Personal and Civic Responsibility

I. Standard:
What is the district's curriculum/grade-level guideline(s).

2-C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

II. Objective/Benchmark:
What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?

A. The student will be able to distinguish between personal and civic responsibilities.
B. The student will be able to explain why personal responsibilities are important in community life.
C. The student will be able to explain why civic responsibilities are important in community life.

III. Anticipatory Set:
How will I get the students motivated, interested, and/or focused? What prior knowledge is necessary? What practice will be implemented?

A. Watch Youtube video song: Together we can change the world http://www.youtube.com/watch?v=G0jDtkBpX-c
B. Students will recognize that we all have the ability to make our community and classroom a better place.
C. Ask students for specific ways they make the community and classroom a better place.
   • Possible answers: help someone who dropped their books, pick up trash I find on the ground, visit a sick neighbor, play games with someone who is lonely, include people who are left out.
IV. Input:
A. Task Analysis: (what information do the students need?)
   1. Prior knowledge:
      a. Community - a place where people live, learn, work, play, and solve
         problems together.
      b. Citizen - official member of a community
      c. Tune of “Twinkle, Twinkle Little Star”

2. Scaffolding:
   a. Discuss examples of responsibilities at home
   b. Discuss examples of your responsibilities at school.
   c. Discuss examples of responsibilities in the community (by you or
      your parents).
   d. Recognize the differences between responsibilities at home and in
      the community.
   e. Discuss the idea of civic responsibility verses personal
      responsibility.

B. Thinking Levels: (write specific questions)
   1. Remembering
      a. Turn and talk to a partner for 1 minute about some of your
         responsibilities at home. Then share as a class.
         • Possible answers: feed the dog, brush teeth, set table
      b. Turn and talk to a different partner for 1 minute about some of
         your responsibilities in our school. Then share as a class.
         • Possible answers: Help younger students, include people who
           are left out, do homework, follow the rules of the classroom
           and school.
      c. Turn and talk to another person for 1 minute about some of the
         responsibilities in the community that you do.
         • Possible answers: Pick up trash, obey the law (what kind of laws
           can children obey? - use the cross walk, don’t steal, wear
           seatbelt), donate unused toys and clothes, recycle

   2. Understanding
      a. How are your responsibilities at home different than your
         responsibilities in the community?
         • Possible answers: our responsibilities at home are for our own
           good but our actions in the community affect others.
b. Write the terms “Personal Responsibility” and “Civic Responsibility” on the board. In small groups have students discuss:

What do these two terms mean? How are they different? How are they similar?

- Possible answers: Personal responsibilities are what we have to do for ourselves - decisions and actions that affect only us or our family. Civic responsibilities are things we do to obey the law and help others - decisions and actions that affect the people around us. They are similar because they are responsibilities that we should remember to do without being told. They are different because one affects only us and the other affects other people around us.

3. Applying

a. Working in small groups, use the “ABC Civics and Me” Sheet to record as many examples you can think of personal and civic responsibility. Write a “P” next to each personal responsibility and a “C” next to each civic responsibility.

b. How many groups found 26 or more examples? 20? 15?

c. Discuss the examples and teacher should make a master sheet of all student responses.

4. Analyzing

a. Discuss the listed personal responsibilities and why they are important in community life.

- Students should recognize that when we clean up after ourselves, do our homework, and do our chores at home, it makes the environment better for the people around us.

b. Discuss the listed civil responsibilities and why they are important in community life.

- Students should recognize that when we help others and obey the rules, it makes our classroom, school, and community a better place to live.

c. What responsibilities might be both personal and civic?

- Possible answers: Throwing away our own trash in a public area, keeping your yard looking nice, obeying the law.

d. Make and perform our own civics song (to the tune of . Each group will be responsible for one section of the song.

5. Creating and Evaluating (optional)

C. Method and Materials:
1. Presentation
   a. Watch civics song from YouTube
   b. Discuss personal and civic responsibilities
   c. Complete ABC's of Civic Responsibility
   d. Write/create civics song
   e. Assessment: Song to tune of *Twinkle, Twinkle Little Star*

2. Engagement strategies
   a. Music/song
   b. Think, pair, share
   c. Classroom discussions
   d. ABC's activity
   e. Create song

3. Materials
   • Computer access to video clip of civics song
   • ABC's of Civic Responsibility Sheet
   • Video recording device for student performance of their own civics song.

V. **Modeling:**
   Show as well as tell. How to do as well as what to do.
   a. For ABC's of Civics, give an example students can all write on their sheet:
      • For the letter “X,” don't eXclude others
      • Other ideas for the ABC's:
      • ABC of good citizenship - list as many good or bad citizenship qualities as possible using the alphabet.
        A - ask permission
        B - brush teeth
        C - clean up toys
        D - do homework
        E - erase the board
        F - feed the hungry
        G - get along
        H - help others
        I - include others
        J - job
        K - knowledge
        L - listen to others opinions
        M - manners
        N - nice
b. Create two line stanza for class song:
   “When we help each other out
   Our community is tops”...

c. Examples for rest of song...
   “We can...”
   “I will...”
   “It is best...”

VI. Checking for Understanding:
Write some sample questions. How will students respond?

A. What are some of your responsibilities at home?
   • Possible answers: feed the dog, brush teeth, set table

B. What are some of your responsibilities in our school?
   • Possible answers: Help younger students, include people who are left
     out, do homework, follow the rules of the classroom and school.

