

## Good Citizenship – Justice & Equality

### Lesson Synopsis:

In this lesson students explore other characteristics of good citizenship – a belief in justice and equality. They learn about historical figures and ordinary people who have acted in ways that exemplify a belief in justice and equality, with a focus on Eleanor Roosevelt.

### TEKS:

- 1.2** *History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:*
  - 1.2A** Identify contributions of historical figures, including **Sam Houston**, George Washington, Abraham Lincoln, and **Martin Luther King, Jr.**, who have influenced the community, state, and nation.
- 1.13** *Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:*
  - 1.13A** Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.
  - 1.13B** Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.
  - 1.13C** Identify other individuals who exemplify good citizenship.

### Social Studies Skills TEKS:

- 1.18** *Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:*
  - 1.18A** Express ideas orally based on knowledge and experiences.
  - 1.18B** Create and interpret visual and written material.

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## GETTING READY FOR INSTRUCTION

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### Performance Indicator(s):

- After reading or listening to a story about a historical figure who exemplified good citizenship, complete and label an illustrated chart showing the characteristics of good citizenship demonstrated by the historical figure. Explain the chart to a neighbor. 1.3A, 1.13B; 1.13C, 1.18A, 1.18B ELPS 2GI 4D

### Key Understandings and Guiding Questions:

- A community's good citizens believe in justice, truth, equality, and responsibility for the common good and act in ways that demonstrate those beliefs.
  - What is a good citizen?
  - What do good citizens do?
  - Who are some good citizens that made a difference?
  - What qualities (or character traits) did they exhibit?
  - How did they affect the community?

### Vocabulary of Instruction:

- |             |                   |            |
|-------------|-------------------|------------|
| • community | • characteristics | • justice  |
| • group     | • citizen         | • equality |
| • honesty   | • fair            | • fairness |
|             | • unfair          |            |

### Materials:

- Refer to the Notes for Teacher section for materials.

### Attachments:

- Handout: **Picture Cards** (cut apart, 1 set per student or pair of students)
- Teacher Resource: PowerPoint: **Eleanor Roosevelt Pictures – Optional PPT** (optional)
- Handout: **Abraham Lincoln** (1 per student)
- Handout: **Honesty Justice Equality Good Citizenship Chart**
- Handout: **Historical Good Citizen** (1 per student)

### Resources and References:

None Identified

### Advance Preparation:

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

### Background Information:

**Justice** – the quality of being just, fairness

**Equality** – being fair and having to follow the same rules as everyone else. Giving everyone equal respect, trust, and justice.

**Eleanor Roosevelt** – Eleanor Roosevelt always loved to help people. She was the wife of President Franklin D. Roosevelt. The 1920s and 1930s was a very hard time in America; there was little money and jobs were hard to find. Eleanor Roosevelt made Americans feel that someone cared and would try to help them. She spoke out on the radio and wrote newspaper columns telling Americans to be fair to all people, especially the poor, the young, the unemployed, and people of different races (especially Africa-Americans). After her husband died, President Truman named her to work in the United Nations. There she spent many years working to help nations get along. Eleanor Roosevelt was a great woman because she believed in justice and equality for all people and she worked to make that a reality.

**Abraham Lincoln** – Abraham Lincoln was born February 12, 1809. He lived in Kentucky in a log cabin. His family moved to the state on Indiana when he was seven years old. Abraham Lincoln worked hard and helped his father. When he was nine years old, his mother died. Because Abraham had to work, he did not get to go to school very often. He loved to read books and would read whenever he got the chance. He also liked math. Abe and his family moved to Illinois when he was 21 years old. After he helped his family get settled, he left to start a life of his own.

Abe worked on farms and as a postmaster until he opened his own store in Illinois. People trusted Abe and called him Honest Abe. He once walked six miles to return six cents to a woman who had paid too much at his store. Abe learned a great deal from all his reading. He became a lawyer. Then the people elected him to help make the laws for the state of Illinois.

Abraham Lincoln was elected President of the United States when he was 51 years old. He was president when the Civil War began. It was a sad war between the states in the north and in the south. The north won the war and helped to end slavery. Five days after the war ended, President Lincoln went to see a play. That night a man shot him. Abraham Lincoln died the next day on April 15, 1865. President Abraham Lincoln was a great leader and a great man. He believed in truth and honesty, in equality and justice.

Definitions courtesy of the Social Studies Center [defunct]. (2000). *Glossary*. Austin: Texas Education Agency.

Instructors are encouraged to supplement and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. **The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit.** Instructors are encouraged to create original lessons using the Content Creator in the Tools Tab located at the top of the page. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

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## INSTRUCTIONAL PROCEDURES

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### Instructional Procedures

#### ENGAGE – Focus on an example of discrimination

1. Call students to the front of the room by characteristics (hair color, tie shoes, Velcro shoes, eye color, etc., See also Unit 3, Lesson 2)
2. Leave one group of students at their seats.
3. Ask:
  - **Is this fair? Why or why not?**
4. Allow all students to come to the front of the room.
5. Ask:
  - **How did you feel when you had to stay behind?**
6. Facilitate a brief discussion.

#### EXPLORE – Introduce Eleanor Roosevelt

1. Show a picture of Eleanor Roosevelt. Tell students she is an example of a good citizen, just like George Washington.
2. Read a short selection or a book about Eleanor Roosevelt (see background information above or perform an internet search for Eleanor Roosevelt for kids). Make a connection between this lesson and the earlier good citizenship lesson on truth.
3. Guide students to identify behaviors Eleanor Roosevelt exhibited that identify her as a good citizen. Write as students dictate the list.
4. Refer to the student list of character traits created above and facilitate a discussion asking questions such as:
  - **Looking at these behaviors, what could we say Eleanor Roosevelt's characteristic of good citizenship would be?**
5. Allow for discussion. If students are unable to identify a belief in justice (*students may say fairness*) and equality, provide examples to lead students to the conclusion. An example could be:
  - **What if I told all the students with brown eyes they could not go to the bathroom today? What would happen? How many of you might say, "HEY! NO FAIR!"**
  - **JUSTICE is another characteristic of good citizenship. Justice is when all people are treated fairly.**

### Notes for Teacher

**NOTE:** 1 Day = 30 minutes  
**Suggested Day 1,** 5 minutes

#### Purpose:

The purpose is to have students build an understanding of discrimination in a make-believe setting.

**TEKS:** 1.2A; 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

**Suggested Day 1** (continued), 15 minutes

#### Materials:

Conduct an Internet search or use local resources for the following:

- Picture and background information on Eleanor Roosevelt

#### Purpose:

The purpose is to introduce Eleanor Roosevelt as an example of a person who exemplifies the character trait of justice.

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

#### Instructional Note:

Eleanor Roosevelt believed that everyone should be treated fairly. She worked hard so that others who came behind her (people in the future) would see change.

#### Instructional Note:

- Note that children often have a difficult time in understanding that "fair" doesn't always mean "the same." In some instances we want everyone to be treated the same. But in others the same would not be fair. You may want to carefully make the distinction so it will not be confusing to students. Perhaps give an example such as, "If we have a visually impaired person in the classroom, would it be fair to offer information about Eleanor Roosevelt only with books and pictures? Could we offer an

