How Can We Become Better Citizens in our Community?

Tami Leavitt
Rebecca Landa
Meggie Sabey
Andrea Hardy
Overview and Rationale

Through our personal experience in schools and the community, we believe that a goal must be met to teach students about the rights and responsibilities of the citizens of our country. We want our students to know about their communities, the laws and rules that are involved in communities, the right to vote for their government officials, the role that patriotism plays in citizenship, and the opportunities that we have to make a difference as citizens. They will be able to apply their new knowledge and perspectives gained from this unit to our classroom directly through class elections, service projects, and building classroom community. We want the students to respect one another and to be able to work together cooperatively. We feel that this unit can help build strength in the classroom for the entire year, as well as meet goals of the national and state standards.

I. Philosophy of Social Studies

We believe that the social studies topics we teach must be meaningful to us and to the students. We must present the information in a way that will be meaningful to the
students, so that they will be able to remember what they have learned. We believe that we must present the information factually and show diverse sides to each event.

II. National Standards

The National Council for the Social Studies says that we should teach students the “rights and responsibilities of citizens.” We have used the NCSS standards in our unit to help our learners gain an understanding of the importance of being a good citizen in our community and nation.

III. State Standards

The Utah Core states that “students participate in activities that promote good citizenship.” We have made our objectives in each lesson be directly from the Utah core. It is our responsibility to give our students that information that is given in the core for their grade level.

IV. Appropriateness to particular grade level

We have planned our unit to focus on the third grade level. The information is designed to fit their level; however the lessons can be adapted to accommodate the students. The lesson should be adapted to the students’ needs and interests.

V. Meaningful to the lives of the children

We feel that students will benefit by learning about being better citizens now and throughout their lives. The students will learn how to be better citizens of the classroom and the community. It is important for the students to know of their responsibilities as citizens of the United States. They can do things now that will allow them to be good citizens, such as doing things to solve problems in their community. We believe that students should be dedicated to their country. If students gain this knowledge now, they will be better prepared as citizens all throughout their lives.

We believe that it is important for children to understand what makes a community and the types of groups, organizations and citizens that belong in a community. Every person counts and does make a difference, and educating students to the opportunities provided or available in their communities can help students to become better citizens. To become a better citizen we must be involved in our community. There are so many ways for people to be involved in their communities. People can be involved through their work, volunteering or just being aware of the needs of others in their community. People have a hard time understanding that individual citizens can make a difference in their communities. If students realize that they can help their community, they will begin to try to be more concerned about the community they live in. Children also need to learn about the importance of having laws and rules in their lives. Without laws and rules, our world would be a very difficult place to live. Laws are being made everyday, and we should all be involved in understanding the process of how laws are passed.

We feel it is important for students to learn about voting because the privilege to vote is a big part of democracy. Since we all live in a democracy, it is important to
understand our rights. We feel that voting is something that is often overlooked by many American citizens; many people don’t realize the importance of it or the power they can have on public policy, and many people believe their single vote simply does not count. For this reason, we hope to let students see the importance of voting and the power that they can hold as adults to influence public policy. We hope to be able to show them that this right is one that has not always been granted equally to all people. We feel it is important to teach the whole of social studies (many diverse viewpoints) instead of just putting an emphasis on the power and prestige of the European male. For this reason, we want to show what it may have been like for a woman, non-landowner, non-European, or anyone else who lacked the privilege to vote before the civil rights amendments. We hope by doing so, students will learn that they are indeed blessed to have this basic right. We also hope to show students that their single vote has the power to make a difference. This is why we will read different stories from the book “By a Single Vote: One-vote Decisions that Changed American History” by Edmond Lindop. We feel that it may also be beneficial for students at this age (3rd grade) to learn about the importance of voting so they can influence and encourage their parents. The theme of voting ties into our major unit theme, “How can we become better citizens in our community?” because voting helps citizens make differences in their community. Voting in local elections is a direct way that citizens can be a part of their local community; it shows they care about who leads their society and about the decisions those leaders will make. We hope that by presenting the information we have prepared for the students, they will be better motivated and informed about voting for when they are the appropriate age to do so.

Teacher Background Information

To teach the unit on the community, the teacher needs to have an understanding of what a community is. The teacher needs to understand what types of communities the students live in. It could be possible for students in the same school to live in different types of communities, so it is important for the teacher to know where their students are from. Other things that would be beneficial for the teacher to understand are the size of the community, historical background of the community, historical landmarks in the community, important historical dates and events such as when the community was founded and who helped found the community. The teacher may also want to find out where the local government in the community is located and if walking tours are available for the public.

