



CITIZENSHIP

Grade: Fifth Grade

Lesson time: 30-45 min

VA School Counseling Standards EP1.

Curriculum Standards Addressed: Knowledge and Skills 5.1a,b; 5.5b; Writing 5.8.

LEARNING OBJECTIVES:

1. Students will define citizenship.
2. Students will identify their role and responsibilities as a citizen in our community.

MATERIALS NEEDED:

- Puzzle template printed on card stock
- Markers/pencils/crayons
- Scissors
- Plastic baggies or envelopes for complete puzzles
- a video introducing students to citizenship such as "Young Explorer's What is Citizenship?" <https://vpm.pbslearningmedia.org/resource/b238d167-cf88-4a09-8f6f-f03993236943/what-is-citizenship-young-explorers/>

LESSON SUMMARY/PARENT CONNECTION:

Students learn about what citizenship means and how they can be good citizens. The counselor shows a video discussing citizenship. The group then brainstorms what citizens are responsible for and creates individual "citizenship puzzles" expressing symbols of a community they belong to.





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LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Engage** students in a conversation about citizenship:
 - a. What do you think it means to be a citizen?
 - b. Do citizens have certain responsibilities? What are they?
 - c. Is it a privilege to be a citizen? Is it a hardship?

Step 2: Direct Discussion (I Do)

1. **Show** a video introducing students to citizenship such as "Young Explorer's What is Citizenship?" <https://vpm.pbslearningmedia.org/resource/b238d167-cf88-4a09-8f6f-f03993236943/what-is-citizenship-young-explorers/>
2. **Discuss** video as a class and add to the information the class has already established about citizens and their rights and responsibilities.
3. **Brainstorm** a list of things that citizens are responsible for:
 - a. Taking care of the community where they live
 - b. Participating in decision making
 - c. Working together to accomplish tasks

Step 3: Guided Practice (We Do)

1. **Explain** that we are citizens of our country, our state, our neighborhood, our school, our family, etc. and we are going to decorate a puzzle with each piece representing some part of that community to which we belong.
2. **Show** an example of a completed citizenship puzzle. Each piece will have something different about citizenship written or drawn on it as it relates to a community the student feels tied to. Example for someone who wants to describe their "US citizenship":
 - a. 1 piece with the American Flag on it
 - b. 1 piece that says "I will recycle"
 - c. 1 piece that says "VOTE"
 - d. 1 piece that shows a Bald Headed Eagle (the national bird)
3. **Instruct** students to create, decorate, and cut out their puzzles. As they complete them, they will swap with classmates and work on one another's puzzles.



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LESSON PLAN:

Step 4: Assessment

Were the students able to identify roles and responsibilities of citizens?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit



CITIZENSHIP PUZZLE

Name:

