#### Lesson 1: What is a Good Citizen?

#### Big Ideas of the Lesson

- People are the most important part of a community.
- As citizens, people have an important role in a community.
- Citizens have civic responsibilities like obeying laws, being a good neighbor, and helping to solve problems.

#### **Lesson Abstract:**

In this lesson, students explore the qualities of a good citizen. The lesson begins with a review of the characteristics of a community which have been developed throughout the year. The teacher then leads a discussion of why people are the most important part of a community. Using the sentence stem, "A good citizen is someone who...", students complete the sentence and share their ideas which are recorded on chart paper. Next, students listen to the book *Good Citizen Sarah*, or a similar book. The class discusses how Sarah is a good citizen in the book. Ideas are added to the list on chart paper during the discussion and students expand their own sentence definitions and illustrations. Students then create a short picture book illustrating their ideas about good citizenship.

#### **Content Expectations**

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

#### **Integrated GLCEs**

R.NT.02.03: Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events. (English Language Arts)

#### **Key Concepts**

citizen civic responsibility

#### **Instructional Resources**

#### Equipment/Manipulative

Chart paper or one piece of white poster board Overhead projector or Document Camera/Projector Student journal or notebook

#### Student Resource

Kroll, Virginia. *Good Citizen Sarah*. Morton Grove, Illinois: Albert Whitman & Company, 2007.

#### Teacher Resource

Egbo, Carol. Supplemental Materials (Unit 6, Lesson 1). Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

#### **Lesson Sequence**

- 1. Review the characteristics of a community which have been developed throughout the all units by using the "Connecting Back" graphic organizer located in the *Supplemental Materials (Unit 6, Lesson 1)* or the large version of the organizer you created on chart paper in Lesson 1 of Unit 3.
- 2. Explain that the most important part of a community is not clearly shown on the organizer. Ask students what they think is missing. Discuss student responses and guide them to the idea that 'people' are the most important part of a community. Ask students why they think this is true and guide a discussion of their answers.
- 3. Using Word Card #1 and Word Card #2, review the terms 'citizen' and 'civic responsibility' which were explored in Lesson 7 of Unit 3.
- 4. Have students take out their social studies journals and complete the stem "A good citizen is someone who..." in their journals.
- 5. As students share what they have written, record their ideas on chart paper.
- 6. Read the book "Good Citizen Sarah" or a similar book about a child displaying civic responsibility. As you read, discuss how Sarah demonstrates good citizenship and add ideas to the list you began in Step 5. Note that possible additions include:
  - A good citizen is a good neighbor.
  - A good citizen helps others when they need it.
  - A good citizen gives up something he/she wants to do to help others.
  - A good citizen works with others to solve problems.
- 7. As a culminating activity, have students complete the short "Good Citizens" book located in the *Supplemental Materials (Unit 6, Lesson 1)*. Begin by giving students the two sheets on which the book pages are located. Have them cut out the four pages of the book and put them in order.
- 8. Have them complete the three text sections of the book by finishing the sentence "A good citizen is..." Make sure they come up with a different idea for each of the three pages. Note that you may want them to complete a rough draft of their three ideas in their social studies journal before writing on the book pages.
- 9. Have students illustrate each page. Finally, have them illustrate the title page and add their name in the appropriate spot.

10. When they have all the pages complete, staple the pages along the left side. Have them share their book with a partner.

#### **Assessment**

The book students create in Steps 8 to 10 can be used as the lesson assessment.

# **Graphic Organizer**



# **Big Ideas Card**

# Big Ideas of Lesson 1, Unit 6

- People are the most important part of a community.
- As citizens, people have an important role to play in a community.
- Citizens have civic responsibilities like obeying laws, being a good neighbor, and helping to solve problems.

# **Word Cards**

#### 1 citizen



a member of a community

*Example*: You are a citizen of your classroom, your school, and your community.

