

Teacher Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.5.C.2.5
Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society

1. **Title: How good citizens go beyond basic civic and political responsibilities to improve government and society**

2. **Overview - Big Ideas:**

Enduring Understandings

- Identify group and individual actions of citizens
- Understand the responsibilities of the citizens
- Appreciate the importance of civic responsibility
- Recognize government and citizen participation in international organizations

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

- What are the responsibilities of the citizens?
- In what ways do citizens go beyond their basic responsibilities?
- How do governments and citizens participate in international organizations?

3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies

Fifth Grade NGSSS-SS Benchmarks

- SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.4.2: Recognize government and citizen participation in international organizations.

4. **Key Vocabulary:**

ambassador, citizens, civic responsibility, diplomacy, humanitarian, interact, international, organization, representative, treaties, United Nations

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 identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society. They will also be able to understand that basic rights are important to American society.

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. In addition, students will also be able to identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

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

Both **formative and summative assessments** are included.

6. **Materials Needed:**

Attachment A: How would you decide whether a student should take on new responsibility?

Attachment B: Chart-Intellectual Tools for Deciding to Take on a Responsibility

Attachment C: Reading-What is the role of the United States in the world today?

Attachment D: Simulation Activity-“How can you use your skills to make a decision about taking on a responsibility?”

Attachment E: Post Lesson 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: Discuss vocabulary associated with lesson. Ensure understanding of vocabulary words by having the children individually create vocabulary word cards. These can be posted on the word wall to use as future reference during the unit of study and beyond. Students can also play a matching game with each other’s cards.
- b. Read (Attachment A) “The Homeroom Representative,” together with the class. Then discuss and complete the chart “Intellectual Tools for Deciding to Take on a Responsibility.” (Attachment B)
- c. Reading: Use effective reading strategies appropriate for your class to read with the students the reading associated with the lesson “What is the role of the United States in the world today?”(Attachment C). Monitor student’s comprehension by stopping periodically to discuss. Review the reading by asking the following questions: list some things that countries do to carry out their relationships with other countries and what powers does the US Constitution give the national government to deal with other countries?
- d. Engage students in the simulation activity (Attachment D). Read through the activity together, and then divide students into small groups to complete the simulation.
- e. Have students take the post-quiz associated with the lesson (Attachment E). Review quiz with students and check for understanding as needed. Reteach 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 attachments A, B and C, have them complete the Simulation Activity (Attachment D)-“How can you use your skills to make a decision about taking on a responsibility?”
- b. Allow students who are struggling with reading and/or ELL, to work with a buddy for assistance.
- c. Have students share the results of the simulation with the class and create a large chart for the entire class to display answers to the following questions:
 - Should we help Country X after Hurricane Gilbert?
 - What positive consequences may result from our actions?
 - What negative consequences may result from our actions?
- d. After the simulation activity has been completed and discussed in class, students will learn more about the United Nations. They will research how and why the United Nations was established. What does the United Nations do? Students will share their findings with the class in small presentations.
- e. Discussing the World News-Remaining groups will be placed into smaller groups. Each group will receive the Sunday edition of a newspaper or weekly magazine which contains articles and information about world current events. Students will read articles and in their groups discuss how what they have read about the world affects the United States and in which area (cultural, trade, treaties, agreements, and or military). Students will make a summary of article and a chart showing the effects.

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 simulation activity, work individually with students who are having difficulty with reading.
- b. While students are completing small group activity discussing the world news, work on an individual basis with students who are having difficulty.

10. Technology Integration:

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

- c. Students and teacher can view Kids.gov K-5, PBS Kids: The Democracy Project, www.harcourtschool.com/socialstudies and Congress for Kids websites to view how the government was established through a written Constitution.
- d. Students and teachers can view the United Nations web-site www.un.org and follow the link at the bottom The UN and... to view different aspects how the United Nations works and what citizens can do to be involved.

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 reading and vocabulary questions for wrap up the lesson.
- b. For home learning: Prepare a Citizenship Pamphlet-Students will work on a citizenship pamphlet that explains and identifies ways in which good citizens go beyond basic civic and political responsibilities to improve government and society.

