

Civics for All: Civic Responsibility

Objective

Understand your responsibilities as a community member

Resources/Materials

- *School Community Scenario Card 1*
- *Class Community Scenario Card 1*
- *Local Community Scenario Card 1*

Activity

- Brainstorm a list of the responsibilities you have at home, at school, and in your local community.
- Read *School Community Scenario Card 1* and answer the questions underneath it.
- Read *Class Community Scenario Card 1* and answer the questions underneath it.
- Read *Local Community Scenario Card 1* and answer the questions underneath it.
- Think about why it is important for members of a community to be responsible.
- Draw a picture showing what would happen if everyone in the community did not fulfill their responsibilities.

Extension

- Write a paragraph about, or draw a picture illustrating, the reasons for why it is important that everyone in the community fulfills their responsibilities.

Additional Resources

- Kids Academy: Good Citizenship & Social Skills for Kids, Being a Good Citizen
<https://www.youtube.com/watch?v=LKCtzuvBZPc>

School Community Scenario

Card 1

Melanie loved everything about basketball. Melanie decided she wanted to be part of her school's basketball team. She approached her best friend, who was already on the team and asked if she could talk to the coach about her joining the team. Coach B allowed Melanie to join the team, but she had to promise to attend every practice. Melanie promised that she would attend every practice.

After a few weeks, Melanie decided that she no longer wanted to play basketball and began to skip practice. When her best friend attempted to contact Melanie, she ignored her.

When Coach B saw Melanie in the hallway at school, she approached her and asked if everything was ok. Melanie came up with several excuses as to why she skipped practices. She promised Coach B that it would never happen again if she allowed her to stay on the team. Coach B told Melanie that she was willing to give her another chance and invited her to play in the game. The game day arrived and Melanie did not show up.

What responsibilities does Melanie have to this community? Explain.

Why does Melanie have to fulfill those responsibilities? Explain.

Class Community Scenario

Card 1

It was an early Friday morning in math class. Matilda hadn't done her homework the night before. The next day, she didn't ask for help from her teacher. Instead, Matilda began to ask other students around for help. When other students ignored Matilda, she got annoyed and began to throw paper at them to get their attention. One of the students, Joyce, got upset and threw the paper back at Matilda. The teacher saw Joyce throwing paper at Matilda, and she sent Joyce out of the classroom.

What responsibilities does Matilda have to this community? Explain.

Why does Matilda have to fulfill those responsibilities? Explain.

Local Community Scenario

Card 1

On a beautiful Saturday morning, Paul and his parent went to the beach. When they got there, they noticed that there was a lot of trash left scattered around the coastline. Paul became very concerned because he learned in his science class that trash could hurt ocean animals and plants.

That Monday morning, Paul spoke to his science teacher and asked for advice on how he could help. His teacher suggested organizing a beach cleanup where students and their parents could come together and help protect ocean life. In the next few days, Paul worked very hard to spread his message and gather as many people as he could to help clean up the beach.

What responsibilities does Paul have to this community? Explain.

Why does Paul have to fulfill those responsibilities? Explain.

Hidden Voices: Manhattan and Surrounding Areas 1639

Objective

Students consider why change is important in a community's history and how landmarks represent a community's history.

Resources/Materials

- *Four-Box Direction Grid*
- *Directional Word Cards*
- Scissors, glue, art supplies
- *Manhattan on the North River* map

Activity

- Complete the *Four-Box Direction Grid* using the *Directional Word Cards* and matching them to their proper directions on the *Four-Box Direction Grid*.
- Compare the *Four-Box Direction Grid* to *Manhattan on the North River Map* to identify which directions correspond to what parts of the map.
- Pick 4 details from the map and draw them where they would appear in the *Four-Box Direction Grid*.

Extension

- Talk to someone about the following questions:
 - Do any of the named areas sound like places we still know today?
 - Where do you think the 5 boroughs are located on this map?
 - How is this old map (from 1639) similar to or different from a map of New York City you might see today, like on the subway?

Four-Box Direction Grid

Name: _____ Date: _____

Directional Word Cards

north

south

east

west



Manhattan on the North River

On this map of Manhattan and surrounding areas from 1639, you can find the Keschaechquereren community (written in Dutch), among the other areas identified on the map.



Hidden Voices: Susie Rocco

Objective

Students learn about the role of young children in early New York.