(SS020601)

### 2 civic responsibilities

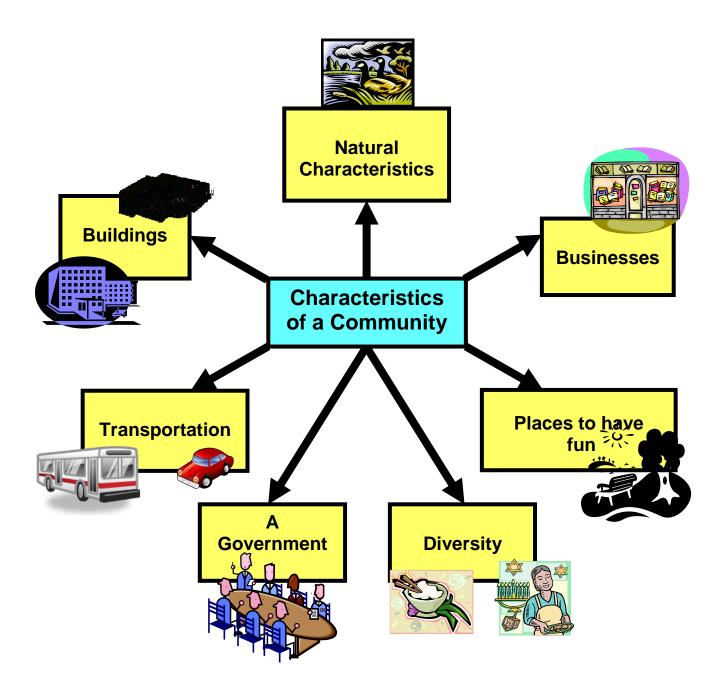


things members of a community are supposed to do

**Example:** Voting and obeying laws are civic responsibilities.

(SS020601)

# **Connecting Back**



# **Good Citizens**

E	By
	A good citizen is someone who
	<u>-</u>

Page				
A good sitings in company who				
A good citizen is someone who				
_				

Page	
A grand citizen is company who	
A good citizen is someone who	_
	_
_	
Page	

# Lesson 2: How Do People Work Together to Solve Problems in a Community?

#### Big Ideas of the Lesson

- It is important for citizens to work together in a community.
- It is important for citizens to work together to make decisions in a community.
- It is important for citizens to work together to solve problems in a community.

#### **Lesson Abstract:**

Using the book, *The Giant Jam Sandwich* or a similar book, the class discusses how the people in the story worked together to solve the problem of four million wasps in their town. Using a sequencing organizer, students organize the steps citizens took to solve their problem. The teacher then poses the following questions: Was this book fantasy or realistic fiction? How do you know? The teacher leads a discussion as students share their answers and support them with evidence.

#### **Content Expectations**

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

#### **Integrated GLCEs**

R.NT.02.02: Identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama. (English Language Arts)

R.CM.02.02: Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. (English Language Arts)

#### **Key Concepts**

citizen public issues

#### **Instructional Resources**

#### Equipment/Manipulative

Chart paper or one piece of white poster board Overhead projector or Document Camera/Projector Student journal or notebook

#### Student Resource

Lord, John Vernon. The Giant Jam Sandwich. New York: Houghton Mifflin, 1972.

#### Teacher Resource

Egbo, Carol. Supplemental Materials (Unit 6, Lesson 2). Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