To teach the voting unit, it will be beneficial for teachers to know the following requirements to vote in Utah:
* Voter must be a U.S. citizen
* Voter must be a resident of Utah at least 30 days immediately prior to the election.
* Voter must be at least 18 years of age.
* Voter must live in a specific voting district in Utah
* Voter must be registered to vote.

In addition, the teacher should be able to compare the current requirements to requirements in the past such as the voter had to be white, male, and/or a landowner. The teacher should be able to discuss with the students that voting is a right that not
everybody used to share; it took a long time for many people to gain this right. It may be worthwhile to the teacher to be able to inform the students that citizens of other countries are still limited in their voting rights.

The teacher should be able to explain that not all American citizens exercise their right to vote. The teacher should be familiar with reasons people don’t vote: lack of knowledge pertaining to the candidates, they don’t think their vote will count, they don’t realize the power in doing so, and/or they are not involved in their community.

Important dates to emphasize in the history of voting:
- 1776-Right to vote depended upon land ownership. Voter also had to be 21 years old.
- 1865-13th amendment abolishing slavery.
- 1868-14th amendment granting former slaves citizenship.
- 1870-Women were granted the right to vote in Utah.
- 1870- 15th amendment ratifies, emphasizing legal rights of blacks to vote and prohibiting states and local government from denying that right.
- 1884-Supreme Court ruled that Native Americans where not part of the 14th amendment, and therefore could not vote.
- 1920-19th amendment granting the right to vote to women.

References for teachers on voting:
- “The Road to the White House- A unit of the Presidential Election Procedure” by Patti Stott and Micheline Scott. (part of the YETC Unit plan booklets)
- “Democracy for Young Americans” by Jerry Aten

Patriotism

What is patriotism? It means different things to different people. The Webster’s dictionary defines patriotism as a love for or devotion to one’s country. It is important for citizens of the United States to have patriotism.

The Flag

Since early times people have displayed flags and various other objects to show their nationality or their allegiances. The basic flag of the United States is one of the world’s oldest national flags. The first official flag of the United States was created by Congress on June 14, 1777. It was made up of 13 alternating red and white stripes and 13 stars in a blue square, which represented the 13 colonies that declared their independence in 1776. The flag continued to be changed as states were added to the Union. The evolution of the flag reflects the growth of the United States. After the admission of Hawai'i to the Union in 1959, the flag was officially changed for the 26th time since its creation. (Compton’s Interactive Encyclopedia Copyright 1993, 1994 Compton’s NewMedia, Inc.)

How to Display the Flag: Many traditions have been made out of respect regarding how to display and use the flag.
1. When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

2. The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right \(\text{[that means the viewer's left --Webmaster]}\), and its staff should be in front of the staff of the other flag.

3. The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. By "half-staff" is meant lowering the flag to one-half the distance between the top and bottom of the staff. Crepe streamers may be affixed to spear heads or flagstaffs in a parade only by order of the President of the United States.

4. When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the right of the flag of the United States.

5. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.

6. When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff.

7. When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

8. When the flag is displayed in a manner other than by being flown from a staff, it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window it should be displayed in the same way, that is with the union or blue field to the left of the observer in the street. When festoons, rosettes or drappings are desired, bunting of blue, white and red should be used, but never the flag.

9. That the flag, when carried in a procession with another flag, or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.
10. The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

11. When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

12. When displayed from a staff in a church or public auditorium on or off a podium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker (to the right of the audience).

13. When the flag is displayed on a car, the staff shall be fixed firmly to the chassis or clamped to the right fender.

14. When hung in a window, place the blue union in the upper left, as viewed from the street. (Taken from www.ushistory.org)

The pledge of allegiance to the flag was first published in 1892 in Boston, Massachusetts by Francis Bellamy. When saying the pledge, stand with the right hand over the heart or at attention. Men remove their hats. People in uniforms give the military salute (Compton’s Interactive Encyclopedia).

Other web sites to look at:
http://www.tinman.org/Frontiers/FunFactory/Week18.html (community issues and how to solve them)

http://www.artsresourcenetwork.org/community_arts/the_arts_as_a_tool/default.asp (how to use art to help solve community issues)

http://www.ci.logan.ut.us/ (Logan’s home page)

http://hjnews.townnews.com/ (Herald Journal home page)

http://www.education-world.com/a_issues/schools/schools016.shtml (ideas for school issues)
## Unit Planning Chart