C. What are some of the responsibilities in the community?
   • Possible answers: Pick up trash, obey the law (what kind of laws can
     children obey? - use the cross walk, don’t steal, wear seatbelt), donate
     unused toys and clothes, recycle

D. How are your responsibilities at home different than your responsibilities
   in the community?
   • Possible answers: our responsibilities at home are for our own good
     but our actions in the community affect others.

E. What do the terms “Personal Responsibility” and “Civic Responsibility”
   mean? How are they Similar? Different?
• Possible answers: Personal responsibilities are what we have to do for ourselves - decisions and actions that affect only us or our family. Civic responsibilities are things we do to obey the law and help others - decisions and actions that affect the people around us. They are similar because they are responsibilities that we should remember to do without being told. They are different because one affects only us and the other affects other people around us.

F. Circulate around room while students are creating their lyrics to civic song.
   1. Ask students why their idea is important to the community.
      • Possible answers: they will make the community better, it will help people
   2. Offer ideas for rhyming words, as needed.
   3. Remind students of melody for *Twinkle, Twinkle Little Star*

VII. Closure
   How will I wrap up the lesson for the students?
   
   A. Compile lyrics to civics song
   B. Discuss ideas and vote on name for the song
   C. Formative assessment: class practices and performs civics song that students wrote. This will also be performed for parents at the community service wrap-up party.

VIII. Assessment/Reflection - n/a - done after teaching
   What is my overall reflection/evaluation of this completed lesson?
   Did I meet my teaching objective?
   How well did the students perform? What evidence provides this information?
Sources for Lesson 2:

ABC grid idea adopted from Vocabulary Templates in Vocabulary Resources link of Dr. Rosemary Cleveland’s GVSU Blackboard site for EDI 633:
http://mybb.gvsu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=13_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_159207_1%26url%3D


http://www.youtube.com/watch?v=G0jDtkBpX-c
**ABC Civics and Me**

Words that begin with A, B, C...

Write as many words as you can think of that describe **PERSONAL OR CIVIC** responsibilities.

Try to think of at least one word that begins with each letter of the alphabet.

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Unit: Responsible Citizenship in our Classroom and Community  
Grade: 2  
Subject Area: Social Studies - Civics and Government  
Lesson 3 - For the Common Good

I. Standard:  
What is the district's curriculum/grade-level guideline(s).

GLCE: 2-C2.0.1 - Explain how local governments balance individual rights with the common good to solve local community problems.

II. Objective/Benchmark:  
What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?

A. The students will learn that individual rights must be balanced with the common good in order to solve problems in the classroom and community.  
B. Students: I can identify rules that make the community a better place for the common good.  
C. Students will create a classroom constitution (rules) which will serve to be the guidelines for our common good in the classroom.

III. Anticipatory Set:  
How will I get the students motivated, interested, and/or focused? What prior knowledge is necessary? What practice will be implemented?

A. Ask students what rules or laws they don't like. Why?  
B. Read What If Everybody Did That? by Ellen Javernick - a humorous and illustrated story about how individual choices affect other people; what if no one followed the rules?  
C. Students will recognize that we have rules and laws in place for the good of the community/group.

IV. Input:  
A. Task Analysis: (what information do the students need?)

1. Prior Knowledge  
   Community - a place where people live, learn, work, play, and solve problems together  
2. Scaffolding:  
   a. Before reading book, have students identify some rules and laws.
b. Which of these rules do we like and dislike? Why?
c. After reading book, discuss why we have rules and laws
d. Discuss the term “for the common good.”
e. Discuss the term “constitution.”

B. Thinking Levels: (write specific questions)

1. Remembering:
   a. Who can tell me what a community is?
      • Possible answer: a place where people live, learn, work, play, and solve problems together)
   b. Do “think, pair, share” for 1 minute to identify rules or laws that we know of. Share those ideas with class.
      • Possible answers: don’t litter, use cross walks, walk in hallways at school, used quiet voices inside
   c. Which of these rules do we like and dislike? Why?
      • Possible answers: using inside voices when we are excited about something is hard to do, walking in the hallway is hard when we are in a hurry to go to lunch or out to recess.
   d. Why do you think we have those rules even when most of us don’t like the rules?
      • Possible answers: so we can hear other people talking, so no one gets hurt

2. Understanding:
   a. After reading book, ask students why we have rules and laws?
      • Possible answers: everyone stays safe, environment stays clean, etc.
   b. Discuss with shoulder partners what they think the term “for the common good” means. Then discuss as class. Students should understand that rules and laws are made for the good of most of the people in the community.

3. Applying:
   a. Do you think an individual’s rights are more important than the common good? Why?
   b. In small groups, come up with 5 rules you think we should have in our classroom (3 minutes). Teacher record answers on flip chart
for later use. Indicate duplicate answers - means this is an important rule to more than one group.

4. Analyzing:
   a. Decide as a class which rules are most important to include in the classroom constitution (rules). - Can include voting here although not an official part of the lesson.
   b. Students discuss with shoulder partners, then as a class, the meaning of the word “constitution.” Students make Vocab Diagram in journals (template included in packet).
   c. Teacher clarify true meaning of constitution as a written document of rules to follow.

5. Create
   a. Teacher write draft of the constitution (which can be “amended” later), to post in classroom in highly visible area of room.
   b. Students write the constitution in journals and sign.

6. Evaluate
   a. Students should know that these rules can be amended (added to, revised, or removed from the constitution) at late dates.
   b. Formative assessment: choral response to verbal questions.

