

Social Studies Lessons
Grade 2 : Unit 1 – Community Citizenship and Government

lling Question:

What does it mean to be a citizen?

Supporting Questions:

- How can I be a responsible citizen of my classroom? Community? The World?
- Why do I have rights and responsibilities as a citizen?

Teacher Note: Most lesson have a presentation as the foundation of the lesson. If the lesson includes a video, then access to Office 365 is required. All Issaquah teachers have accounts with Office 365. Follow the directions found at the bottom of the Lesson page to access the videos. For ease of access with substitute teachers, have them use the following username and password to access the videos:

Username techtraining@issaquah.wednet.edu

Password: Issaquah9898

For support with GLAD strategies, see your GLAD Building Leader.

Lesson	Title/Topic	Activity	Standards
1	Introducing Citizenship	<p>Students will be introduced to what a citizen is and be able to identify one or more traits of citizenship.</p> <ul style="list-style-type: none"> ● Introducing Citizenship Power Point. ● Introduce the students to a World Map. ● Introduce the word citizen (a member of a community) with a GLAD Cognitive Content Dictionary. ● Watch <i>How to Change the World</i> (a work in progress), Kid President video. ● Journal prompt: What are things you might do to change the world? 	<p>Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
2	Being a Citizen in Class/School	<p>Students will examine what it means to be a citizen in their classroom and school and identify one or more traits of citizenship.</p> <ul style="list-style-type: none"> ● Being a Citizen Power Point. ● Read We Are Good Citizens article. ● Discuss picture of Students being good classroom citizens. ● Record thoughts about pictures on Responsible Citizenship in the Classroom Chart. ● What Would You Do? Scenarios. See teaching options in lesson 	<p>Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Social Studies 5.1.1 Understands multiple points of view on issues in the community.</p> <p>Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>

		<p>plan.</p> <ul style="list-style-type: none"> ● Review Kid President video from lesson 1. ● Journal prompt: How can I be a responsible citizen of my classroom? ● Extension Option: Electronic Read Aloud: <i>One</i> by Kathryn Otoshi 	
3	Being a Citizen in Your Community and Country	<p>Students will examine what it means to be a citizen in their community or country.</p> <ul style="list-style-type: none"> ● Vocabulary Chart- Community (a group of people working together) with a GLAD Cognitive Content Dictionary. ● Being a Citizen in Your Community and Country Power Point. ● Choose one of the video options. Videos found in Office 365 Video/Elementary Social Studies. ● Scenario analysis (slides 4-7). ● Read <i>The Thanksgiving Pie Project</i> article. ● Journal prompt: How can I be a responsible citizen of my community? 	<p>Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Social Studies 5.1.1 Understands multiple points of view on issues in the community.</p> <p>Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
4	Being a Citizen of the World – Part 1	<p>Students will examine what it means to be a global citizen, a citizen of the world.</p> <ul style="list-style-type: none"> ● Vocabulary Chart - add the word Global (having to do with the whole earth) with a GLAD Cognitive Content Dictionary. ● Being a Citizen of the World Power Point . ● Watch book- <i>What does it mean to be Global?</i> ● Analyze pictures showing global citizenship. ● Choose one of the two videos to watch with your class. <ul style="list-style-type: none"> ○ Go Campaign: Kids Helping Kids Around the World (4.51 minutes) ○ Students Making a Difference (2.36 min. This is the video linked in the presentation.) ● Journal Prompt: How can I be a responsible citizen of the world? ● If you have not already done so, watch the video of the book, <i>One</i> by Kathryn Otoshi. 	<p>Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Social Studies 5.1.1 Understands multiple points of view on issues in the community.</p> <p>Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
5	Being a Citizen of the World – Part Two	<p>Students will read articles about students taking action to make the world a better place. Students will use the Citizenship 3-2-1 exit slip to reflect their thinking and show what they have learned about citizenship.</p> <ul style="list-style-type: none"> ● All articles are found on Actively Learn and available in print. Choose the option that best supports your students needs. If choosing 	<p>Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Social Studies 5.1.1 Understands multiple points</p>

