

Teacher's Name:
Employee Number:
School:

**Social Studies Lesson Plan- SS.3.C.2.1:
Identify Group and Individual Actions of Citizens that
Demonstrate Civility, Cooperation, Volunteerism, and other
Civic Virtues**

1. **Title: Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues**
2. **Overview - Big Ideas:**

Enduring Understandings

- Understand important characteristics of citizenship in the United States
- Recognize the importance of the fundamental values and principles of American democracy.
- Recognize character traits that are important to the preservation and improvement of American democracy, including: civility, civic-mindedness and patriotism.
- Understand the importance of civic responsibility
- Comprehend civic virtue and working for the common good.
- Appreciate that citizens demonstrate civic virtue and contribute to the common good through volunteerism.

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- What does it mean to be a citizen of the United States?
- What character traits are important to American democracy?
- What are the roles of the citizen in the American democracy?
- How can people work together to promote the values and principles of American democracy?

- What are civility, volunteerism, and cooperation?
- What are the responsibilities of the citizens?
- How does civic-mindedness and volunteerism contribute to the improvement of a community?

3. **Lesson Objectives:**

Standards - (Next Generation Sunshine State Standards for Social Studies)

Third Grade NGSSS-SS Benchmarks

- SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.
- SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.3.6 Evaluate constitutional rights and their impact on individuals and society.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.

4. **Key Vocabulary:**

Allegiance, citizen, civic-mindedness, civic virtue, civility, common good, cooperation, democracy, patriotism, principles, values, volunteerism,

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

After completing this lesson, the student will be able to understand the characteristics of citizenship and fundamental values of American democracy. They will be able to identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. They will also understand the significance of a citizen's rights, as well as explain the importance of civic responsibility.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring said knowledge and skills, the students will be able to complete the activities (see attachments) associated with this lesson. They will be able to identify the characteristics of a good citizen and describe the actions of civic virtue. In addition, students will be able to identify a school or community problem, propose a solution and a volunteer plan to resolve the problem.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included in this lesson

Both formative and summative assessments are included

6. **Materials Needed:** (Resources you will use in this lesson)

Attachment A: Reading: Citizenship and Civic Responsibility

Attachment B: Two Column Chart- Good Citizens

Attachment C: Volunteerism and Civic-Mindedness Chart

Attachment D: Post Quiz

7. **Steps to Deliver the Lesson:**

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Review the meaning of responsibility with students. Ask them to name chores they or other members of the family have to do at home. Ask students to tell what happens if someone in the home does not do their chores. Discuss with students that the United States is like a family, a very large family. Citizens have responsibilities and rights. They are given many freedoms, but also have responsibilities that go with citizenship, such as obeying the laws.
- b. Ask students if they have heard the term “Good citizen.” Have they ever been called a “good citizen” or received a citizenship award? Ask the class if anyone can define the term. List their ideas on the board. Explain to the class that they will be reading an article about citizenship. After they read the article, they will revisit the list to see if their ideas have changed.
- c. Discuss vocabulary associated with lesson. Ensure understanding of vocabulary words by having students individually create vocabulary word cards. These can be posted on the word wall to use as reference during the lesson and beyond.
- d. Reading: Use effective reading strategies appropriate for your class as you read with the students “Citizenship and Civic Responsibility,” (Attachment A). Monitor student’s comprehension by stopping periodically to discuss.
- e. Have students complete Attachment B – Two Column Chart- Good Citizens. Students may work individually or in small groups and should share their ideas orally with the class upon completion. Have students compare their charts to the list they created before the reading.
- f. Discuss the meaning of civic virtue with students noting that there are many ways to promote the common good on a local, state, national and international level. Remind students of the ways they may have participated in activities for the common good: bringing in food to help the homeless or collecting food or other items for victims of a natural disaster such as Hurricane Katrina, the earthquake in Haiti, or the earthquake and tsunami in Japan.
- g. Have students work in small groups to complete Attachment C. You may suggest school problems such as cafeteria noise or littering; community problems such as hunger or stray animals to get

students started if they are having difficulty. Each group should choose a spokesperson to present their ideas to the class.

- h. After students have presented volunteerism ideas to the class, have each student choose one and write a paragraph about how and why he/she would like to volunteer in this manner. They should include reasons this activity would be helpful to the school and/or community.
- i. Have students take the post-quiz associated with the lesson (Attachment D). Review the quiz with students and check for understanding as needed. Re-teach concepts not mastered.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed reading and discussing attachment A, have them complete the two-column chart-Good Citizens (Attachment B), and the chart-Volunteerism and Civic-Mindedness (Attachment C.)
- b. Pair students who are struggling with reading and/or ELL, with a buddy for assistance.
- c. Have students share their charts with the class and create a large chart for the entire class to display.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs, remediation strategies as well as enrichment strategies.

