Emily Keefer 2nd Grade Social Studies Lesson Plan

Unit Title: Connecting within our Community (Community and Local Government Unit)

Big Ideas/Enduring Understandings.
- A community is composed of a group of people and can take a variety of forms, and a community is strengthened through diverse individuals and perspectives.
- Citizens in a government have individual rights to protect them, but cannot outweigh the “common good” or the rights of the people as a whole.
- Governments create, interpret, and enforce laws based on the needs of the community.
- Our government provides services to all citizens (fire protection, education, police, clean water, etc) to ensure the safety and well-being for the people they serve.
- A government is divided into three equal but separate branches (legislative, executive, and judicial) to create a strong and fair governing body without any branch being able to abuse their power.
- In a local government, the mayor and city council are elected to represent the people of their city, and citizens have a responsibility to participate in government by voting and sharing their opinions with local representatives.

Key Concepts
Community- people living in the same area; group of people that live together; group of people that share common characteristics or interests
Diversity- differences amongst people (all around the world) that enrich our culture and bring new ideas and energy
Government-
  Judicial-evaluates laws
  Executive-carries out laws
  Legislative-makes laws
Laws- A rule that people in a community must follow.
Individual Rights- are freedoms that you have that do not hurt others
Common Good- means working together so that the greatest number of people are happy, or to compromise so that everybody gets a little of something they want
Citizen- A person who lives in and belongs to a community.
Election- a time when people vote for their leaders.

Rationale for Unit
As citizens within their own community, students need to participate in this unit to become well-informed and responsible individuals. We will investigate the importance of diversity in a community, the roles and functions of a government, and how students can become active participants in these systems. The concepts of this unit help to promote civic responsibility and help to establish a life-long process of a citizen’s role in a local government. The city council meetings provide authentic leadership experiences and establish the importance of elected officials as advocates for our needs. Our students will finish the unit understanding the importance of a government’s role within their lives and how they can affect change in their own communities.

Understandings, Appreciations, and Applications Goals
Understand why individuals form a government and articulate the services a government provides for them as citizens.

Appreciate and respect the diversity of their local community and the students own individual roles and responsibilities within their community.

Apply the concept of local governments and the individuals within the system (mayor, city council, court system, and citizens) during classroom simulations.

Apply the democratic process of voting for members of their own government based on their needs.

**Unit Objectives**

**Lesson 1** - Students will be able to articulate examples of diversity found in their own community and explain why diversity is vital to a community.

**Lesson 2** - Students will be able to explain why people form governments according to the concepts of safety and security.

**Lesson 3** - Students will explain the importance of laws in order and work with a partner to write their own law to solve a problem within their community.

**Lesson 4** - Students will understand the job/position and responsibilities the mayor upholds within local governments.

**Lesson 5** - Students will identify the three branches of government and understand each ones function within our government.

**Lesson 6** - Students will be able to write three services a local government can provide and describe the importance of government services within their own lives.

**Lesson 7** - Students will understand the importance of *The Common Good* and the balance of individual rights to help solve community problems.

**Lesson 8** - Students will discern the difference between government and private action within their communities.

**Lesson 9** - Students will be able to describe the roles of responsible citizenship in a local government.

**Lesson 10** - Students will act as citizens of a local government by voting for a mayor after critically examining their classmates campaign posters and platform.

Lesson 11/12 Students will participate in a local government simulation to apply the roles and responsibilities of civic leaders and responsible citizenship (mayor, city council, etc).

**CPS Social Science Content Framework/ Illinois Learning Standards**
Illinois Learning Standards

14.A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.

14.B.1 Identify the different levels of government as local, state and national.

14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.

14.D.1 Identify the roles of civic leaders (e.g., elected leaders, public service leaders).

Corresponding Enduring Understandings in CPS Social Science Content Framework

1. Politics is a process to determine who governs and for what purposes.

3. Identity: Culture is a way of life of a group of people who share similar beliefs, values, and customs.

4. Civics: Individuals can make a difference in their communities through service and action.

Common Core State Standards for Literacy

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text

CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

CCSS.ELA-Literacy.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, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.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.

