

# I CAN BE A GOOD CITIZEN!



**Time:** Approximately 10-15 minutes for the focus and introduction; approximately 10-20 minutes for the modeling and guided practice; approximately 45-60 minutes for the independent practice; and approximately 15-20 minutes for the closure.

## Instructional Goals:

- The students will use the **PebbleGo Social Studies** online database to research and define various concepts behind being a good citizen in school, at home, and in their community.
- The students will identify at least three specific ways they can display good citizenship within their school and community.
- The students will create an illustration of themselves doing at least one thing that demonstrates being a good citizen.
- The students will create a classroom book displaying different ways they can be good citizens.

## Integrated Content Standards

- National Council for the Social Studies (NCSS) (<https://www.socialstudies.org/standards>)
- Common Core English Language Arts/Literacy Standards ([www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/))
- NCTE/IRA Standards for English Language Arts ([www.ncte.org/standards/ncte-ira](http://www.ncte.org/standards/ncte-ira))
- International Society for Technology in Education (ISTE) Standards for Students (<https://www.iste.org/standards/for-students>)

## Materials/Resources:

- **PebbleGo Social Studies** online database
- Good Citizen Definitions Handout
- I am a Good Citizen Handout
- Pencils
- Art supplies such as markers, colored pencils, or crayons

## Procedures/Lesson Activities:

### Focus

1. Bring the class together and write the word "citizenship" on a white board or large note pad.
2. Inquire if students have heard of this word and if they know what it means. Record any responses.
3. Ask students to share examples of instances in which they've helped other people or their community. Ask questions like:
  - › Can you tell me about a time you helped a fellow classmate?
  - › Can you tell me about a time you helped someone in your family?
  - › Can you tell me about a time that you did something for your community?
4. Record student responses and tell them these are examples of being a good citizen.

## Teach/Model



5. Explain to students that they will research what it means to be a good citizen in their classroom, school, and community using the **PebbleGo Social Studies** online database.
6. Demonstrate how to navigate the **PebbleGo Social Studies** online database. Click on the Social Studies section of the database, and then the subcategory "Being a Good Citizen."
7. Select an article such as Sportsmanship and showcase the read-aloud feature by clicking on the appropriate icon.
8. Click on at least two of the heading tabs such as Sportsmanship at the Game or Why Sportsmanship Is Important to demonstrate navigating the database articles.

## Guided Practice

9. Show students the Good Citizen Definitions handout and review the directions. Demonstrate navigating the **PebbleGo** online database and finding the answer to the first definition, sportsmanship.
10. Tell students that it is always important to give credit to the source of information during research. Model this by clicking the "cite" button and writing the information in the bibliography section of the handout.
11. Tell students they will use this research to come up with ways they can demonstrate these concepts behind good citizenship in their daily lives.
12. Direct students to the second portion of the handout and review the example provided. (I can demonstrate sportsmanship by cheering for the other team when they score a goal at my soccer game).
13. Circulate the I am a Good Citizen handout. Review the directions and remind students they can use one of the three examples of citizenship they brainstormed and recorded from the first handout.

## Independent Practice

14. Ask students to review the **PebbleGo Social Studies** online database articles on Being a Good Citizen to research the concepts that go into citizenship.
15. Have students complete the Good Citizen Definitions handout independently.
16. Request students to select one of the three sentences to help complete the second handout, I Am a Good Citizen.

## Closure

17. Allow students to share their artwork with one another. You may elect to do this together as a class or divide students in small groups if time is limited.
18. Discuss new ways students learned how to be good citizens from their fellow classmates.
19. Compile the students' work and create a book titled "How We are Good Citizens" and place it in your classroom library.

## Extend/Enrich

- Create a “I Caught You Being a Good Citizen” box for your classroom. When students see someone in their class displaying good citizenship, they can write the name of that student and explain what they were doing to demonstrate this. Then students can place the paper in the box. Remember! You, as the educator, can contribute to the box as well. At the end of each week, read the contributions to the box as a class.



Name: \_\_\_\_\_

### **Good Citizen Definitions**

Use the PebbleGo online database to research what it means to be a good citizen. Choose a word from the list below and write it next to the sentence that matches its definition. Then, brainstorm three ways you can demonstrate these concepts at school, at home, and in your community.

**Volunteering   Sportsmanship   Honesty   Tolerance**  
**Loyalty   Patriotism   Courage   Cooperation**

I show respect for others when playing games and sports.

\_\_\_\_\_

I work together with my friends and follow rules so things run smoothly.

\_\_\_\_\_

I sometimes do things that I'm afraid to do.

\_\_\_\_\_

I am truthful and do not tell lies.

\_\_\_\_\_

I am faithful to my family and friends and support their beliefs.

\_\_\_\_\_

I am proud of and loyal to my country.

\_\_\_\_\_

I know and accept that others are different from me.

\_\_\_\_\_

I help others in need without expecting anything in return.

