Grade 01 Social Studies Unit 12 Exemplar Lesson 01: Being a Good Citizen

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

This unit is the culmination of the overarching goal for the first grade year: “to establish the foundation for responsible citizenship in society.” TEKS on good citizenship have been taught in Units 2, 3, and 5. Those will be reexamined in this first lesson with a focus on historic figures who have exhibited characteristics of good citizenship: Benjamin Franklin, Richard Allen, and Eleanor Roosevelt. Students create a news story about a local citizen who exhibits good citizenship.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

1.2 History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

1.2B Identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness.

1.3 History. The student understands the concepts of time and chronology. The student is expected to:

1.3A Distinguish among past, present, and future.

1.3B Describe and measure calendar time by days, weeks, months, and years.

1.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

1.13A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

1.13B Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.

1.13C Identify other individuals who exemplify good citizenship.

Social Studies Skills TEKS

1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

1.17A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.

1.17B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.

1.18 Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

1.18A Express ideas orally based on knowledge and experiences.

1.18B Create and interpret visual and written material.

1.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

1.19B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

GETTING READY FOR INSTRUCTION

Performance Indicators
Create and perform a multi-media news story about a good citizen from the local community. Include information about the characteristics of good citizenship the person exhibits, how the person’s actions have affected the local community (family, home, school, community, beyond).

Standard(s): 1.13A, 1.13C, 1.17A, 1.17B, 1.18A, 1.18B, 1.19B

Key Understandings

- Good citizens choose to act in ways that exhibit characteristics of good citizenship.
  - What are characteristics of good citizenship?
  - How have historical people exhibited characteristics of good citizenship in the past?
  - Who are local citizens who exhibit characteristics of good citizenship in the present?

Vocabulary of Instruction

- citizenship
- truth
- justice
- respect
- honesty
- equality

Materials

- "memory walk" timeline
- "Our Earth Word Journals" created in Unit 7 or the teacher created sample.
- 8 ½ X 11 white paper (6 pieces, see Advanced Preparation)
- a news story from television, radio, or newspaper about a good citizen in the local community
- a piece of string (needs be long enough to fit the 12 half sheets of paper to create the timeline)
- Although there is a great deal of information to share or “teacher talk” in this lesson, it should be as interactive as possible. Ask questions to encourage interaction and encourage the use of academic language that describes chronology. Having available any resources used in previous units would be helpful in making this lesson more meaningful.
  - computers
  - Good Citizen Booklets created in Unit 03
  - local newspapers or magazines
  - pacing the lesson to make it appropriate for the attention span of the students in the class. If time is an issue, an abbreviated version of Day 1 and Day 2 could be combined into one day.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Teacher Resource: Portraits of Historic People KEY
- Handout: Making the Decision
- Handout: Multi-media Report
- Handout: Planning for News Story

Resources

- Consider researching information from district-approved resources and website characteristics of citizenship.

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview websites according to district guidelines.
5. If available, schedule the computer lab for use on Day 5. There may be a need to use computers additional days.
6. Gather books and newspapers to use for research.
7. Gather materials used in past units to help students recall prior learning.
   a. Good Citizen Booklets from Unit 3 or the teacher-created sample.
   b. Our Earth Word Journals created in Unit 7 or the teacher-created sample.
   c. Other materials from previous units that the teacher has easy access to.
8. Gather photographs of students engaged in social studies learning throughout the year. These should be prepared for display, either electronically or printed pictures. If there are not photographs available, display student work, charts, handouts, etc. from each of the previous units.
9. Locate a news story from television, radio, or newspaper about a good citizen in the local community and prepare it for display.
10. Print Teacher Resource: Portraits of Historic People KEY
11. Make copies of Handout: Making the Decision (1 per student).

#### Background Information

**Good citizen** — good citizens exhibit the characteristics of good citizenship, which include truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

The have been a variety of examples of good citizenship students have studies this year. Leaders, inventors, and local citizens have served as good citizens and good examples of people acting to care for their community.

#### INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGE – Introduce Timeline</td>
<td><strong>NOTE:</strong> 1 Day = 30 minutes</td>
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<tr>
<td></td>
<td><strong>Suggested Day 1 – 5 minutes</strong></td>
</tr>
</tbody>
</table>

**Materials:**
- 8 ½ X 11 white paper (6 pieces, see Advanced Preparation)
- a piece of string (needs be long enough to fit the 12 half sheets of paper to create the timeline)

**Purpose:**
- **The purpose of this section of the lesson is to ensure students understand the reason for the memory walk, which is to help access prior learning so they can create their project.**

**TEKS:** 1.18B

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#### EXPLORE/EXPLAIN – Begin “memory walk” of the first half of the school year

**Materials:**
- “memory walk” timeline previously created
- Good Citizen Booklets created in Unit 03

**Attachments:**
- Teacher Resource: **Portraits of Historic People**

**Purpose:**
- **The purpose of this section of the lesson is to access prior learning of each of the first six social studies units.**

**TEKS:** 1.2B; 1.3A; 1.3B; 1.13A; 1.13B; 1.13C; 1.17A; 1.17B; 1.18B

**Instructional Note:**
- If the Good Citizen Booklets are not available, display a teacher created sample of the Good Citizen Booklet. This is a concrete reminder of the concepts taught during the year. An alternative would be to show printed photographs.
- An electronic display of photographs, such as a PowerPoint might be the easiest way to display them. Pictures should include students participating in social activities during the course of the year to give a complete overview of the concepts taught during the year. An alternative would be to show printed photographs.
- Day 1 of this lesson is planned so that the first half of the school year is covered. Depending on the amount time students discuss or recall events from

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1. If available, display photos of students engaged in learning social studies concepts from units throughout the year. If there are not photographs available, display student work, charts, handouts, etc. from each of the previous units. Describe the event as well as the social studies concepts that were studied in each unit. Review that these lessons occurred in the past. Use these or similar descriptions to summarize each unit:

   - In **Unit 01**, we began by creating rules for our classroom. Good citizens respect others by following rules which maintain order and ensure safety. We used a map to learn about places in the school using words that describe location. We created a timeline by placing events in order. On a half sheet of paper, write a brief description of these events and answer the following question:
     - What are characteristics of good citizenship? Place sheet on the left end of the timeline string. Students turn and tell a partner one thing about Unit 01.

   - In **Unit 02**, we learned about the Constitution of the United States. We learned the Constitution is a set of rules for our country similar to the rules we have for our classroom. The writers of the Constitution spent a great deal of time and effort working out their disagreements in order to create the rules for our country. We also learned about symbols, customs, and celebrations that citizens of the United States should know and honor: the Liberty Bell, the flag, the pledge, the Statue of Liberty, Independence Day, and “The Star Spangled Banner.” Write a brief description or draw small pictures of the symbols and place next on the timeline. Students turn and tell a partner one thing about Unit 02.

   - In **Unit 03**, we learned about good citizenship. We made another timeline using words to place events in chronological order. We used the words: past, present, and future to describe when events occur in time. We learned that we are citizens of the world, the United States of America, the state of Texas, the city of ________, the school named ________, and the first grade
classroom of Mr. or Ms. ________. We belong to groups or communities and part of belonging to any community is contributing to that community. We talked about characteristics of good citizens: truthfulness, justice, equality, respect, and responsibility. George Washington, Abraham Lincoln, and Eleanor Roosevelt were examined as historic citizens who displayed these traits of good citizenship. Write a brief description of this unit and place it next on the timeline. Place pictures of George Washington, Abraham Lincoln, and Eleanor Roosevelt from the Teacher Resource: Portraits of Historic People KEY on the sheet of paper. Students turn and tell a partner one thing about Unit 03.

- **Unit 04** focused on family. We made a quilt that illustrated family customs. We learned that, as members of our family community, we contribute by assuming responsibilities. We learned the basic needs of families and how families work together to meet those needs. We also learned that families meet needs and performs jobs differently than they did in the past. Write a brief description of this unit and place it next on the timeline. Students turn and tell a partner one thing about Unit 04.

- In **Unit 05**, we learned about local and state communities. We used maps to locate the state of Texas and our own community. We learned about authority figures and their role in helping keep us safe by ensuring we follow rules. We learned about local and state officials and the jobs they perform. Finally, we learned about Benjamin Franklin and Richard Allen, historic Americans who displayed characteristics of good citizenship. There is a page about Benjamin Franklin in the Good Citizens Booklet. Write a brief description of this unit and place it next on the timeline. Place the picture of Benjamin Franklin from the Teacher Resource: Portraits of Historic People KEY on the sheet of paper. Students turn and to a partner and answer the following question: Who are local citizens who exhibit characteristics of good citizenship in the present?

- In **Unit 06**, we celebrated who we are as Americans. We looked again at historic Americans who displayed characteristics of good citizenship: George Washington, Abraham Lincoln, Benjamin Franklin, Martin Luther King, Jr., and Eleanor Roosevelt. We read stories that included lessons about truthfulness, justice, equality, respect, and responsibility. We looked again at public officials at the local, state, and national level and their job responsibilities. We examined the pledge of allegiance and its meaning more closely and learned the reason for celebrating Veterans Day. On a sheet of paper, write a brief description and answer the following question: How have historical people exhibited characteristics of good citizenship in the past?

- Place it next on the timeline. Place the picture of Martin Luther King, Jr. from the Teacher Resource: Portraits of Historic People KEY on the sheet of paper. Students turn and tell a partner one thing about Unit 06.

<table>
<thead>
<tr>
<th>ENGAGE – Continue Timeline</th>
<th>Suggested Day 2 – 5 minutes</th>
</tr>
</thead>
</table>
| 1. Direct students’ attention to the timeline. Conduct a review of the completed unit summaries posted on the timeline. Encourage student contributions and questions. | **Materials:**
| | - “memory walk” timeline (1st half of the school year complete) |
| | **Purpose:**
| | - The purpose of this section of the lesson is to review the summaries from the previous day’s lesson. |
| | **TEKS:** 1.2B, 1.3A; 1.3B; 1.13A; 1.13B; 1.13C; 1.17A; 1.17B; 1.18B |

<table>
<thead>
<tr>
<th>EXPLORE/EXPLAIN – Continue “memory walk” of the second half of the school year</th>
<th>Suggested Day 2 (continued) – 25 minutes</th>
</tr>
</thead>
</table>
| 1. Use these or similar descriptions to summarize each unit covered in the second half of the year: | **Materials:**
| | - “Our Earth Word Journals” created in Unit 7 or the teacher created sample. |
| | **Purpose:** |
| | - |

- In **Unit 07**, we looked at the physical characteristics of landforms, bodies of water, natural resources, and weather. We used cardinal directions to describe the location of places on a map. We created “Our Earth Word each unit, it could take less time or it could take more. Each individual teacher will need to use discretion in pacing the lesson to make it appropriate for the attention span of the students in the class. If time is an issue, an abbreviated version of Day 1 and Day 2 could be combined into one day.

- Although there is a great deal of information to share or “teacher talk” in this lesson, it should be as interactive as possible. Ask questions to encourage interaction and encourage the use of academic language that describes chronology. Having available any resources used in previous units would be helpful in making this lesson more meaningful.
Journals” as part of this exploration of our physical environment. Write a brief description of this unit and place it next on the timeline. Students turn and tell a partner one thing about Unit 07.

- In Unit 08, we learned the difference between physical characteristics and human characteristics of a place. Then we learned the effects that physical characteristics have on human characteristics of a place and created a puppet play to explain it. We again focused on maps by making a map of the playground and used cardinal directions to explain relative location. Write a brief description of this unit and place it next on the timeline. Students turn and tell a partner one thing about Unit 08.

- In Unit 09, we learned about needs and wants. Sometimes we want more than we need. We have to make choices when buying goods and services because of limited resources. We learned the steps of the decision-making process, which can be used for economic choices as well as other decisions. Write a brief description of this unit and place it next on the timeline. Students turn and tell a partner one thing about Unit 09.