Resources/Materials

- *Little Susie at Her Work*
- Blank paper, crayons, and pencils

Activity

- Read the short story above the image of *Little Susie at Her Work* and look closely at the image of *Little Susie at Her Work*. Record what you see, what you think, and what you wonder about this image.
- Talk to someone about the following questions:
 - What do you notice about this image of little Susie?
 - What is it that little Susie is doing in this image?
 - How are the types of things that littler Susie is doing different than what other kids her age might do today?
- Draw a picture of the types of activities that kids nowadays typically do.
- Talk to someone about the following question, “What is similar about what you are expected to do in your home and what Susie was expected to do during the 1890s?”

Little Susie at Her Work

This is the only known photograph of Susie Rocco. Jacob Riis photographed Susie when she was 12 years old. Susie's voice is so hidden that we only know her through this photograph and from what Riis wrote about her in his 1892 book, *The Children of the Poor*. In this picture Susie is working hard to make money to help support her family in a **tenement** at 36-38 Cherry Street in New York City. Tenements were types of buildings in the late 1800s that were packed with people. They often lacked clean water and safe food in tenements.



Community Rules and Routines

Objective:

Learn that rules and routines are important in keeping order in a community.
Identify examples of community rules and routines.

Resources/Materials

- *Match Community Rules Cards*
- *Match Community Rules Picture Cards*
- *Community Rules and Routines Booklet*
- Scissors, crayons, pencils

Activity

- Rules are something everyone must follow in the community. Laws are a type of rule. Rules and laws help people get along and stay safe. A routine is when something is done over and over again, according to some schedule, to produce a needed effect. Children have many routines in school, such as unpacking in the morning or eating lunch in the cafeteria. Just like in school, there are routines that happen every day in the community to help the community run smoothly.
- Cut out and *Match the Community Rules Cards* with the *Picture Cards*.
- Create a *Community Rules and Routines Booklet* and describe the rules and routines that are important in your home or to a community.

Extension

- Create a cover page for your rules booklet.
- Briefly describe which routine you think is most important and explain why.

Match Community Rules Cards

Directions: Cut out and display in pocket chart.

**Sanitation workers
collect garbage
every day in the
community.**

**Wait for the walk
signal to cross the
street.**

**Neighbors recycle
plastic, paper,
and glass.**

**Cross at the
crosswalk.**



Match Community Rules Cards

(continued)

**Ride your bike
in the bike lane.**

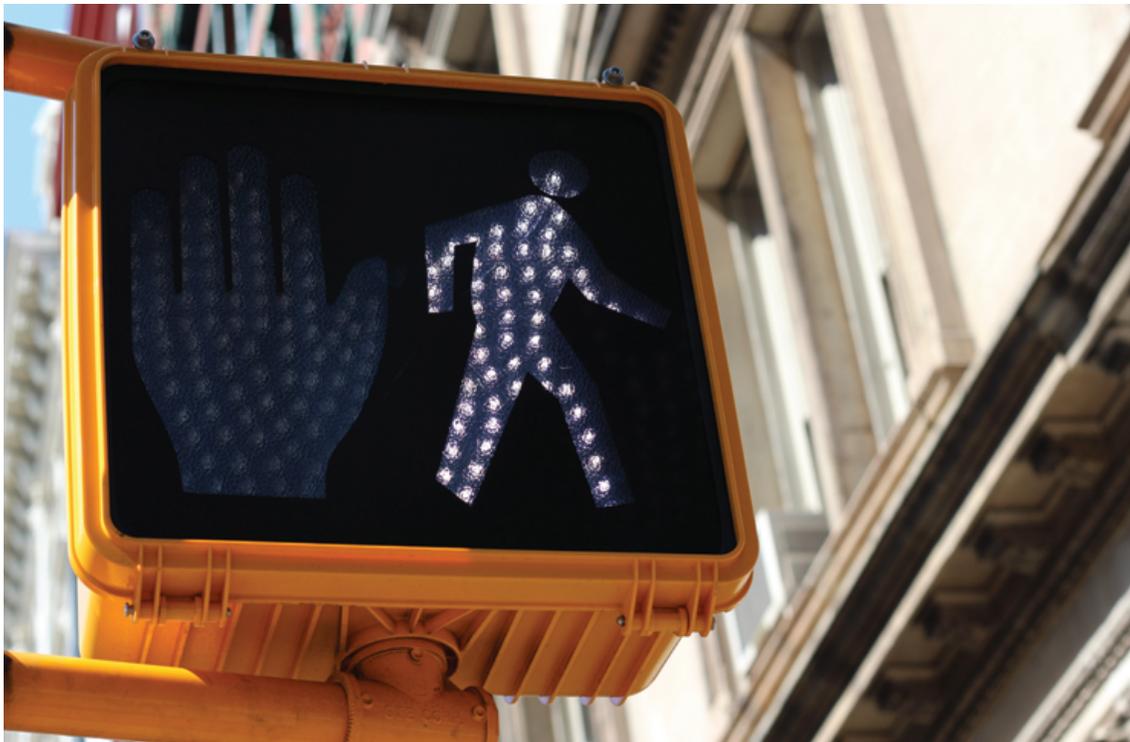
Don't litter.