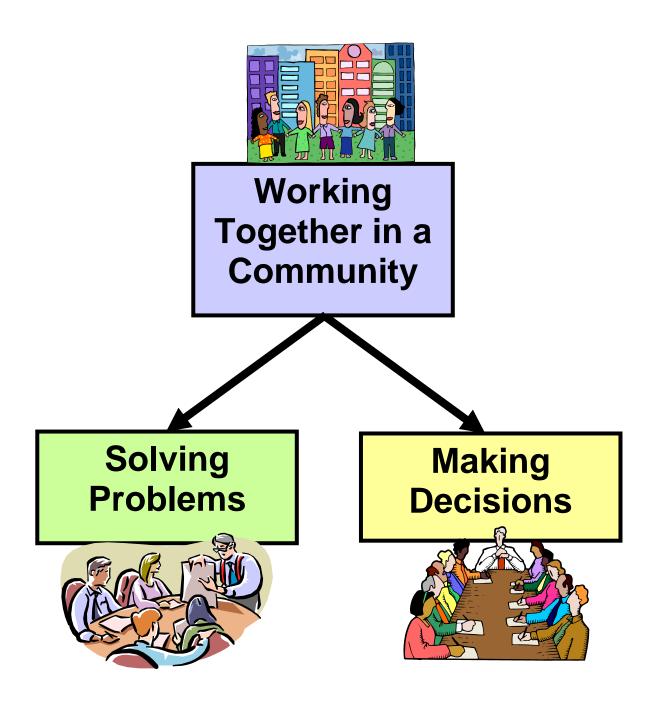
#### **Lesson Sequence**

- 11. Connect back to the previous lesson by reviewing some of the characteristics of good citizens. This can be done by reviewing the lesson graphic organizer or having a few students share the books they created about good citizenship in the previous lessons.
- 12. Explain that in this lesson, students will be exploring how citizens in a community can work together to solve problems.
- 13. Display the book "The Giant Jam Sandwich" or a similar book about a citizens working together to solve a problem. Point out the town on the cover of the book and explain that in this book, the citizens of the town work together to create a giant jam sandwich. Explain that the sandwich was bigger than your school.
- 14. Pose the following question: "Why would people make a giant jam sandwich?" and have students write an answer in their social studies journals. Have students share their ideas with a partner and then in the large group. Note that possible answers include the people wanted to set a new record, the people had a lot of extra jam, or the people wanted to make something big enough for all the people in the town to eat.
- 15. Read the first two pages of the book and guide students in identifying the wasp problem facing the community in the book.
- 16. Return to the question you posed in Step 4 and allow students to write a different answer in their journals.
- 17. Continue to read the book, drawing attention to the steps citizens took to solve the wasp problem in their community beginning with the town meeting. In addition, make sure to connect to English Language Arts by discussing the rhyming pattern used in the book, the examples of alliteration (e.g. "noisy, nasty nuisance"), and the use of humor.
- 18. Pose the following question: "Was this book fantasy or realistic fiction?" Take a quick tally of the class and then ask students to give evidence to support their answer. Encourage them to use illustrations from the book as well as text examples from the book as evidence.

#### **Assessment**

An assessment has been included in the *Supplemental Materials (Unit 6, Lesson 2)* in which students cut apart sentence strips describing how citizens worked together to solve the wasp problem in the book and then put them in the correct sequence.

# **Graphic Organizer**



# **Big Ideas Card**

# Big Ideas of Lesson 2, Unit 6

- It is important for citizens to work together in a community.
- It is important for citizens to work together to make decisions in a community.
- It is important for citizens to work together to solve problems in a community.

# **Word Cards**

#### **Word Cards from previous lessons needed for this lesson:**

- Citizen Word Card #1 from Lesson 1
- Civic Responsibilities Word Card #2 from Lesson 1

# **Sentence Strips**

The wasps flew down and got stuck in the jam.	
They baked the bread.	
They put butter and jam on one slice of bread.	
They cooled the bread.	
They sliced the bread.	
Birds flew away off with the sandwich with the wasps stuck inside.	
They made the bread dough.	
They dropped the other slice of bread of top of the wasps.	

# Sentence Strips - Correct Sequence

They made the bread dough.
They baked the bread.
They cooled the bread.
They sliced the bread.
They put butter and jam on one slice of bread.
The wasps flew down and got stuck in the jam.
They dropped the other slice of bread of top of the wasps.
Birds flew away off with the sandwich with the wasps stuck inside.

### **Lesson 3: Exploring a Public Issue in a Community**

#### Big Ideas of the Lesson

- It is important for citizens to work together in a community.
- Issues are things that people disagree about.
- Public issues are issues that affect a big group of people such as a school or a community.
- People disagree about how to solve public issues.
- One important responsibility of citizens is to learn about public issues.