C. Method and Materials:

1. Presentation:
   a. Classroom discussion about rules.
   b. Read book to class
   c. Discuss terms: common good and constitution.
   d. Students think of classroom rules.
   e. Create classroom constitution.
   f. Assessment: Choral Response to verbal questions about individual rights verses common good.

2. Engagement strategies:
   a. Turn and talk with classmates
   b. Read book
   c. Small group discussions
   d. Class discussions
   e. Vocab diagram
f. Create classroom constitution

3. Materials
   - Template for Vocab Diagram attached

V. Modeling/Guided Practice:
   Show as well as tell. How to do as well as what to do.

A. Teacher writes classroom constitution for students to copy into journals:
   Example 2:


   *We the students of Mrs. Reck’s 2nd grade class*

B. Teacher gives step-by-step instructions for completing constitution:
   - We the students of Mrs. Reck’s 2nd grade class

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• In order to from a better classroom for learning
• Make these rules:
  • List the 5 most important rules that students came up with
  • Have students sign their journal

VI. Checking for Understanding:

Write some sample questions. How will students respond?

A. Ask students to clarify why each of the agreed upon rules is important for the common good of the classroom.
   Possible responses: to know what is expected, to avoid conflict, so people's feelings don't get hurt, so people don't get hurt.

B. Why do we need to write out the rules?
   Possible responses: so we don't forget them, to remind us of good behavior, for someone new coming into the classroom

C. Why is the common good sometimes more important than individual rights?
   Possible responses: because sometimes we might do things that we want to do but it isn't good for everyone around us, because the class could get too crazy like in the book

D. What are some examples of individual rights that might not be good for the common good of our classroom?
   Possible answers: talking without raising your hand, excluding others, not being prepared for school

E. Formative assessment: Verbal questions with Choral Response from class:
   “I will give you examples of rights and rules. I want you to answer together as a group if the rule is an individual right or if it is a rule for the common good.”

1. Talk whenever you want to (individual right)
2. Raise your hand to answer a question (common good)
3. Interrupt someone who is talking (individual right)
4. Leave trash on the floor (individual right)
5. Be kind to others when we are having a bad day (common good)
6. Encourage each other (common good)
7. Make fun of someone (individual right)
8. Use a loud voice in the classroom (individual right)
9. Distract other students (individual right)
10. Help each other when needed (common good)

For the questions statements that were individual rights, ask students how we could change the statement in order for it to be for the common good.

VI. Independent Practice:
Students write the classroom constitution in their personal journals.

VII. Closure
How will I wrap up the lesson for the students?
A. Formative assessment above.
B. Post Classroom Constitution in prominent place in classroom.
C. Review Classroom constitution regularly as a class.

VIII. Assessment/Reflection - after teaching (not applicable at this time)
What is my overall reflection/evaluation of this completed lesson?
Did I meet my teaching objective?
How well did the students perform? What evidence provides this information?
Sources for Lesson 3:

Formative assessment strategies from Liz Story’s EDI 632 class:
http://mybb.gvsu.edu/bbcswebdav/pid-1849557-dt-content-rid-
16619079_1/courses/GVEDI632.01.201330/Formative%20Assessment%20Strategies.pdf


Vocabulary Diagram taken from Vocabulary Templates in Vocabulary Resources link of Dr. Rosemary Cleveland’s GVSU Blackboard site for EDI 633:
http://mybb.gvsu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=13_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_159207_1%26url%3D
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<td>Picture of what I think it is:</td>
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Unit: Responsible Citizenship in our Classroom and Community
Grade: 2
Subject Area: Health
Lesson 4 - Can You be a Bucket Filler?

I. Standard:
What is the district’s curriculum/grade-level guideline(s).

*Michigan Health Education Standard 1: Promote core ethical values as the basis of healthy relationships and good character.*

II. Objective/Benchmark:
What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?

A. Students will identify words and actions that display good/bad character.
B. Students will identify values of healthy relationships.
C. Students will identify actions and words that are bucket fillers and bucket emptiers.
D. Students will recognize that good character traits help make us good citizens.

III. Anticipatory Set:
How will I get the students motivated, interested, and/or focused? What prior knowledge is necessary? What practice will be implemented?

A. Read Book: *How Full is Your Bucket?* (children’s version) By Tom Rath — a story about a boy named Felix who finds out that the things he says and does have a big impact on him and the people around him.
B. During reading: ask students to identify examples and non-examples of Felix’s acts of good character and responsibility.
C. After reading, for the non-examples, ask students to change the situation in order to make it a good example of good character and responsibility.

IV. Input:
A. Task Analysis: (what information do the students need?)
   1. Prior knowledge:
      a. Responsibility - doing the things we should do
   2. Scaffolding:
a. Read book
b. Identify acts of kindness and caring in book
c. Define the term “character”
d. Discuss positive character traits
e. Discuss ways to fill someone’s bucket.
f. Discuss ways that good character helps us be good citizens.