**Clean up after
your dog and
use a leash.**



Match Community Rules Picture Cards

Directions: Cut out and display in pocket chart.



Match Community Rules Picture Cards

(continued)



Match Community Rules Picture Cards

(continued)



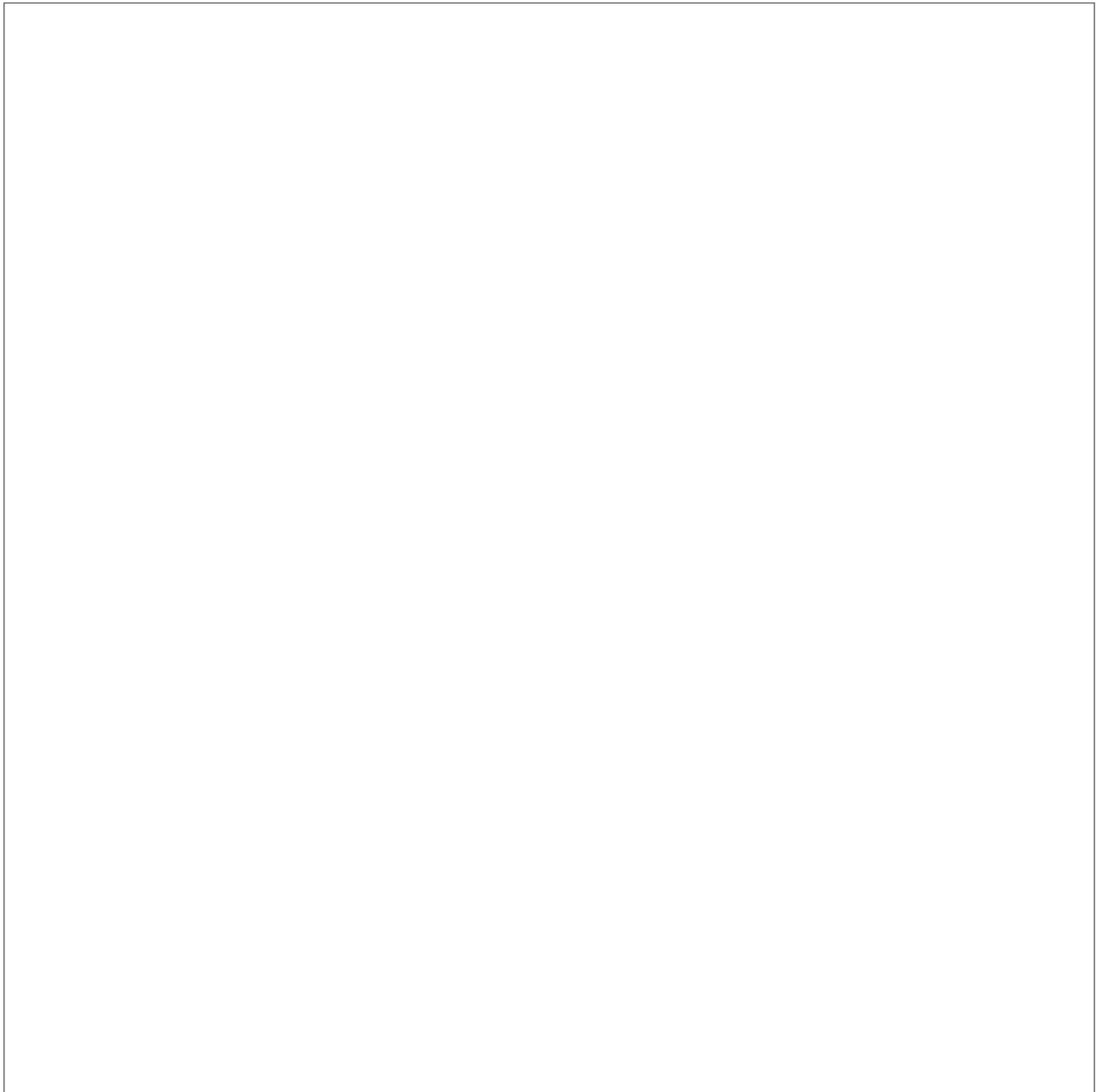
Match Community Rules Picture Cards

(continued)