**Unit Issue:** How can we become better citizens in our community?

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Read Alouds</th>
<th>Student Reading/Literature</th>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Learn to vote --Sense of community --Volunteer time --Patriotism --Finding issues in the community. --Compassion and empathy --working with others</td>
<td>--“Vote” by Eileen Christelow --“F is for Flag” by Wendy Cheyette Lewis --“Betsy Ross: Creator of the American Flag” by Jennifer Silate --“George Washington: First President of the United States” by Kent Zachary --“America’s Promise” by Alma Powell --“Democracy for Young Americans” by Jerry Aten --“Roxaboxen” by Alive McLerran, --“Community Helpers from A to Z” by Bobbie Kalman --“Benny’s Flag” by Phyllis Krasilovsky</td>
<td>--“You Want Women to Vote, Lizzie Stanton?” by Jean Fritz --Local Newspapers --“Girls of History and Growing up Female in America” by Penny Coleman, Ruth Ashby, and Deborah Gore Ohen --&quot;Things people do&quot; by Anne Civardi and Stephan Cartwright. --“Flags of American History” by David D. Crouthers --“The Story of Old Glory” by Albert I. Mayer --“Liberty” by Lynn Curlee</td>
<td>--Invitations to other classes to participate in vote. --Convincing and deciding about which drawings are best. --Discuss articles from Newspaper/websites. --Group Discussions --Reader’s theater</td>
</tr>
</tbody>
</table>

### Teacher Resources
Websites to Help:
- www.generationfix.com/genfixers.htm  This gives examples of kids who have made a difference in their community.
- www.dosomething.org  -Teachers should watch the video to understand how to motivate and inspire the kids.
- www.kidshealth.org/parent/positive/family/volunteer_p2.html  Tells about what kids can learn from community service
- www.ctssar.org/flag_etiquette.htm  Help teacher learn about flag etiquette.
- http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfb_disp6.html  This can help teachers learn about the flag.

Adult books:
- “Voting Behaviors” by Paul A. Winters
- “By a Single Vote: One-vote Decisions that Changed American History” by Edmond Lindop
- “The American Flag” by Joseph Ferry
- “Citizenship in the Community” by the Boy Scouts of America
- “Being Active Citizens” by Susan Watson
- “Becoming a Citizen” by Sara DeCapua

<table>
<thead>
<tr>
<th>Written Language</th>
<th>Social Studies</th>
<th>Art</th>
<th>Outcomes/Unit Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Invitations to other classes to participate in school-wide vote. --Make a list of issues that students feel are problems in their community. --Journal writing. --Create a poem about the flag</td>
<td>• Learn about voting. • Learn about whose voices were left out. • Finding problems in our community, forming and carrying out a plan to solve one or more problems. • Exploring how the flag and other symbols show patriotism</td>
<td>• School-wide voting invitations. • Drawings of mascot to put on t-shirts. • Making fliers on issues in the community. • Making a flag</td>
<td>• Helps students understand importance of voting. • Motivate students to become involved in community. • Students will understand patriotism and how the flag promotes that.</td>
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<tr>
<th>Music</th>
<th>Science</th>
<th>Math</th>
<th>Technology</th>
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<tbody>
<tr>
<td>--Students will listen to patriotic songs</td>
<td>--What role does science play in our community problems?</td>
<td>• Students count the school’s ballots for vote. • Identify math concepts used in community.</td>
<td>• Calculators to aid in counting ballots. • Web pages—find different things that are going on in the community.</td>
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<tr>
<td><strong>Physical Education/Movement/Health</strong></td>
<td><strong>Accommodations for Learners</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Field Trips/Guests</strong></td>
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<td>--What, if any, are some issues in our community that could affect our health.</td>
<td>--For second language learners, write to an official who speaks their native language. --Second language learners can draw instead of write.</td>
<td>• Have students write in <em>My Thoughts on Voting</em> journal. • Rubric for the whole voting unit. • Observe how students present their issue and how well they understand it. • Define and identify problems in our community. • Students will create a poem to show what they know and feel about the flag. • Teacher will observe and record in anecdotal notes.</td>
<td>--People who have service jobs will be guest speakers. --Veteran will come to talk about what the flag means to him. --Field trips to local government offices.</td>
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<tr>
<td><strong>Culminating activity/Unit Projects</strong></td>
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<td>--School wide vote</td>
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<tr>
<td>--Students share their flag and their thoughts.</td>
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# Organization and Subject Matter Overview

<table>
<thead>
<tr>
<th>Week’s focus/topic/unit</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What is a community?</td>
<td>The Importance of Voting</td>
<td>The importance of patriotism</td>
<td>Problems in our community</td>
</tr>
</tbody>
</table>

## National Standard(s) met

**NCSS Standard 10:**
- b) identify examples of rights and responsibilities of citizens.
- d) identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- e) explain actions citizens can take to influence public policy decisions.
- i) recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

