

How Can I Be a Responsible Citizen for the Common Good?

Curriculum Unit Outline
For 5th grade

By
Jennifer Minchey
Kelsy Schneiter
Holly McFarlane

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Overview/Rationale

Our unit theme examines the question, “How Can I Be a Responsible Citizen for the Common Good?”

We feel that as a U.S. citizen, one should be a knowledgeable and contributing member of society. Our theme is designed to increase student knowledge and understanding about the concepts, roles, responsibilities, and rights that align with U.S. citizenship through voting, flag etiquette, and service learning.

We believe that students should develop a clear understanding of how to become a responsible citizen through activities that are meaningful, hands-on, inquiry based, and applicable to life. We also believe that social studies teaching and learning is powerful when it is value-based, thus students will best understand the characteristics of a responsible citizen through examining multiple perspectives. Moreover, we feel that social studies teaching and learning is powerful when it is integrative. Therefore, students will fully increase their knowledge about how to become a contributing member of society if concepts are related in various subjects throughout the day.

According to the National Council for the Social Studies (NCSS), the study of ideals, principles, and practices of a democratic republic should be included in the social studies program. Goal 10 states that students should locate, access, organize and apply information about an issue of public concern from multiple points of view. They should also participate in civic discussions and explain actions citizens can take to influence public policy decisions. Along with the national standards, the Utah Core Curriculum emphasizes the importance of citizenship in the United States. According to Standard 5, objective 3, students should describe how to become a citizen and identify the rights and responsibilities of citizenship. They should

have a clear understanding about voting, obeying laws, and working for the common good. Students should also participate in patriotic traditions of the United States and activities that promote the public good.

We believe that students in fifth grade have the cognitive ability to not only understand their role as a citizen, but also to actively participate at a community level. According to David J. Anspaugh and Gene Ezell ,authors of *Teaching Today's Health*, “No where in the entire educational spectrum can a teacher make such an impression as at the elementary level” (Anspaugh & Ezell, 2001). Thus, in order to change, for example, the national epidemic of low-voter turnout, elementary teachers need to educate today’s children about the importance of citizen rights in relation to voting. In addition to voting, it is crucial for elementary teachers to educate children about the other essential aspects of becoming a responsible citizen while they are still young and impressionable.

Children need to understand that they can indeed make a difference in their community, state, and country if they actively learn about how to become a responsible citizen now.

References

Anspaugh, D.J., & Ezell, G. (2001). *Teaching Today's Health*. Massachusetts: Allyn and Bacon.

Teacher Background Information

The major content that the teacher will need to be knowledgeable in is Citizenship of the United States. The Teacher will need to be aware of how voting works, including knowledge on the Electoral College and political parties. The teacher can gain this knowledge by reading the party web pages and by looking at resources available through the national government. It would be beneficial for the teacher to have knowledge of the history of voting and for her to include some history in her teaching. Appropriate historical topics could include the exclusion of women and minorities from elections, the Voting Rights Act, the 2000 Presidential Election and others.

The teacher will also need to educate herself about how to become a citizen. She should examine the requirements for citizenship and the citizenship test. She should consider why people would want to become citizens of this country and what stands in the way of people becoming citizens. While studying this topic the teacher should also examine the rights and responsibilities of a citizen. She should study the Constitution and should fully understand what rights can be taken away from people. She should learn about how the right of immigrants and of illegal aliens.

The history of the flag is something the teacher should read about. She needs to understand the significance of the flag and how people in this country and others treat it. While studying this topic the teacher should make sure to learn about flag burning as a form of protest and as a way of retiring the flag. The teacher should study the history of the flag, how its appearance has changed and how it came to be our flag. She should also learn about flag etiquette and the pledge of allegiance. The teacher should be aware of and understand the current debate about the pledge.

Finally, the teacher should do research on service opportunities in her neighborhood and community. She should be aware of the importance of service, different service organizations, the benefits of service and how service can be done.

To educate herself the teacher could employ some of the following resources but should also look for others.

1. U.S. Department of Education Office of Intergovernmental and Interagency Affairs. (2003). Helping Your Child Become a Responsible Citizen. Washington, D.C.: Government Printing Office.

This booklet deals with helping children to build character through various activities. It focuses on basic skills that children need to develop to become responsible citizens, i.e. honesty, courage, responsibility and compassion. The booklet is geared toward parents but can be used in a classroom as a valuable resource.

