

Citizenship in Action

TEACHER'S GUIDE

The *Citizenship in Action* series offers an empowering introduction to civic literacy. Using child-centered examples, the books introduce core civics concepts including the rights and responsibilities of citizens, democratic virtues, and how to be an active citizen at school and in the community. The *Citizenship in Action* Teacher's guide builds on these concepts and inspires students to think about their roles in their local and global communities in new ways.

The multimodal lesson plans in this guide are tailored for grade 2. Lesson plans focus on developing the literacy, critical thinking, and problem solving skills needed to prepare students for civic engagement. Students will also understand how to read and comprehend informational texts in the social studies inquiry process.

Students will be able to explain the need for and purposes of rules in various settings, describe roles and responsibilities of people in authority, and explain how all people play important roles in a community. Lessons focused on democratic principles such as equality, fairness, and respect for legitimate authority and rules support students in their understanding of democracy.

Although each lesson plan in this guide can stand alone, the lessons follow a sequential order that works to scaffold understanding, and can be taught as such. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Citizenship in Action* include:

What is Citizenship?

Why Do We Need Rules and Laws?

Why Does Democracy Matter?

I Can Make a Difference!

Be an Active Citizen at Your School!

Be an Active Citizen in Your Community!

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary	
What is a Community?	1 class period*	apply community enforced laws rights	citizen elect government responsibility vote
What is Citizenship?	1-2 class periods	apply community enforced laws rights	citizen elect government responsibility vote
Exploring Rules and Laws	1 class period	bullying community fine laws respect right	citizens consequences government protest responsibility rule
Democracy is Important!	2 class periods	citizens democracy government principles vote	community election laws right
Making a Difference	1 class period	Citizens Compromise Protest Respect Vote	Community Fundraiser Refugee Volunteer
Be an Active Citizen in Your Community	2-4 class periods	ballot charity community consensus environment laws responsibility rule	brainstorm citizens compost enforce government respect right vote

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying timelines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

What is a Community?

Curriculum Correlations

Ontario Social Studies

Grade 2, Heritage and Identity: Changing Family and Community Traditions — A3.2

Common Core

RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.8

C3 Framework

CCSS.ELA-LITERACY.RH.6-8.9

Materials

- *What is Citizenship? (Citizenship in Action)*
- Chart paper
- Markers, pens, or pencils
- *Our Community Worksheet*
- *What is Community Exit Cards*

Setting the Stage

Read pages 4-5 of *What is Citizenship?* to the class.

Facilitate class discussion on community and diversity.

Use prompts such as:

- ▶ What is a community? **A community is a group of people who live, work, and play in a place.**
- ▶ What communities do you belong to? (e.g. Country, city, school, church, etc.)
- ▶ Use anchor paper to record student answers.
- ▶ Acknowledge that the class is part of many diverse communities.

Activity

Split students into groups of 4 or 5. Have them work on the *Our National Community Worksheet*. They will identify different things that diverse people bring to their community.

Have students share their answers. Focus class discussion on the goodness everyone brings to the community, and the fact that everyone has a role in their community.

Objectives

Students will:

- Define and give examples of community.
- Identify how all people play an important role in the community and contribute to diversity.

Extensions

Ask students to pick a community they are a part of. Have them write a journal entry about why they like being a part of that community, outlining what they do as community members to make it a better place.

Wrap-Up

Pass out *What is Community Exit Card*. Ask students to hand in the exit cards at the end of the lesson.

Assessment

Assess the *What is Community Exit Card* for understanding of community. Assess student understanding during lesson using observational notes. Review definitions to clarify misunderstandings as needed.

Name: _____ Date: _____

Our Community Worksheet

All people play an important role in a community. Each individual in a community is unique and special.

A diverse community has a great variety of unique people with different backgrounds.

When you live in a diverse community, you learn about many new things.

Imagine how boring our community would be if everyone was exactly the same!

Work with your group to share the diverse things people bring to our school community! Add words or pictures to the boxes.

Languages (i.e. English)	Foods (i.e. Sushi)
Music/Songs/Dances (i.e. Ballet)	Clothing (i.e. Sari)
Holidays (i.e. Kwanza)	Religions (i.e. Islam)

Name: _____

Date: _____

What is Community Exit Card

In your own words, what is community? _____

List two communities that you belong to: _____

LESSON 2

What is Citizenship?

