

Citizenship

- **“You Name It”**

Before the lesson begins, write each letter of the character trait on a separate sheet of paper or an index card. The letters will be stacked in random order. Letters should not be duplicated even though they appear more than once in the word. To gain student’s attention, place a blank space on the board for each letter appearing in the trait. Explain the procedure for the game “ You Name It” as follows:

Your job is to guess the name of the trait to be discussed today. One person will be selected to choose a letter from the stack. He/she will then “finger write” the letter on the back of a fellow student. (No student will be chosen twice.) If the student guesses correctly, the teacher will write the letter in the appropriate blank or blanks on the board. If the guess is incorrect, the procedure will be the same, but a different student will be given an opportunity to guess. After each blank is filled, all students will be given a chance to guess the word. This will continue until all blanks are filled or until the word is identified.

- ***Tales of a Fourth Grade Nothing***

1. Explain why Mrs. Hatcher was upset with Peter and not Shelia. Why did this surprise Peter?
2. Could Fudge’s accident have been avoided if the kids had watched him more closely?
3. Give some examples from the story that show Peter acting responsibly.
4. Name some times in the past when you were responsible for someone else or when someone relied on you to do something.
5. What will be some responsibilities that you will face in the future?
6. How will being responsible help you become a better citizen?

- Ask the students how they feel when they receive an award. Discuss different types of awards (trophies, medals, certificates, etc.). Have students create a certificate. The certificate will be filled out at the end of the day. Include the following information:

This Citizenship Award is presented to

For the following deed:

Date: _____

Ask students to name good citizenship traits. List these traits on the board. Ask students to name places where these traits can be observed. Tell the students to be observant and look for acts of good citizenship today at school. Have the students fill out and present their award in a classroom ceremony. (Refreshments are optional).

- Write the following definition of a citizen on the board: A native or naturalized member of a city, town, state, or nation who owes allegiance to its government and is entitled to its protection.

Ask the students to look at the names listed and think of characteristics each may have in common that would make them good citizens. Ask the students what they could do to demonstrate good citizenship in their school and community. After discussing good citizenship in the school and community, ask students for examples of poor citizenship they may have witnessed. Ask what can be done to promote good citizenship by all.

- Explain to the students that citizenship is defined as the status of being a citizen. A citizen is a person who is a resident of a city or state and enjoys the privileges there. Ask the students to brainstorm some of the privileges of being a citizen in their town. Examples could include police protection, fire protection, attending school, access to parks and libraries, etc. Write as many responses as possible on the board. Point out the large number of privileges they enjoy.

- **Doing One's Share in the Community**

Ask the students to think of some major problems they might find in their own neighborhoods. List them on the board. The list might include such things as:

1. Homelessness and hunger
2. Drug abuse
3. Gang violence
4. Vandalism and graffiti
5. Litter and other forms of pollution
6. Theft
7. Domestic violence and child abuse

Divide the youngsters into groups of equal number and assign one topic to each group. Then have them write a simple skit about their topic. Tell them that the theme of their story should be: *Good Citizens Do Their part to make Their Communities a Better Place*. Write this on the board as a reminder.

Tell them their skits should focus on how the ordinary citizen can contribute to solving problems in the community. Then arrange for them to present their skits to their peers and/or younger children.

- Help the children understand the concept of citizenship and community membership by comparing it to being a family. Have them draw pictures of families or cut out photos from magazines. Ask: *What's nice about being in a family?* Solicit responses, then ask: *What are the things you're expected to do as a member of a family?* Compare these benefits and expectations to being a member of a community.