“How can I be a responsible citizen?”
## How can I be a responsible citizen?

<table>
<thead>
<tr>
<th>NC Essential Standards for Social Studies</th>
<th>2.C&amp;G.1 Understand the purpose of governments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 2.C&amp;G.1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).</td>
</tr>
<tr>
<td></td>
<td>• 2.C&amp;G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.</td>
</tr>
<tr>
<td></td>
<td>2.C&amp;G.2 Understand the roles and responsibilities of citizens</td>
</tr>
<tr>
<td></td>
<td>• 2.C&amp;G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.</td>
</tr>
<tr>
<td></td>
<td>• 2.C&amp;G.2.2 Explain why it is important for citizens to participate in their community.</td>
</tr>
</tbody>
</table>

### Parallel Literacy Standards

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.0.25-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.2.9-Compare and contrast the most important points presented by two texts on the same topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion and reasons, and provide a concluding statement or section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.2.7 - Recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Staging the Question

<p>| Begin by having a review of classroom rules and consequences. |
| Using paper copies for individual students or electronic projection of your school map, have students locate various important locations, relating to these rules, within the building. Discuss and identify the different people within the school that help to make the school run efficiently (e.g., nurse, principal, teacher, bus driver, custodian). Discuss ways each of these people are helpers within the school community. |
| Next explore equivalents of the school principal, nurse, custodian, etc. within the city/government. Encourage students to name jobs and volunteer work positions that affect the entire community. |
| Lead students to explain how their lives would be affected without these certain people, positions or services. |</p>
<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes a good citizen?</td>
<td>Why must citizens follow laws?</td>
<td>How does the government support the citizens?</td>
</tr>
</tbody>
</table>

### Insight Questions

- What is a citizen?
- How can I help my community?
- What helpers are in my community?
- Who are some important citizens through time?
- How did important citizens change their communities?

- What are laws?
- Why are rules/laws important?
- What laws do citizens follow?
- What is the result of following the law?
- What is the result of not following the law?
- How do laws get made?
- How do we change the laws?
- How have the laws changed through time

- How do citizens know what the laws are?
- Who makes the laws?
- What are government services?
- Who enforces the laws?
- How are laws enforced?
- How do laws establish order?
- How do laws protect people?
- How do laws manage conflict?
- How has law enforcement changed over time?
- How have government services changed over time?

### Text Dependent Task

- Students will identify and list characteristics of responsible citizens using Clara Barton as an example.
- Students will select a law and explain in writing why the law was made, why it is an important law, and what would happen if the law did not exist.
- Students sort government services according to their function and write a paragraph about how that function supports citizens.

### Featured Sources

- **Source I** - You Tube Video
- **Source A** - Clara Barton excerpt with video
- **Source B** - Clara Barton Storyboard Template
- **Source C** - Clara Barton information from the Montgomery County Commission for Women
- **Source D** - Clara Barton’s Storyboard Activity directions
- **Source E** - Clara Barton Award Sheet
- **Source F** - Historical Good Citizen Biographies sheet
- **Source A** - Local Government Web
- **Source B** - Community Law graphic organizer
- **Source C** - What Would Happen writing task
- **Source A** - PBS Kids The Democracy Project
- **Source B** - Functions of Government Handout

### Summative Performance Task

- Have students complete the John Q Citizen Graphic Organizer. Describe various ways to be a responsible or irresponsible citizen. Beneath each, explain the consequences of that action on themselves and their community and how the government supports or discourages that behavior.
- **Do we need to be responsible citizens?** Examine the completed chart looking at pros/cons of all the consequences.
- **Write a justification of your answer (2-3 reasons) to the above question.**
Label four pieces of chart paper: Volunteering, Following Rules, Voting, and Helping Others. Post the four pieces of chart paper in different parts of the room. Students consider the labels on the posters. Students travel around the room visiting each piece of paper, adding words or pictures that illustrate the title of the chart paper. As students travel around the room, they can add a checkmark next to words or pictures already posted by a peer if they have exhibited that behavior. Students can analyze their own level of civic responsibility by noticing areas where they many or few checkmarks.

- Have a weekly “shout out” for the citizens in the class who have been model citizens
- Start a community bulletin board. Have students bring in, advertise, flyers, and brochures from places in the community that provide services
- Research good citizens and elected officials that have made a positive impact in the community or globally
- Write a letter to a local council member to inquire about local laws and his or her responsibilities to the citizens
- Create and give “Good Citizens” awards to people in the community.
- Talk with senior citizens about citizenship in previous decades and about how one could be a good neighbor or an outstanding member of society.
- Discuss citizenship in its legal sense: the steps in becoming a citizen, taking the citizenship test, talking to recent naturalized citizens in the area.

Overview

Inquiry Description

The compelling question for this inquiry—“How can we be responsible citizens?”—highlights the idea that civic ideals and practices are not beyond the capacity of primary-level students to understand and embrace as they begin their journey to becoming productive members of local communities and the world beyond. Further, students make note of actions and consequences in society. They are introduced to the government, its levels and purposes of establishing order, protection and managing conflict. Setting a strong foundation in second grade will allow students to build on these ideals as the content they face becomes increasingly sophisticated.

