

WHAT MAKES A GOOD CITIZEN?

Learning Objectives: Students will:

1. Recognize the qualities of good citizenship through research on a famous person in the community or nation, historical or current.
2. Use writing skills to create a journal entry for that person
3. Categorize people based on information learned
4. Understand the importance of participation in the democratic process and giving back to the community or society in general.

TEKS: SS 3.1, 3.3, 3.11, 3.14, 3.16, 4.2-5, 4.17, 4.21, 5.2, 5.3, 5.19, 5.23, 5.24

Resources needed: print or electronic information, brief biographies

Vocabulary: characteristics, citizenship, historical, category

Teaching Strategies:

1. Introduce lesson by brainstorming names of famous people, current or historical that students recall. Make sure to include some historical people as well as athletes, musicians, and others that the students will think of first. List for all to see.
2. Ask students what those people have in common. Guide students to discover that character traits, such as the desire to give to their community or cause, willingness to work hard to achieve a goal, and accepting responsibility, as well as skill, that helped them to become famous.
3. Add well-known names to the list, emphasizing their accomplishments as well as their qualities that helped them achieve.
4. Tell students that they are going to learn about some new people, some they might not be familiar with, who exhibited characteristics of good citizenship in accomplishing important goals. Consult the TEKS at your grade level for lists of those individuals, such as Jonas Salk, Neil Armstrong, Joseph Glidden and others.
5. Give each student a short bio of an individual they will research. LRE Bio Cards can be useful here, if available. (Optional: Students may work in pairs)
6. Each student will use electronic or print media to discover more about this individual. Students will identify the most important contribution this person made to society/history.
7. Students will create a journal page for the person they studied. (See attached sheet.) In this assignment, students will write from the famous person's perspective about the most important day in the life of that person. Date, surrounding events, importance of discovery/event, other

people involved, how they felt about the accomplishment, and as many facts as possible should be included.

8. Students will share their information by reading the journal entry to the class. After all students have read their journals, ask the class to, as a group, categorize the people studied. Several categories are possible, such as dates, accomplishments, etc.
9. Students will individually assess which person they think is most important and be able to give a reason for their response.

Extension for G/T

Students will rank the top 10 people studied, and be able to defend the ranking by further research about long-term implications of the person's accomplishments.

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