#### **Lesson Abstract:**

Referring back to book, *The Giant Jam Sandwich*, the teacher explains how the citizens in the story agreed on a way to solve their wasp problem. Students learn that this doesn't always happen in a community. The teacher then writes the term 'issue' on a board and explains that when people can't agree on how to solve a problem, it becomes an issue. The teacher differentiates between personal and public issues using examples like bedtime and curfew. The teacher explains that a public issue is a problem that affects the community as a whole and one in which people disagree on the solution. Next, the teacher reads a short scenario describing a community problem relating to dogs. Students then examine the issue and analyze a pictograph. Working in small groups, students develop a solution to the dog problem. As the groups share their solutions, students identify positive and negative consequences of each alternative using a decision making model. The scenario continues as the teacher explains that the town council of the community is considering passing a law limiting the number of dogs a person can own. Students explore the question, "Should the town council pass a law limiting the number of dogs a person can own?" Students who agree with the proposal line up on one side of the room and those who disagree with the proposal line up on the other side of the room. Each side of the room brainstorms reasons that support their position and shares them with the other side. Students then briefly explore the connection between core democratic values and public issues. Finally, students work independently to take a position on the issue in writing.

#### **Content Expectations**

- 2 P3.1.1: Identify public issues in the local community that influence the daily lives of its citizens.
- 2 P3.1.2: Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community

2 - P3.3.1: Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

#### **Integrated GLCE's**

D.RE.02.02 Read and interpret pictographs with scales, using scale factors of 2 and 3. (Math)

#### **Key Concepts**

citizen public issues

#### Instructional Resources

#### Equipment/Manipulative

Chart paper or one piece of white poster board Overhead projector or Document Camera/Projector Student journal or notebook

#### Student Resource

Lord, John Vernon. The Giant Jam Sandwich. New York: Houghton Mifflin, 1972.

#### Teacher Resource

Egbo, Carol. Supplemental Materials (Unit 6, Lesson 3). Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

#### **Lesson Sequence**

- 19. Display the book "The Giant Jam Sandwich" which was used in the previous lessons of this unit and ask students how the people in the book solved their wasp problem. Review the process the community took to solve the problem.
- 20. Read the section of the book where the baker first suggests they make a giant jam sandwich. Pose the following question: "How did people respond to his suggestion?" Discuss student responses and guide them to the idea that everybody liked the idea and agreed with it.
- 21. Pose the following question: "What if someone hadn't liked the baker's idea and came up with a solution of his own?" Discuss student responses. Guide students in understanding that there is often disagreement in communities over how to solve community problems.
- 22. Using Word Card #3, explain that when people can't agree on how to solve a problem, it becomes an 'issue.' Explain that often families have issues. For example, family members often disagree over things like bedtime or the number of hours children can watch television.

- 23. Using Word Card #4, explain that when an issue affects a lot of people like a school or a community it becomes a 'public issue.' If possible, discuss a recent or current school issue such as a playground problem.
- 24. Explain that for the rest of this lesson, students will be exploring a community public issue that affected the people in a town called Zeller. Display the newspaper article "Community Members Complain about Dogs", located in the *Supplemental Materials* (*Unit 6, Lesson 3*). Read the first paragraph of the article and guide students in identifying the public issue: the large number of dogs some people own. Using a highlighter, highlight the issue.
- 25. Read the rest of the article and pose the following questions: "Did everyone agree about the dog problem? Why or Why not?" Using Word Card #5, review the term 'point of view' which was used in Unit 5 in the context of history.
- 26. Guide students in identifying the differing points of view of Bob Brown and Mary Peterson as stated in the article. Highlight their different views.
- 27. Display the "Dog Complaints in the Last Year" pictograph, located in the Supplemental Materials (Unit 6, Lesson 3). Explain that the pictograph shows the number of dog complaints against families that own dogs in the last year. Ask students to draw a conclusion from the data and write it in their social studies journal. Note that possible conclusions include:
  - More complaints are made about families that own four or more dogs.
  - There are few complaints about dogs in families that own only one or two dogs.
  - A lot of complaints are made about dogs where families own four or ore dogs.
- 28. Guide students in connecting the data in the pictograph with the information in the newspaper article. For example, guide them in seeing that the data substantiates the idea that there are a lot of complaints against families who own more than four dogs.
- 29. Place students in small groups and give each group a copy of the "Solving a Community Problem" chart, located in the *Supplemental Materials (Unit 6, Lesson 3)*. Explain that group members should work together to come up with a solution to Zeller's dog problem and describe their solution on the chart.
- 30. Give groups time to work together and then have each group present their solution to the class. Using the "Evaluating Solutions" chart, located in the *Supplemental Materials (Unit 6, Lesson 3)* or a similar chart you create on chart paper, guide students in identifying one possible positive and one possible negative consequence for each solution.