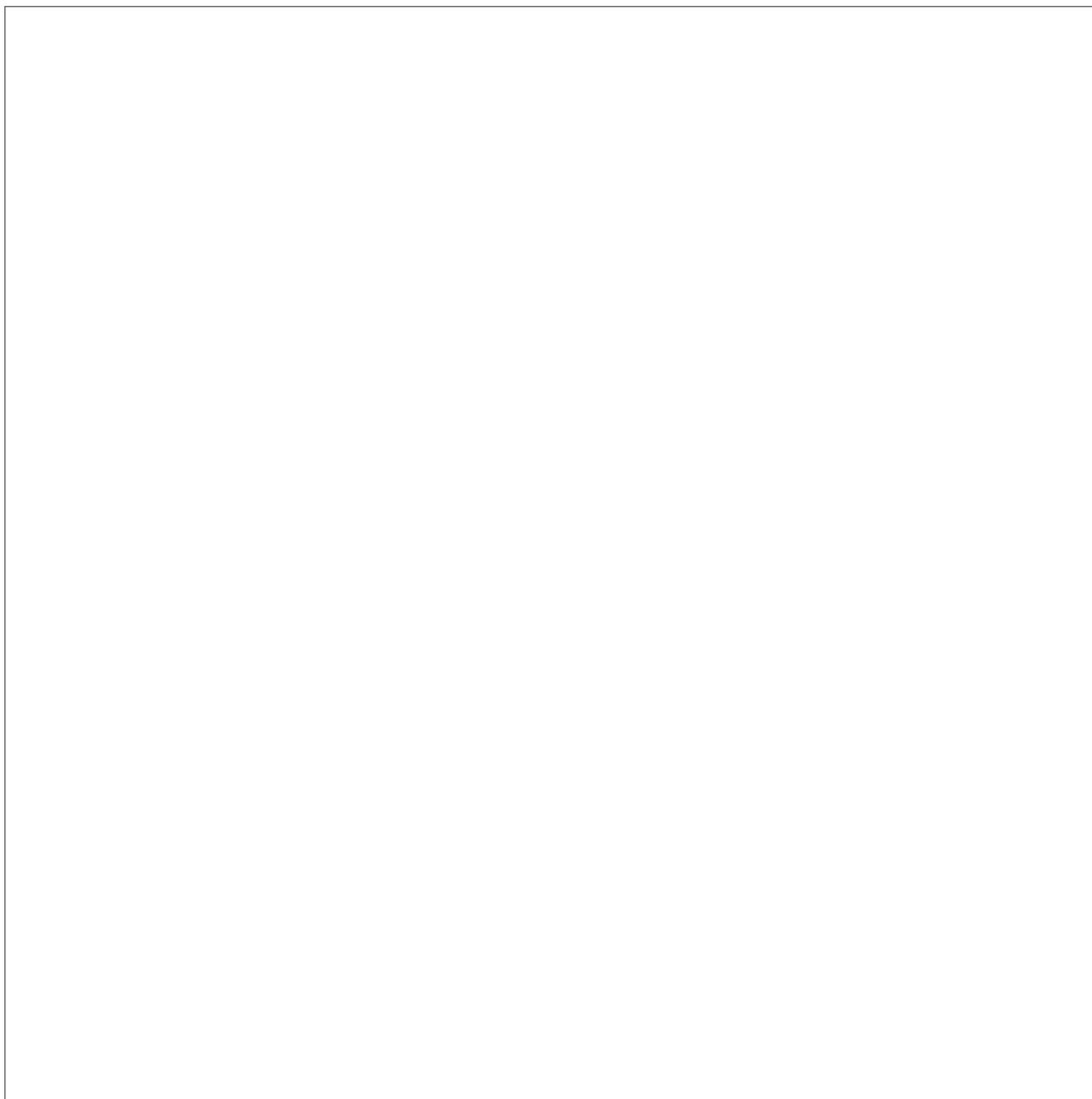
Community Rules and Routines Booklet

Community Rule



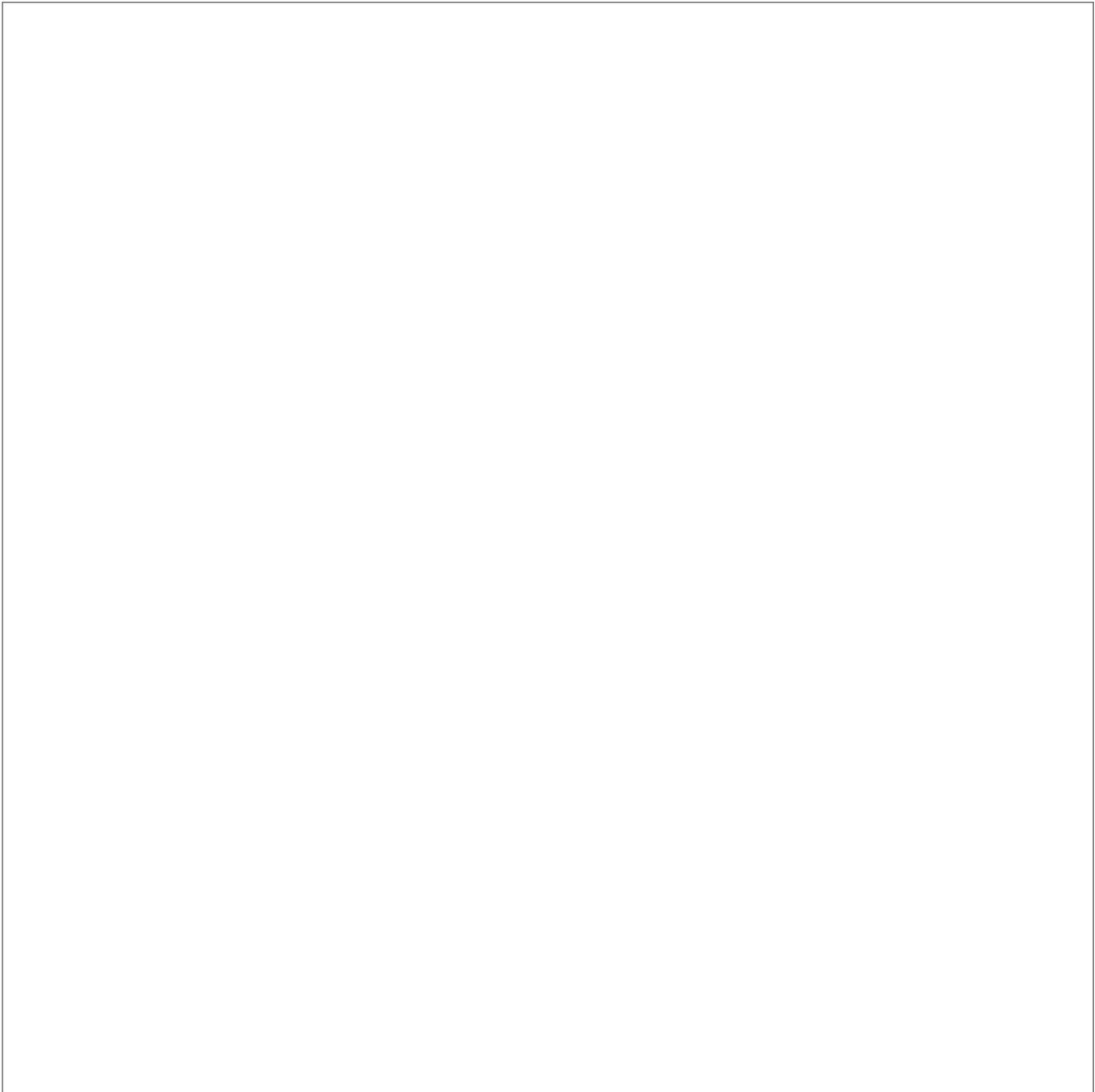
Community Rules and Routines Booklet

Community Routine



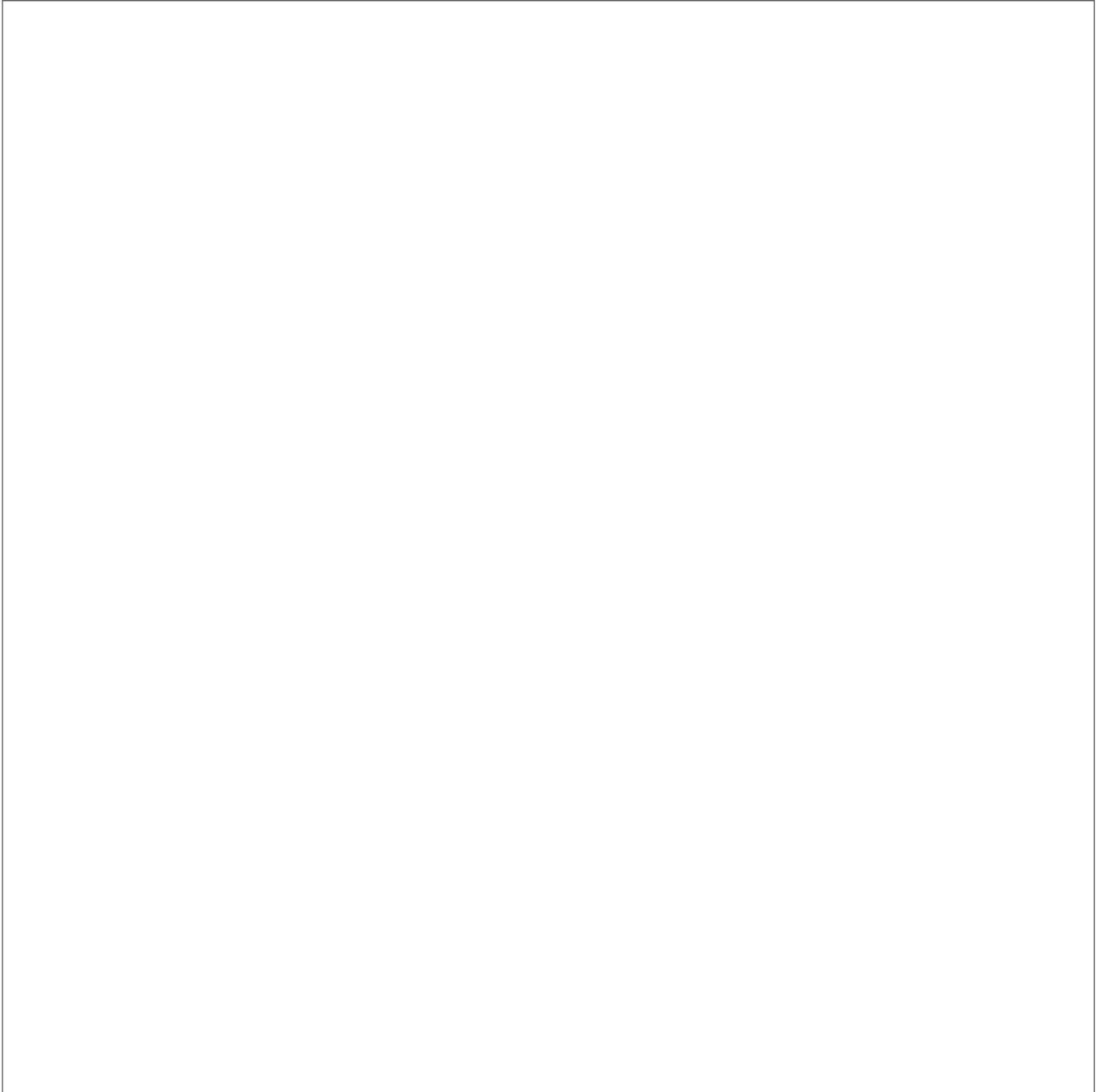
Community Rules and Routines Booklet

What does my community look like?



Community Rules and Routines Booklet

Why are rules and routines important?



Passport to Social Studies: Family Traditions – 2 Day

Objective

To learn about family traditions and how they are passed down from one generation to the next.

Resources/Materials

- *Family Tradition Graphic Organizer*
- *My Family Tradition Booklet*

Activity

Day 1

- Family traditions! A tradition is a special family activity passed down from one generation to the next. These are not just about holidays, but rather other unique activities that make up a family's traditions. Examples can be
 - Family vacations to the same place each year
 - Yearly family reunions
 - Eating special meals together on special occasions
 - Telling important family stories
- Please talk with a family member about family traditions and any new traditions that you wish to continue. This is a wonderful opportunity for storytelling, sharing, and remembering.
- Create a list of traditions and look for pictures that illustrate them.
- Complete the *Family Tradition Graphic Organizer*.