2. Davis, James E., Fernlund, Phyllis M. (2004). Civics: Participating in Government (pp. 454-492). Glenview, Illinois: Prentice Hall.

This is a text book which contains basic civics information. The pages indicated deal with the two-party system in the United States as well as Voting. This textbook is for grades 10-12 but can be used as a great supplement to a regular 5th grade text or to regular 5th grade instruction.

3. Armstrong, D., Boehm, R., Hunkins, F., Lobrecht, M., & Reinhartz, D. (2003). Our World Today: People, Places, and Issues (pp. Inside front cover). Ohio: Glencoe/McGraw-Hill.

This resource is just the inside front cover of the book. The information contained can be found in other places but if this book is available it is a great resource. This book contains information about flag etiquette, what are and are not appropriate flag activities. It also has the United States Creed and the Pledge of Allegiance.

Unit Planning Chart

| Week Two's Focus: Voting | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|--|
| <p>National Standard(s) Met: Goal 10:</p> <ul style="list-style-type: none"> • Identify examples of rights and responsibilities of citizens • Locate, access, organize and apply information about an issue of public concern from multiple points of view • Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process <p>State Standard(s) Met: Standard 5, Objective 3: Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good.</p> | <p>Teacher will change a classroom rule, i.e. 'you can only go to the bathroom during lunch.' Then she will split them into 'parties,' one party will defend the new law and one will oppose it. The teacher will then talk about the two-party system in the United States and how voting is how we decide which party controls the rules. She will explain that the process their participating in is like the process in Congress.</p> | <p>The students will meet in their 'parties' to discuss how to best defend their position. Students will be allowed to use the computer and the library to find support for their position.</p> | <p>Students will register to vote with the teacher. They will fill out a mock registration form, with name, address and party affiliation. After they've turned in their registration forms the teacher will have everyone stand up, then she'll have all the girls sit down, then all the non-white males, and then all the non-landowners. She will then discuss how the criteria for voting have changed throughout history.</p> | <p>Students will apply their recently found knowledge about the issue to hold a mock debate. Each party will take turns speaking to the 'audience.' The students will sit with their parties and for each question posed by the teacher, a different student will respond. Teacher should make sure that students are aware that they need to keep their minds open to good points made by the other side.</p> | <p>Students will vote. The teacher will set up the room so that students can vote to change or keep the new rule. After voting, the teacher will count the ballots and declare a winner. She will then have the class discuss how the system works well and what could be better. Then she will tell them about how the president is elected and how by electing certain people, they will probably make certain things law.</p> |

| Week Three's Focus: U.S. Patriotic Traditions | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|---|
| <p>National Standard(s) Met: Goal 10:</p> <ul style="list-style-type: none"> • Identify examples of rights and responsibilities of citizens • Locate, access, organize and apply information about an issue of public concern from multiple points of view • Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process <p>State Standard(s) Met: Standard 5, Objective 3:</p> <ul style="list-style-type: none"> • Participate in patriotic traditions of the United States | <p>Introduction to the flag. Students will learn about the history, creation, and symbolism of the flag. The students will make their own group flag for their city. The class will read and discuss the poem "Ragged Old Flag" (see appendix) and an introduction to flag etiquette will begin.</p> | <p>Members of the local American Legion Auxiliary will be invited to the class to explain the principles and procedures regarding flag etiquette. They will provide each student with a flag etiquette brochure published by the American Legion. Boy scouts in the class will teach the traditional method for folding the flag. Students will practice folding the flag within their groups. The class will be responsible for raising, lowering, and folding the school's main outside flag for the remainder of the week. The students will complete a KWL about their knowledge pertaining to the pledge of allegiance.</p> | <p>Students will learn and research about the pledge of allegiance. They will be exposed to two perspectives regarding the pledge: the first amendment perspective and the U.S. military perspective. They will research questions they generated on the KWL chart through literature and information texts.</p> | <p>Students will finish researching questions about the pledge. They will be exposed to an additional perspective from a U.S. immigrant. The students will have the opportunity to ask the guest questions and to participate in a class discussion about this shared perspective.</p> | <p>Members of the local American Legion will be invited back to the class. Students will review what they have learned about the flag and flag etiquette with the American Legion. The class will then participate in a traditional flag retiring ceremony outside, which will be performed by the American Legion Auxiliary. A flag that needs to be retired will be properly burned. Students will discuss their feelings and complete their journal assignments.</p> |