B. Thinking Levels: (write specific questions)
1. Remembering
   a. What are some examples of good personal responsibility?
   b. What are some examples of good civic responsibility?
2. Understanding
   a. During read-aloud: let me know when you see examples or non-examples of good responsibility.
   b. After read-aloud: how could we change some of the situations that were non-examples into good examples?
   c. What kind of feelings would a change like this give Felix? His sister?
3. Applying
   a. Turn and talk with a partner, giving five positive compliments. Write down the words your partner used to describe you.
      • Possible answers: kind, fun, funny, cute, pretty, nice, helpful, brave, calm, cheerful, likeable, neat, smart, friendly, strong, honest, good imagination, energetic (see attached for more)
   b. Turn and talk with a new partner, repeating the process.
   c. Turn and talk with a third partner, repeating the process again.
   c. Now you should now have 15 positive words that other people used to describe you. Some of them may be repeated words. That is okay. That means several people see that good character trait in you!
4. Analyzing
   a. How do these words make you feel?
   b. What word surprised you the most?
   c. How did it make you feel to give compliments to your partners?
   d. How do you think compliments affect our classroom atmosphere? Our school? Our community?
   e. How is “Bucket Filling” related to good civic responsibility?
5. Creating and Evaluating - make the following books available for choice book time/free read

*Have you filled a bucket today?* By Carol McCloud  
*Officer Buckle and Gloria* by Peggy Rathmann  
*Lilly’s Purple Plastic Purse* by Keven Henkes

C. Method and Materials:

1. Presentation  
   a. Read book  
   b. Discuss book  
   c. Partner discussion  
   d. Create Word Cloud  
   e. Connect “Bucket Filling” to good civic responsibility  
   f. Formative assessment – journal entry about bucket filling

2. Engagement strategies  
   a. Read book  
   b. Turn and talk; partner activities  
   c. Word cloud  
   d. Collage

3. Materials  
   Book: *How Full is Your Bucket* by Tom Rath  
   Teacher and student access to www.ABCya.com  
   Computer-printer interface  
   Many old magazines  
   Bucket template for collages  
   Small bucket  
   Index cards or small slips of paper

V. Modeling:  
Show as well as tell. How to do as well as what to do.

A. Ideas for good character traits we see in others:  
   “David, I think you are kind, trustworthy, caring, energetic, and happy.”

B. Demonstrate ABCya Word Cloud step by step.  
   - Open www.ABCya.com interactive internet program.  
   - Click on Word Cloud
- Type ten words from the attached list. Use words that students will know, but might forget to use in describing their partners.
- Have partner proof read spelling
- Scroll through arrangement/design options and choose one.
- Print
C. Circulate around room while students are partnering and while they are using ABCya.com. Give ideas if needed.
D. Use magazine to show a picture of someone helping someone else. Also find several words in the magazine that you would cut out.

VI. Checking for Understanding:

Write some sample questions. How will students respond?
A. What are some examples of good personal responsibility?
   - Possible answers: brush teeth, do homework, do chores
B. What are some examples of good civic responsibility?
   - Possible answers: recycle, plant trees, donate toys
C. During read-aloud: let me know when you see examples or non-examples of good responsibility.
   - Possible answer: Felix is mean to his sister
D. After read-aloud: how could we change some of the situations that were non-examples into good examples?
   - Possible answer: Felix could have let his sister play with him
E. How would Felix and his sister have felt about this?
   - He would have been happier if he would have been nice.
   - The sister would have been happier if Felix would have been nice.
F. After partner activity:
   a. How do these words make you feel?
      - Possible answers: good, happy, surprised
   b. What word surprised you the most?
      - Possible answers: I didn't realize people thought I had a good imagination, that I am cheerful
   c. How did it make you feel to give compliments to your partners?
      - Possible answers: It was hard at first because I am not used to it, it made me feel good, it made me happy when I saw my friend smile
   d. How do you think compliments affect our classroom atmosphere? Our school? Our community?
• Possible answers: compliments make our room a happier place, they “Fill Buckets” rather than emptying them

e. How is “Bucket Filling” related to good civic responsibility?
• Possible answers: when we are bucket filling, we are acting kindly toward others, when we are showing good civic responsibility, we are filling buckets

f. What are ways we can fill buckets?
• Possible answers: hold the door for someone, share your snack (see attached list for ideas printed from Pinterest)

1. Create classroom bucket to fill with kind deeds and words.
• Students and teacher can use slips of paper to fill bucket. Write down when someone has displayed good character (see attached bucket filling list).
• See how many pieces of paper we can get each day.
• Spend a few minutes at the beginning of each day with students reading (aloud) the slips of paper about the good things that were done the previous day. This should motivate students to keep up the good work.

2. Formative assessment - In small groups, students use old magazines to create collages of words and pictures portraying things that can fill a bucket. Collage is in the shape of a bucket (see attached template from http://www.clker.com/clipart-white-bucket-1.html)

VII. Assessment/Reflection
What is my overall reflection/evaluation of this completed lesson?
Did I meet my teaching objective?
How well did the students perform? What evidence provides this information?
Sources for Lesson 4


Unit: Responsible Citizenship in our Classroom and Community
Grade: 2
Subject Area: Social Studies - Civics and Government
Lesson 5 - Abraham Lincoln's Impact on History

Subject Area: Social Studies

I. Standard:
What is the district's curriculum/grade-level guideline(s).

GLCE: 2-H2.0.3 - Use an example to describe the role of the individual in creating history.

II. Objective/Benchmark:
What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?

A. Students will identify how Abraham Lincoln modeled personal and civic responsibility as a young person.
B. Students will identify ways that Abraham Lincoln served his community and country.
C. Students will identify how Abraham Lincoln, as an individual, created history.

III. Anticipatory Set:
How will I get the students motivated, interested, and/or focused? What prior knowledge is necessary? What practice will be implemented?