Teachers will know that the term “citizen” may be foreign to some second graders and may sound like something only adults can be. Yet this important role can be made real to young children by exploring the traits or characteristics that represent responsible citizenship. —respecting others, behaving honestly, helping others, making and obeying rules and laws, being informed, and sharing needed resources—will be familiar to students through their experiences in their home and school lives.

Structure of the Inquiry

In their investigation of laws and citizenship, students begin by identifying and discussing a range of traits associated with the idea of responsible citizenship. Through the featured sources in this inquiry, students will build their understandings of these traits. They will also identify community needs for government. This inquiry is designed to help students explore the functions and levels of governmental leadership. In learning about the levels of government and the issues each deals with, students should consider their own ideas for desired change within their community.
communities (e.g., more recreational space, better roads, more variety in school lunches) and develop a commitment to civic participation.

This inquiry is expected to take six to eight 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students.

Supporting Question 1

What makes a good citizen?
The first supporting question - “What makes a good citizen?” grounds the inquiry by establishing the idea that people act for the common good to establish safe and orderly community lives. Students will identify qualities associated with good citizenship and an understanding of actions and consequences associated with these qualities. As an introduction to citizenship and common good, this video, Source I is a great jumping off point to begin a discussion. In small groups, students will share ways they can demonstrate responsible citizenship in their neighborhood, school, state, nation, and world. Teachers may want to create classroom posters listing attributes of good citizens (such as one who respects others and their property, is helpful and considerate, willing to put others first, listens to the views of others and thinks about what they have to say, helps people who are not in a position to help themselves, respects the environment and does not damage it in anyway, works hard, and always willing to learn.)

Text Dependent task
Students will listen to an excerpt about the life of Clara Barton (founder of the American Red Cross) which includes a short video about her life Source A. Teacher passes out Clara Barton Storyboard Page Source B. Teacher reads an excerpt Source C, or Source D, (or any other Clara Barton biographical info) and will pause frequently to allow students to sketch/write examples of Clara Barton demonstrating qualities of good citizenship throughout her life. After the reading and illustrating storyboards, the teacher should facilitate a discussion about ways that Clara Barton was a good citizen and how she made changes in her community. Discuss the continuing impact of those changes in modern times. Students can write a sentence about her impact on people today in the box beneath the picture. A literacy extension is to pass out the Clara Barton Award sheet Source E in which students are asked to write a thank you letter to her, for one of her accomplishments and design an accompanying medal.

● Other examples of historical figures who have exemplified good citizenship (e.g., Cesar Chavez, George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, Ella Baker and Martin Luther King, Jr.). would work equally well for these lessons
● Historical good citizens biographies Source F
● Extension possibility: give each student a pattern of a small house. Students will decorate their houses and put their names on them. At the bottom of their houses, they will write their own "Citizenship Pledge" explaining a way that they, as students, plan to fulfill community responsibility. Examples will be given in class and might include: cleaning up the neighborhood playground expanding household recycling donating goods to the local homeless shelter

***NOTE: all source labels are hyperlinked to websites so materials can be easily accessed

Parallel literacy standards: RI.2.1, RI.2.5, RI.2.9, W.2.7, W.2.8, SL.2.1

Supporting Question 2

Why do citizens need to follow laws?
The second supporting question- “Why must citizens follow laws?” requires students to dig deeper into the idea of
consequences and the common good and why it is important to participate in your community. Effective citizenship requires the knowledge of a democratic government. Understanding rules and laws, including who makes them and who enforces them, leads to a greater understanding of why a citizen should and must follow them.

The lesson begins with a review of responsibilities students have as citizens of their school. Students recall that people who live in a community are citizens and have responsibilities to the community just like a student has school responsibilities. Using the organizer, Source A students discuss important ideas related to why people form governments, studying values like the common good and individual rights, the organization of local governments, and some of the things governments do. Students explore responsibilities of citizens in a community such as picking up litter, voting, and obeying laws.

However, they should also understand that when rules and laws are not enforced or are unfair to a group of people, history has shown us that they can be changed. Through dedication, hard work, and nonviolence, many citizens work to turn their ideas into action in order to improve their communities.

Extend by presenting a scenario that describes a second grade student’s journey to school, students discuss examples of rules or laws that affect the student’s journey. They then explore reasons we need rules and laws. Students brainstorm what would happen if everyone could make their own rules and laws. The teacher reviews the concept of government as the way a community ensures a common method of keeping people safe and giving the right or authority to make and enforce rules and laws. Students explore reasons people form governments. Students then complete an open-ended sentence beginning “People form governments because…” and illustrate their idea. Possible answers include: ‘because they want to be safe’, ‘because they need laws’ and ‘because they need help solving problems.’ Illustrations are gathered together to create a class book.