## Utah State Standards Met

**Standard 5** – Students participate in activities that promote good citizenship.

**Objective 1** – Demonstrate basic citizenship skills
- *practice patriotic citizenship by pledging allegiance to the flag and showing respect for the flag.*

**Objective 2** – Identify ways to meet community needs.
- *Identify specific needs of the community.*
- *Identify community needs that students can help fill personally.*

## Monday’s Learning Activity Title and Short Description

**What is a community?**
-- Read Roxaboxen by Alive Mcclerran
-- Brainstorm in the class about what are some of the important parts in a community.
-- In groups of four, the students will draw a picture of a community adding what

**Introduction to Voting**
---- Have the drawing of the school mascot displayed.
---- Tell the students they are going to vote on 5 drawing that are best for t-shirts
---- Have a discussion about the drawings.

**Patriotism** - a local veteran will come to the classroom to talk to the students about patriotism and how it makes you be a better citizen.

**Brainstorming Problems in Community**
Talk about the community.
Read “America’s Promise” by Alma Powell.
Brainstorm different ideas of problems that could occur in their community.
Make a classroom list.
<p>| Tuesday’s Learning Activity Title and Short Description | Individuals Who Have Made a Difference in Their Community. --Talk about local people who have made a difference like Ida Beutler (The woman who started the | History of Voting --Tell about different groups of people who weren’t allowed to vote. --Have students write in their journal about how they would feel if they couldn’t vote. | Who made the first flag? Students will do a reader’s theater with the play “Who made the first flag?” by Martha P. Howlett Then we will have a class discussion | Solutions to Problems Have the students, in groups of 6, choose a problem they want to work on. Have them come up with different resolutions. Next have the |
| Different Types of Communities. --Tell about and show pictures of the three types of communities: urban, suburban and rural. --Have students discuss what type of community they live in. --Have students match pictures of items such as, a tractor, a taxi, tall buildings, etc. to the community they belong in. | What is Voting and Why do People Vote? --Refer back to yesterday’s voting. --Discussion: ask students why they voted, what would happen if they didn’t vote, etc. --Read stories about a single vote. --Discussion about why people vote and the power of it. --Closing: have students write in their journal. To introduce tomorrow ask, “What if you couldn’t vote?” | The Grand Old Flag: Students will participate in centers, which will allow them to explore the importance of the flag. (See lesson plan below) | Using media to find problems Gather Newspapers for your local community or use the local website. Have the students read through the articles and find problems in their own community. Have them talk about whether or not they feel they could make a difference and if so how. |
| Homework: Have them talk with their parents on problems in the community. | | | | |</p>
<table>
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<tr>
<th>Thursday’s Learning Activity Title and Short Description</th>
<th>Occupational Service.</th>
<th>School-wide vote to see which drawing of school mascot to use on next year’s t-shirts.</th>
<th>Songs promote patriotism: Students will listen to and sing patriotic songs. Then the students will write their own songs.</th>
<th>Informing the public Lesson: The students will explain/show for the class how they plan on informing the public of the issue, and their ideas on how to help the issue. Last they will write a letter to a public official about their thoughts and ideas.</th>
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<td>local pumpkin walk). --if possible go on field trip to the Pumpkin Walk. --talk about other people like Martin Luther King Jr. and Gandhi.</td>
<td>--Explain how important our right is to vote is. --Briefly introduce tomorrow’s activity.</td>
<td>about who the students think made the first flag.</td>
<td>students come up with ways to get the news out to the public (ex. Flyers, commercials, etc…).</td>
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<td>Laws and Rules.</td>
<td>Counting of votes— discussing possible errors in outcome.</td>
<td>Why is patriotism important? Students will make picture books about why patriotism is important</td>
<td>Culminating project to Unit theme To wrap up the unit the students will, in their group of six, use the information they learned through out the</td>
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<td>--what is the difference between laws and rules. --Get into groups and talk about what the world would be like without</td>
<td>--Have students be in charge (shifts) at the voting booth during lunch.</td>
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### Classroom Layout

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<td>Teacher's Desk</td>
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<td>Computer Desks</td>
<td>Reading Couch</td>
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</tbody>
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### Goals and Objectives

It is our goal that by teaching students about voting, they will realize the importance as well. We hope students will understand that the right to vote is a true privilege granted to every citizen of legal age. We hope that by teaching the importance of doing so, the students will be more motivated and gain knowledge to help them decided to vote when they become of age to do so. We want students to see that voting is part of democracy and an important act in becoming an involved citizen. We also want to show students that they can help make history by voting for leaders and policies of their choice.