Attachment A

The Homeroom Representative

At the beginning of each school year, the homeroom classes at MSD Elementary School hold an election. They select a student government representative. The student government meets once a week during lunch. They discuss school problems. The student government also votes on how to solve school problems as well as plan activities for the students in their school.

Olivia is in the fifth grade. She is well liked by other students in her class. She is very good at organizing student activities. One day, on the way home from school, Olivia's friend Manny said that he wanted to nominate her to be their class representative.

When Olivia got home she asked her older brother what he thought. He had been a class representative a few years before. He said, "I'm not sure that I would do it again. You have to give up your lunch period. You can't be with your friends and sometimes you won't agree with what your friends want. Remember, Diana still doesn't speak to me because I voted for the dress code that year. You try to vote the way that most students want you to vote and that makes others angry. They say you're being unfair".

Olivia's other brother joined into the conversation. He said something completely different. He said that it was a privilege to be elected by your class. He went on to list all of the great things about being a class representative. For example, you can help classmates have a say in how things are done in school. You also learn about how a school is run. You learn how to deal with people, how democracy works and instead of complaining about it, you can make a difference. He finished the conversation by saying that taking on this responsibility would be a good experience for Olivia.

The next morning, Olivia, still had not made up her mind. She needed to decide if she wanted to accept the responsibility before getting to school.



1. What responsibilities are being considered by the person?
2. To whom would the responsibilities be owed?
3. What would be the sources of the responsibilities?
4. What might be some of the consequences for the person taking on the responsibilities?
 - a. Which of the consequences would be positive? Which would be negative?
 - b. Which of the positive or negatives do you think are the most important and why?
 - c. Why might people see the positives and negatives differently?
5. If you were in this person's position what would you do? Why?

What is the role of the United States in the world today?

Just as society requires and benefits from citizens being responsible, active, and engaged participants in solving problems in their communities by either voting, running for office, or writing their legislators, so too must entire countries act as responsible members of the world in working together to solve global problems. When countries work together to solve common problems they are acting as responsible citizens of the world. Usually, when countries work together to solve problems, the work is done through an organization called the United Nations.

The United States is not an isolated country in the world. The United States and other countries **interact** with one another. In order for the U.S. Government to do a good job, its citizens must participate.

How do countries of the world interact?

Today, events in the United States influence many countries around the globe. What happened in other countries also affects the United States. It is important that we know how countries interact with one another and that we are informed about world events. Here are some ways in which countries interact with one another: culture, science and business exchanges, **humanitarian** aid, trade, **diplomacy**, **treaties** and agreements and by military force.

Culture, Science and Business Exchanges

People travel all over the world. People living in different countries share ideas. Doctors, scientists and business people from many countries meet to share ideas and advances in their fields. Students and teachers also live with families from around the world to learn about the culture, customs and beliefs.

Humanitarian Aid

To be **humanitarian** means that one shows concern for the pain and suffering of others. It is during a natural disaster that we see countries helping the victims through humanitarian aid. Countries from all over the globe send medicine, shelter, food, etc to the suffering people of the area where the disaster has occurred.

Trade and Diplomacy

Another way in which countries interact is through trade and diplomacy. Diplomacy means to carry on a formal relationship with the governments of other countries. There are official **representatives**, or **ambassadors** from each country who meet and discuss what is important for their countries. They work to find ways to solve common problems in a peaceful manner. Trade is also a way in which countries interact. Countries buy and sell factory and farmed goods to one another in the world market.

Treaties, Agreements and Military Force

Countries make treaties and agreements with one another. They agree to promote trade among their countries. They agree to do certain things to protect the environment. Some even agree to help each other in times of war. When two or more countries cannot solve their disagreements peacefully, they sometimes use military force. The disagreement might even result in war.

United Nations

There is no single organization in the world that has the power to force countries to settle conflicts peacefully. There are some international organizations that may help countries reach agreements without going to war. One such organization is the **United Nations**. The United Nations was created in 1945. It was meant to be a general international organization to maintain peace and security for its members. The delegates of 50 nations drew up the United Nations Charter, which was adopted unanimously.