Day 2

- Review *Family Tradition Graphic Organizer*.
- Complete the *My Family Tradition Booklet*.

Family Tradition Graphic Organizer

Name: _____ Date: _____

My family tradition is _____ .

<p>What happens?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>When does this happen?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Where does it happen?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Who participates?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

My Family Tradition Booklet

by _____

What happens?



When does it happen?



Where does it happen?



Who participates?



This family tradition is fun because...



Symbols of the United States

Objective

To learn that the ideals of the United States are represented by various symbols

Resources/Materials

- *Photographs of American symbols*
- Symbols of the United States Circle Chart
- Art supplies

Activity

- **Read the description of the following symbols:**
 - **Liberty Bell**
 - The Liberty Bell is located in Philadelphia, Pennsylvania.
 - The Liberty Bell was created in England and is made out of copper.
 - The Liberty Bell no longer rings because it has a large crack.
 - The Liberty Bell represents the idea of freedom.
 - **Bald Eagle**
 - The bald eagle is found on the back of quarter coins and on all paper money.
 - The bald eagle is featured on the Presidential Seal of the United States.
 - Benjamin Franklin originally wanted the national bird to be the turkey, but the bald eagle became the national bird in 1789 when George Washington became the country's first president.
 - **American Flag**
 - Red on the flag represents bravery, white is purity, and blue is freedom.
 - The American flag is also called Old Glory.
- Look at the *Photographs of American symbols*. How many of these look familiar? What are they symbols of?

Create a replica of one of the symbols that are represented in the United States of America:

Ex. Bald Eagle, Lincoln Memorial, Jefferson Memorial, American Flag, Liberty Bell

Answer the following questions:

Symbols of the United States

- What is the name of your symbol?
- Why is your symbol important?
- What does your symbol represent?
- What interesting facts can you share about your symbol?
- What materials did you use for your construction? Why did you choose these materials?

Extension

- Construct your symbol:

Suggested materials to use: Clay/model magic/play dough, different textured papers, foam shapes, pipe cleaners, popsicle sticks, cardboard, paint, glue, scissors

Additional Resources

- The Liberty Bell by Joe Gaspar
- The Flag by Joe Gaspar
- The Statue of Liberty by Joe Gaspar
- The Bald Eagle by Joe Gaspar
- Symbols of the United States by Sarah Machajewski
- Our National Symbols by Joseph Patrick
- Discover Symbols of the United States by Barbara Brannon

Photographs of American Symbols

American Bald Eagle



Liberty Bell



The Statue of Liberty



American Flag



Washington Monument



Photographs of American Symbols

**Outside view of
Jefferson Memorial**



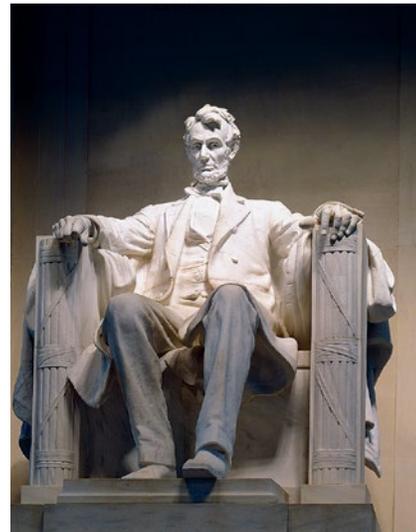
**Inside view of
Jefferson Memorial**



**Outside of
Lincoln Memorial**



**Inside of
Lincoln Memorial**



Our Culture Makes Us Unique

Objective

Learn that people of the same culture share beliefs, traditions, religions, and holidays. People of the same culture also often speak the same language.

Resources/Materials

- Parent Questionnaire
- Culture Passport template

Activity

- To better understand your family traditions have your parent/guardian complete the Parent Questionnaire.
- Using the Culture Passport template, create a passport that describes your cultural background. Also use the Parent Questionnaire to support you with this process.
- You may include drawings of family traditions, holidays celebrated, traditional clothing items worn, beliefs, cultural food, and other cultural symbols unique to them.