- 31. Display the newspaper article "Town Council Considering New Dog Law", located in the *Supplemental Materials (Unit 6, Lesson 3)* and go over the article with students.
- 32. Using Word Card #6, explain that students will now have an opportunity to 'take a position' on the proposed dog law in Zeller. Point to one side of the room and explain that students who think the town council should pass the law should move to that side of the room. Point to the other side of the room and explain that students who think the town council should not pass the law should move to that side of the room.
- 33. Moving back and forth between the sides, let students on each side give reasons for their position. Allow students to change sides if they change their position. After a sufficient amount of time, have students return to their seats.
- 34. Using Word Card #7, review the term 'values' which was covered in Lesson 6 of unit 3.
- 35. Using Word Cards #8 and #9 and the bulleted information below, review the core democratic values of the common good and individual rights
  - Governments should try to do what is best for everybody in a community.
  - Governments should also try to protect the rights of individual people in the community.
- 36. Using the "Connecting Back" graphic organizer, located in the *Supplemental Materials* (*Unit 6, Lesson 3*), review how local governments try to balance the common good and individual rights when problems need to be solved.
- 37. Have students return again to the side of the room that reflects their position on the dog law issue. Ask each side to try and connect their position to either the common good or individual rights. Note that the probable connection is as follows:
  - Those opposing the law could argue that people should have the freedom, or individual right, own as many dogs as they want.
  - Those agreeing with the law could argue that since dogs are causing a lot of problems the law is needed for the common good.
- 38. As an assessment has students take a position on the dog law in writing using the "Assessment Sheet", located in the *Supplemental Materials (Unit 6, Lesson 3)*.

#### Assessment

An assessment has been included in the *Supplemental Materials (Unit 6, Lesson 3)* in which students take a position on a community public issue.

# **Graphic Organizer**

Describe the public issue.

Explore different elements on the public issue.



Make a decision based on your information.



Write your decision and give a reason.



# **Big Ideas Card**

### Big Ideas of Lesson 3, Unit 6

- It is important for citizens to work together in a community.
- Issues are things that people disagree about.
- Public issues are issues that affect a big group of people such as a school or a community.
- People disagree about how to solve public issues.
- One important responsibility of citizens is to learn about public issues.

#### **Word Cards**

#### **Word Cards from previous lessons needed for this lesson:**

- Citizen Word Card #1 from Lesson 1
- Civic Responsibilities Word Card #2 from Lesson 1

#### 3 issue



something that people disagree about

**Example:** One issue in his family was whether or not he should be able to stay up until 9 PM.

(SS020603)

#### 4 public issue





an issue that affects many, many people



**Example:** One issue in her city was whether or not to build a new police station.

(SS020603)

# 5 point of view





the way a person looks at and thinks about something

**Example:** People had different points of view about the pollution of the river.

(SS020603)

# 6 to take a position

to give your opinion on a public issue and give a reason for your opinion

**Example:** He took a position on the Garage Sale Law. He said people be able to have as many garage sales as they want.