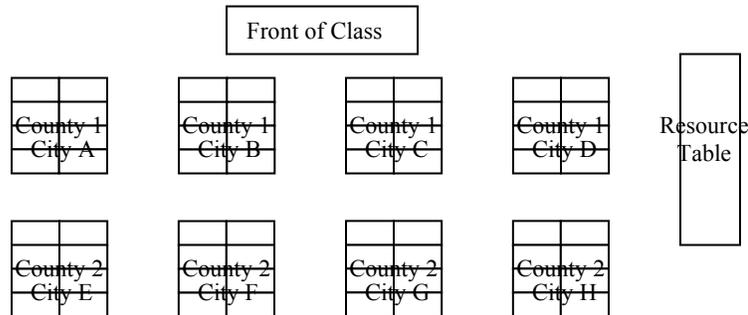
| Week Four's Focus Service Learning | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|---|--|
| <p>National Standard Met: Goal 10:</p> <ul style="list-style-type: none"> • Locate, access, organize and apply information about an issue of public concern from multiple points of view • Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process • Explain actions citizens can take to influence public policy decisions • Recognize and interpret how the “common good” can be strengthened through various forms of citizen action <p>State Standard Met: Standard 5: Objective 3: Analyze the democratic process Participate in activities that promote the public good.</p> | <p><u>Working for the Common Good</u></p> <p>After a discussion, students will work in small groups to create a poster illustrating the concept of the common good. The posters will be titled “The Common Good”.</p> | <p><u>Who Works for the Common Good in our Community?</u></p> <p>Invite 3-4 members of volunteer community organizations to give a 5-10 minute presentation addressing why they serve for the common good.</p> | <p><u>Conducting Interviews in the Community</u></p> <p>Students will go through a process to conduct an interview of someone in the community to determine “Why does service matter?”</p> | <p><u>Planning a Service Project</u></p> <p>Students will create a list of service ideas in the school and rate the importance of each. Small groups will select and plan a project to be carried out the next day.</p> | <p><u>Performing the Service Project</u></p> <p>Students will carryout the service project they planned.</p> |

(All activity ideas taken from: www.peacecorps.gov)

| Social Studies | Teacher Resources | Student Reading/Literature | Math | Science |
|---|--|---|---|--|
| <p>Service Learning action for kids</p> <p>Practice patriotic traditions</p> <p>Participate in voting process</p> | <p>Internet www.peacecorps.gov</p> <p>Community Service Organizations</p> <p>Local American Legion Auxiliary</p> | <p>Read about Service Learning</p> <p>Read accounts of children who have done service.</p> <p>Read information, stories, and poetry about the pledge and flag etiquette</p> <p>Research issue related to class debate</p> | <p>Calculate money saved by companies and organizations who receive service.</p> <p>Calculate how much money the first American flag cost to make and compare the cost to the price of flags today.</p> | <p>Research about the ingredients of the thread and material used to make the first American flag and flags today.</p> |
| Art | Physical Education/ Movement/ Health | Music | Technology | Oral Language |
| <p>Look at pictures of children doing service.</p> <p>Design a poster depicting "The Common Good".</p> <p>Look at pictures of flags and diagrams about folding the flag.</p> | <p>Walk around the school to find service needs.</p> <p>Have service and flag folding relay races.</p> | <p>Create a rap about service.</p> <p>Learn the words to the "Star Spangled Banner"</p> | <p>Look up information about service, the pledge of allegiance, flag etiquette, and voting online</p> <p>Make a power point presentation about the common good.</p> | <p>Discussion in small groups</p> <p>Interview U.S. immigrants and community members</p> <p>Mock debate</p> |
| Written Language | Field Trips/ Guests | Culminating Activity | Read Alouds | Social Skills |
| <p>Journal writing and reactions about discussions and experiences.</p> <p>Write letters to service organizations in the community expressing gratitude.</p> <p>Poetry</p> <p>Write letters to guest speakers</p> | <p>Bring in people in the community who belong to service organizations</p> <p>Go into the school or community to do a service project</p> <p>Visit a service organization</p> <p>Invite military servicemen and women as well as immigrants</p> | <p>Present the portfolios to the class and parents.</p> <p>Participate in a flag retiring ceremony</p> <p>Participate in voting process</p> | <p>Share research information about the pledge of allegiance with group and class members</p> <p>Share information about civic issue with group</p> | <p>Group work</p> <p>Interviewing</p> <p>Presentation</p> <p>Debating</p> |
| Accommodations for Learners | Assessment | | | |
| <p>Less writing</p> <p>Scaffold writing</p> <p>Alternative assessments (draw a picture; speak on a tape, etc.)</p> <p>Work with a partner</p> | <p>Observe students' attitudes about service and take anecdotal notes.</p> <p>Learning/Assessment Portfolio</p> <p>Interviews</p> <p>Journal Entries</p> | | | |