The United States Constitution

The Constitution of the United States grants powers to deal with foreign countries to different branches of the government.

Each branch of government has certain powers. These powers come from the Constitution. The Constitution gives each branch the following powers to deal with other countries. Congress has the power to regulate commerce and trade. Congress can also declare war, approve treaties, approve ambassadors, raise and support armies, punish piracies and crimes. The President has the power to lead military forces, grant pardons, make treaties and name ambassadors with the approval of the Congress. And finally, the Supreme Court has the power to hear all cases affecting ambassadors, cases in which the United States is a party, and cases involving a foreign state, its citizens or subjects.

The United States has made many contributions to the world. Some of these include advanced medical and industrial technology and the personal computer. All of the discoveries and inventions that we as a nation have contributed to the world are important; but they are not as valuable as the ideas expressed in the Constitution and the Bill of Rights. These documents have influenced other countries to adopt similar ideas about government. Throughout our history, we have thought of citizenship mainly in terms of our country. But the issues that citizens deal with today are becoming increasingly international.

Attachment D:

Simulation Activity:
Using Your Skills to Make a Decision about Taking on a New Responsibility

Directions: In this simulation, you will evaluate, take and defend a position on helping another nation. Use the skills and tools learned in the other activities to try to make a wise decision about accepting a new responsibility. You decide if the US should help another country solve a problem. First, you will read ***Hurricane Gilbert***. When the reading is completed, your teacher will divide the class into small groups. One group will be the President and his advisors. The other groups will advise the president on whether to accept the responsibility of helping Country X. Complete the chart “Intellectual Tools for Deciding to Take on a Responsibility”. A brief presentation should be prepared on your group’s position to help Country X. In the presentation, the positive and negative consequences should be emphasized. After hearing the presentations, the president and the staff should discuss the consequences and make a decision. Then they should explain to the class the reasons for their decision.

Countries often ask each other for help during emergencies. This is especially true when they have suffered a natural disaster. The President of the United States has to decide whether our nation should take on the responsibility. The President does not make the decision alone. The president has a staff of advisors to help him make the decision. The President will seek the advice of the ambassadors and the agencies which will also offer relief. Finally, he will check with Congress because they represent the American people and control government spending.

Hurricane Gilbert

Country X is a medium sized country located southeast of the United States. It is surrounded by the Atlantic Ocean. The population of the country is diverse. Some people who live there are poor and don’t have jobs. Others are fairly wealthy. In the past few years, the country has tried to increase the number of jobs for its citizens. Tourist resorts were built along the eastern shore. The eastern shore of Country X is very beautiful. The government, business people, and lending banks knew that tourists would want to travel there. They built large hotels and recreation facilities. They also built large villages where people could live while they worked in the hotels and resorts. Some small, poor villages were already there. They grew in size as workers took jobs in the hotel and recreation areas. Every year the country is threatened by hurricanes. The east coast is the most often hit. While the people were aware of the possible danger to property and life, they made the decision to build the resorts anyway.

Yesterday the country was hit by a devastating hurricane. Hurricane Gilbert did much damage to property along the coast. Many building were destroyed by high tides and strong winds. Services like water, sewers, electricity and roads were wiped out. Many people were injured. Families were homeless. The people living along the coast cannot get clean water, food or medical supplies. The hospital is also overcrowded with many injured tourists, as well as local people.

The President of Country X has sent an urgent message to the President of the United States through an ambassador. The president of the country made a request for immediate assistance. He asked for medical supplies to care for the injured and troops to carry in supplies and to help prevent looting and rioting in small towns. He also asked for monetary loans to clean up after the storm. The President of the United States has called a meeting of his advisors. He needs to decide whether to accept the responsibility. The President knows that if he does not help, the injured will suffer greatly. He knows that the nation will take a long time to recover from the disaster. People will be out of work. He knows that people who live in a community should help each other. The world is a community of nations and that nations should respond when others need help. He knows that the government of the country will rebuild in the same area. He thinks that they should not allow development of the east coast because of the problems with hurricanes. There also are business people in the country that can and should do everything within their power to take care of their own people. The cost of supplies and the loan could get very expensive for the United States. The President needs to consider the views of his advisors and others familiar with the problem, and quickly make a decision.