(SS030603)

#### 7 values

important ideas that people believe in

**Example:** Governments are based on values such as diversity.

(SS020603)

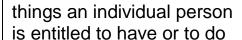
### 8 the common good

people working together for the benefit of everybody

**Example:** When local governments provide services like fixing roads, they are looking out for the common good.

(SS020603)

# 9 individual rights





**Example:** You have the right to own property. You have the right to speak freely.

(SS020603)

# Community Members Complain About Dogs

ZELLER, MICHIGAN - PEOPLE OF THIS SMALL TOWN
SEEM TO HAVE A DOG PROBLEM ON THEIR HANDS. SEVERAL
CITIZENS ARE COMPLAINING ABOUT THE LARGE NUMBER OF
DOGS SOME PEOPLE IN ZELLER OWN. THEY SAY THE DOGS
BARK ALL THE TIME. THEY ALSO COMPLAIN THAT MANY GET
LOOSE AND WANDER THE STREETS.

"There's too many dogs in this town," said Bob Brown. "They are running all over the place."

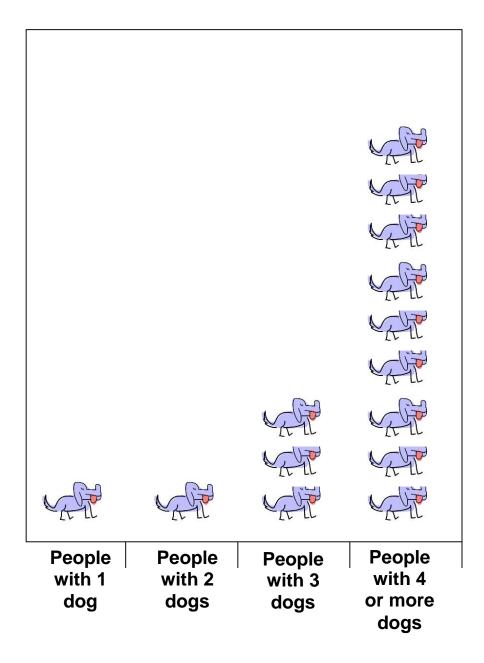
"A lot of us love having lots of dogs," says Mary Peterson. "They keep us company and are part of our family."

The mayor of Zeller has reported that some people own as many as fifteen dogs.

At a recent Town Council meeting, angry citizens told the mayor and council that they had better do something about the dog problem.

# Dog Complaints in the Last Year

Number of Complaints



= 2 complaints

# **Solving a Community Problem**

Members of your group:
What is your solution to the problem?
Why do you think this is a good solution?

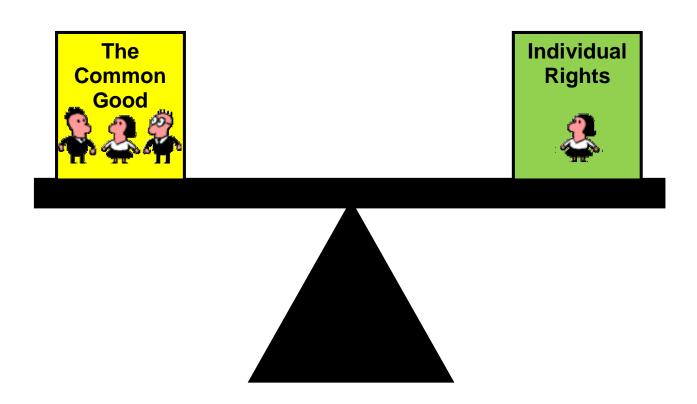
# **Evaluating Solutions**

Group	
#1	
#2	
#3	
#4	
#5	
#6	

# Town Council Considering New Dog Law

ZELLER, MICHIGAN - THE TOWN
COUNCIL IS CONSIDERING PASSING A
NEW LAW THAT WOULD LIMIT THE
NUMBER OF DOGS A FAMILY CAN OWN.
IF THE COUNCIL PASSES THE LAW A
FAMILY COULD NOT OWN MORE THAN
FOUR DOGS.

# **Connecting Back**



# **Taking a Position - Assessment**

Should to	he town	of Zeller	pass	a law	limiting	the
number o	of dogs a	person	can o	wn?		