Before reading story about Lincoln, present mystery box with Abraham Lincoln items inside. Have students guess why items are relevant to the story of Lincoln. This helps build anticipation for story.
Mystery Box:
- A Five-dollar bill and a penny (gave his father the money he earned)
- Textbook or school figurine (Lincoln loved learning)
- Word “Honest” (Honest Abe)
- American Flag (elected president)
- Army man - little plastic figurine (Civil War)
- Chains (slavery)
IV. Input:
   A. Task Analysis: (what information do the students need?)
      1. Prior knowledge:
         a. Ask students what they know about Abraham Lincoln.
            - Lincoln was a President and he abolished slavery.
         b. Ask students what they know about slavery.
            - Slavery is when one person owns another.
      2. Scaffolding: During and after reading the book, class will discuss
         a. Ways Lincoln displayed personal and civic responsibility, using
            Lincoln template.
         b. Reasons why slavery was not “right.”
         c. What legislature is and does (elected officials who make laws)
         d. Facts about Lincoln on Fact Sheet
         e. Journal: Record 3 things about Lincoln that you want to remember.

   B. Thinking Levels: (write specific questions)
      1. Remembering
         a. What are some ways we display personal responsibility.
            Prior lesson - doing homework, chores at home, cleaning up after
            ourselves
         b. What are some ways we display civic responsibility.
            Prior lesson - helping others, caring for our community and country.
      2. Understanding -
         a. What are some ways that Abraham Lincoln displayed personal
            responsibility?
         b. What are some ways that Abraham Lincoln displayed civic
            responsibility?
         c. What do you know about the word slavery?
         d. What do you think of slavery?
         e. What do you know about the word legislature?
         f. How did Abraham Lincoln become a member of legislature?
         g. What was a problem/need that Lincoln identified while he was in
            legislature?
         h. How did Lincoln solve this problem?
         i. Discuss the major event that happened before slavery ended.
3. Applying - T/F questions about slavery and legislature
   Legislature  a. a group of leaders who make laws for a community (T)  
                 b. people who break laws (F)  
                 c. elected by citizens (T)  
                 d. people we trust to make good decisions (T)  
   Slavery -  a. When one person is owned by another (T)  
              b. Is legal in the United States (F)  
              c. Used to be legal in some states (T)  

4. Analyzing -
   A. Virtual Tour about Abraham Lincoln:
      http://www.americaslibrary.gov/aa/lincoln/aa_lincoln_subj.html
   B. Have students continue recording interesting facts about Lincoln
      on their Lincoln Fact Sheet handed out earlier.

5. Creating and Evaluating - enrichment -
   Have the following books in classroom for student perusal during
   choice reading time:

   Abe Lincoln’s Hat by Martha F. Brenner  
   Honest Abe by Edith Kunhardt  
   A Picture Book of Abraham Lincoln by David Adler  
   Duck for President by Doreen Cronin  
   Arthur Meets the President by Marc Brown  
   My Teacher for President by Kay Winters  
   Vote! By Eileen Christelow  
   Lincoln: A Photobiography by Russell Freedman  
   The Lincoln Memorial by Deborah Kent  
   The Lincoln Way by Jeffrey Brandon Morris  
   If You Grew Up with Abraham Lincoln, by Ann McGovern  
   Civil War! America Becomes One Nation by James I. Robertson, Jr.

6. Possible extension: Lesson about Martin Luther King, Jr. Include a
   videostream of “I Have a Dream” speech which references Lincoln.
   Compare the lives of these two outstanding citizens.
C. Method and Materials:

1. Presentation
   a. Lincoln Mystery box
   b. Read story about Lincoln
   c. Partner and class discussion
   d. T/F questioning
   e. Journal writing

2. Engagement strategies
   a. Lincoln Mystery box
   b. Read story
   c. Lincoln fact sheet/notes
   d. Partner and class discussions
   e. T/F questioning
   f. Virtual tour
   g. Journal writing

3. Materials
   • Lincoln Fact Sheet blank sheets (2 per student)
   • Textbook: *Social Studies Alive! Community*
   • Internet Access to Lincoln Virtual Tour:
     http://www.americaslibrary.gov/aa/lincoln/aa_lincoln_subj.html

For Mystery box:
   • A Five-dollar bill and a penny - to use in mystery box and show Lincoln's image on these items.
   • Textbook or school figurine
   • Word "Honest" in large letters on a piece of paper
   • American Flag - can be small
   • Army man - little plastic figurine
   • Chains

Books for choice reading time:
   • *Abe Lincoln’s Hat* by Martha F. Brenner
   • *Honest Abe* by Edith Kunhardt
   • *A Picture Book of Abraham Lincoln* by David Adler
   • *Duck for President* by Doreen Cronin
   • *Arthur Meets the President* by Marc Brown
   • *My Teacher for President* by Kay Winters
- *Vote!* By Eileen Christelow
- *Lincoln: A Photobiography* by Russell Freedman
- *The Lincoln Memorial* by Deborah Kent
- *The Lincoln Way* by Jeffrey Brandon Morris
- *Civil War! America Becomes One Nation* by James I. Robertson, Jr.

V. **Modeling:**
Show as well as tell. How to do as well as what to do.

A. On document camera, show students how to record key words while reading the Abraham Lincoln story in the textbook. Do first several silhouettes: born Kentucky, Mom died, farm, gave dad money, loved learning

B. Virtual tour: guide students from logging in and through each page of the tour, reading along with them. Have parent helpers to assist students having problems.
   - Type in [www.americaslibrary.gov](http://www.americaslibrary.gov)
   - Click on “Meet Amazing Americans”
   - “Abraham Lincoln”
   - Read each page aloud with class, asking students to identify important facts about Lincoln. Record those facts on note sheet.

