




Citizenship - Grades 3-5

This lesson will allow students to explore the concept of citizenship by brainstorming real-world issues that are important to them and their community. Students will choose an issue that is important to them and plan a possible solution based on taking action. Ultimately, students will understand and reflect on what it means and what it looks like to be a good citizen.

 Teacher Led	 Requires Computer OR Mobile Device	 Requires Spaces
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Spaces Prep

Create your Activity in Spaces before the lesson. Not sure how to create an Activity? Check out this [short video tutorial](#) on assigning and managing activities.

Learning Goals

1. Students will **understand** the concept of citizenship and being a good citizen.
2. Students will **brainstorm** real-world issues and **plan** possible actions to solve them.
3. Students will **reflect** on what it means to be a good citizen.

Materials

 Student Handouts	<ul style="list-style-type: none">● Handout [A] - A Plan of Action for each student or one per partnership (page 5)● Handout [B] - What is Citizenship? for each student (page 6)
 Technology Requirements	<ul style="list-style-type: none">● Internet● Mobile device, tablet, or laptop
 Video/Audio Clips	<ul style="list-style-type: none">● What Can a Citizen Do? read aloud
 Additional Materials	<ul style="list-style-type: none">● Copy of <i>What Can a Citizen Do?</i> by Dave Eggers; or, use the video link above● Two pieces of chart paper● Markers● Pencils for each student

Instructions

Before the lesson

1. Begin by writing “**Citizenship**” on a piece of chart paper in marker and asking students what they know about this word.
 - Solicit students’ ideas, recording them on the chart paper in marker around the word “citizenship” in a “chalk talk” style.
2. Explain to students that today, they will examine what it means to be a good citizen. First, they will listen to a book about what citizenship is.
3. Show students the [video](#) or read aloud the book, *What Can a Citizen Do?* by Dave Eggers.
 - As you read, stop to ask students what they notice the book is teaching them through words and pictures about what it means to be a good citizen.
 - Emphasize the point that citizenship is based on **action**, meaning what we do determines if we are a good citizen.
4. Explain to students that now that they have a good understanding of what citizenship is, they will work together in groups to brainstorm issues they have noticed in their community, and choose one to come up with a possible solution for, since acting on issues is what makes a good citizen!

During the lesson

1. On a piece of chart paper, write or already have written in marker: “**Real World Issues.**” Explain that together, you will brainstorm issues around citizenship that students have noticed in their community.
2. As a whole class, brainstorm some real world issues that students have noticed in their community.



- This could be in their classroom community, school community, neighborhood community, or world community.
 - Start by giving students some examples, like noticing litter on the sidewalk near school, or that recyclable or compostable items are being put in the trash can, or that a student in a different classroom hasn't had anyone to play with at recess time.
 - Jot your example(s) on the chart paper, then ask for students' ideas of issues they have seen in their community. Record students' ideas on the chart paper in marker so they are easily visible.
3. Once you have collected and recorded students' ideas, explain to students that they will choose one issue from the list you brainstormed together to come up with a possible solution to. Remind them that **acting** on issues that they see is what makes a good citizen.
- Students will use **Handout [A] - A Plan of Action** (page 5) to record their plan. You can have students work independently or with a partner, if there are students who are interested in solving the same issue.
 - If needed, especially for younger students, use a Smartboard to project **Handout [A] - A Plan of Action** (page 5), and share an example with them.
 - For example, model with the issue of noticing that a student in another class doesn't have anyone to play with at recess. A possible **plan of action** could be to: *Step 1: Talk to the student today at recess and ask them what they like to play; Step 2: Play whatever game with them that they like; Step 3: Ask if they'd like to play again tomorrow.*

After the lesson

1. Have students come back together and have at least 2-3 students or partnerships share out their plan of action.
2. Have each student complete **Handout [B] - What is Citizenship?** (page 6) and hand it in to the teacher for evaluation.

Worksheet

HANDOUT [A]: A Plan of Action

Good **citizenship** means taking **action** when you see an issue in your community that needs to be solved. Use the space below to **plan** a possible solution to an issue that you care about!

Name(s) _____

<p><u>Community Issue:</u></p>	
<p><u>My Possible Solution:</u></p>	<p>Step 1: _____ _____</p> <p>Step 2: _____ _____</p> <p>Step 3: _____ _____</p>

Worksheet

HANDOUT [B]: Reflection: What is Citizenship?

Now that you have learned about **citizenship** and even planned how you will take **action** to be a good citizen, write your own definition of citizenship below! You can also add a picture to show your learning.

Name _____

To me, citizenship means _____

Citizenship Looks Like...