Organization and Subject Matter Overview

The focus of this unit is “How Can I Be a Responsible Citizen for the Common Good?” The organization of our curriculum unit’s content on citizenship will be divided into a four week session, 45-60 minutes per day. From the beginning of the year, the classroom will be set up in a state government format. The classroom will vote on one of the United States voted on by the students. The class will be divided into groups of eight. The desks will be organized as follows:



Four groups will belong to one county and four groups will belong to another county chosen by student choice. Each group within the county will be a city chosen by student choice. Each city will elect a classmate that will serve as the mayor for a four-week term. Other classmates within the group will have specific civic duties pertaining to their city. The democratic organization of the classroom will provide an effective and educational transition into our unit on citizenship.

The content will be organized by topics which emerge to applying the principles in a Service Learning activity. The following chart is an example of how the unit can be organized in a four week period and activity ideas that support the unit rationale:

| | Week 1 | Week 2 | Week 3 | Week 4 |
|--|--|--|---|---|
| Topic | The meaning of citizenship | Voting | Patriotic Traditions | Service Learning |
| NCSS Standard | Goal 10: Civic Ideas and Practices: Social studies programs should include experiences that provide for the study of <i>the ideals, principles and practices of citizenship in a democratic republic</i> , so that the learner can: <ul style="list-style-type: none"> • Identify examples of rights and responsibilities of citizens • Locate, access, organize and apply information about an issue of public concern from multiple points of view • Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process • Explain actions citizens can take to influence public policy decisions • Recognize and interpret how the “common good” can be strengthened through various forms of citizen action | | | |
| Utah Objective Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States Objective 3: Analyze the democratic process | S5 O3 Describe how to become a citizen | S5 O3 Identify the rights and responsibilities of citizenship | S5 O3 Participate in patriotic traditions of the United States | S5 O3 Participate in activities that promote the public good |
| Learning Activities Monday | <ul style="list-style-type: none"> • Give the students the United States Citizenship Test. Discuss the steps to becoming a citizen. | <ul style="list-style-type: none"> • Make a law- divide the students into ‘parties’ and tell them which side they support and the discuss U.S. two-party system | <ul style="list-style-type: none"> • After learning about the history, creation, and symbolism of the flag, groups make a flag with a symbol representing their group. | <ul style="list-style-type: none"> • Small groups will create a poster illustrating “The Common Good”. |
| Tuesday | <ul style="list-style-type: none"> • Discuss dual citizenship and citizenship of other countries. | <ul style="list-style-type: none"> • Students will research and discuss their point of view in their ‘parties’ | <ul style="list-style-type: none"> • American Legion Auxiliary explain principles and procedures of flag etiquette. Students practice folding the flag. | <ul style="list-style-type: none"> • 3-4 members of volunteer community organizations give a 5-10 minute presentation addressing why they serve for the common good. |
| Wednesday | <ul style="list-style-type: none"> • Students will research what rights they have as a U.S. Citizen. | <ul style="list-style-type: none"> • Students will register to vote and discuss voter requirement changes throughout history | <ul style="list-style-type: none"> • Research in library, questions about the pledge after being exposed to the First Amendment and U.S. Military perspectives on the | <ul style="list-style-type: none"> • Students will conduct an interview of someone in the community to determine “Why does service matter?” |

| | | | | |
|----------|---|--|--|---|
| | | | pledge. | |
| Thursday | <ul style="list-style-type: none"> • Students present their findings to the class. The teacher will “fill in the gaps”. | <ul style="list-style-type: none"> • Students will hold mock debate, where each student will have an opportunity to speak once on behalf of their side of the issue | <ul style="list-style-type: none"> • Students will be exposed to a United States immigrant perspective and participate in a class discussion. | <ul style="list-style-type: none"> • Small groups will select and plan a service project to be carried out the next day. |
| Friday | <ul style="list-style-type: none"> • How do you lose your rights? Play the game where students lose and gain rights and privileges related to citizenship. | <ul style="list-style-type: none"> • Students will vote and discuss electoral college and pros and cons of the voting process | <ul style="list-style-type: none"> • Participating in a flag retiring ceremony with the local American Legion Auxiliary. | <ul style="list-style-type: none"> • Small groups will carryout a service project they organized. |

Learning Activities Bank

Title of Lesson: Voting
Teacher: Kelsy Schneider
Date: Week 2, Day 5
Time Allotted: 1 hour
Grade Level: 5th
Number of Learners: 20-30

Unit Theme: How Can I Be A Responsible Citizen For The Common Good?

Standard(s) Met:

Goal: The learners will be able to:

- Identify examples of rights and responsibilities of citizens
- Locate, access, organize and apply information about an issue of public concern from multiple points of view
- Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process
- Explain actions citizens can take to influence public policy decisions
- Recognize and interpret how the “common good” can be strengthened through various forms of citizen action

(Taken from the NCSS Goal 10: Civic Ideas and Practices)

Objectives: The learners will use their knowledge of the voting process and their knowledge of the issue to vote to either change or uphold the ‘law’. At the end of the lesson the student will know how people are elected and laws are changed.

Materials needed: Ballots (see lesson plan appendix 1), ballot box (box with hole in center), ‘I Voted’ sticker, class list of ‘registered’ voters, sheet hung in one corner of room creating a voting booth

Motivation: This activity is a culmination of a week’s worth of research and study. During week 2, students will be looking forward to voting on this day. The teacher will introduce the vote by showing the students how to fill out the ballot.

Procedures:

1. Teacher will tell class that it is voting day and instruct students to stand in a line and check in with teacher before entering voting booth.
2. Students will vote in voting booth and then put their completed ballot into the ballot box. Students should be informed that voting is optional and if they don’t want to vote, they don’t have to, but they should carefully consider the consequences of not voting, i.e. the side they want to win may not.
3. Once a student has voted they should receive an ‘I voted’ sticker and then sit down. This wait time, should be explained to the students and they should know that when you go to vote, sometimes you have to wait in line for a long time. When students are done voting they should sit at their desks and in groups of 2 or 3 discuss the pros and cons of the voting process.

4. After all students have voted teacher will take ballot box to the front of the room and tally votes.
5. Teacher will announce the outcome of the vote.
6. Students will discuss pros and cons of the process in which they just participated and share what they discussed in groups.
7. Teacher will explain that the process they just participated in is not how we elect Presidents and it is not how common people change laws, but instead it's similar to how members of Congress change laws.
8. Teacher will keep the groups in two and explain that if we were electing a President and group 1 was a small state, like Utah, all the people in that state, put together, would only get 5 votes for President. Then, if group 2 were a large state, like California, then all of them put together would get 55 votes.
9. The class would discuss the pros and cons of this system. Student would discuss how electing people who support your point of view, laws would be passed that you will probably be in favor of.

Accommodations: Second Language learners will be able to sit with a peer, preferably one who knows the child's primary language, before the big discussion and talk about the issues that will be presented during the big discussion. If there is a child in the class, who doesn't communicate well, then the teacher will allow that child to draw a picture or write about what the class did when they voted instead of participating in the discussion.

Closure: Teacher will talk to class about how voting is important and how it really can make a difference. She will remind them of how hard they worked to get informed and how the debate helped them to form some opinions about the issue. She will end by having them write in their journals about the experience.

Assessment/Evaluation: Students will be evaluated on their participation in the discussion. The teacher will take notes of student involvement during the class discussion. The students will also be required to write in their journals about their experience and about what they learned, they teacher will read the journals to see if every student completed the assignment.

Extension: The teacher can extend the lesson by asking the students what laws or rules they would like to change if they could.

Teacher Reflection: Do the students understand the voting process?

Did the activity meet the desired objectives?

What would I do differently next time?

Did the discussions help students to develop their ideas?

Appendix 1:

Should this law be changed? (check 1)

YES

NO

Undecided

Title of Lesson: The Pledge of Allegiance: A U.S. Patriotic Tradition

Teacher (s): Jennifer Minchey

Date: Week 3 Day 3

Time Allotted: 1 hour

Grade Level: 5th

Number of Learners: 20-30

Unit Theme: How Can I Be A Responsible Citizen For The Common Good?