VI. **Checking for Understanding:**
Write some sample questions. How will students respond?

A. What are ways that Abraham Lincoln displayed personal responsibility?
   - Possible answers: studied even when he wasn’t in school, worked on the family farm, earned money for his family.

B. What are ways that Abraham Lincoln displayed civic responsibility?
   - Possible answers: listened to people, talked with people, helped solve the problem about slavery, became President

C. What is slavery?
   - Possible answers: something that used to be legal, now illegal, when people own other people
D. Why is slavery a bad idea?
   • Possible answers: people shouldn't be owned by other people, everyone should be free

E. What is legislature?
   • Possible answers: leaders, people who are elected, people who make laws.

F. Was Abraham Lincoln a member of legislature? How did he get there?
   • Possible answers: Yes, Lincoln was a member of the Illinois state legislature, he was elected by voters.

G. What troubled Lincoln when he was in legislature?
   • Possible answers: he wanted all people to be treated equally, he wanted to end slavery

H. What was the first thing Lincoln did to help solve this problem?
   • Possible answers: he ran for President, he was elected as President.

I. What major event happened before slavery ended?
   • Possible answers: Civil War, fight between the north and south

VII. Closure
   How will I wrap up the lesson for the students?

   A. Pretend you are a Legislator or President like Lincoln was. Write in your journal about a topic you would like to change for the good of everyone in today’s world.

   B. Formative Assessment: Students record in Journals three things (from fact sheet) about Lincoln that they want to remember.

VIII. Assessment/Reflection - n/a - done after teaching
   What is my overall reflection/evaluation of this completed lesson?
   Did I meet my teaching objective?
   How well did the students perform? What evidence provides this information?
Sources for Lesson 5:


Second grade social studies grade level content expectations (n.d.). In *Michigan*.


Unit: Responsible Citizenship in our Classroom and Community  
Grade: 2  
Subject Area: Social Studies - Human Systems  
Lesson 6: Diversity in the Classroom with Crayons  

I. Standard:  
What is the district's curriculum/grade-level guideline(s).  

2 - G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.  

II. Objective/Benchmark:  
What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?  

A. The students will learn that our classroom community is like a family unit, each person an important part of the whole group.  
B. Students: I can identify how my classmates and I are similar; I can identify that our differences make our group better (foods, language, religion, traditions).  
C. Students will create a classroom crayon box which signifies the importance of each individual student within the classroom community.  

III. Anticipatory Set:  
How will I get the students motivated, interested, and/or focused? What prior knowledge is necessary? What practice will be implemented?  

A. Read the book: The Crayon Box That Talked by Shane DeRolf, a poem about a box of crayons that did not get along. When the crayons finally see the value of each of the colors, they realize that together they make a much better and more interesting picture.  

B. Students will need to recognize the family unit, and identify cultural similarities and differences in each other.  

C. Ask students to identify groups of people where each person is different and unique, but they play, work, or live together, so they are somehow the same. Possible answers: family, friends, neighbors, race, religion, language, community, classroom, box of crayons.
IV. Input:
A. Task Analysis: (what information do the students need?)
   1. Prior knowledge:
      Similar - how things are alike
      Different - how things are not alike
      Family - people who live together in the same house
   2. Scaffolding: After reading the book, will discuss -
      a. Discuss the family unit (from 1st grade)
      b. Discuss attributes of a family that make home a happy place to be.
      c. Discuss how the box of crayons (from the book) is like a family unit
      d. Discuss how our classroom is like a family unit - similarities, differences, and behaviors that will make our classroom a happy and safe place to learn.
      e. Hands-on activity: Make large paper crayons for our classroom crayon box, signifying each person’s uniqueness in our classroom family.

B. Thinking Levels: (write specific questions)
   1. Remembering:
      a. Who can tell me what a family is? (ei: people we live with, relatives)
      b. How are the people in your family similar? (ei: same eye color, hair, address, religion, race)
      c. How are the people in your family different? (ei: likes and dislikes, height, race, language)
      d. What are some of the things you do to get along with the people in your family? (ei: treat kindly, cooperate, be nice, help)
      e. Would you treat the people in your family differently because... they have different size hands than you? They can't hear? They are in a wheelchair? They are a different color than you?
      f. Is it ever okay to treat your family members badly?
   2. Understanding:
      a. Guide classroom discussion about how the box of crayons (from the book we read) is like a family?
         • Each one is unique and important to the whole group, makes a bigger and better family.
      b. What does each crayon contribute to a whole picture?
      c. What does diversity mean to you? - (base word: diverse)
3. Applying:
   a. How is our classroom similar to the box of crayons and our families?
   b. Turn and talk to your shoulder partner for 1 minute about some of the ways you are similar to and different from each other. Invite students to consider things such as race, religion, language, traditions, disability, nationality, and food.
   c. In your desk groups, take 2 minutes to discuss the similarities and differences you found with your partner. Write down 2 similarities you all have in common with your group and write down 1 thing that is different from each other.

4. Analyzing: teacher record in table format (similarities and differences/diversity)
   a. Share findings with class.
   b. What feelings do you have about having things in common with your classmates?
   c. How do your similarities help each other?
   d. What feelings do you have about being different than each other? Discuss that this is called diversity.
   e. How does our diversity make our classroom better? (more interesting, helpful, learn more)
   f. Students will decorate their own paper crayons with their individual diversity traits that make the class stronger. What can each individual contribute to the group?

