

Day 1: March 6th

Standard and Indicator

Roles of Citizen: 5.2.8 - Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Materials

1. Teacher
 - a. SMART Board
 - b. “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree” Signs
 - c. Four Corners Worksheet (x24)
 - d. Vocabulary Sheet (x24)
2. Student
 - a. Pencils
3. Resources

VanAllen. (2012, March 6). Lesson Plan: Defining Civic Duty and Participation. Retrieved February 26, 2017, from <http://www.courts.ca.gov/documents/CVCS-Lesson1-VanAllen.pdf>

What are five civic duties? (2017). Retrieved February 26, 2017, from <https://www.reference.com/government-politics/five-civic-duties-71dc9f12d837d919>

Objective

1. The students will explain how they feel about the five civic duties through the four corners activity.

Motivation

1. I will ask what does it mean to be a good student.
2. Students will raise their hands to answer the question.
3. I will randomly call on students to explain one thing that makes a good student.
4. After each student explains what they think, I will ask the class to raise their hand if they agree.
5. I will write down the students’ responses on the SMART board.

Goal for Learner

1. “Today, I am going to introduce our unit on civic duty. You are going to be participating in the four corners activity while deciding whether or not you strongly agree or strongly disagree with my statement.”

Content and Procedures

1. Teacher Content
 - a. Civic duty is an action or responsibility expected from every citizen.
 - b. The five civic duties are obeying laws, serving on juries, paying taxes to the government, voting in elections, and doing volunteer work.
2. Procedure
 - a. I will explain to the students that we are going to play the four corners activity.

- b. I will point to the labeled corner while explaining to the students each corner of the room stands for “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree”.
- c. I will state, “For example, if I said my favorite type of ice cream is chocolate, I would go to the ‘Strongly Agree’ corner because chocolate ice cream is my favorite.”
- d. The paper passers will pass out the four corners worksheet.
- e. I will explain the following:
 - i. The statements I will be saying are already listed on the worksheet. Feel free to look over them before we start the activity.
 - ii. I will be stating each statement one at a time.
 - iii. After I say the statement, you will have fifteen seconds to get to the appropriate corner by walking.
 - iv. Once you are at your corner, you will write down SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree).
 - v. I will call on one student from each corner to explain why you choose that corner.
 - vi. Then, I will say the next statement and the process will continue.
 - vii. Do not worry about writing your explanation yet because you will be writing it once the activity is over.
- f. I will ask if anyone has any questions.
- g. I will tell the students that we will have a practice round.
- h. I will state, “Longfellow students should have longer lunches.”
- i. I will tell the students that they have fifteen seconds to get to their corner.
- j. After fifteen seconds, I will call on one student from each corner to explain why they choose that corner.
- k. We will begin the activity and follow the process listed in e.
- l. After the activity, the students will return to their seats.
- m. The students will have ten minutes to fill out their explanations as to why they choose Strongly Agree, Agree, Disagree, or Strongly Disagree.
- n. I will have the homework checker collect each student’s four corners worksheet and have him or her set it on my desk.
- o. Then, I will explain to the students that each of the statements I listed is a civic duty.
- p. The paper passers will pass out the vocabulary sheet.
- q. I will explain that this is the Vocabulary Sheet for the next two weeks.
- r. I will explain that I will let the students know the vocabulary word and the definition.
- s. I will state that the first vocabulary word that they will write is civic duty.
- t. I will write civic duty on the SMART board along with an action or responsibility expected from every citizen.
- u. I will tell the students to put this away in their homework folder.
- v. I will ask who give the definition of civic duty and who can name one of the five civic duties.
- w. I will randomly call on students to name the civic duties and give them dojo points.

- x. On the SMART board, I will write, “Our Call to Civic Duty.”
 - y. I will ask and call on students to explain what “Our Call to Civic Duty” means this is our chance to do what we are supposed to be doing: obeying laws, voting, and volunteering.
 - z. Then, I will discuss what we will be doing the next two weeks including the following:
 - i. Learn about the Articles of Confederation
 - ii. Learn the laws within the Constitution
 - iii. Learn how laws are made through the three branches of government
 - iv. Learn the laws that protect citizens in the Bill of Rights
 - v. Create a survey to determine how to improve the community through volunteer work
 - vi. Vote on what you would like to do as volunteer work through the survey
 - vii. Collect data and analyze the data to determine their volunteer work
 - viii. Create rules for their volunteering experience through the three branches of government
 - ix. Volunteer at Motivate our Minds
 - x. Reflect on their volunteer experience and how they were doing their civic duty
 - aa. I will answer questions that the students have unless it will give away anything we will be doing in the next two weeks.
3. Check for Understanding
- a. Throughout the four corners activity, I will be asking students why they choose either strongly agree, agree, disagree, or strongly disagree
 - b. After filling out and putting away their vocabulary sheet, I will ask multiple students what does civic duty mean and name the five civic duties.
4. Lesson Summary
- a. The students will be introduced to civic duty through the four corners activity. We will also discuss what we will be doing in the next two weeks.

Practice/Application

1. The students will independently complete their four corners worksheet after going through the activity. The students will explain why they choose either strongly agree, agree, disagree, or strongly disagree.

Evaluation of Student Learning

1. I will observe the students as they go to the labeled corners.
2. I will listen and ask appropriate questions as to why they choose either strongly agree, agree, disagree, or strongly disagree.
3. I will examine the students four corners worksheet to understand their decisions.

Closure

1. “Great job today everyone! Today, you participated in the four corners activity while deciding whether or not you strongly agreed or strongly disagreed with the five civic duties. I am extremely excited for this unit on civic duty and I hope you are too! Can someone state in his or her own words what civic duty means? Great job!”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. Students may work with a buddy to complete the activities.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, the students will be asked higher level thinking questions such as “How would you prioritize the five civic duties?”