Curriculum Correlations

Ontario Social Studies

Grade 2, Heritage and Identity: Changing Family and Community Traditions - A2.6

Grade 2, People and Environments: Global Communities—B1.2

Common Core

RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.8;

C3 Framework

D2.Civ.2.K-2

D2.Civ.6.K-2

Materials

- *What is Citizenship? (Citizenship in Action)*
- Chart paper
- Markers, pens, or pencils
- Vocabulary words on whiteboard
- *Sleepyville Worksheet*
- *What is Citizenship Exit Card*

Objectives

Students will:

- Demonstrate understanding that all people play important roles in a community.
- Understand that communities adapt to meet the needs of their citizen.

Setting the Stage

Read pages 6-9 of *What is Citizenship?* to the class. Facilitate class discussion on citizenship.

Use prompts such as:

- ▶ What are some ways you could be an active citizen in your community?
- ▶ Provide students with examples of problems that may occur in a community and ask what they could do as an active citizen in response.
 - E.g. You see litter on the sidewalk; there is a stray dog in the park; kids in your school do not have enough food, etc.

Read pages 10-18 to the class.

Activity Part 1

Mark one side of the classroom as Winterville, and one side of the classroom and Summerville. You will then read a list of questions to which the answer is Winterville, Summerville, or both communities. To answer each question, students will walk to the corresponding side of the room. If the statement applies to both communities, the students can stand in the middle of the room.

Teacher's script:

Communities stay strong by making sure every citizen's needs are met. People in government work to make sure the communities have their needs met. Different communities have different needs.

We are going to play a game to help us think about how different communities adapt to meet their needs. Winterville is a community where it is always cold. There is a lot of snow. Summerville is a community where it is always warm. The sun is always shining.

- Which community needs snow plough drivers to plough and salt the roads?
- Which community needs to install sun umbrellas at the park?
- Which community needs garbage truck drivers?

- Which community will have schools shut down for snow days?
- Which community needs firefighters?
- Which community needs teachers?
- Which community can grow fruits and vegetables?
- Which community needs police?
- Which community needs citizens?

Debrief each answer. Use prompts to that encourage students to explore how communities adapt to their needs, and that reinforce that all people play important roles in a community. For example:

- Why doesn't Summerville need snow ploughs?
- Why do communities need garbage truck drivers? Why is this job important?
- How do communities in cold climates like the Arctic get their fruits and vegetables?
- What do all communities need, whether they have hot or cold climates?
- What would happen if the citizens in a community stopped doing their jobs?

Activity Part 2

Pass out the *Sleepyville Worksheet*. Invite students to read page 19 on their own. Invite students to write a letter to the Mayor of Sleepyville that answers the following questions:

- What could happen to Sleepyville?
- What advice would you give the workers and citizens of Sleepyville?

Students should be encouraged to use the vocabulary words from this unit. Note that this activity can also be completed as a class, with the teacher writing the letter at the front of the room.

Extensions

Review the letter(s). Have students discuss/share what could happen to Sleepyville, and the advice that they would give its workers and citizens. Ask students what would happen in their community if the workers and citizens stopped doing their jobs.

Wrap-Up

Pass out *What is Citizenship Exit Card*. Ask students to hand in the exit cards at the end of the lesson.

Take-away concept

- ▶ All people, not just official leaders, play an important role in a community.

Assessment

Assess *What is Citizenship Exit Card* for understanding of community and citizenship. Assess student understanding during lesson using observational notes, with particular attention to their letter. Review definitions to clarify misunderstandings as needed.

Name: _____

Date: _____

Sleepyville Worksheet

Sleepyville is going to sleep. The workers are tired. The firefighters will no longer put out fires. The bus drivers will no longer drive the buses. The police will no longer fight crime. The citizens of Sleepyville are not worried. What could happen to Sleepyville? What advice would you give to the workers and citizens of Sleepyville?

If your workers stop doing their jobs, this is what could happen: _____

Advice that I have for you is: _____

Sincerely,

Name: _____ Date: _____

What Is Citizenship Exit Card

In your own words, explain what a citizen is: _____

Active citizens work hard to make their community a great place for everyone. If they spot a problem, they try to fix it. If there are people in their community who are in need, active citizens work together to help them.

What are some ways you could be an active citizen?

Problem	How could you fix this?
There is litter in the park.	
There is graffiti on your school playground.	
Your neighbor needs help shovelling snow.	

LESSON 3

Exploring Rules and Laws

Curriculum Correlations

Ontario Social Studies

Grade 2, Heritage and Identity: Changing and Family and Community Traditions — A2.4

Common Core

Grade 2—RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.8

C3 Framework

D2.Civ.3.K-2

D.Civ.12.K-2

Materials

- *Why Do We Need Rules and Laws? (Citizenship in Action)*
- Chart paper and markers
- Blank paper (2 per student)
- Construction paper or bristol board (1 per student)
- Pencils, markers, decorative craft supplies (i.e. glitter, paint)
- *Rules and Laws Venn Diagram Rubric*

Objectives

Students will:

- Identify the need for and purposes of rules in various settings
- Contrast and compare rules in different settings using a venn diagram

Setting the Stage

Read *Why Do We Need Rules and Laws?* as a class (pages 1-8).

Facilitate a class discussion on classroom rules. Use prompts such as:

- What are some rules we follow in our classroom?
- Why do we need rules?
- Why is [insert rule] important?
- What do we do when someone is not following our classroom rules?
- What can we do if we think a rule is unfair?

The rules can be posted as an anchor chart for reference.

Activity

Read pages 17-21 of *Why Do We Need Rules and Laws?*.

Have students draw two columns on a sheet of paper. Label one column “Rules at Home” and one column “Rules at School.” Have the students write two lists of rules that they follow in both places. Duplication is okay (and encouraged!).

Next, have students create a Venn Diagram to compare rules that they follow at home and at school based on their lists. Teacher may need to model a Venn Diagram first.

When students are finished, discuss their diagrams. What rules are the same? What rules are different?

Extensions

Ask the class to imagine a new school rule: no playing at recess. Explain that if anyone is caught playing a game, the consequence is extra homework. Have the class discuss if they like this new rule/if they think it is fair. Have the students create protest posters.

Wrap-Up

Class discussion:

- Invite students to share questions they still have about rules.
- Take-away concept
 - ▶ Rules are important for communities. Everyone must follow the rules for communities to thrive. Rules can be changed.

Assessment

Collect their Venn Diagrams and assess students' answers based on the *Rules and Laws Venn Diagram Rubric*.

Name: _____

Date: _____

Rules and Laws Venn Diagram Rubric

Compare and Contrast Venn Diagram				
	1	2	3	4
Similarities	The student provides 1 rule or less.	The student highlights 2 or less rules and does not repeat.	The student identifies 3 or more rules and does not repeat.	The student identifies 4 or more rules and does not repeat.
Differences	The student provides 1 rule or less.	The student highlights 2 or less rules and does not repeat.	The student identifies 3 or more rules and does not repeat.	The student identifies 4 or more rules and does not repeat.
Organization	The Venn Diagram is very messy and unreadable.	The Venn Diagram is very messy and it takes away from the content.	The Venn Diagram is legible and organized (ex. has title)	The Venn Diagram is very neat and well organized.

LESSON 4

Democracy is Important

Curriculum Correlations

Ontario Social Studies

Grade 2, Heritage and Identity: Changing and Family and Community Traditions — A2.4, A 2.6

Common Core

Grade 2—RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.8

C3 Framework

D2.Civ.2.K-2

D2.Civ.7.K-2

D2.Civ.11.K-2

D2.Civ.14.K-2

Materials

- *Why Does Democracy Matter?*
- Poster making materials (ex. Bristol board, construction paper, markers)
- Tape to hang posters up around classroom
- Empty kleenex box
- Pencils and graph paper
- *Democracy Word Match Worksheet*

Objectives

Students will:

- Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- Organize data and present information in a bar graph.
- Use a glossary to locate information efficiently.

Setting the Stage

Read pages 1-9 of *Why Does Democracy Matter?* as a class or independently. Introduce activity with class discussion:

- Imagine that you are running to be the mayor of our city. How would you become the mayor?