Instructional Procedures	Notes for Teacher
<p><b>EXPLAIN – Check for understanding</b></p> <ol style="list-style-type: none"> <li>1. Check for understanding using “Thumbs up, Thumbs down”. (Thumbs up - Yes, this happened. Thumbs down: No, this didn’t happen.) If the statement is false, have students turn and talk to a friend and explain how to make the statement true.</li> <li>2. Statement suggestions: <ul style="list-style-type: none"> <li>• <b>Eleanor Roosevelt was the wife of a president.</b> <i>(yes)</i></li> <li>• <b>Eleanor Roosevelt liked spending money on expensive dresses.</b> <i>(no)</i></li> <li>• <b>Eleanor Roosevelt wanted all people to be treated fairly and equally.</b> <i>(yes)</i></li> </ul> </li> </ol>	<p><b>Suggested Day 1</b> (continued), 10 minutes</p> <p><b>Purpose:</b> The purpose is to provide students an opportunity to demonstrate an understanding of Eleanor Roosevelt and her character.</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• Students should be able to say she treated everyone fairly and wanted everyone to be treated equally.</li> <li>• Eleanor Roosevelt fought for civil rights during World War II believing that people of all races have inviolate rights and that democracy in the U.S. could not exist as long as democracy was not extended to African-Americans. She was appointed as a delegate to the United Nations by two presidents and chaired the Human Rights Commission which drafted the Universal Declaration of Human Rights, adopted on December 10, 1948.</li> </ul>
<p><b>ENGAGE – Focus on Marian Anderson</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording of a song sung by Marian Anderson and show a picture of her.</li> </ul>	<p><b>Suggested Day 2</b>, 5 minutes</p> <p><b>Materials:</b> Conduct an Internet search or use local resources for the following:</p> <ul style="list-style-type: none"> <li>• Recording of a song sung by Marian Anderson</li> <li>• Picture of Marian Anderson</li> </ul> <p><b>Purpose:</b> To focus attention on African-American opera singer Marian Anderson.</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p>
<p><b>EXPLORE – Introduce Marian Anderson</b></p> <ol style="list-style-type: none"> <li>1. Engage students in conversation about what justice and equality mean.</li> <li>2. Tell students about Marian Anderson and Eleanor Roosevelt and facilitate their connecting Anderson and Roosevelt to the idea of justice and fairness.</li> <li>3. Facilitate a discussion of students’ reactions to the treatment Marian Anderson received.</li> <li>4. Display the letter Eleanor Roosevelt wrote to resign from the</li> </ol>	<p><b>Suggested Day 2</b> (continued), 10 minutes</p> <p><b>Materials:</b> Conduct an Internet search or use local resources for the following:</p> <ul style="list-style-type: none"> <li>• Biographical information about Eleanor Roosevelt</li> <li>• Information about Marian Anderson and Eleanor Roosevelt</li> </ul> <p><b>Purpose:</b> The purpose is to illustrate how Marian Anderson was treated unjustly.</p>

## Instructional Procedures

DAR in protest for the way Anderson was treated.

5. Make a connection between the letter and being a good citizen by using statements such as:
  - **Remember when we said that good citizens hold certain beliefs and then choose to act in ways that exemplify those beliefs? This is what Mrs. Roosevelt did when she resigned. She had tried to work with the group, but when they decided not to treat Ms. Anderson with justice and equality, she felt she had to act. She was saying that she would not be part of an organization that did not recognize the equality of people.**
6. Facilitate a discussion about choosing to act in ways that support your beliefs.

## EXPLAIN 2 – Tell personal experience of unjust treatment

- Students write or illustrate in their Good Citizens Booklet about one of the following:
  - a time they were treated justly
  - a time they treated someone justly or equally
  - a time they felt they were treated unjustly
  - a time they treated someone else unjustly or unequally
- If desired, students can share their pictures with another student.
- After sharing, students partner with 2 or 3 students and role-play a scene of either being fair and equal with one another or not being fair and equal.
- The rest of the class indicates which groups are good citizens and which are not and give reasons to support their classification.

## EXPLORE – Review of Eleanor Roosevelt

1. Display a set of pictures of Eleanor Roosevelt. (tape to the board, set along chalk tray, etc.) The pictures from the Handout: **Picture Cards** can be used.
2. Say:
  - **Let's try to put these pictures in chronological order to tell the story of Eleanor Roosevelt's life. Which picture should be first?**
3. With input from students, but no guidance from the teacher, arrange the pictures in chronological order. (If desired, distribute a set of the same pictures of Eleanor Roosevelt to students to use individually or working in pairs.)
4. Facilitate a discussion leading students through a visual analysis process where they find "clues" in the pictures to help them arrange the pictures in chronological order.

## Notes for Teacher

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

### Instructional Note:

Marian Anderson was an African-American female opera singer in the 1930s who was discriminated against.