The focus of this unit will be “How Can We Become Better Citizens?” This Unit fits with four of the NCSS Standards, which are: 1) identify examples of rights and
responsibilities of citizens, 2) identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic, 3) explain actions citizens can take to influence public policy decisions, 4) recognize and interpret how the “common good” can be strengthened through various forms of citizen action. It also meets the Utah Core Standards, which are: 1) students participate in activities that promote good citizenship, 2) demonstrate basic citizenship skill, practice patriotic citizenship by pledging allegiance to the flag and showing respect for the flag, 3) identify ways to meet community needs.

The students will explore how the flag and other symbols of the United States show patriotism. The students will develop their own feelings of patriotism through various activities. Classroom visitors will share their own feelings of patriotism with the students which will allow the students to think about their own feelings. The students will learn about the importance of the flag to the citizens of the United States. The goals and objectives for the community issue section of this unit are for students to be able to recognize and issue in their community, be able to get the information out to the public in an effective manner, be able to affectively formulate a plan to help improve or solve an issue, and finally be able to recognize what type of official would be able to assist you in accomplishing your goal.

Learning Activities Bank

Lesson #1

Title of Lesson: Occupational Service.
Teacher (s): Rebecca Landa
Date: Week 1 day 4
Time Allotted: 45 minutes
Grade Level(s): 3rd grade
Number of Learners: 24
Unit Theme: “How can we become better citizens in our community?”
Standard(s) Met: (see below)
Goal: The learners will be able to recognize and interpret how the “common good” can be strengthened through various forms of citizen action (NCSS 10i).
Objectives: Given the information from the guest speakers the students will learn how many people help out in the community in different ways. The students will be able to identify community needs that students can help meet (Utah Standard 5:2).

Materials Needed: “Community Helpers From A to Z” by Bobbie Kalman, people who have service jobs like a teacher, doctor, dentist, or farmer

Motivation: Read Community Helpers From A to Z to the students. Discuss with the class how many jobs help the community.

Procedures:
1. Bring one of the guests to the front of the class. Have the students play 20 questions to
try to figure out what the guest does for a living.
2. When the class guesses what the guest’s job is, have the guest describe what they do for a living and how they help the community.
3. Continue the above procedures with the other two guests.
4. Give the students five minutes to ask the guests any questions they have.

**Accommodations:** For ESL students I will have the guest speakers bring pictures of what they do, this will help the ESL students will better understand what it is the guest does for a living. I will also have them sit in groups with someone who can translate for them if needed.

**Closure:** Have the students talk in their groups about what they thought of the careers discussed about that day. Next have them discuss what careers they think they might want to do to help the community.

**Assessment/Evaluation:** While the students are discussing the topic in their groups I will walk around and listen to their ideas on how to help the community and I will take notes.

**Extension:** The students can write in the journals about someone they know who has a job that serves the community.

**Teacher Reflection:**

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**Lesson #2**

**Title of Lesson:** What is voting and why do people vote?
**Subject Area:** Social Studies
**Grade Level:** 3rd Grade
**Duration:** 40 minutes
**Number of learners:** 24
**Unit Theme:** “How can we become better citizens in our community?”
**Standards Met:** see below.

**Goal:** The student will be able to recognize civic ideals and practices and become better involved in supporting the community (NSS-C.K-4.5).

**Objectives** – Given the information about what voting is and why people do it, the students will be able to write in their journals their thoughts about voting. All sections should be filled out with the student’s own thoughts about the issues.

**Materials Needed** – “By a Single Vote: One-vote Decisions that Changed American History” by Edmond Lindop, a *My Thoughts About Voting* journal for each child (25 copies).

**Motivation:** Ask the students to remember the vote that they had yesterday about which 5 drawings were the best to use on school t-shirts. Ask the students to think about what
would have happened if five people didn’t vote. To be more specific, ask the children what would have happened if three people voted for a different drawing. Lead a discussion according to the results of yesterday. Ask the students what would have happened if some people didn’t care—Would they have any power to decide which drawing was included?