Resources


Classroom Resources

- Social studies book
- Voting registration cards
- *Everybody Brings Noodles* by Norah Dooley
- Markers, crayons, colored pencils
- Poster board
- *My Grandma’s the Mayor* by Marjorie White Pellegrino
- *What’s Major?* by Nancy Harnes
- *Who leads Our Country* by Weekly Reader
- *Old Henry* by Joan Bloss
- Vocabulary worksheet
- planning registration worksheet
- unit assessment

Overview of Lessons and Assessments

1. Our introductory lesson will be the introduction of community and diversity, and will be presented through a read aloud and subsequent class discussion. I will first ask students to think about the word “community”, and turn and talk to discuss the word’s definition. I will then ask students to think about communities as we read *Everybody Brings Noodles* by Norah Dooley, and then we will discuss as a class how diversity within the text. Students will then work with partners to come up with a list of examples of diversity within their own communities (food, language, religion, traditions), and at the completion of the activity volunteers will share examples under the ELMO. We will discuss as a group why diversity is important within a community. Students will then return to their seats and will work individually to write what a community would be like if everyone is the same. I will use this writing piece to evaluate if our students met the objective and can articulate why diversity is important within a community.

2. I will begin our discussion of government by asking students to list laws they know, and to then discuss why those laws were put into place. We will then discuss that governments form laws to keep people safe, and that the government provides services to keep our communities as well. I will write student responses on one side of the anchor chart, and then ask students to name services that keep us safe (fire department, police.) Students will then use their social studies journals to write one sentence about why people form governments. In order to use examples to strengthen their responses, they will write at least two sentences about one service that keeps us safe and they will illustrate their selections.

3. I will ask students to visit our discussion during the previous lesson and view our anchor chart
with laws that keep us safe. I will then ask students what we think their community would be like without these laws. Students will first turn and talk, and then volunteers will share their responses with the class. I will discuss the difference between national and local laws and explain to students that we will be first discuss local laws from our own community. I will provide the following example of a Chicago noise law, which will be read but synthesized for our second graders,

“Between the hours of 10:00 p.m. and 8:00 a.m., no person on any private open e
space shall employ any device or instrument that creates or amplifies sound, including
but not limited to any loudspeaker, bullhorn, amplifier, public address system, musical
instrument, radio or device that plays recorded music, to generate any sound, for the
purpose of communication or entertainment, that is louder than average conversational
level at a distance of 100 feet or more from the property line of the property from which
the noise is being generated.”

I will ask students to work with partners and jot down their thoughts on why this law would exist. I will help facilitate the conversation about what makes a good law (understandable, easy to follow, fair) and then students will work with a partner to write their own law for their community.

4. I will begin the lesson with a read aloud, My Grandma’s the Mayor by Marjorie White Pellegrino. This is a fiction text that will begin to peak student interest before we incorporate a nonfiction text. I will ask my students what we now know about the roles and responsibilities of a mayor using a KWL chart, and then ask students what we would like to know as we continue to study this leadership position. My students will then reference their social studies textbooks to read the responsibilities of the mayor as the leader of city council, budget planning, and public relations for the city. Students will fill out the “L” portion of the chart themselves as an exit slip, in which they need to write three things about what they have learned about a mayor in a local government.

5. I will begin the lesson by reviewing our mayor KWL chart, and will ask students if a mayor is the only member of a local government. In order to learn about the other roles of local government, each student will be given an article and we will perform a guided reading of “Who Leads Our Country?” After the guided reading we will use a graphic organizer to fill out the responsibilities and examples of each of the three branches of government. Once we have completed our graphic organizer by using examples from the text, students will complete a writing prompt. Students will be asked to imagine they are a representative of their community-which branch of government would they most like to be a part of? This will be modeled through a teacher example, in which three concrete examples are listed of why they would like to be a judge within the judicial branch.

6. I will review the things that a government can do and review the safety services that a government provides. I will discuss how government services also help to improve the quality of
life of their citizens- parks, libraries, post offices, and schools. We will discuss the importance of our government by working with partners to discuss what life would be like without these services. After partners share with the whole group, we will ask students to speculate if a government can do anything it wants, and will teach explicitly that their power has limits. Students will then work with partners to write a least of at least five things the government can not tell you to do.

7. The lesson will begin with the introduction of two terms- “individual rights” and “common good.” After asking students if they have heard these terms, I will provide student friendly definitions and provide examples for each of the words. I will then instruct students to think about these terms throughout the read aloud of Old Henry by Joan Blos. I will continue the read aloud but stop before the solution to the conflict is revealed, and I will ask students to brainstorm with a partner the outcome of the text, in which the needs of the community are balanced with the needs of the common good. After several volunteers have shared their responses, I will finish the text and discuss the outcome as a class.