- Justice: The quality of being just; fairness
- Equality: Being fair and having to follow the same rules as everyone else. Giving everyone equal respect, trust, and justice.

## Suggested Day 2 (continued), 15 minutes

### Purpose:

To allow students the opportunity to tell in their own words about unjust treatment to themselves or another person.

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

## Suggested Day 3, 10 minutes

### Materials:

Conduct an Internet search or use local resources for the following:

- Pictures of Eleanor Roosevelt

### Attachments:

- Handout: **Picture Cards** (optional, cut apart, 1 set per student or pair)
- Teacher Resource: PowerPoint: **Eleanor Roosevelt Pictures - Optional PPT**

### Purpose:

To focus attention on Eleanor Roosevelt and why we remember her. The purpose is also to place pictures in chronological order to practice the skill and use vocabulary relating to sequencing.

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

Instructional Procedures	Notes for Teacher
<p>5. While discussing the pictures, encourage comments using academic vocabulary to explain how the pictures represent Mrs. Roosevelt's characteristics of good citizenship.</p> <p>6. Characteristics of good citizenship include:</p> <ul style="list-style-type: none"> <li>• Truthfulness</li> <li>• Justice</li> <li>• Equality</li> <li>• Respect for oneself and others</li> <li>• Responsibility in daily life</li> <li>• Participation in government by:               <ul style="list-style-type: none"> <li>• educating oneself about the issues</li> <li>• respectfully holding public officials to their word</li> <li>• voting</li> </ul> </li> </ul>	<p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• In addition to focusing on the life of good citizen Eleanor Roosevelt, this addresses TEKS 1.17C (sequence and categorize information)</li> <li>• The teacher will observe: Did students use clues from the pictures? What did they see?</li> <li>• Introduce Visual Analysis techniques and explain how to look at pictures to gather information and be able to draw conclusions citing evidence from the pictures.</li> <li>• A PowerPoint is available to showcase Eleanor Roosevelt: Teacher Resource: PowerPoint: <b>Eleanor Roosevelt Pictures – Optional PPT</b></li> </ul>
<p><b>EXPLAIN – characteristics and Chronological order</b></p>	<p><b>Suggested Day 3</b> (continued), 5 minutes</p>
<p>1. Students turn and talk to a partner about one thing they admire about Eleanor Roosevelt as a good citizen.</p>	
<p><b>EXPLORE – Organize thinking on graphic organizer</b></p> <p>1. Display the Good Citizen Character Trait Chart used in Lesson 3. Students should be familiar with chart, but it should be reviewed. The first column is for the “character trait,” (the characteristic that shows good citizenship).</p> <p>2. Say,</p> <ul style="list-style-type: none"> <li>• <b>Remember that we wrote TRUTH in the first column for the character trait; then we wrote (and/or placed a picture) under “distant past” to help us remember George Washington was a good citizen? .</b></li> </ul> <p>3. Ask students the name of the person they learned about discussed who wanted all people to be treated justly (with JUSTICE). (<i>Eleanor Roosevelt</i>)</p> <p>4. Add the character trait JUSTICE to the chart, as well as her picture. Complete the row for justice with information about Eleanor Roosevelt.</p> <p>2. Ask questions to review why we learned about Eleanor Roosevelt.</p> <ul style="list-style-type: none"> <li>• <b>Why is she remembered in history?</b></li> </ul> <p>5. Guide the review to emphasize vocabulary and concepts from Day 2.</p>	<p><b>Suggested Day 3</b> (continued), 10 minutes</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Good Citizen Character Trait Chart from earlier lessons</li> </ul> <p><b>Purpose:</b>        To allow students the opportunity to tell in their own words about unjust treatment to themselves or another person.</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p>
<p><b>EXPLAIN – Ordinary people who are just and fair</b></p>	<p><b>Suggested Day 3</b> (continued), 10 minutes</p>
<p>1. Students think about ordinary people who treat others fairly.</p> <p>2. Students then turn and talk – <b>Who do you know that treats people fairly?</b> (<i>School principal, parents, community leaders</i>)  <b>Why do you think that?</b></p> <p>3. Student volunteers share ideas.</p> <p>4. Model adding a name to the class Good Citizen Character</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Good Citizen Booklets (with Character Trait chart) from earlier lesson</li> </ul> <p><b>Purpose:</b>        To allow students the opportunity to tell in their own words about unjust treatment to themselves or another person.</p>

**Instructional Procedures**

Trait Chart.