Take a p	osition:			
I think t	•	hould should n Circle one	ot) pass the Do	g Law

### **Lesson 4: Exploring a Public Issue in Our Community**

#### Big Ideas of the Lesson

- It is important for citizens to work together in a community.
- Issues are things that people disagree about.
- Public issues are issues that affect a big group of people such as a school or a community.
- People can disagree about how to solve public issues.
- One important responsibility of citizens is to learn about public issues.

#### **Lesson Abstract:**

In this lesson students identify, analyze, develop, and express a position on a public issue affecting their local community. The teacher uses the decision making model and reviews the process of making a public issue decision. Students are given information about a current public issue affecting the local community. This information has been gathered by the teacher using local resources such as newspapers, local officials, community website, etc. Students discuss the issue, generate solutions, and evaluate the solutions. The teacher presents the question, "Should the community...." and students take part in a 'take a side' activity. Finally, they compose a written statement expressing their position on the issue and give a reason that supports their position.

#### **Content Expectations**

- 2 P3.1.1: Identify public issues in the local community that influence the daily lives of its citizens.
- 2 P3.1.2: Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community
- 2 P3.3.1: Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

#### **Key Concepts**

citizen public issues

#### **Instructional Resources**

Equipment/Manipulative
Chart paper or one piece of white poster board
Overhead projector or Document Camera/Projector
Student journal or notebook

#### Teacher Resource

Egbo, Carol. Supplemental Materials (Unit 6, Lesson 4). Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

#### **Lesson Sequence**

<u>Teacher Note</u>: Prior to this lesson, identify a current public issue affecting your local community. This can be done by using a local newspaper, consulting with a local official, utilizing your community's website, etc.

- 39. Review the dog law public issue that was covered in Lesson 3 of Unit 6. Then, using the lesson organizer, located in the *Supplemental Materials (Unit 6, Lesson 4)*, review the process used to take a position on a public issue.
- 40. Present the public issue you have identified as a problem. For example, it might deal with the problem of vandalism in a local park, the problem of litter along community sidewalks, the problem of too few bike paths, etc.
- 41. Place students in small groups and give each group a copy of the "Solving Our Community Problem" chart, located in the *Supplemental Materials (Unit 6, Lesson 4)* Explain that group members should work together to come up with a solution to your community's problem and describe their solution on the chart.
- 42. Give groups time to work together and then have each group present their solution to the class. Using the "Evaluating Solutions" chart, located in the *Supplemental Materials (Unit 6, Lesson 4)* or a similar chart you create on chart paper, guide students in identifying one possible positive and one possible negative consequence for each solution.
- 43. Explain a proposed solution to your community's public issue. For example a solution to a problem of vandalism in a park might be to close the park at 6 PM each night.
- 44. Guide students in exploring the solution and differing viewpoints on the solution.
- 45. Point to one side of the room and explain that students who agree with the proposed solution should move to that side of the room. Point to the other side of the room and explain that students who disagree with the solution should move to that side of the room.
- 46. Moving back and forth between the sides, let students on each side give reasons for their position. Allow students to change sides if they change their position. After a sufficient amount of time have students return to their seats.
- 47. Using the "Assessment Sheet", located in the *Supplemental Materials (Unit 6, Lesson 4)*, have students take a position on your local community issue in writing.

Note that space has been provided for students to write the local issue on the Assessment Sheet.

#### Assessment

An assessment has been included in the *Supplemental Materials (Unit 6, Lesson 4)* in which students take a position on a public issue in their community.

# **Graphic Organizer**

Describe the public issue.

Explore different elempoints on the public issue.



Write your decision and give a reason.



# **Big Ideas Card**

### Big Ideas of Lesson 4, Unit 6

- It is important for citizens to work together in a community.
- Issues are things that people disagree about.
- Public issues are issues that affect a big group of people such as a school or a community.
- People can disagree about how to solve public issues.
- One important responsibility of citizens is to learn about public issues.

#### **Word Cards**

#### **Word Cards from previous lessons needed for this lesson:**

- Citizen Word Card #1 from Lesson 1
- Civic Responsibilities Word Card #2 from Lesson 1
- Issue Word Card #3 from Lesson 3
- Public Issue Word Card #4 from Lesson 3
- Point of View Word Card #5 from Lesson 3
- To Take a Position Word Card #6 from Lesson 3
- Values Word Card #7 from Lesson 3
- The Common Good Word Card #8 from Lesson 3
- Individual Rights Word Card #9 from Lesson 3

# **Solving Our Community Problem**

Members of your group:
monibolo of Joan gloup.
What is your solution to the problem?
ı
Why do you think this is a good solution?

# **Evaluating Solutions**

Group	
#1	
#2	
#3	
#4	
#5	
#6	

# **Taking a Position - Assessment**

Should our community	
?	
Take a position:	
I think our community (should should not)  Circle one	
because	

### **Lesson 5: Taking Part in a Community Project**

#### Big Ideas of the Lesson

- People are the most important part of a community.
- People have an important role to play in a community.
- People need to be involved in their community by taking part in community projects.

#### **Lesson Abstract:**

This lesson, which can be used at any appropriate time during the year, involves students participating in a project to improve their community. This can include school wide service projects that are already established. The lesson is tied into the content based on the nature of the project. For example, if the project relates to an environmental issue, the appropriate geography content is connected to the lesson. If the project relates to community government, the appropriate civics content is connected to the lesson. If the project relates to historic preservation, the appropriate history content is connected to the lesson. If the project relates to the business community, the appropriate economics content is connected to the lesson. Regardless of what the project is, students share their experiences with classmates and analyze the impact their actions and contributions had on the community.

#### **Content Expectations**

- 2 C5.0.3: Design and participate in community improvement projects that help or inform others.
- 2 P4.2.2: Participate in projects to help or inform others.

#### **Key Concept**

citizen involvement

#### **Instructional Resources**

Equipment/Manipulative

Chart paper or one piece of white poster board
Overhead projector or Document Camera/Projector
Student journal or notebook

#### Teacher Resource

Egbo, Carol. Supplemental Materials (Unit 6, Lesson 5). Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

#### **Lesson Sequence**

<u>Teacher Note</u>: This lesson involves students participating in a project to improve their community and can be used at any appropriate time during the year. The project could connect to school wide service projects that are already established.

- 48. It is important to connect your community project with specific social studies content based on the nature of the project. For example, if the project relates to an environmental issue, the appropriate geography content should be connected to the lesson. If the project relates to community government, the appropriate civics content is connected to the lesson. If the project relates to historic preservation, the appropriate history content is connected to the lesson. If the project relates to the business community, the appropriate economics content is connected to the lesson.
- 49. Using the lesson organizer, located in the *Supplemental Materials (Unit 6, Lesson 5)*, review important responsibilities of citizenship which were covered in Lesson 1 of Unit 6. Note that if you have not completed Unit 6 when using this lesson, use the organizer as an introduction to responsibilities of citizens.
- 50. Discuss your chosen project with students including why the project is needed, how the project will improve your community, and specific student responsibilities.
- 51. Guide students in carrying out the project. If possible, use a digital camera to record images of students working on the project. As an alternative, have students do illustrations of the project.
- 52. Create a class bulletin board or book describing the project in words and pictures.

#### Assessment

An assessment has been included in the *Supplemental Materials* (*Unit 6*, *Lesson 5*) in which students individually describe their community project and how it helped improve the local community.

# **Graphic Organizer**



# **Big Ideas Card**

### Big Ideas of Lesson 5, Unit 6

- People are the most important part of a community.
- People have an important role to play in a community.
- People need to be involved in their community by taking part in community projects.

# **Word Cards**

#### **Word Cards from previous lessons needed for this lesson:**

- Citizen Word Card #1 from Lesson 1
- Civic Responsibilities Word Card #2 from Lesson 1
- The Common Good Word Card #8 from Lesson 3

# **Our Community Project**

Describe the project:	
How did the project help your co	ommunity?