**Procedures:**
- Tell the students the reason they took the vote was so they could have a big vote (school-wide) at the end of the week. Explain to them that just like their votes counted when they voted yesterday, adults votes count in elections they vote in. The teacher will choose a few story examples from the book “By a Single Vote:
- Read a few stories from “One-vote Decisions that Changed American History” by Edmond Lindop which tells about specific cases where every vote counted. Tell the students that we are going to learn about why it is important to vote. Ask what they think may have been the outcome if two people decided not to vote. Have them think about this and write their responses in the appropriate column on the *My Thought About Voting* journal, pair with a partner and discuss their thoughts, and then share with the rest of the class what they think may have happened.
- Explain to the students that part of being a good citizen and being involved in the community means voting. Explain what voting means and why we do it. Explain that we vote not only for different political leaders, but also different important matters like if a new school should be built in the community.
- Explain to the students the requirements to vote in Utah. Let the students know that even though they are not old enough to vote, they will be someday and it is important that they are prepared to know what they can do.
- Explain that when people do not vote, they are not letting their views be seen. Explain that we select who and what to vote for according to how our views and ideas fit the person or issue being voted upon.
- Explain to students that when they are old enough to vote, voting will be one way that they can influence history. Explain to them that the leaders they vote for will make big decisions that will become parts of history books. Explain to the students that they will have an influence on matters that will impact the future of the nation.

**Accommodations:** Have second language learners work with an aid when filling out the journal. They can simply tell about their thoughts or have the aid write down the information for them. Make sure these students are also paired with English learners during think, pair, share activity.

**Closure:** Ask the students to fill out the rest of *My Thoughts on Voting* journal and then ask two or three students to share some of their thoughts. Remind students of different
reasons why it is important to vote, and tell them they can influence their parents to vote by encouraging and reminding them. Ask the students to go home and discuss voting with their parents and see why their parents think it is important.

**Assessment/Evaluation:** The students will fill out the *My Thoughts on Voting* journal throughout the discussion. The comments the children make will be an indication on how much they understand. During *think, pair, share* the teacher will be able to observe the comments and discussions between the students, especially during the sharing.

**Extension:** For students who are particularly interested, have them go home and interview their parents about voting. Have them ask their parents if they voted in the last election and why they did or did not. Also, students can think of other reasons people don’t vote.

**Teacher Reflection:**
<table>
<thead>
<tr>
<th>My Thoughts concerning Voting</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Voting?</td>
</tr>
<tr>
<td>What I think might have happened if a few classmates didn’t vote on the drawings:</td>
</tr>
<tr>
<td>Reasons voting is important (why people vote):</td>
</tr>
<tr>
<td>Questions I have about voting (I could discuss these with my parents):</td>
</tr>
<tr>
<td>Name_____________</td>
</tr>
<tr>
<td>Date___________</td>
</tr>
<tr>
<td>Why people choose not to vote:</td>
</tr>
</tbody>
</table>
Lesson #3

Title of Lesson: The Grand Old Flag

Time Alloted: 45 minutes

Grade Level: 3rd

Number of learners: 24

Unit Theme: How can we become better citizens in our community?

Standards Met: (see below)

Goals: NCSS Standard 10:
   i) recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

Objectives: Given the materials below, the students will explore how the flag and other symbols of the United States show patriotism (Utah G3.S4.O1).

Materials Needed: chalkboard (or whiteboard), copies of Frances Scott Key story, cd player, cd of National Anthem, pictures of citizens with the flag, question card, computer, construction paper, scissors, glue, flags of the United States from different time periods, center cards.

Motivation: After the students say the “Pledge of Allegiance” in the morning, ask them why they say the pledge every morning. Tell the students when we say the pledge we are being patriotic. Ask the students what why they think the flag is so important. The teacher will write their comments on a concept map and display it in front of the class until social studies time.

Procedures:

1. Review the concept map with the students.

2. The students will then be divided into groups and will go around to different centers in the classroom, which will allow them to explore and discuss the flag.

Center 1: Frances Scott Key- Students will read the story of Frances Scott Key (see below). Then the students will listen to the cd of the National Anthem. Then students will create a poem about the flag and what it means to them.

Center 2: Flag pictures- Students will look at pictures of citizens of the United States (astronauts, fire fighters, soldiers, boy scouts, etc.) with the flag. The students will discuss each picture and answer the follow questions:
What do you think the flag means to these people?

Do you think that the people in the picture show patriotism? Why?

How are the people in the picture honoring the flag?

Are they showing respect for the flag?

Is respecting the flag part of being patriotic? Explain your answer.

How can you honor the flag?

Center 3:

The students will read the center card, which asks students to imagine that the President of the United States has decided that he wants to create a new American flag, and he has asked your class to design it. The card will also explain the flags are made to represent the people or symbolize the country that it stands for.

Have students create these new flags on construction paper, either individually or in pairs. Their flags should show scenes or symbols that depict their ideas about the things that make the United States interesting.