Standard(s) Met:

Goal: The learners will be able to:

- Identify examples of rights and responsibilities of citizens
- Locate, access, organize and apply information about an issue of public concern from multiple points of view
- Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process
- Explain actions citizens can take to influence public policy decisions
- Recognize and interpret how the “common good” can be strengthened through various forms of citizen action

(Taken from the NCSS Goal 10: Civic Ideas and Practices)

Objectives:

- 1- Given multiple resources and perspectives, the learners will be able to describe patriotic traditions associated with the pledge of allegiance in order to knowledgeably participate in U.S. patriotic traditions and to increase their understanding about patriotic practices of citizenship as measured by teacher observation, KWL chart, and journal writing.

Materials Needed: Four military officers (four is the amount needed for the color guard), overhead or poster displaying the first amendment, butcher paper for a KWL chart, various informational texts and literature sources, line paper for letter writing

Motivation: The teacher will invite three military officers to enter the classroom and complete the color guard drill. The officers will then invite the students to say the pledge of allegiance with them. After reciting the pledge of allegiance, the officers will quietly exit the room.

Procedures:

- 1- The teacher will tell the students that the officers will be invited back into the room later. He or she will then ask the students what they noticed about how the officers handled the flag, displayed it, said the pledge, etc.
- 2- The teacher will then, in front of the classroom, display a KWL chart that was filled out the previous day. He or she will review what students said they knew about the pledge and what they wanted to know. He or she will address any new questions, discoveries, or things students learned from participating in the motivation activity.
- 3- Next, the teacher will display an overhead or poster stating the first amendment. He or she will read the first amendment to the class and then invite the students to

- participate in a think-pair-share activity to discuss what they understand and think about the first amendment.
- 4- The students will then be given time to share what they think. Afterwards, the teacher will explain the various rights we have according to the first amendment. He or she will explain to the students that according to the first amendment, they are not forced to recite the pledge. He or she will ask the students if they would like to add anything to the KWL chart.
 - 5- Next, the teacher will invite the officers back into the room. The students will have an opportunity to ask the officers their questions. The officers will discuss their feelings about the flag and what it means to them. The officers will then instruct students about how to properly address the flag when reciting the pledge. They will then discuss other traditions associated with the pledge of allegiance and flag. After the discussion, the teacher and class will thank them for coming.
 - 6- The students will then examine various library resources such as informational texts and literature that the teacher has placed at each group table. The students will look up information to questions they had when completing the KWL earlier. Each group can share their resources among the other groups in the class.
 - 7- The class can continue their research the following day if more time is needed. The teacher will then pull out the KWL chart and students will reflect on things they have learned thus far. The students will then be asked to record their thoughts and things they have learned about the pledge of allegiance on a journal page that will later be included in their unit portfolio.

Accommodations: ESL students will work with students in their group to examine the library resources. Students who have difficulty writing will have the option of drawing pictures to explain their feelings and things they have learned.

Closure: The teacher will end the lesson by summarizing some things they have learned according to the KWL chart. Students will also be invited to share their journal entries with the class. The teacher will challenge the students to observe what people do during the pledge or other event when the flag is presented such as at a sporting event or parade. The teacher will also explain to the students that another guest will be coming to speak to their class about the pledge of allegiance tomorrow. It will be an immigrant from another country. Using previously learned letter writing skills, the teacher will ask the class to write thank you letters to the officers who shared their feelings and knowledge with them.

Assessment/Evaluation: The teacher will assess student knowledge by observing their responses with anecdotal records and listening to discussions, questions, etc. The teacher will also gather data from the KWL chart and the journal writing activity.

Extension: The teacher can extend this lesson by talking about the meaning (vocabulary) of words in the pledge

Teacher Reflection:

- How did the lesson go?
- How is the process working for the learners and the teacher?
- What might you do differently next time?
- What were the strengths of the experience?

Title of Lesson: Who Works in Our Community for the Common Good?

Teacher: Holly McFarlane

Date: Week 4 Day 2

Time Allotted: 90 minutes

Grade Level: 5th

Number of Learners: 20-30

Unit Theme: How Can I Be a Responsible Citizen for the Common Good?

Standards Met:

Goal: The learners will be able to:

- Identify examples of rights and responsibilities of citizens
- Locate, access, organize and apply information about an issue of public concern from multiple points of view
- Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic process
- Explain actions citizens can take to influence public policy decisions
- Recognize and interpret how the “common good” can be strengthened through various forms of citizen action

(Taken from the National Council for the Social Studies Goal 10: Civic Ideas and Practices.)

