



Second Grade Unit 1: Navigate My Community

Essential Question #4: How can I be a responsible citizen in our community?

Lesson Title: What is a Good Citizen?

SS Standard II, Objective 1

Implementation Time: Two 45 minute lessons

Media Resources Needed: *Being a Good Citizen* by Joanna Korba (classroom set)

Resources Needed: parent volunteers (if available)

Materials Needed:

Chart paper or butcher paper (1 slice per group)

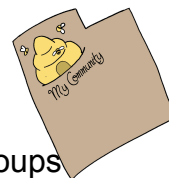
Markers

Crayons

Procedure:

Lesson One

1. Write the words “good citizen” on the center of the board/chart paper and draw a circle around the term. Activate students’ background knowledge of what it means to be a good citizen, reminding them that they have been learning and practicing good citizenship since Kindergarten. Remind students of the previous “Do Unto Otters” lesson and what was learned/discussed.
2. As students share examples, draw lines out from the “good citizen” circle and write their ideas in circles at the end of the lines, creating an idea web.
3. After listing and sharing at least eight characteristics of good citizenship, read pages 2-3 of *Being a Good Citizen* aloud to the class. Use the text to reinforce and expand ideas on the class idea web.
4. Divide students into six cooperative groups. Pass out a book to each child. Assign two groups the same “chapters” in *Being a Good Citizen*: “Being Fair” (pages 4-7);



“Following Rules” (pages 8-11); “Making a Difference” (pages 12-16). Write the groups reading section and page numbers on the board for easy reference.

8. Review the key terms found in the glossary: **citizen, community, fair, laws, respect.**

8. Explain that groups are going to read the chapter, looking for details in the words and pictures that give them more information and examples of being a good citizen.

9. Give students time to read together and discuss their findings. Pass out a piece of chart/butcher paper to each group. Instruct students to create a group web with the name of their chapter in the center circle. Examples of that good citizenship behavior (school, community, home) should be listed in the circles projecting out from their center circle and students should include 3-5 examples with pictures that illustrate each example.

Lesson Two

1. Assign each group to present their poster to the rest of the class, sharing examples and explaining illustrations. Make it clear that you expect each group member to participate/share.

2. Tell students in the audience to practice good citizenship behaviors as they listen/watch their classmates present.

3. Display posters around the room.

Assessment:

Have each student complete their own personal web with “How _____ is a good citizen” written in the center circle. Students should list five examples on their web of ways they can be a good citizen at home, school, and in their community. Send idea webs home to be reviewed/signed by parents.

Extension:

Continue looking for and pointing out examples of good citizenship through examples of historic and literary figures and ordinary citizens throughout the school year. Create a small bulletin board where students can add names of people in their community, from the news, from books, etc. as examples. Have students include name and short description of why the person is an example.