


**Georgia Caroline Visits the State Capitol**  
Citizenship

<b>Grade</b>	K
<b>Topic</b>	Citizenship
<b>Standard</b>	Standard: SSKCG2 -Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self -control.
<b>Materials</b>	Chart paper
<b>Activating Strategy</b>	<p>This lesson focuses on positive character traits of citizens. Students will need to know what a citizen is prior to discussing character traits.</p> <ul style="list-style-type: none"><li>● Display the word <i>citizen</i> on the board. Discuss what a citizen is with students. The teacher may also use a short video from YouTube for supplemental information such as "Good Citizenship for Kids." <a href="https://www.youtube.com/watch?v=SsXt6uPxV0A">https://www.youtube.com/watch?v=SsXt6uPxV0A</a></li><li>● Reinforce understanding by relating citizens in a community in comparison to students in a classroom (analogous relationship).</li></ul>
<b>Instruction (Teacher)</b>	<p>Refer to text page 29.</p> <ul style="list-style-type: none"><li>● The teacher will display the quote from the text, highlight and discuss key words (honest, patriotic, courteous, respectful, follow the rules-laws, and give back to communities-service, active civic engagement).</li><li>● Utilize gradual release model (SIO P-I do, we do, you do) to hone in on three of the positive character traits.</li><li>● (I DO) The teacher will select a trait to model. Write the word on chart paper and review what the trait means. Discuss how citizens exhibit the trait. Use pictures and words to chart one or two specific examples.</li></ul> <div data-bbox="609 1459 1263 1806" style="border: 1px solid black; padding: 10px; text-align: center;"><p><b>Give Back to Community</b></p><p>I give back to the community by voting in elections. (civic engagement)</p></div> <ul style="list-style-type: none"><li>● Introduce a second trait of choice and review what the word means. Have students work with a partner to discuss a way that they can exhibit this trait. Discuss several of these examples whole group.</li></ul>

	<ul style="list-style-type: none"> <li>● Introduce a third trait of choice and review what the word means. Have students use words and/or pictures to identify how they can exhibit the trait.</li> </ul>
<b>Application (Student)</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li>● (WE DO) With a partner, discuss one way the selected character trait can be demonstrated.</li> <li>● (YOU DO) Independently, use pictures and/or words to show how the selected character trait can be demonstrated.</li> </ul>
<b>Closing</b>	Have students select a different partner and share their independent responses to the selected trait.
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>● <u>Remediation</u>: Provide printed visual examples of positive behaviors. Prompt students to think about what is happening in the picture as well as what trait is being displayed. (Ex. Holding open the door for someone displays courtesy).</li> <li>● <u>Acceleration</u>: Have students try to draw/write ideas for the other traits not selected within the initial lesson.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>● Literacy Components: reading, writing, listening, speaking</li> </ul>