Attachment E

Good Citizens Go Beyond the Basic Civic and Political Responsibilities-Post Quiz

Low Complexity Items

1. Which of the following is a responsibility of a citizen?
 - a. To participate in their government
 - b. To learn a second language
 - c. To be able to discuss the stock market
 - d. To always shop for the best prices

2. Which of the following represents a way that a citizen participates in government?
 - a. By going to work on weekends
 - b. By voting in elections
 - c. By buying and selling factory and farm goods
 - d. By paying their bills early

3. What is the United Nations?
 - a. an organization which gives powers to the United States
 - b. a place where countries go to war with each other
 - c. an organization which was adopted unanimously by every country
 - d. an international organization formed to keep peace and security

Moderate Complexity Items:

4. Which of the following powers does the US Constitution give the national government to deal with other countries?
 - a. It allows Congress to regulate commerce
 - b. It allows the President to declare war and approve treaties
 - c. It allows Congress to hear cases involving foreign citizens
 - d. It allows the President to punish piracies and crimes committed in the high seas

5. Which of the following demonstrates a way in which citizens may go beyond basic civic and political responsibilities to improve government and society?
 - a. Volunteering to help others in a hospital
 - b. Working many hours of overtime
 - c. Learning geometry
 - d. Voting in elections

6. Which of the following represents a way a citizen may participate in international organizations?
 - a. By purchasing products produced in economically deprived countries
 - b. By contributing funds to local relief organizations
 - c. By contributing funds to international disaster relief organizations
 - d. By volunteering in their neighborhood school

High Complexity Items:

7. Why was the United Nations created?
 - a. So that peace and security could be maintained for its members
 - b. To declare war on other countries and approve treaties
 - c. To pass international laws which all countries must follow
 - d. So that all people in the United States would have equal political rights.

8. Why is it important for the United States to trade with other countries?
 - a. Because they are independent
 - b. Because transportation and communication has made it easy
 - c. Because it is important that we trade products and learn about each other's advances
 - d. Because products from the United States are exported to other countries

9. Which of the following actions might happen based on the excerpt below from the mission statement of the International Committee of the Red Cross?

The International Committee of the Red Cross (ICRC) is an impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of victims of war and internal violence and to provide them with assistance.

- a. The Red Cross might declare war on a country violating human rights
- b. The Red Cross might provide food and clothing for prisoners of war
- c. The Red Cross might provide food for invading armies
- d. The Red Cross does not assist people from countries that are not members of the United Nations

10. Both the Preamble to the US Constitution and the Preamble to the UN Charter share the same ideas and concepts. Compare these two statements: one from the US Constitution, the other from the UN Charter.

“We the People of the United States in order to form a more perfect union, establish justice and ensure domestic tranquility...”-US Constitution

“We the peoples of the United Nations determined to save succeeding generations from the scourge of war and to reaffirm faith in fundamental human rights...UN Charter

- a. Both statements can be used to replace the other
- b. Both statements were written by the same people
- c. Both statements must be memorized in order for them to be true
- d. Both statements make reference to keeping peace for all mankind in the US and in the world

Answer Key:

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

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.2.5
Title of Lesson: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society
Grade Level: 5TH Grade
Pacing Guide Connection: 5th Grade United States History 3rd Nine Weeks- Topic 10: The Constitution

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	A	Low
2	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	B	Low
3	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	D	Low
4	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	A	Moderate
5	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	A	Moderate
6	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	C	Moderate
7	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	A	High
8	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	C	High

9	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	B	High DBQ
10	S.5.C.2.5: Identify ways which good citizens go beyond basic civic and political responsibilities to improve government and society	SS.7.C.4.2: Recognize government and citizen participation in international organizations	D	High DBQ