

Unit Title:
Unit 1 - Citizenship: Community and Self
Timeframe:
September - October (12 lessons)
Standards:
<p>Civics, Government, and Human Rights: Processes and Rules</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPR.4 - Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. <p>Civics, Government, and Human Rights: Civics and Political Institutions</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPI.4 - : Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5 - : Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
Essential Questions:
<ol style="list-style-type: none"> 1. What is a community? 2. Why do leaders in a community have the responsibility of making the rules that are fair? 3. How can I fit into all the different communities I'm a part of? (church, sports teams, neighborhoods, ect.) 4. How can I impact my community? (Ripples Effect)
Enduring Understandings - Core Ideas:
<ul style="list-style-type: none"> • Processes and rules should be fair, consistent, and respectful of the human rights of all people. • The actions of individuals and government affect decisions made for the common good. • Geographic data can be used to identify cultural and environmental characteristics of places.

Project Task”

Students get to build their very own community!

They can create/build their community however they would like (buncee, poster paper, 3D with lunch bags, etc) as long as they have the following criteria in their final project.

- At least 4 different places (school, houses, hospital, library, etc)
- At least 2 different leaders or authority figures (principal, parent, doctor, etc).
- Rules that each leader came up with and the community must follow (no running in the hallways, take off your shoes, wash your hands, etc).
- Multiple ways for the citizens to help take care of their communities (pick up trash, keep your bedroom clean, say please and thank you, etc).

Consolidated Resources:

Materials:

Pocket chart
Chart paper
paper bags

Books:

Book - Whose Hands are Those by Miranda Paul

Vocabulary:

community, neighborhood, hospital, same, different, leader, respect, kindness, citizen

Unit Activity Lessons:

Lesson 1

Objective - Define what a community is.

Materials: Digital book - [Neighborhoods](#), pocket chart, pictures 1-3, exit slip #1

Instruction:

- Vocabulary - Introduce the words community

- Today, we will be learning all about our community. A community is a group of people living in the same place or having a particular characteristic in common.
- We are going to learn about where people live, what kinds of jobs they do, and lots of other things along the way. To begin, we are going to first talk about neighborhoods. What is a neighborhood? Make a list of all the student's ideas for what a neighborhood is.
- Then, read and discuss [Neighborhoods](#). Now what do we know about neighborhoods, what the types of neighborhoods are, and what types of homes are found in neighborhoods? Add any new learning to the anchor chart.
- Next we are going to do a matching activity. Let's get into a circle. In the center I am going to put a bunch of pictures. In the pocket chart, I have listed some neighborhood words. I'm going to read a word and then ask someone to find the matching picture. Then we can put them together in our pocket chart. [Pocket Chart Example](#) and [Pictures #1](#) [Pictures #2](#) [Pictures #3](#)
- Exit Slip: [Exit Slip #1](#)

Lesson 2

Objective - Define what a community is.

Materials: Digital book - [Places in a Community](#), circle map, community pictures, exit slip #2

Instruction:

- Vocabulary - Introduce the words hospital and
- Today we are going to talk about the different kinds of places that you can find in a community. We have learned that there are many different kinds of neighborhoods and many different kinds of people found in a neighborhood. ([Show anchor circle map](#)). A community is the whole area around where you live. It's not just the homes, but all of the buildings, and stores and places around them. Do you think all communities are the same? Nope! Each community can be different, too!
- Read and discuss the digital book - [Places in a Community](#)
Community Circle Map: Display the circle map again.
- Students will work together to fill in the "Community" circle by placing pictures of different places in a community on the circle map. Begin by spreading around all of the pictures for students to look at. Call on students to choose a place that is in the community and tell why that place is important (ex: A hospital is important because it's where people go to feel better.). Students can then glue or tape the picture to the anchor chart. [Community Pictures](#)
- Exit Slip: [Exit Slip #2](#)

Lesson 3

Objective - Define what a community is.

Materials: Digital book - [Our Neighbors](#), picture prompts, exit slip #3

Instruction:

- Vocabulary - Introduce the words neighborhood
- Today we are going to talk about the people and families in our neighborhood. They are called our neighbors. Earlier we learned that there are lots of different types of neighborhoods. Do you think all neighbors are the same? No way! Our neighbors and the families in our neighborhood are all different, too!

- Read and discuss [Our Neighbors](#)
- Neighbor Picture Prompt Activity: Show students the picture while you read the prompt on the back. Ask students what they should do. [Picture Prompts](#)
- Exit Slip: [Exit Slip #3](#)

Lesson 4

Objective - Identify different types of communities. Compare and contrast similarities and differences within the communities.

Materials: Video - Communities for Kids, paper, flip book

Instruction:

(You can ask your class parents to send in pictures of their children in different communities (at soccer practice, at church, etc) and make a slideshow to help with the conversations today)

- Vocabulary - Introduce the words same and different
- Review the charts and what we learned in week 1 about communities and neighborhoods.
- Today we are going to focus on the different types of communities
- Watch [Communities for Kids - Types of Communities](#)
- As a class, create a list of different types of communities in which students might belong. (school, sports, family, church, etc)
- Using the information from the list of communities, students identify different communities in which they belong. Students can divide up a piece of paper, depending on how many communities they are in, and then draw pictures to represent each. Another option would be having the students create a [flip book](#) of their different communities.
- Go on a gallery/museum walk to see their classmates' communities. Come together and discuss what they noticed, either about differences or similarities between their communities and their classmates.