In order to get an idea of what to include in their flags, students will go to the following websites to view pictures of different landmarks around the nation:

John Donohue's National Park Photos
Postcards from America Gallery

Have the students share with the rest of the group why they chose their particular design. Have the student hang the new flags around the classroom. Then have the students answer the following questions: What do the flags show about the country? How do the flags represent the things that residents of the United States have in common? Do they think most people in the country would be proud of their new flags?

Center 4: The flag changes through time

Students will look at the U.S. flags from different time periods. Have the students discuss the following questions:

- What do you think the stripes symbolize?
- What do you think the stars symbolize?
- What do you think the colors red, white, and blue symbolize?
- Think of two nicknames for the flag.
Then have the students look at the back of the center card to find out the answers to the questions, which are:

The stripes symbolize the first 13 colonies of the United States of America. The stars represent the 50 states of the United States. White signifies purity and innocence; red symbolizes courage; and blue symbolizes care, determination and justice.

Because of its stars, stripes, and colors, the American flag is frequently called the Star-Spangled Banner, the Stars and Stripes, or the Red, White, and Blue. Another popular name is Old Glory.

Then have the students discuss if they think that these symbols fit the United States.

**Accommodations:** Students that have a hard time with reading comprehension can read the stories with a partner. Students that have a difficult time writing can present their poem of the flag orally.

**Closure:** Students get in a circle and share one thing that they learned that day about the flag. The teacher then tells the students that by honoring the flag and being patriotic they are being good citizens.

**Assessment/ Evaluation:** Students will create a poem, so that teacher can assess whether they understand the importance of the flag.

**Extensions:** Center 1: Students can expand on their song and add in more detail. Center 2: Students can pick a picture and write a story about the people in the picture, which explains how the people feel about the flag and why. Center 3: The students can make a flag which represents themselves. Center 4: The students can think of the colors and symbols that they would use for their own flag and what those symbols would stand for.

**Teacher Reflection:**
Lesson #4

Title of Lesson: Problems in our community and ways that we can help solve them.
Teacher(s): Andrea Hardy
Date: Week 4 day 4
Time Allotted: 45 minutes
Grade Level(s): 3
Number of Learners: 24

Unit Theme: “How can we become better citizens in our community?”

Standard(s) Met: (see below)

Goal: National standards-Time, Community, and Change -Civic Ideals and Practices (early grades)

Objectives: Students will be able to take the information that they have learned over the week about problems in the community and help find resolutions, by informing the public, a public official and doing their own part as well.

Materials Needed: Newspaper articles for the day before, their ideas for informing the public (ex. flyers or props), writing utensils, envelopes, names and address to local and state officials.

Motivation: “Who can tell me what we have been talking about this week?” Review with the students about community and how we need to be involved in making our communities better. Remind the students that what we think and say does matter and that we can make a difference in our communities.

Procedures: Have the students get out the things that they will need for their presentations to the class. Move all the desks against the walls and have the students come and sit on the floor in their groups. Give each group a number. Then pick one number out of a hat to see who goes first and so on until very group has had a chance. The groups will take 5 minutes each to present their community issue and how they will get the public’s attention.

After each group has had a chance to share their presentation have them move their desks back into place. Next explain to them that now we have done great research and finding solutions to problems in our area. We have also got great ideas on how to make the public aware. “Now we are going to individually write letters to a public official either in our community or state such as the Mayor or Governor, telling them what we have learned and our ideas on how to improve these issues. Tell them first they will write a rough draft. After you, the teacher, or a classroom helper has had a chance to look over their paper they will get a special piece of paper for their final draft and also an envelope with the name of the person that they wrote to on it. At the end of class gather the students’ final drafts and mail them for the students.
Accommodations: To accommodate second language learners, either have someone help them write their letter in English or try to find an official who speaks their native language that they could write to. For students with learning or physical disabilities have a scribe for them or let them draw a picture instead.

Closure: Ask the students what they like about the others presentations. Ask them what kinds of things they are going to do now to improve their community in other ways.

Assessment/Evaluation: This will be done by observing the students during their presentations and also when reading their rough drafts to a public official.

Extension: The students can choose to write to more than one official if they finish early. Have the students report back on what they have learned after two weeks of being more observant about their community.