8. I will begin this lesson by revisiting Old Henry and discussing two terms- “private action” and “government action.” We will make a list of solutions they tried in the text and denote if they were private action and government action. Students will then work in groups to write an answer to the question, “What’s the difference between private action and government action?” In pairs students will be given “chance cards” that describe either a government or private action, and they need to decide what type of action it is and why. They are know the experts of this card, so each team of partners will present their card and explain their findings to their classmates. At the end of the lesson for an exit slip, students will write one example of government action and one example of private action.

9. I will define a “citizen” for students and explain that citizens have two forms of responsibilities; one being personal responsibilities and the other being civic responsibilities. We will read the book What is a Citizen? and discuss the two different concepts. Students will recognize that eating breakfast and feeding your dog are personal responsibility while paying taxes and obeying the laws are civic responsibilities. We will then take this knowledge and practice voting on a pretend community issues (as citizens would), such as; Should the community buy a new fire truck or add a skateboarding rink to the local park? After students vote, we will discuss their reasoning. As an exit slip, students will be asked to write 1-2 sentences that explain the reasoning behind their vote.

In order to begin our first lesson in our pretend city, I will quickly provide the opportunity for students to begin thinking about who will cast their vote for the following day. I will explain to our students that responsible citizens cast their vote based on the candidate’s platform and not on their popularity, so each of our four candidates will draw their campaign sheet in which it lists their ideas for reform and principals of the pretend city. Each student will be given a detailed outline of each campaign platform that they will take home and review to determine who they will vote for and who from their table they will appoint to be a member of City Council.

10. In order to prepare for our simulation, I will review the role and responsibilities of members of a local government (mayor, city council, and citizens) by creating an anchor chart, so that all students will understand their responsibilities once we have cast all votes. Students will cast their
votes for mayor and city council members and the ballots will be counted by the teacher. Once we have established each student’s roles we will explain the responsibilities of each role during our city council simulation- The mayor will call the meeting to order, the city council will vote on laws, the citizens will propose the law, etc. Students who are citizens in the simulation will draw “fate cards” that have a problem that can be solved and will allow the city council to vote for services/laws. Students will need to gain the appropriate number of signatures (5) so the law can be voted on during the meeting, so we will provide an opportunity for students to read and discuss their cards with others and gather support for their idea. The mayor and the city council will work together to read the procedures and practice their “lines” for the simulation.

11. Students will participate in our local government simulation throughout this lesson, and all students will have a role in our city council meeting. We will facilitate the proceedings but will allow students to take the lead using their “Roles and Responsibilities” sheet. We will ask our City council to vote on a new for the city, and then citizens will present their problems to the council. If they were able to collect enough signatures the Council will vote on the issue to determine if they will adopt the ordinance. Passed law titles will be written down by the teacher on an anchor chart, along with important local government information to help facilitate the following days assignment.

12. Students will construct a news article that reports the events of the city council meeting, highlighting on what laws were discussed, denied, and passed. Students will also need to inform the readers of the responsibilities of each member of local council, and will provide a brief explanation of the roles of the mayor, city council members, and citizens. This writing genre will be familiar to the students because of prior language arts lessons.

13. Our students will complete a summative assessment to finish my unit.

Assessments

- After the first lesson, students will be asked to complete a writing piece describing what a community would be like if everyone were the same. This sample will be used to determine if students have met the objective for the day’s lesson and can provide at least 3 examples of why diversity is important in a community.
- I will use the exit slip at the end of Lesson 4 as a quiz to quickly gauge if students met the lessons objective by being able to accurately list three facts they have learned from the lesson about the role of a mayor in a local government.
- Students will complete a writing piece at the close of the 5th lesson, in which they provide at least three concrete examples of which branch of government they would choose to be a part of.
- At the end of lesson 8 students will fill in the blanks to complete the following exit slip:
  - You come to a _____________ when everybody agrees on how to solve a problem.
  - If you and your neighbor argue about how high his grass should be, but then solve the problem by compromising you are using _________ ____________.
  - If your neighbor gets a ticket for breaking a law that says "your grass can only be
*up to 5 inches tall,* it is called __________ ____________.

- At the end of lesson 9, I will have the students explain the rationale behind their vote between a fire truck or skateboarding rink as an exit slip. They will need to state their argument clearly and express their opinion using specific examples.

- Our students will complete a writing assignment as one of our summative assessments, in which they will act as the “news reporter” by synthesizing the events of our city council simulation and informing the reader of the roles and responsibilities of each member of local government. The rubric for the writing sample is listed below.

- Students will complete cumulative summative assessment that asks students to provide a rationale for local laws (ex: buckle your seatbelt), identification of the roles for each branch of government, listing the responsibilities of citizens of a local government, identification of vocabulary terms, and the roles of elected officials such as the mayor or city council members.