Lesson 5

Objective - Identify different types of communities. Compare and contrast similarities and differences within the communities.

Materials: Video - Kindergarten, venn diagram, [picture and words](#)

Instruction:

- Vocabulary - Review the words same and different
- Watch [Kindergarten](#) on BrainPop Jr.
- Discuss that kindergarten (or any grade/school) is a type of community.
- As a class, make a venn diagram of two communities to show the similarities/differences. An example would be kindergarten/school and a soccer team. The venn diagram can have [picture and words](#) (cut out pictures and words) to describe each community.

Lesson 6

Objective - Identify who are the leaders/authority figures in the different communities. What characteristics make a good community leader?

Materials: Book - Whose Hands are Those by Miranda Paul, Authority Figure poster, paper, chart

Instruction:

- Vocabulary - Introduce the word leader
- Read aloud ["Whose Hands are Those"](#) by Miranda Paul
- Sit in a circle and have each student share who they think a leader is either in our school, their home, or our community. Have a discussion about why students picked these specific people as leaders. Give out other examples and see if students (thumbs up or down) think they are leaders. Examples: Ask if their pet at home is a leader. Ask if a student in our classroom is the leader. Ask if their soccer coach is the leader.
- Teach what a leader/authority figure is: [Authority Figure Poster](#)
- Option A; Have students divide a paper up into 4 equal boxes. If you'd like to label, they can be labeled as Home, School, Summit, Other.
In each box have the students draw someone who is the leader or is in charge. For example, a student might draw their mom as the person in charge at home. They could draw their teacher or principal for who is in charge of their school.
- Option B: Based on the discussions and poster, have students fill out this chart: [Name Authority Figures](#)

Lesson 7

Objective - Identify who are the leaders/authority figures in the different communities. What characteristics make a good community leader?

Materials: Video - Kids Explain Leadership, leader pictures 1-6, Authority Figures chart, Options 1-3

Instruction:

- Vocabulary - Introduce the word leadership
- Yesterday, we learned about what a leader/authority figure is and we came up with examples of leaders in our community.
- Today we are going to talk about what makes those people good leaders/authority figures. Watch: [Kids Explain Leadership](#) or [What is a leader?](#)
Discuss: What did we learn about what makes a good leader? Do you have any other ideas for what makes a good leader?
- Let's take a look at examples of community leaders and discuss our personal experiences with these leaders. How have they helped you? Have they been good leaders? What have you learned from them?
[Leaders #1](#) [Leaders #2](#) [Leaders #3](#) [Leaders #4](#) [Leaders #5](#) [Leaders #6](#)
- Fill out this chart as a class or have them work in partnerships: [Authority Figures can/have/are](#)
- Extension: Have students pick a few of these leaders to draw pictures showing how they are good leaders.
[Options #1](#) [Options #2](#) [Options #3](#)

Lesson 8

Objective - Understand how all people, not just official leaders, play important roles in a community

Materials: Digital book - Helping Our Community, Sorting cards 1-4, I Can help My Community Sheet

Instruction:

- Vocabulary - Introduce the word citizen,

- We've been learning about community leaders/authority figures and why they make our rules. It's important to know that while our leaders do make the rules, we also need to help our community by following the rules and being good citizens. We all work together to make our community a great place. Today we are going to talk about how you and I can help our community every day. In big and little ways, we can all make a difference.
- Read and discuss: [Helping our Community](#)
- Helping Our Community Sort: Have students choose cards and sort them to tell if they help our community or do not help our community.
- [Sort #1](#) [Sort #2](#) [Sort #3](#) [Sort #4](#)
- Students can complete the [I can help my community](#) sheet

Lesson 9

Objective - Understand how all people, not just official leaders, play important roles in a community

Materials: Video - Kindness is Cooler Mrs. Ruler, pledge

Instruction:

- Vocabulary - Introduce the words respect and kindness
- Another way to help our community is to always be kind and respectful. What does it mean to be kind and respectful? Share ideas and examples as a class.
- Watch: [Kindness is Cooler Mrs. Ruler](#), chart, pledge
- Questions: How do they show kindness in school? Why is it important? How can we show kindness in school?
- As a class, come up with either a list of rules for your classroom community or a list of ways you can be kind in your school community.
- You can also learn the [Pledge of Kindness](#) as a class and recite it every morning with the pledge of allegiance.

Lesson 10

Objective - PBL

Materials: paper bags, poster paper. Flig Grid, community template

Instruction:

PBL Week (2-3 days)

- Length of project will depend on the class. Also, this can be done independently or with partners, again depending on your class.
- Students will build their own community based on everything they have learned about in this unit. They can do this using paper bags, making it a 3D community, or they can use poster paper to draw their community. The community must have: 4 different places, at least 2 leaders/authority figures, a list of rules (written or drawings) and ways for people in the community to be good helpers. Most of the explaining of their completed project can be through flip grid responses or verbally to their teacher or classmates.
- Day 1: Make a plan! Decide on which places you'll have in your community, who the leaders will be, etc. Start gathering

supplies and possibly begin creating.

- Day 2 (and maybe 3): Work on completing your project.
- Possible templates for their community: [Community Templates](#)

Example of a paper bag community:



Lesson 11

Objective - PBL

Instruction:

Museum / Reflection

- Invite another class or other staff members into your room to go on a museum walk of the communities. Students can stand by their projects and answer questions. You can let the other class or staff members know beforehand what each community should have so they can come prepared with questions. You can have whoever is visiting give compliments and/or feedback.

Assessment:

[final community project rubric](#)