Teacher Reflection:

Assessment

In the voting week, a pre-assessment will be given the first day when the students are trying to decide about which five drawings of the mascot will be voted for to use on next year’s school t-shirts. The assessment will take place when the children are talking amongst each other to decide what drawing to vote for. Through observation, the teacher will gather information on what the students know about voting according to what they say and how well they work through the voting procedure. The journal “My Thoughts Concerning Voting” will be given to the students to complete with their feelings on different topics related to voting. By reviewing these journals, the teacher can redirect his or her teaching to clear up any confusion and to even answer questions the students may have written pertaining to voting. The teacher will also be able to determine how well the students understand the information. The students will also be asked throughout the week to think, pair, share (for example when they talk about different groups being excluded from voting based on diversity). The teacher will be able to listen to the comments made by the children throughout this activity to better understand their thinking. At the end of the week, the culminating activity will be to have a school-wide vote. The students will participate in this by making invitations (information on the invitations should pertain to the vote) on paper as well as vocally to different classes. The teacher can make sure assess that the students are willing to include everyone in the vote (including students who aren’t mainstreamed) and that they present the information fairly. The discussion at the end when the class talks about students who didn’t vote and what differences that made and so on will show if the students are able to take the information learned throughout the week and apply it in a real-life situation.

We believe that assessment should guide the instruction. Much of our instruction will be teacher observation. The teacher will keep anecdotal records of the students as she observes them in their activities. We will also assess the students’ work to determine
what the students are learning from the lessons. The students’ learning should fit with our goals.

Assessment for “Issues in the community and how to solve them”:

* Observe how students present their issue and how well they understand it.
* Define and identify problems in our community
* Use scoring rubric to evaluate the students over the whole week of talking about community issues

Appendices
My Thoughts concerning Voting

What is Voting?

What I think might have happened if a few classmates didn’t vote on the drawings:

Reasons voting is important (why people vote):

Questions I have about voting (I could discuss these with my parents):

Name___________

Why people choose not to vote:

Date___________
Frances Scott Key

A long, long time ago, before your grandparents were born, or their grandparents were born, or their grandparents were born, there was a time when the United States of America was a brand-new country.

During this time there lived a man named Frances Scott Key. Frances Scott Key was very excited for the United States to become its own country. He wanted to help fight England so America could become an independent country. Every day Frances Scott Key looked for ways to help the United States become an independent nation.

One day, some men from England arrested Frances Scott Key. The English men didn't like Frances Scott Key helping the United States of America fight for independence, so they locked him up in a room on an English boat that was floating in the harbor.

Frances Scott Key was very mad. He was also very sad because he knew that his friends, the Patriots, were going to attack the Englishmen that night and he wouldn't be able to help. He was afraid that the Englishmen might beat the Patriots, and then America might not be able to become an independent country.

From a round window on the ship Frances Scott Key could see an American flag flying. Frances Scott Key could hear the rumble of cannons, and the sound of gunfire, but he knew that as long as the United States flag was flying that the Patriots had not lost the battle. He stood at the round window for a long time just watching the American flag and hoping it would not be taken down.

Soon it became dark, and Frances Scott Key no longer could tell if the United States flag was still up. The battle became louder. He could hear the guns more clearly, yet he didn't know what was happening. Had his friends, the Patriots, been captured? Was the flag of the United States still flying? He squinted into the darkness, trying desperately to see the United States flag. Suddenly, overhead, bombs burst into the dark night sky. The flashes of light were just enough for Frances Scott Key to see the United States flag still flying! But he
didn’t know if it could make it through the night. In the morning when the fog had cleared, he could see that the flag was still there. Frances Scott Key was so excited and relieved that he wrote “The Star Spangled Banner” as soon as he was released.

Star-Spangled Banner

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight;
O'er the ramparts we watched, were so gallantly streaming.
    And the rockets red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
    Oh, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?
Scoring Rubric for Community Issue week  
(Week 4)

<table>
<thead>
<tr>
<th></th>
<th>1 Unskilled</th>
<th>2 Incomplete</th>
<th>3 Proficient</th>
<th>4 Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the task</td>
<td>Misunderstood</td>
<td>Partially understood</td>
<td>Understood</td>
<td>Applied and extended</td>
</tr>
<tr>
<td>Quality of approaches/procedures/strategies</td>
<td>Inappropriate or unworkable approach</td>
<td>Some use of appropriate approach</td>
<td>Workable procedure</td>
<td>Efficient or sophisticated</td>
</tr>
<tr>
<td>Why the students made choices along the way</td>
<td>No evidence of reasoning</td>
<td>Little justification</td>
<td>Reasoned decision</td>
<td>Reasoning and clear</td>
</tr>
<tr>
<td>Decisions, findings, conclusions, observations, connections, generalizations</td>
<td>No solution</td>
<td>Solution incomplete</td>
<td>Solution with connections</td>
<td>Solution with synthesis and generalization.</td>
</tr>
</tbody>
</table>

*rubric adapted from Guiding Children’s Learning of Mathematics, tenth edition, by Leonard M. Kennedy, Steve Tipps, and Art Johnson*