		<p>Actively Learn, 1:1, or 2:2 devices are needed.</p> <ul style="list-style-type: none"> ● Exit Slip Citizenship 3-2-1 	<p>of view on issues in the community. Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
6	Responsibilities of a Citizen	<p>Students will read and reflect on scenarios that focus on responsibilities.</p> <ul style="list-style-type: none"> ● Vocabulary Chart- add the word responsibility (your job as a citizen) with a GLAD Cognitive Content Dictionary. ● Share the Rights and Responsibilities poster with the class. ● Read parts of the book We Live Here Too by Nancy Loewen. ● Choose a few of the advice columns, suggested scenarios, to discuss and reflect on. ● Journal Prompt: What are your responsibilities as a citizen of our school? 	<p>Civics 1.1.2 Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community. Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
7	Rights of a Citizen	<p>Students will read and reflect on scenarios that focus on rights.</p> <ul style="list-style-type: none"> ● Vocabulary Chart- add the word rights (a freedom that is protected). ● Share the Rights and Responsibilities poster with the class. ● Read parts of the book We Live Here Too by Nancy Loewen. ● Choose a few of the advice columns, suggested scenarios, to discuss and reflect on. ● Journal Prompt: As a student, what are your rights in our school? ● Extension Option: Watch the video book What if Everyone Did That? and discuss the scenarios presented. 	<p>Civics 1.1.2 Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community. Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
8	Rights and Responsibilities of a Citizen	<p>Students will demonstrate their learning about their rights and responsibilities as citizens and share with classmates.</p> <ul style="list-style-type: none"> ● Choose one of the activities to do with your students. <ul style="list-style-type: none"> ○ Responsibility Day ○ Bill of Students' Rights ○ High 5 for our Rights and Responsibilities 	<p>Civics 1.1.2 Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community. Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
9	Pledge of Allegiance	<p>Students will reflect on the words and meaning of the Pledge of Allegiance.</p> <ul style="list-style-type: none"> ● Vocabulary Chart- add the word Pledge (a serious promise) with a GLAD Cognitive Content Dictionary. ● Video book F Is for Flag by Wendy Cheyette Lewison. ● Video I Pledge of Allegiance to the Flag. ● Choose one of the activities to do with your students. 	<p>Civics 1.1.2 Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community. Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of</p>

		<ul style="list-style-type: none"> ○ Flag Art ○ Found Poem ○ Class or Individual Pledge ● Exit Slip: What are two rights and two responsibilities you have as a citizen? 	<p>individuals.</p> <p>Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>
10	Levels of Government (National Government)	<p>Students will identify their President and the location of their national capital.</p> <ul style="list-style-type: none"> ● Vocabulary Chart- review the word Government (A group of elected people who lead, and make decisions (laws) for all citizens). ● GLAD Pictorial: Levels of Government. Add National Level. ● Optional: Watch Brainpop Jr. Video: President of the United States ● Branches of National Government. ● Watch Video Kid President Asks "What Makes an Awesome Leader" ● Class discussion about what makes a good leader. ● Journal Prompt: What makes a good leader? 	<p>Civics 1.2.1 Understands the basic organization of government in the community.</p> <p>Civics 1.2.2 Understands the basic function of government and laws in the community.</p> <p>Social Studies 5.1.1 Understands multiple points of view on issues in the community.</p>
11	Levels of Government (Local and State Government)	<p>Students will understand basic organization of local and state government.</p> <ul style="list-style-type: none"> ● GLAD Pictorial: Levels of Government. Add State Government ● GLAD Pictorial: Levels of Government. Add Local Government ● Exit Slip: How does your local government help you? 	<p>Civics 1.2.1 Understands the basic organization of government in the community.</p> <p>Civics 1.2.2 Understands the basic function of government and laws in the community.</p> <p>Social Studies 5.1.1 Understands multiple points of view on issues in the community.</p>
12-15	Taking Action: Making a Difference as a Citizen	<p>Students will take action and help make a difference in their school, community, state, nation or world.</p> <ul style="list-style-type: none"> ● Taking Action Power Point. ● Video <i>Amanda Belzowski: 10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart.</i> ● What ideas do you have to make a difference in your community? ● Taking Action Plan (GLAD Action Plan). 	<p>Civics 1.2.1 Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community.</p> <p>Civics 1.4.1 Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Social Studies 5.1.1 Understands multiple points of view on issues in the community.</p> <p>Social Studies 5.3.1 Engages in discussions to learn about different points of view on issues.</p>