5. Extension possibility: Martin Luther King, Jr.

C. Method and Materials:

1. Presentation:
   - Read book to prompt classroom discussions of diversity
   - Hands-on activity: Crayon activity to solidify discussions.
   - Assessment: Journal entry about diversity.

2. Engagement strategies:
   - Read book to class
   - Turn and talk with classmates
   - Classroom discussions
   - Hands-on art activity
3. Materials:
   - Template for crayon and crayon box attached
   - Do ahead: Cardstock paper copied with crayon outline - enough for each student plus a few more.
   - Do ahead: Teacher made crayon to represent self in crayon box (use as an example for the students to follow)
   - Do ahead: Make and decorate large crayon box (template attached)
   - Crayons
   - Scissors
   - Book: *The Crayon Box That Talked* by Shane DeRolf

V. Modeling:
   Show as well as tell. How to do as well as what to do.
   
   A. Show students the crayon you made for the classroom crayon box. Point out some of the details you included such as the color you chose and the reason why (a little different than the rest). Explain how the pictures and words you added to the crayon adds to the diversity of the class and helps make the class better. Pictures and words should include how you can help others.
   
   B. Pass out crayon cardstock. Invite students to make their own crayon, giving step-by-step instructions:
      - color crayon before cutting (easier to color near edges this way)
      - choose a favorite color or one that represents something about you
      - include pictures and/or words that make you unique
      - choose words and pictures that help make our class better as a group

VI. Checking for Understanding:
   Write some sample questions. How will students respond?
   
   A. Walk around room while students are making their crayon.
      - Ask why they are choosing a particular color.
        Possible responses: Red is my favorite color, green is because I like to play outside, purple makes me think of my soccer team
      - Ask what and why they are including on their crayon.
        Possible responses: a book because I like to read, a music note because I like music, country flag for a particular nationality
      - Redirect as needed. We want a diverse crayon box for our wall.
B. Journal entry after activity: Ask students to write words or draw a picture about diversity. Students should be able to identify at least one of the following: race, religion, language, disability, food, nationality, and traditions.

VII. Closure
How will I wrap up the lesson for the students?

A. As students finish their crayons, tape crayon box to wall and begin filling box with student’s crayons (tape to wall).
B. When crayon box is full, ask students:
   - What do you like about the crayon box?
   - What things in the crayon box show us about diversity in our classroom? (answers will vary depending on what the students included on crayon)
   - How is our class better because of our diversity? (we can help each other, each of us has something to contribute to the class)
   - How is our classroom like our family unit? (we all have similarities and we all have differences, we are each an important part, we treat each other with kindness, we try to get along, we work out disagreements)

VIII. Assessment/Reflection - n/a - done after teaching
What is my overall reflection/evaluation of this completed lesson?
Did I meet my teaching objective?
How well did the students perform? What evidence provides this information?
Sources for Lesson 6:


I. Standard:
What is the district’s curriculum/grade-level guideline(s).

2-C5.0.3 Design and participate in community improvement projects that help or inform others.

II. Objective/Benchmark:
What am I going to teach? What will the students be able to do at the end of the lesson? How will it be measured/observed?

A. Students will identify opportunities that help or inform others.
B. Students will do a community service project.
C. Students will recognize that community service projects display good civic responsibility.

III. Anticipatory Set:
How will I get the students motivated, interested, and/or focused? What prior knowledge is necessary? What practice will be implemented?

A. Read Book: *The Three Questions* by Jon J. Muth - Based on a story by Leo Tolstoy. A boy named Nikolai wants to be a good person, but doesn’t know how. He is in search of answers to three questions: When is the best time to do things? Who is the most important one? What is the right thing to do? He finds the answers without even realizing it.
B. After introducing the book, ask students if they have any advice to give Nikolai about how to be a good person.
C. Write ideas on board.
D. After reading whole book, ask students what they learned about being a good person. Add those ideas to pre-reading ideas on board.

IV. Input:
A. Task Analysis: (what information do the students need?)

1. Prior knowledge:
   a. Personal responsibility - doing the “right” things for yourself
   b. Civic responsibility - doing the “right” things for those around us
2. **Scaffolding:**
   a. Read book
   b. Identify what it means to be a good person.
   c. Discuss what it means to respond to a need around them.
   d. Walk around building, neighborhood, community to help identify a way they can make a difference.
   e. List ideas on board.
   f. Ask students to think about other needs students have noticed.
      This can be an overnight assignment. Begin next day here.
   g. List additional examples and discuss each as a class.
   h. Narrow down list to top five needs. List and discuss pros and cons of each on a T-Chart.
   i. Vote on class project.
   j. Make a plan.
   k. Students do community service project.
   l. Write and draw in journals about their experiences each day.
   m. Write book using journal entries - need parent helpers

B. **Thinking Levels:** (write specific questions)

1. **Remembering**
   a. What are some examples of good personal responsibility?
      * Possible answers: brush teeth, do homework, do chores
   b. What are some examples of good civic responsibility?
      * Possible answers: recycle, plant trees, donate toys

2. **Understanding**
   a. At beginning of book, ask students if they have suggestions for Nikolai about how to be a good person
      * Possible answers: Help others, visit a sick neighbor, include others, be kind
   b. After read-aloud: what does it mean to be a good person?
      * Possible answers: Do the right thing at the right time for the people around us
   c. When is the best time to do things?
      * Possible answers: now, when the need arises
   d. Who is the most important one?
      * Possible answers: the one who needs help, the people around us
   e. What is the right thing to do?
      * Possible answers: what people need help with, what no one else is doing, find a way to make community a better place
3. Applying
   a. Look back at your journal entries from our lesson on civic and personal responsibility. “Turn and talk” for 2 minutes about some of the ideas you wrote down on how to make our community a better place.
   b. Ask students to explain their ideas to class. Teacher should record ideas on board.