- Unit 10 built on the economic concepts from Unit 09. We focused on goods and services in the home, school, and community. We learned that goods and services are exchanged at markets. We explored specialized jobs by participating in an assembly line to make flowers. We learned how to conduct an interview to learn more about goods and services and how they have changed over time. Write a brief description of this unit and place it next on the timeline. Students turn and tell a partner one thing about Unit 10.

- Unit 11, our last unit, focused on technology and the inventions of two famous inventors, Thomas A. Edison and Alexander Graham Bell. The inventions of these two men changed the lives of people world-wide. We learned that ordinary people can solve problems by finding a better way to accomplish a task. Write a brief description of this unit and place it next on the timeline. Students turn and tell a partner one thing about Unit 11.

2. Celebrate the completed timeline! Explain how they have learned about many great topics in Grade 1 Social Studies. As they look back at the summaries, they can see the many lessons on good citizenship and historic people who exhibited the characteristics of good citizenship.

<table>
<thead>
<tr>
<th>ENGAGE – News story about a local citizen</th>
<th>Suggested Day 3 – 7 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask these or similar questions to transition students’ attention from the past to the present:</td>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>We have learned about good citizens who lived in the past:</td>
<td>• a news story from television, radio, or newspaper about a good citizen in the local community</td>
</tr>
<tr>
<td>• How have historical people exhibited characteristics of good citizenship in the past?</td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>• Are there good citizens who live in the present?</td>
<td>• The purpose of this section of the lesson is for students to understand that there are also good citizens currently living in their community.</td>
</tr>
<tr>
<td>• Who are some local citizens who exhibit characteristics of good citizenship in the present?</td>
<td><strong>TEKS:</strong> 1.13A, 1.13C; 1.17A; 1.17B; 1.18A, 1.18B</td>
</tr>
<tr>
<td>• Where might we find information about them?</td>
<td><strong>Instructional Note:</strong></td>
</tr>
<tr>
<td>2. Display and view/play/read a news story from television, radio, or a newspaper about a good citizen in the local community.</td>
<td>• Multi-media is the integration of multiple forms of media. This includes text, graphics, audio, video, etc. For example, a presentation involving audio and video clips would be considered a “multimedia presentation.” Definition courtesy of: Lauer, C. (2009). Contending with terms. Retrieved from <a href="http://dx.doi.org/10.1016/j.compcom.2009.09.001">http://dx.doi.org/10.1016/j.compcom.2009.09.001</a></td>
</tr>
<tr>
<td>• What are the characteristics of good citizenship this person exhibits?</td>
<td></td>
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<tr>
<td>3. Explain that the story they viewed is considered “media.” Provide a specific description and examples of media. Ask:</td>
<td></td>
</tr>
<tr>
<td>• What is media? Media is the radio stations, television stations, and newspapers through which information is communicated to people. This is the way we learn about events that happen every day.</td>
<td></td>
</tr>
<tr>
<td>• What is MULTI-media? “Multi-media” uses more than one kind of media. This could include something you write, pictures, audio – or something recorded, and video.</td>
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<tr>
<td>4. Explain that they are going to create and perform a multi-media news story about a good citizen from the local community.</td>
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</tbody>
</table>
EXPLORE – Making the decision

1. Distribute the Handout: Making the Decision (1 per student). Instruct students to determine who they are going to focus on in their news story using the Handout: Making the Decision.
2. If necessary, model completing the Handout: Making the Decision.

EXPLAIN – Decision Explanation

1. After the decision is made, instruct students to complete the Handout: Multi-media Report (1 per student).
2. Students share their decision with a partner.
3. Students take completed Handout: Multi-media Report home to share with their parents.

EXPLORE – Planning the News Story

1. Display and distribute a copy of the Handout: Planning for a News Story.
2. Read the questions/prompts aloud. Allow time for discussion in order for students to think-through the possible responses appropriate to their report.
   - What kind of information will I need? Answers might include pictures/video, graphics, sounds/audio, good citizenship example
   - Is information available? Where would I find it? Information might be available on the internet or local newspapers and/or magazines
   - In this multi-media news story, I will be ________. The anchor or the reporter.
   - The setting will be ______________. Where will it take place?
     Fictional location/actual location?
3. Share examples and ideas for the news story:
   - A News Broadcast with the student as the news anchor reading the story and showing a picture (or series of pictures) to help them tell the story.
   - A reporter at a "remote site" presenting the story. The multi-media could include pictures for the backdrop and to support the story, audio files including sounds associated with the story, a "cut-away video or audio" of an interview embedded in the story, etc.