Use prompts such as:

- ▶ **What is an election?**
- ▶ **Who votes during an election?**
- ▶ **How do citizens decide who to vote for?**

Explain that candidates for mayor have different ideas about what is best for the community. Citizens choose to vote for the person who they think have good ideas for the community, and who will make the community a better place.

Introduce the concept of a big idea, or principle, by reviewing the three principles of democracy on pages 12-13 with the class before facilitating a discussion around:

- ▶ **What would be a good change to make in our community?**

Activity

Have students independently, or with a small group, come up with one idea that would make their school community a better place. Have them share their idea with the class. Record answers on board.

Have students vote on which idea they like best. Identify top 3-4 ideas. It is recommended that this vote is done with a “hands up to vote for this option” method. Keep a tally at the front of the room for students to view.

Once the top 3-4 ideas are collected, have a more formal vote with ballots. Tally the ballots at the front of the room again, encouraging students to share what type of hash is needed next (ie. diagonal at 5).

Have students create a bar graph to document this information. Collect the bar graph when completed. Model a bar graph with students first.

Extensions

Students will select one of the top 3-4 ideas from the previous activity and make a campaign/election poster that highlights this. Invite students to share their poster with the class at the end of the period. Display the posters in your classroom.

Wrap-Up

Review graphs and talk about how democracy helps communities make fair choices. Pass out the *Democracy Word Match Worksheet* and ask students to complete independently.

Assessment

Review the content of the posters, and collect the bar graph. Assess using the *Democracy Bar Graph Formative Assessment Rubric*. Collect *Democracy Word Match Worksheet*. Assess for understanding.

Name: _____ Date: _____

Democracy Word Match Worksheet

Using the “Words to Know” glossary on page 23 of *Why Does Democracy Matter?*, match the words below to the correct definition. If you still do not understand what a word means after reading the definition, ask your teacher.

citizens	Rules made by government that people must follow
community	A group of people that run a country, province, state, or community
democracy	Big ideas about the correct way to behave
election	Something you are allowed to have or do
government	Make a choice by making a ballot or some other method such as raising your hand
laws	People who belong to a community
principles	A place where people live, work, and play
right	A form of government in which people vote to choose their leaders
vote	The process of choosing a leader by voting

Name: _____

Date: _____

Democracy Bar Graph Formative Assessment Rubric

	1	2	3	4
Graph Title and Labels	Graph not titled or titles and labels do not connect to the data.	Graph title and labels would improve with more clarity and accuracy.	Graph title and labels accurately describe data.	Graph title and labels accurately and clearly describe data.
Information Presentation	The information presented is very messy and is cannot be understood.	The information presented is messy and difficult to understand.	The information presented is neat and understandable.	The information presented is very neat and easy to understand.
Scale and Axis Labels	The scale and axis labeling may be missing, confusing, or inaccurate.	Understandability of the scale or axis would improve with more clarity and accuracy.	The scale and axes are labeled clearly and accurately.	The scale and axes are labeled clearly and accurately, improving data understandability.
Data Representation	Data is inaccurate or not presented in bar graph form.	Data inaccuracy and representation may lead to incorrect conclusions being drawn from the data.	Data is represented accurately in bar graph form.	Data is represented accurately and clearly, improving data understandability.

LESSON 5

Making a Difference

Curriculum Correlations

Ontario Social Studies

Heritage and Identity: Changing and Family and Community Traditions — A3.1

Common Core

Grade 2—RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.8

Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.1; 6-8.8; 6-8.9

C3 Framework

D2.Civ.14.K-2

Materials

- *I Can Make a Difference (Citizenship in Action)*
- Construction paper (1 per student)
- Scissors
- Markers
- Tape for displaying pictures
- Decorative art supplies (i.e. glitter)
- *Making a Difference At Home Exit Card*

Objectives

Students will:

- Identify and describe different types of families.
- Explain how they can be an active citizen in their family units.
- Compare diverse experiences with classmates.

Setting the Stage

Write the phrase “Different Types of Families” on the board. For five minutes, brainstorm different family compositions (e.g. families with one parent, two parents, mom and dad, two moms, two dads, living with grandma, etc.).