4. Analyzing
   a. Ask students to identify school or community needs. These might be ideas from their journals or new ideas.
   b. Allow students to identify more needs by talking to parents and neighbors.

5. Creating and Evaluating
   a. After students have talked with parents, ask them for the additional “needs” they identified. Add to list.
   b. Tell students that they will be doing a community service project that helps or informs others.
   c. Classroom discussion about the different needs and narrow down to five.
   d. Analyze the five choices by creating a T-Chart for each choice, with pros on one side and cons on the other. Use “think, pair, share” for small discussions before listing and discussing ideas as a class.
   e. By voting, class decide which project to do together.
   f. Develop a plan to carry out the project.

6. Extension possibilities
   See Learning to Give website (www.learningtogive.org) for ways to tie into learning about community businesses and philanthropy.

C. Managing the lesson:
1. Presentation
   a. Read book
   b. Discussions about what it means to be a “good person.”
   c. Brainstorming for needs
   d. Plan a community service project
   e. Implement community service project
   f. Journal writing
   g. Write book
2. Engagement strategies
   a. Read book
   b. Partner, group, classroom, and family discussions
   c. T-Charts
   d. Voting
   e. Journal writing

3. Materials
   • Book: *The Three Questions* by Jon Mak
   • T-Chart example
   • Computer lab for making books

V. **Modeling:**
Show as well as tell. How to do as well as what to do.

A. T-Chart of Advantages and Disadvantages for each of the final five project ideas.
   1. I Do - for first of the five project ideas
      • Draw or project on board: a T-Chart with pros on left and cons on right
      • Ask students to “turn and talk” with a partner and come up with examples of pros (good reasons to do the project). Share with class.
      • Teacher record ideas in left-hand column
      • Ask students to turn and talk with a partner and come up with examples of cons (reasons not to do the project). Share with class.
      • Teacher record ideas in left-hand column

   2. We Do - For second of the five project ideas
      • Hand out T-Chart template to students to complete with teacher guidance.
      • Students complete pro side of T-chart.
      • Discuss ideas as a class.
      • Students and teacher record other students’ ideas on their own T-charts.
      • Repeat for con side of T-chart.
3. You do – for last three project ideas
   • Students make their own T-chart.
   • Talk with partner and record their ideas for pros and cons.
   • Reconvene as a class and share all ideas. Teacher and students record all ideas on T-charts.

VIII. Checking for Understanding:
Write some sample questions. How will students respond?

A. At beginning of book, ask students if they have suggestions for Nikolai about how to be a good person
   • Possible answers: Help others, visit a sick neighbor, include others, be kind
B. After read-aloud: what does it mean to be a good person?
   • Possible answers: Do the right thing at the right time for the people around us
C. When is the best time to do things?
   • Possible answers: now, when the need arises
D. Who is the most important one (one of Nikolai’s questions)?
   • Possible answers: the one who needs help, the people around us
E. What is the right thing to do?
   • Possible answers: what people need help with, what no one else is doing, find a way to make community a better place
F. Ask students to explain their community service ideas (from journal) to class. Teacher should record ideas on board.
   • Possible answers: food drive, collection for service men and women, recycling program, stuffed animal donation and sale to raise money for humane society, weed school gardens
G. Daily journal writing about response to decisions made and activities accomplished. This will be used later to write book about community service.
H. Summative assessment - Students will write and illustrate books describing their community service experience.
   • What need in the community was identified?
   • What did we do to help?
   • Who did it help?
   • How long did it take?
   • What steps were taken for the project?
   • What were your personal responsibilities?
• How did the project make you feel?
• How do you think the project helped?
• How does this service project display good civic responsibility?
• What did you learn?

IX. Closure
How will I wrap up the lesson for the students?

A. Students will write and publish books. (Integration with L.A.) - parent helpers needed in computer lab.

B. Ice-cream social to wrap up project. Invite parents and display books for parents to read.

X. Assessment/Reflection
What is my overall reflection/evaluation of this completed lesson?
Did I meet my teaching objective?
How well did the students perform? What evidence provides this information?
Sources for Lesson 7


Bibliography by Lesson:

Lesson 1:


Sources for Lesson 2:

ABC grid idea adopted from Vocabulary Templates in Vocabulary Resources link of Dr. Rosemary Cleveland’s GVSU Blackboard site for EDI 633: http://mybb.gvsu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_13_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3ftype%3DCourse%26id%3D_159207_1%26url%3D


Lesson 3:

Formative assessment strategies from Liz Story's EDI 632 class:
http://mybb.gvsu.edu/bbcswebdav/pid-1849557-dt-content-rid-16619079_1/courses/GVEDI632.01.201330/Formative%20Assessment%20Strategies.pdf


Vocabulary Diagram taken from Vocabulary Templates in Vocabulary Resources link of Dr. Rosemary Cleveland's GVSU Blackboard site for EDI 633:
http://mybb.gvsu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_13_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_159207_1%26url%3D
Lesson 4:


Lesson 5:


Lesson 6:


Lesson 7