EXPLAIN – Sharing their Plan

1. Students share their completed Handout: Planning for News Story with a partner. Students revise or add to their handout as needed.

EXPLORE/EXPLAIN– Gathering Information

1. Explain to students that they will spend time finding the information for the report and

Materials:
putting the report together.

2. If necessary, organize available resources and assist students in getting started on their research.

3. In the computer lab, library, or using classroom computers, students find information about the local citizen including some pictures, video, or audio. Students could also create visuals by drawing pictures related to the subject.

<table>
<thead>
<tr>
<th>COMPUTER RESOURCES</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>computers</td>
<td>The purpose of this section of the lesson is for students to research information about their subject and find pictures, video, audio, or draw illustrations.</td>
</tr>
<tr>
<td>local newspapers or magazines</td>
<td>TEKS: 1.2B, 1.13A, 1.13B, 1.13C; 1.17A; 1.17B; 1.18B; 1.19B</td>
</tr>
</tbody>
</table>

**ELABORATE – Reflection**

1. Support the key understandings by allowing each student to tell:
   - Their good citizen's act of good citizenship.
   - How the choice to act in ways that exhibit characteristics of good citizenship affected the community.
   - A piece of interesting information about their person that will not be included in the news story (because it doesn't fit the narrow requirements of the news story - for example, a person demonstrates the good citizenship characteristic of truthfulness but an interesting thing is that they also collects coins.)

**Purpose:**

- The purpose of this section of the lesson is to allow students to summarize their information and to share one fun fact.

| TEKS: 1.13A; 1.13C; 1.18A; 1.18B |

**EVALUATE – Create and Perform News Stories**

**Grade 01 Social Studies Unit 12 PI 01**

Create and perform a multi-media news story about a good citizen from the local community. Include information about the characteristics of good citizenship the person exhibits, how the person’s actions have affected the local community (family, home, school, community, beyond).

**Standard(s):** 1.13A, 1.13C, 1.17A, 1.17B, 1.18A, 1.18B, 1.19B

**ELPS:** ELPS.c.3D

1. Students use the information, pictures, video, audio, etc. to create their news story.

2. Once the news stories are created, students perform a multi-media news story as stated above.

3. Options for the performance might include:
   - Some students that do a radio broadcast could present their story as part of morning announcements for the class.
   - The presentations could be videotaped to be presented as a “newscast” for parents and other classes to view - or posted on the school website.

**Purpose:**

- The purpose of this section of the lesson is to create and perform student news stories.

| TEKS: 1.13A, 1.13C; 1.17A, 1.17B; 1.18A, 1.18B; 1.19B |

**Instructional Note:**

- It is possible these performances will take more than the time allotted.
Portraits of Historic People KEY

Abraham Lincoln


George Washington


Eleanor Roosevelt

Benjamin Franklin


Martin Luther King, Jr.


Richard Allen

|---|
# Making the Decision

1. Choose two people who exemplify good citizenship that you want to learn more about.

____________________  __________________

2. Complete the chart below.

<table>
<thead>
<tr>
<th>Name</th>
<th>What I know about the person</th>
<th>What I am wondering about the person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

3. Which person would be a better choice? Make a decision.
Multi-Media Report

I will be doing a report on ______________________________________
to illustrate the citizenship characteristic(s) of ____________________
______________________________________________________________

The person exhibits this characteristic when he/she __________
______________________________________________________________.

I chose this person because...
______________________________________________________________
______________________________________________________________
______________________________________________________________

______________________________________________________________.
Planning for a News Story

1. What kind of information will I need to create my report?

2. Is the information available?

3. If so, where would I find it?

4. In this multi-media news story, I will be _______________________.
   (the anchor or the reporter)

5. The setting will be ________________________________.