

BLC Social Studies Lesson Plan

Grade level: 2nd grade

Discipline(s): N/A- In Class Demonstration

Date: February 29th, 2016

Topic: Civics- Themes of Good Citizenship

Time needed: 20 minutes

A. Objectives / Learner Outcomes (knowledge, attitudes, skills) “At the completion of this lesson, learners will ...”
(Remember to use observable / measurable terms + strong verbs.)

Cognitive: At the completion of this lesson, learners will be able to retell the themes of citizenship to 75% accuracy.

Affective: During this lesson, learners will be able to determine which theme is relevant to the given scenario.

Psychomotor: During this lesson, learners will be able to generate their own good citizen act and develop a chain of good citizen acts.

B. Assessment Plan: (How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)

- Observation
- Discussions
- Group Participation
- Slip of paper (Summative assessment)

Goal: 75% of the class will meet the objectives

C. Multiple Intelligences: Select one primary and include any others that apply.

<u> </u> p verbal linguistic	<u> </u> musical/rhythmic	<u> </u> x visual/spatial
<u> </u> logical/mathematical	<u> </u> interpersonal	<u> </u> intrapersonal
<u> </u> s bodily/kinesthetic	<u> </u> naturalistic	<u> </u> existential

D. Materials/Equipment needed:

- *Being a Good Citizen* by Mary Small
- Scenario Cards
- Strips of paper
- Stapler

E. Essential Vocabulary:

- Citizenship
- Honesty (tell the truth)
- Compassion (be caring)
- Respect (respect others)
- Responsibility (be responsible for what you do and say)
- Courage (be brave enough to do the right thing and ask for help when you need it)

F. Accommodations for Diverse Learners: (ELL/ESL/LEP, LD, gifted, etc.)

- ELL Student: Draw a picture on strip of paper (Explain what this means?)

G. Standards in Historical Thinking:

(Check those that apply.)

- Not applicable to this lesson
- Chronological thinking
- Historical comprehension
- Historical analysis and interpretation
- Historical research capabilities
- Historical issues-analysis and decision making

H. NCSS Curriculum Themes: (highlight those that apply)

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments**
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices**

I. MN Standard code:

N/A- In Class Demonstration

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J. Lesson Planning of Teaching/Learning Activities:

1. Anticipatory Set/Introduction/Focusing Event

Invite students to the carpet for story time.

Today, we are going to be reading the book called *Being a Good Citizen* by Mary Small.

Complete a book walk. What does it look like will happen?

Read the book.

Transition: Please return to your assigned seat quickly and quietly and wait for your next instructions.

2. Input: Outline of Presentation – steps/strategies/modeling (means of instruction)

1. Today we are going to be learning the five themes of good citizenship.
2. Write the themes on the board.
 - Honesty
 - Compassion
 - Respect
 - Responsibility
 - Courage
3. By now, you are all old enough to know that you need to work and play by the rules and make appropriate and good decisions, right?
4. Divide the class into five different groups and hand each student a scenario card. Instruct the groups to read their card, answer the questions as a group, and decide what theme their scenario falls under.
5. Each group will then read their card to the entire class (acting it out if they choose to do so), tell us their answers to the questions, and predict the theme. Does the class agree with the theme chosen?
6. Being a good citizen and doing good things is important. With the strip of paper handed out to you, I want you to quietly write down a good citizen action on your strip of paper. When you are finished, raise your hand.
7. Explain that in a community we are all connected together and must work together to make it a great place to live.
8. Instruct one student to make a chain of the slips of paper and hang it on the wall for the rest of the unit to resemble citizenship.

3. Learning Activity- See Above- Embedded within outline

4. Evidence of Learning: How will you know when the learners have reached the objectives?

- Are the students engaged in the discussions?
- Are the students working together in groups and giving insightful comments and reflections?
- Was the student able to write a good citizen act on his slip of paper?

5. Closure and Independent Practice for transfer of learning (Assignment)

- At home tonight, ask your parents or guardians what they do as good citizens. Do they vote? Write it down in your social studies notebook and share with the class tomorrow!

K. Reflection of Teaching/Learning: (How did I teach? What changes could I make?)

1. For last night's homework, you were supposed to read a story and be ready to tell it to the class today in your own words. You didn't read a story last night because you were having too much fun playing video games. You figured you could remember an old story. When your teacher calls on you, you are suddenly nervous and can't remember any stories at all. What should you do?

2. A teenage neighbor is responsible for you while your parents go to a movie. Your neighbor wears a hearing aid because he is partially deaf. Tonight, he tells you his hearing aid isn't working very well. The telephone rings, but your neighbor doesn't hear it, so your parents' answering machine takes a message. When your neighbor isn't watching, you play the message back. The message is from your parents. They had forgotten to tell your neighbor your bedtime. You realize you can get away with staying up later. When your parents find out, they'll blame your neighbor for not getting the message. What thoughts go through your head? What do you do?

3. You're at a school picnic and there's a long line for buying cold drinks. You're really thirsty. You see a friend of yours way ahead of you in line. Should you ask your friend if you can cut in line? How is the idea of respect for others connected to this situation? How do others in line feel when somebody cuts in line?

4. You borrow a great book from your classroom. It's a lot of fun to read. By accident, you spill chocolate milk on the book. It's a mess. You take the book out of your book bag as soon as you get to your classroom. The teacher is busy. You could just take the book back to the shelf and leave it there. What should you do? Why?

5. You are in a dodgeball game. One kid is throwing the ball too hard. A couple of kids have already quit the game, but most don't want to because they think quitting would make them seem weak. What do you do? If you say something, what do you say and to whom do you say it? (Note that sometimes a person needs to be brave enough to walk away from a bad

situation.)	
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