\_\_\_\_\_

**Choose three concepts from above and brainstorm one way you could demonstrate each idea. For example, you might write:**

I can demonstrate sportsmanship by cheering for the other team when they score a goal at my soccer game.

I can demonstrate \_\_\_\_\_ by

\_\_\_\_\_

\_\_\_\_\_ in my classroom.

I can demonstrate \_\_\_\_\_ by

\_\_\_\_\_

\_\_\_\_\_ at home.

I can demonstrate \_\_\_\_\_ by

\_\_\_\_\_

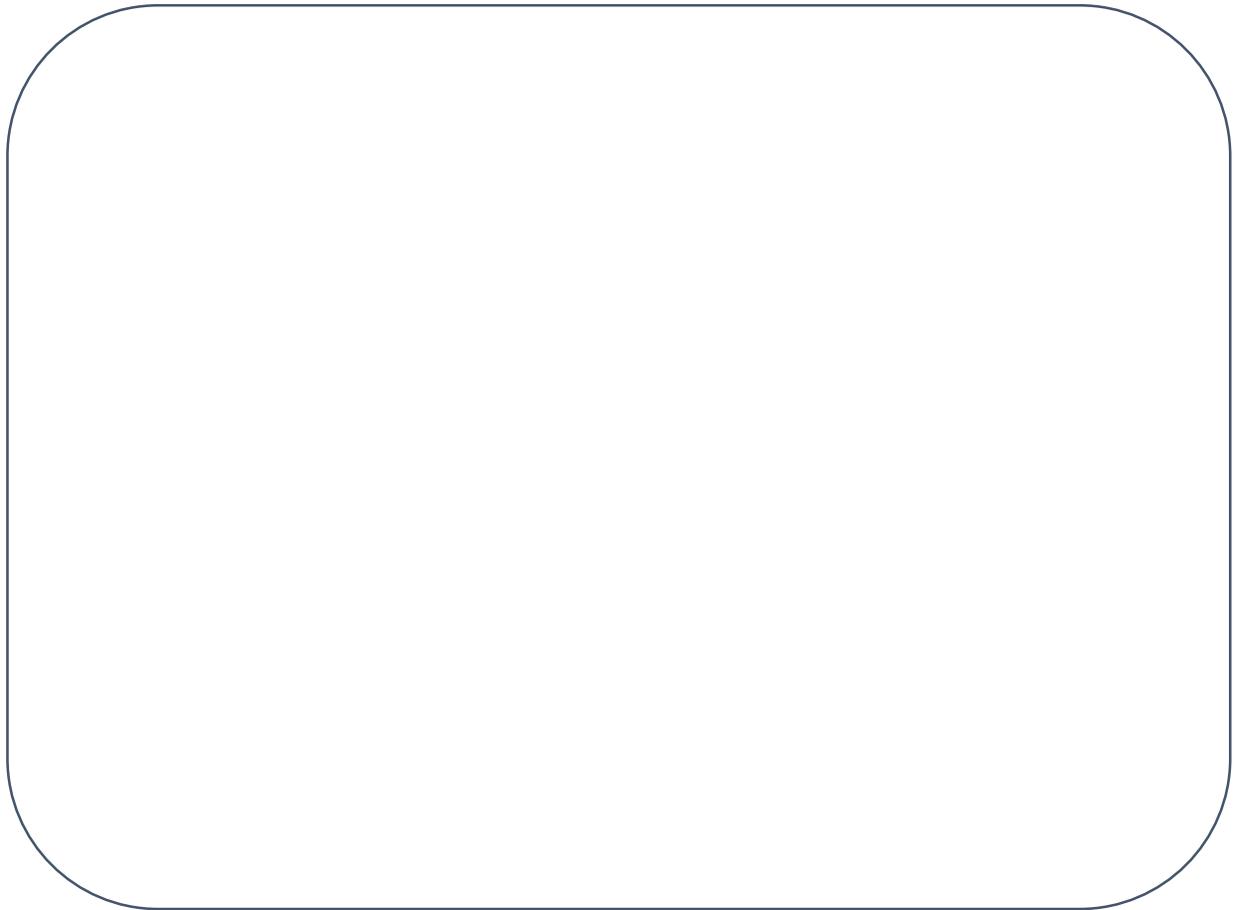
\_\_\_\_\_ for my community.

Bibliography: \_\_\_\_\_

Name: \_\_\_\_\_

**I Am A Good Citizen**

Draw a picture of yourself being a good citizen at school, at home, or in your community. Use the lines below to describe what you are doing.



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Name: \_\_\_\_\_

### Good Citizen Definitions ANSWER KEY

I show respect for others when playing games and sports.

**A: sportsmanship**

I work together with my friends and follow rules so things run smoothly.

**A: cooperation**

I sometimes do things that I'm afraid to do.

**A: courage**

I am truthful and do not tell lies.

**A: honesty**

I faithful to my family and friends and support their beliefs.

**A: loyalty**

I am proud and loyal of my country.

**A: patriotism**

I know and accept that others are different from me.

**A: tolerance**

I help others in need without expecting anything in return.

**A: volunteering**