Objectives: Given a panel of service organizations and an opportunity to ask questions, the learners will be able to explain the ways in which service organizations work for the common good in their community, in order to write why the common good matters in their own community as measured by a journal entry and rubric requirements.

(Taken from Utah State Social Studies Core Curriculum- 5th Grade-Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States

Objective 3: Analyze the democratic process- Participate in activities that promote the public good)

Materials Needed: Three members of volunteer community organizations prepared with a 5-10 minute presentation, Journal Page Notes.

Motivation: Ask: What is the common good that we talked about yesterday? Tell the students you have invited 3 guests from volunteer and community service organizations in our own community to visit the class to help us better understand what the common good means.

Procedures:

1. Preview for students the kinds of things the volunteers will be talking to them about:
 - The purpose of their service organization
 - The needs that the organization addresses
 - The way the organization works for the "common good"
 - Why the volunteer chose to serve or work in the organization
 - A special story illustrating the impact of serving

Let students know that the community organization representatives will provide ideas about the ways in which students might get involved.

2. Ask students, as they are listening to the speakers, to take notes using the Journal Page Notes on Presentations by Community Volunteers.

3. Introduce each of the guests and turn the time over to them for an eight to ten minute presentation each.
4. Following the presentations, allow time for questions and answers.
5. After the speakers have left, ask students to discuss the following questions in their “city groups”:
 - What would happen if there were no people or organizations who worked for the common good in our community?
 - What are some ways our class could pull together and begin working for the common good of our school or community?
6. Have students write in their journals about the following questions:
What does the common good mean?
Why does it matter in our own community?
What would happen if there were no volunteers working for the common good in our community?

Accommodations: If a student struggles with writing, pictures may be drawn, short sentences may be written, or the information may be verbalize and the teacher will write the answer. The notes can be read to the student if they are not able to read. Also a simplified version of the Journal Page Notes will be made available.

Closure: Have a few students volunteer to read and explain their journal writing. Tell them that tomorrow we will conduct interviews based on the informative interviews about why the common good is important in our community we participated in today.

Assessment/Evaluation: The teacher will read the students journals to determine if the students are able to explain the ways in which service organizations work for the common good in their community and the importance of common good. The teacher will also respond to the journals with comments and questions that may guide their interview questions. The teacher will also take anecdotal notes during the question and answer session with the guests. The teacher should look for questions relating to how the students can be involved with the common good in our community and deeper explanations of the common good. The teacher will share the notes with individual students during conference sessions.

Extension: The teacher will offer the opportunity for all students to create a service learning project to apply and make personal connections to common good opportunities in our community.

Teacher Reflection:

- How did the lesson go?
- How is the process working for the learners and the teacher?
- What might you do differently next time?
- What were the strengths of the experience?

Activity ideas taken from www.peacecorps.gov

Journal Page Notes on the Presentations by Community Volunteers

| Questions: | Organization #1 | Organization #2 | Organization #3 |
|--|------------------------|------------------------|------------------------|
| What is the purpose of the service organization? | | | |
| What needs does the organization address? | | | |
| How does the organization do its work? | | | |
| Why did this speaker choose to serve/work in this organization? | | | |
| What story did the speaker tell that illustrated the value and impact of service? | | | |
| Other information: | | | |

Adapted from www.peacecorps.gov

Assessment

Students will be evaluated with a variety of ongoing assessment tools. Using different assessment strategies, the teacher will be able to identify each student's learning strategy. The teacher will also be able to guide instruction to increase student learning.

The main pre-assessment tool will be a KWL chart (what we KNOW, what we WANT to know, and what we LEARNED). The teacher will start the week asking students what they know about the specific topic (e.g. citizenship). The class will then discuss what they want to know about the topic. During the week, the teacher will refer back to the questions on the chart. At the end of the week, a class discussion will be held to assess what knowledge the students retained that week.

The main assessment tool in this unit will be a learning/assessment portfolio. In this portfolio, students will categorize all handouts given in class that pertain to the topics in the unit. As students make records of interviews, journal entries, self-assessments, and samples of their work, the portfolio will serve as the assessment tool. The teacher will be able to see the student's progress.

One section of the portfolio will be a journal. Each day, students will reflect on their new insights. The teacher will read and respond to the journals daily, writing comments and questions that will guide student understanding. The teacher will assess the journal entries to determine if the student's responses include specific examples that support the unit content from the day using a rubric. The rubric will identify if the student is making personal connections and applying the new skills and knowledge. The student's actual opinion will not be assessed, just if the student is forming an opinion and has firm reasoning for believing a certain way. This allows

diverse opinions to exist in the classroom and student's can make personal connections to the information.

The final page in the portfolio assessment will be a self-evaluation questionnaire. The questions will be open-ended and reflective of the students knowledge and feelings. The questions will include:

- What was my best work (papers, interviews, participation) during this unit?
- In what ways do I think differently now then when we first started the unit?
- In what ways has my work improved?
- How has this unit affected my life?
- What specific things will I do now to be a "responsible citizen"?

As the student evaluates their progress, they will share the portfolio at a student directed conference at the end of the unit (possibly with a parent(s)). Some open-ended conversation starters that will help the students with the evaluation conference include: "... is something I am proud of because...", "something I did for the first time...", or "something I didn't know before was..."

The teacher will evaluate participation in classroom discussion and activities through direct observation. The observations will be recorded as anecdotal notes. The teacher should look for students' ability to apply the information he/she is learning, not just rote memory or reading it from a passage. The teacher should pay attention to the students' positive interaction among peers during cooperative learning activities (specifically if everyone is contributing equally in the group and if they are formulating and sharing ideas). The anecdotal notes taken on individual will also shared with the student. The feedback will be specific skills that need improvement and explicit compliments.

Appendix

Children's Books

| Title | Author | Publisher | ISBN | Year |
|---|-------------------|------------------------|------------|------|
| <u>The Kid Who Ran for President</u> | Dan Gutman | Apple | 590939882 | 1996 |
| <u>Vote!</u> | Eileen Christelow | Clarion Books | 618247548 | 2003 |
| <u>Betsy Ross: Creator of the American Flag</u> | Jennifer Silate | Rosen Publishing Group | 823941043 | 2003 |
| <u>I Pledge Allegiance</u> | Julie Swanson | Carolrhoda Books | 876145268 | 1990 |
| <u>Learning About Public Service from the Life of John F. Kennedy</u> | Brenn Jones | Powerkids Press | 823957764 | 2002 |
| <u>The Pledge of Allegiance</u> | Lisa Kozleski | Mason Crest | 1590840402 | 2002 |
| <u>Flag Day</u> | Kelly Bennett | Children's Press | 516277553 | 2003 |
| <u>I Pledge Allegiance: the Pledge of Allegiance with Commentary</u> | Francis Bellamy | Cartwheel Books | 439399629 | 2001 |
| <u>Immigrant Kids</u> | Russell Freedman | Puffin Books | 140375945 | 1995 |

Adult Books and Articles

| | | | | |
|---|-------------------|--|------------|------|
| <u>Service Learning: More Than Community</u> | Bettina Brown | ERIC Clearinghouse | B0001107LA | 1998 |
| <u>Choosing a President: The Electoral College and Beyond</u> | ed. Paul Shumaker | Chatham Haouse | 1889119539 | 2002 |
| "House Votes to Strip Supreme Court of Authority in Pledge Cases" | Associated Press | www.usatoday.com | | 2004 |
| "Government to Ask Rehearing of Pledge Ruling" | | www.cnn.com | | 2004 |
| "The Long Shadow of Jim Crow: Voter Intimidation" | | www.naacp.org | | 2004 |
| "Eligible Voters May be Turned Away" | | www.aclu.org | | 2004 |
| <u>Becoming a U.S. Citizen</u> | Ilona Bray | Nola Press | 873377990 | 2003 |
| <u>Multicultural Citizenship: A Liberal Theory of Minority Rights</u> | Will Kymlicka | Oxford University Press | 198290918 | 1995 |

Websites

www.ed.gov/parents/academic/help/citizen/index.html
www.learnandserve.org
www.peacecorps.gov/wvs/service/lessons
www.kidsvotingust.com
www.usa-flag-site.org
www.cnn.com/allpolitics
www.usflag.org/flag.etiquette.html
<http://history.vineyard.net/pledge.htm>
www.flagday.org/pages/storyofpledge.html
www.naacp.org
www.firstamendmentcenter.org
<http://www.fec.gov/pages/ecmenu2.htm>
www.doctordialtone.com/oldflag.htm

"ragged old flag"