- a. While students are completing the two-column chart, work individually with students who are having difficulty with reading.
- b. While students are completing paragraph on volunteering, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Activities incorporating technology; e.g., Addressing lesson content through online resources.

- a. Students and teacher can view the *Congress for Kids* citizenship website for interactive lessons with follow-up activity sheets covering all aspects of citizenship.
http://www.congressforkids.net/citizenship_intro.htm
- b. Have students visit *Ben's Guide to U.S. Government for Kids* for background information, activities and games regarding the government, constitution, and citizenship.
<http://bensguide.gpo.gov/>
- c. For basic ideas on student volunteerism visit:
<http://pbskids.org/bigapplehistory/parentsteachers/volunteerism.htm>
!

6. Lesson Closure:

Description of methods to draw ideas together, review concepts, etc.

- a. After completing the post-quiz and going over with students, ask students the following questions to wrap up the lesson:
 - What does it mean to be a citizen of the United States?
 - What character traits are important to American democracy?
 - What actions demonstrate civic virtue?
 - How can people work together to promote the values and principles of American democracy?
 - What are civility, volunteerism, and cooperation?
 - How does civic-mindedness and volunteerism contribute to the improvement of a community
- b. You may chose to do a class volunteerism project. Some ideas for projects may be found at:
<http://www.pbs.org/parents/zoom/action/educators.html>
- c. As an extension activity, you may choose to have a "Pass it On-Random act of Kindness Day." Remind students how good it feels when someone does something nice for them. Remind them also how good it feels to do something nice for someone else. On this day, each student must do at least one "random act of kindness." They may write down what they did, but must not tell anyone before the end of the day. Near the end of the school day, have each

student tell what they did. Discuss how acts of kindness are passed on.

- d. Home learning: For home learning, assign each student the task of being a “Civic Virtue Investigative Reporter.” They must watch out for every act of civic virtue/civic mindedness they observe the rest of the day and record it in a notebook, pad, or journal. They should observe at school, on the way home, during after school activities, and at home. Follow up the next day with oral or written submissions from each Investigative Reporter.

Attachment A Reading: Citizenship and Civic Responsibility

Being a **citizen** of the United States means that a person is recognized as a legal member of the nation. All citizens have rights and privileges. They have the right to vote and to hold public office. Citizens also have certain **responsibilities**, such as: respecting the law, voting, paying taxes, and serving on a jury. The United States government provides protection and services to citizens. In turn, citizens owe **allegiance**, or loyalty to the country.

Our government is a **democracy**. The general agreement on **values** and **principles** in our democracy created a way for people to come together and handle their differences. For our country to work well, it depends on its citizens to stay informed, cooperate, protect the rights of all individuals and work for the **common good**. Working for the common good means doing what is best for the community, or nation as a whole. To protect your own rights, you must respect the rights of others- even those you disagree with or don't like. Everyone must cooperate and work together.

Certain character traits contribute to the health of American democracy. Following is a list of some of the character traits valued in our society:

- **Individual responsibility**- responsibility to family, friends, community
- **Civility**- treating all people with respect (even if one does not like them or disagrees with them); not insulting others when arguing
- **Respect for the rights of other individuals**
- **Honesty**- telling the truth
- **Respect for the law**- obeying the law even when one is not in complete agreement with every law
- **Civic mindedness**- concern for the well-being of one's community and nation
- **Patriotism**- loyalty to the values of American democracy

Americans also believe that people should try to improve the quality of life in their schools, community and nation. When people work to help others, they are showing **civic virtue**. People with **civic virtue** try to improve the quality of life of others. They try to help people who are less fortunate than they. **Civic Virtue** is also shown when people assist others in times of need, emergency, or natural disaster.

Volunteerism is another important value in our society. When a person volunteers, they give their time and talents to help others without receiving pay. Americans believe that people should volunteer to help others in their family, schools, communities, state, and nation. Volunteering helps to promote the **common good** as well as giving the volunteer a source of satisfaction.

Reading adapted from: National Standards for Civics and Government: K-4 Content Standards

Attachment B

Two Column Chart - Good Citizens

Directions: On the left side of the chart, list characteristics you think a good citizen might have. On the right side of the chart, write an action the good citizen might do that demonstrates the character trait. The first one has been done for you.

Characteristics of a Good Citizen	Actions of a Good Citizen
Honesty	Told the truth about breaking the pencil sharpener.