Text Dependent Task
Have students select a law that they know about. For example, bike riders under the age of eighteen must wear a helmet or the speed limit is 65 mph on the freeway. As a class have students explain why the law may have been made, why it is important to everyone in the community. As an assessment, students can complete the Community Law organizer, Source B and follow up with the writing task “What would happen” Source C.

***NOTE: all source labels are hyperlinked to websites so materials can be easily accessed

Parallel literacy standards: RI.2.5, W.2.2, SL.2.1

Supporting Question 3

How does the government support the citizens?
The third supporting question ties the ideas of responsible citizenship and the services of the government. Facilitate a discussion helping students connect the reasons people formed and set rules in their class or community, linking to what they have learned about the need for laws and purposes of government. Students begin to explore modern government’s functions of establishing order, protecting citizens and managing conflicts of the people. They can do web research via The Democracy Project. As a class, individually or in groups, look at the PBS Kids Web Page, The Democracy Project, Source A. Click on the various “buildings” in the picture of the town and read the interactive explanations of what government is, what role it plays in our lives and why we need a government. This site reviews the many concepts students have been introduced to during this inquiry and provides further explanations of its functions.

Text Dependent Task
Functions of Government Sort. Place students in groups of three or four. Distribute the Handout: Functions of Government Sort to each small group. Also distribute a piece of construction or manila paper. Students cut out the cards of the handout. Working in their small groups, students sort the cards into a graphic organizer, listing government services under the functions of government. After students have agreed on the sort, they glue the boxes in place on a piece of construction or manila paper. Students each choose one service card glued on the completed Handout: Functions of Government Sort and circle it. The student writes a paragraph about how the government service on that card helps citizens. Group together two student pairs to create a group of four. Students share their organizers with the other pair.
Finally, have the student groups discuss ways they as citizens can reciprocate by doing a service within/for the community. Facilitate a discussion to summarize learning and connect a working community with its citizens taking responsibility in daily life. People act as good citizens when they volunteer in the community, follow the rules, vote, and help others.

***NOTE: all source labels are hyperlinked to websites so materials can be easily accessed

Parallel literacy standards: RI.2.1, SL.2.1, SL.2.2

Supporting Question 1

***NOTE: all source labels are hyperlinked to websites so materials can be easily accessed

CMS approved Youtube video link: https://youtu.be/p63JCN5FRuU

Source I

Source A

Source B
Clara Barton (1821–1912)

Founder of:
- The American Red Cross
- The National First Aid Society

School teacher, women’s suffrage advocate, Civil War nurse, pioneering humanitarian

Clara Barton was born in December 1821, in North Oxford, Massachusetts. She was the daughter of a teacher andiller, who was a believer in abolition and the importance of education. She grew up in a Quaker household and learned to read at home and began teaching at the age of 15, when she established a school for the children of the workers at her father’s sawmill. She attended the Oberlin Institute at Clinton, New York (1846–1848), and in 1852 she established a school in Washington, New Jersey. She later served as a superintendent of schools in New York City. In 1854, she married John lounge, a wealthy farmer, and they had two children, John and Elizabeth. During the Civil War, Barton worked independently to provide food and medicine and supplies for the wounded soldiers, and she organized the Union Sanitary Commission, which later became the American Red Cross. Barton was known as the “Angel of the Battlefield” for her work in providing aid and comfort to the wounded. After the war, she worked to establish a national cemetery and identify the graves of American soldiers who died in the war.

Historical Good Citizen Biographies

Abigail Adams

Abigail Adams was born in 1744. She was married to John Adams who was the second president of the United States. She believed in equal rights for women. She wanted women to have an education. She was not able to go to school, and her mother taught her how to read and write. Abigail Adams was also opposed to slavery. She believed that slavery was evil and was a threat to America. She wrote letters to her husband about her beliefs. Her son, John Quincy Adams, was the sixth president of the United States. She died in 1818 when she was 74 years old.

Source C

On another sheet of paper, write a thank you letter to Clara Barton. Choose one of Clara Barton’s accomplishments, and tell why you think she deserves a medal for it. Design the medal she will receive below.

Source E

Source D

Source F
Community Law

No more than three (4) dogs, can be kept per household without receiving Special Approval through the Planning Commission for a kennel.

<table>
<thead>
<tr>
<th>Reasons why the law could have been made?</th>
<th>How does it help the community?</th>
</tr>
</thead>
</table>

Source A

Source B
What if a Community Had No Laws?
Michelle went for a walk in her community. As she went down her street she saw Officer Clark giving a speeding ticket to a driver. The driver had been going too fast in the neighborhood. She smiled at Officer Clark and went on.

Directions: Re-write the words above to show how it would be different if Michelle’s community had no laws.

---

Source A

Supporting Question 3

***NOTE: all source labels are hyperlinked to websites so materials can be easily accessed

Source B
### John Q. Citizen Graphic Organizer

<table>
<thead>
<tr>
<th>Responsible John</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Consequence on self</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>irresponsible John</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Consequence on self</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>