- Students add the name of a person in the present who demonstrates the characteristic of JUSTICE to their Good Citizen Charts in their Good Citizen Booklets. Students include a statement of why they believe that person demonstrates the quality of JUSTICE.

**Notes for Teacher**

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

**ENGAGE – Abraham Lincoln - Equality**

- Show a picture of Abraham Lincoln. Introduce him as another person who has exhibited a belief in equality and has acted in ways that exemplify that belief.
- If desired, also show students the Emancipation Proclamation (a primary source document).

**Suggested Day 4, 5 minutes**

**Materials:**

Conduct an Internet search or use local resources for the following:

- Picture of Abraham Lincoln
- The Emancipation Proclamation

**Purpose:**

The purpose is to introduce another person who personifies the character trait of justice or equality.

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

**Instructional Note:**

Abraham Lincoln. He believed that everyone should be treated equally. In 1863 President Lincoln signed the order that freed the slaves. This was one of the most important acts he did to bring equality to all citizens

**EXPLORE – Learn about Abraham Lincoln**

- Read a book about the life of Abraham Lincoln
- Use the Handout: **Abraham Lincoln** as a biographical sketch about Lincoln (a secondary source).
- Encourage students to think about and decide what characteristics Abraham Lincoln exhibited as evidence that he was a good citizen. He worked hard during his presidency to end slavery and work toward EQUALITY.
- Characteristics of good citizenship include:
  - Truthfulness
  - Justice
  - Equality
  - Respect for oneself and others
  - Responsibility in daily life
  - Participation in government by:
    - educating oneself about the issues
    - respectfully holding public officials to their word
    - voting

**Suggested Day 4 (continued), 10 minutes**

**Materials:**

- book about Abraham Lincoln

**Attachments:**

- Handout: **Abraham Lincoln** (1 per student)

**Purpose:**

The purpose is to teach about the life of Abraham Lincoln as a person who personifies the character traits of justice and equality.

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B

**Instructional Note:**

Abraham Lincoln did not believe that people should be slaves. He did not believe that a human being had the right to own another human being. He believed that everyone should be treated equally.

**EXPLAIN – Compare Eleanor Roosevelt and Abraham Lincoln**

- Ask how Eleanor Roosevelt and Abraham Lincoln are alike.

**Suggested Day 4 (continued), 10 minutes**

**Materials:**

- Venn diagram drawn on chart paper or a blank template from a website:

Instructional Procedures	Notes for Teacher
<ul style="list-style-type: none"> <li>• Draw a large Venn diagram. Add attributes as appropriate (depending on discussion, book read, and other resources used) to guide students in the comparison.</li> <li>• As a class, students compare Eleanor Roosevelt and Abraham Lincoln.</li> <li>• As the students dictate, write the words to fill in the Venn diagram. Include both the similarities and differences.</li> </ul>	<p><b>Purpose:</b>          The purpose is to provide a graphic organizer to help students visualize how Eleanor Roosevelt and Abraham Lincoln were similar and different.</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p>
<p><b>ELABORATE – Standing up for one’s beliefs is not always easy</b></p> <ol style="list-style-type: none"> <li>1. Ask questions to encourage students to think about the consequences of standing up for one’s beliefs even when it is not the popular thing to do.            Ask:           <ul style="list-style-type: none"> <li>• <b>Do you think it was easy for Abraham Lincoln to stand up for equality or justice?</b></li> <li>• <b>Did everyone agree with him and his beliefs?</b></li> </ul> </li> <li>2. Explain that when some historical figures, such as Abraham Lincoln, stood up for their beliefs, it was not always met with agreement or harmony. There were many people who disagreed with him, but he was strong and continued to speak about what he believed.</li> <li>3. These choices are often hard to make and follow up with actions. Students relate choices that have been made by themselves and people they know and discuss the consequences and the importance of being a good citizen and doing what is right.</li> </ol>	<p><b>Suggested Day 4</b> (continued), 5 minutes</p> <p><b>Purpose:</b>          To allow students to think about the consequences of standing up for one’s beliefs in the face of adversity. It is not always easy, even though it is the right thing to do.</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p>
<p><b>EXPLORE/EXPLAIN – Look back at the Good Citizen chart</b></p> <ol style="list-style-type: none"> <li>1. Return to Good Citizen class chart.</li> <li>2. Ask:           <ul style="list-style-type: none"> <li>• <b>When I say ‘HONESTY,’ who do you think of from the past that was always honest and told the truth?</b> (<i>George Washington was always honest; Abraham Lincoln was honest as well.</i>)</li> </ul> </li> <li>3. Look at the chart reviewing the qualities of good citizenship and the person from the past and present who demonstrated those qualities.</li> </ol>	<p><b>Suggested Day 4</b> (continued), 5 minutes</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Good Citizen class chart</li> </ul> <p><b>Purpose:</b>          The purpose is to provide a graphic organizer (Good Citizen chart) to help students organize the information they are learning about character traits. Graphic organizers create a visual picture of information, which allows the mind to see patterns and relationships.</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p>
<p><b>ELABORATE – Other historical figures</b></p> <ol style="list-style-type: none"> <li>1. Students think about other historical figures who were good citizens and identify characteristics of good citizenship that person displayed.</li> <li>2. Facilitate a brief discussion to ensure students have grasped the concept.</li> <li>3. Continue the discussion to provide students an opportunity to express their ideas to answer the guiding questions a support</li> </ol>	<p><b>Suggested Day 4</b> (continued), 5 minutes</p> <p><b>TEKS:</b> 1.13A, 1.13B, 1.13C; 1.18A, 1.18B</p> <p><b>Instructional Note:</b>          Other historical figures students have studied include:</p> <ul style="list-style-type: none"> <li>• Kindergarten: Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, presidents, veterans</li> </ul>



## Instructional Procedures

of Key Understanding.

- A community's good citizens believe in justice, truth, equality, and responsibility for the common good and act in ways that demonstrate those beliefs.
  - What is a good citizen?
  - What do good citizens do?
  - Who are some good citizens that made a difference?
  - What qualities (or character traits) did they exhibit?
  - How did they affect the community?

## Notes for Teacher

- Grade 1: Francis Scott Key, Abraham Lincoln, George Washington

## EVALUATE

- After reading or listening to a story about a historical figure who exemplified good citizenship, complete and label an illustrated chart showing the characteristics of good citizenship demonstrated by the historical figure. Explain the chart to a neighbor. (1.3A, 1.13B; 1.13C, 1.18A, 1.18B) **ELPS** 2GI 4D
1. Read a short story about a historical figure who was a good citizen. (Benjamin Franklin and Francis Scott Key are historical figures students have studied this year who exemplified good citizenship and would be good choices.)
  2. Students listen to the story to learn about a good citizenship characteristic the person exhibited and an action that demonstrates that characteristic: honest (telling the truth), fairness (treating people the same), equality (same rules for everyone), or other characteristic of good citizenship.
  3. Display the Handout: **Historical Good Citizen** and explain how students will fill it out.
  4. Distribute the Handout: **Historical Good Citizen**. Students complete the chart independently using information about the good citizen they just learned about.
  5. Students explain their chart to a neighbor using academic language to explain the picture and how the person exemplified good citizenship.
  6. Use a rubric to evaluate student work.

**Suggested Day 4** (continued), 15 minutes

### Materials:

- Book about a good citizen students have studied or other historical good citizen.

### Attachment

- Handout: **Historical Good Citizen** (1 per student)

**TEKS:** 1.13A, 1.13B, 1.13C; 1.18A, 1.18B