Explain that a family is a small community. Just as citizens make their communities special by making a difference and lending a helping hand, families are special because they love and help one another.

As a class, read pages 8-11 of *I Can Make a Difference*.

Activity

My Family

Discuss the different ways that students help their families (e.g. doing chores, being polite, helping grandma with laundry).

Have students draw a picture of their family, noting the family composition. Underneath the picture, have students write one way that they will help their family in the future (e.g. I will always make my bed, I will help my grandpa make dinner, I will be nice to my sister). These pictures can be displayed in the classroom to show the mosaic of diverse families in the classroom, and students’ commitment to being contributing family members.

Extensions

- Invite students to trace their hand on a piece of construction paper, and cut their hand out. Ask students to write one thing that they will do at home to help their family in the future (e.g. I will make my bed). Students can decorate their hands, to be given to their families as a gift.
- Apply this lesson to “making a difference at school or in my community,” having students write and draw a picture of one way they will help these other communities.

Wrap-Up

Have students share their promises to their families. Students will complete and hand in *Making a Difference at Home Exit Cards*.

Assessment

Teacher will collect *Making a Difference at Home Exit Cards* and assess for understanding.

Name: _____ Date: _____

Making a Difference at Home Exit Card

In your own words, list at least three different types of families:

1. _____

2. _____

3. _____

What is one thing you will do at home without being asked to?

LESSON 6

Be an Active Citizen in Your Community

Curriculum Correlations

Ontario Social Studies

Grade 2, People and Environments:
Global Communities—B1.3

Common Core

Grade 2—RI.2.2; RI.2.4; RI.2.5; RI.2.6; RI.2.8;

C3 Framework

D2.Civ.6.K-2.

D2.Civ.7.K-2.

D2.Civ.11.K-2

D2.Civ.14.K-2.

Materials

- *Be An Active Citizen in Your School (Citizenship in Action)*
- *Be an Active Citizen in Your Community Reflection sheet*
- Chart Paper
- Markers
- Ballots
- Event preparation materials, such as poster board, paper and pencils, or computers

Setting the Stage

Read pages 8-10 of *How to Be An Active Citizen at Your School*.

Call a class meeting to explore the relationship between active citizenship and sustainability. Identify an environmental issue facing your classroom/school for the class to discuss (e.g. water use in summer, litter in yard, food waste from lunches), with the goal of planning an Earth Day event.

Use prompts to explore the consequences of sustainable and/or non-sustainable actions related to the environmental issue that you selected for your class, such as:

- ▶ Why is this a problem?
- ▶ What would happen if the problem continued?
- ▶ What would the impact be on our community?

Invite your students to brainstorm possible events that would address the issue that you have identified. Through facilitated discussion, come to a consensus on the top 3 event ideas. Number these ideas 1-3.

Objectives

Students will:

- Understand the importance of active citizenship, and ways to get involved.
- Demonstrate an understanding of the importance of sustainability.
- Students will practice working together to solve a problem.

Activity Part 1

Building Consensus

Have students vote on the event that they would like to plan. Distribute 1 blank ballot per student. Ask students to write down the number that represents the idea they are voting for on their ballot. Collect the ballots and tally them as a class to determine the event idea you will pursue.

Activity Part 2

Solving the Problem Together

Have students answer the event planning questions “Who, What, Where, When, and How” as a class. See the example on page 18 of *Be An Active Citizen At Your School*.

Develop a checklist of event-related “to-do” items as a class. Assign students to tasks (e.g. 5 students working on posters, 3 students writing a letter to request gloves and garbage bags from the custodian, 2 students writing an announcement).

Extensions

Follow through on task lists and implement event.

Wrap-Up

Facilitate a class discussion about the relationship between active citizenship and sustainability. Hand out the *Be an Active Citizen in Your Community Reflection*, and collect when completed.

Assessment

Assess the *Be An Active Citizen in Your Community Reflection* for understanding of the concepts and ability to summarize thoughts.

Name: _____ Date: _____

Be an Active Citizen in Your Community Reflection

<p>What did your class do well in this activity?</p>	<p>What could your class do better next time?</p>
<p>How did you contribute equally to helping your class?</p>	<p>What would you like to get better at?</p>
<p>Why does sustainability in your community matter?</p>	