Attachment C: **Volunteerism and Civic-Mindedness**

Complete the chart below to describe how students could demonstrate civic virtues and volunteerism. Think of a problem that needs to be addressed in your school and community. Discuss your ideas within your group. Think about why it is a problem and what you might do to solve the problem.

School	
Identify a problem	
Why is this a problem? What happens because of this problem?	
What are possible solutions to the problem?	
How could students help fix this problem?	
Community	
Identify a problem	
Why is this a problem? What happens because of this problem?	
What are possible solutions to the problem?	
How could students help fix this problem?	

Think of times you have volunteered to help someone. On the back of this paper, make a list of things you have volunteered to do. Think of other things you might

like to volunteer to do in your, home, school and community. List them on the back as well.

Post Quiz- Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues

Low Complexity Items (3 items):

1. What does it mean to be a citizen of the United States?
 - a. that a person has been paying taxes for many years
 - b. that a person is recognized as a legal member of the nation
 - c. that a person always obeys the law
 - d. that a person has lived in the United States for many years

2. Along with the many rights and privileges of a U.S. citizen also come certain responsibilities. Which of the following is a responsibility of an American citizen?
 - a. to work in a government job
 - b. to attend church regularly
 - c. to always look their best in public
 - d. to serve on a jury

3. What do we call it when someone works to help others by giving their time and talents without receiving pay?
 - a. performing a public requirement
 - b. voting
 - c. volunteering
 - d. acting on behalf of the constitution

Moderate Complexity Items (3 items):

4. Which of the following demonstrates a character trait that contributes to the health of American democracy?
 - a. obeying the laws you agree with
 - b. treating all people with respect
 - c. treating the people you like with respect
 - d. remembering a friend's birthday

5. Which of the following activities represents working for the common good?
 - a. collecting food and clothes for the homeless shelter
 - b. swimming at the community pool
 - c. getting good grades to please your parents
 - d. eating a balanced diet to grow strong and healthy

6. How do citizens contribute to the improvement of a community?
 - a. by volunteerism and civic responsibility
 - b. by virtue and law
 - c. by following volunteerism laws
 - d. by spending time at the public library

7. Which of the following demonstrates patriotism?
 - a. cutting out pictures of patriotic symbols from a magazine
 - b. reading the newspaper every day
 - c. saying the "Pledge of Allegiance" every morning
 - d. helping the music teacher hand out copies of "America the Beautiful"

High Complexity Items (4 items: 2 of which are Document Based Questions-DBQ):

8. Read the quote below from John F. Kennedy's presidential inauguration speech in 1961:

*"And so, my fellow Americans: ask not what your country can do for you
- ask what you can do for your country."*

What does this statement mean?

- a. The country is not responsible for its citizens.
 - b. A good citizen will start programs which can change people's lives.
 - c. The country does not owe its citizens; instead its citizens owe the country.
 - d. Good citizens will work for the common good of the nation instead of questioning what the nation has given them as individuals
9. Read the following excerpt from the First Amendment to the United States Constitution:

"Congress shall make no law respecting an establishment of religion, or prohibiting free exercise thereof; or abridging the freedom of speech..."

Even though this amendment guarantees freedom of speech, there are times when this freedom is limited. Which example below demonstrates something you are not free to say?

- a. Something that will incite panic, such as yelling "Fire" in a crowded place
- b. Something that is critical of your community, such as saying you don't like the mayor.
- c. Something that criticizes the government such as saying certain laws are not fair
- d. Saying things to annoy people or make fun of them

10. Why do you think that the founders of the United States decided on this design for the Great Seal of the United State?



- a. They wanted a design that would reflect the beliefs and values they wanted to be passed on from generation to generation.
- b. They wanted to ensure that everyone understood what the United States was all about
- c. They wanted to send a message to other countries that the United States were all together
- d. They wanted to tell the citizens that the eagle was as strong as the United States was at the time.

Answer Key:

1. B
2. D
3. C
4. B
5. A
6. A
7. C
8. D
9. B
10. A

**Civic Integration
Lesson Plan Quiz Blueprint**

Lesson # 4

NGSSS-SS Main Benchmark: SS.3.C.2.1

Title of Lesson: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues

Grade Level: 3rd Grade

Pacing Guide Connection:

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen	B	Low
2	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	D	Low
3	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.	C	Low
4	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.	B	Moderate
5	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels. ..	A	Moderate

6	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.	A	Moderate
7	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.	C	High
8	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.	D	High DBQ
9	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.	B	High DBQ
10	SS.3.C.2.1: Identify Group and Individual Actions of Citizens that Demonstrate Civility, Cooperation, Volunteerism, and other Civic Virtues	SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.	A	High DBQ