Extension

- Write a song that expresses traditional values from your culture.
- Describe items of cultural significance based on your culture

Additional Resources

- The Many People of America by Joanna Anderson reading

Parent Questionnaire

Dear Parents,

We are learning about cultures and family traditions. In order to help students learn more about their own culture, please complete the survey below and discuss your family's culture with your child.

Child's name: _____

Countries of your family's heritage:

1. _____

2. _____

3. _____

Traditions important to your family: _____

Cultural foods your family eats: _____

Special or traditional clothing: _____

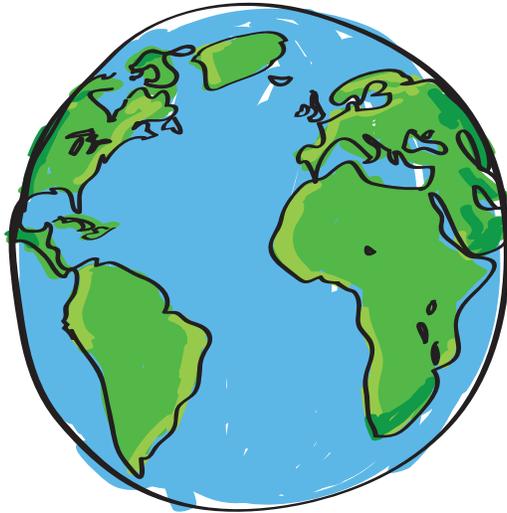
Language(s) spoken: _____

Which holidays are specific to your cultural heritage? _____

Culture Passport

Name: _____ Date: _____

My Culture Passport



This is me:

Ways I celebrate my culture:

Civics for All: The Superhero in Me, The Superhero in You

Objective

Create superhero representations of yourself and create a comic strip depicting the solution to a social issue.

Resources/Materials

- *Images of Superheroes*: <https://www.marvel.com/characters> or <https://www.dccomics.com/characters>
- *Images of Community Workers*
- *My Superhero Is* organizer
- *Comic Strip Template*
- Paper, pencils, markers collage materials, glue, scissors

Activity

- Ask someone to read the following to you:
 - A superhero is a fictional individual who uses special or supernatural powers to help their community to make the world a safer place. However, sometimes, we use the word superhero to refer to a real person who does important and helpful things for people in their community or their community overall. Superheroes, in this sense, are all around us and can be anyone. Superheroes come in all forms, shapes, and sizes!
- Create your own superhero by completing the *My Superhero Is* organizer.
- Talk to an adult about the following questions:
 - Where does your superhero live?
 - How did your superhero get their powers?
 - What does our community look for in a superhero?
 - What do superheroes do as everyday people?
- Look at *Images of Community Workers* and talk to an adult about the following:
- How do you think superheroes, community helpers/workers, and us are related?

Civics for All: The Superhero in Me, The Superhero in You

- What do we have in common? What is different about us?

Additional Resources

- Action Activists https://www.weteachnyc.org/media2016/filer_public/82/4b/824bb79e-d551-44c5-8bef-6df2a523d231/action_activists_web.pdf

Images of Community Workers Police Officers



Citation: New station stairs, entrances reopened at Metropolitan Av-Lorimer St.: Metropolitan Transit Authority, Flickr. February 28, 2019. Accessed April 5, 2019. <https://www.flickr.com/photos/mtaphotos/46327104615/>

Images of Community Workers Transit Workers



Citation: New WTC Cortlandt 1 Station: Metropolitan Transit Authority, Flickr. September 8, 2018. Accessed April 5, 2019. <https://www.flickr.com/photos/mtaphotos/44506180382/>

Images of Community Workers

Firefighters



Citation: Randall A. Clinton, "A FDNY firefighter during a training exercise," The United States Marine Corps, April 22, 2010. Accessed April 5, 2019. <https://www.hqmc.marines.mil/ousmcc/Photos/igphoto/208009/>.

Images of Community Workers Crossing Guards



Citation: Pam Lane, "Crossing guard," Flickr, March 1, 2010. Accessed April 5, 2019.
<https://www.flickr.com/photos/pamlane/4400539978>.

Images of Community Workers Teachers



Citation: A classroom with teacher and students: U.S. Department of Agriculture, Flickr. April 22, 2012. Accessed April 5, 2019. <https://www.flickr.com/photos/usdagov/16762770039>

My Superhero Is

What is the **problem** we are tackling as a class?

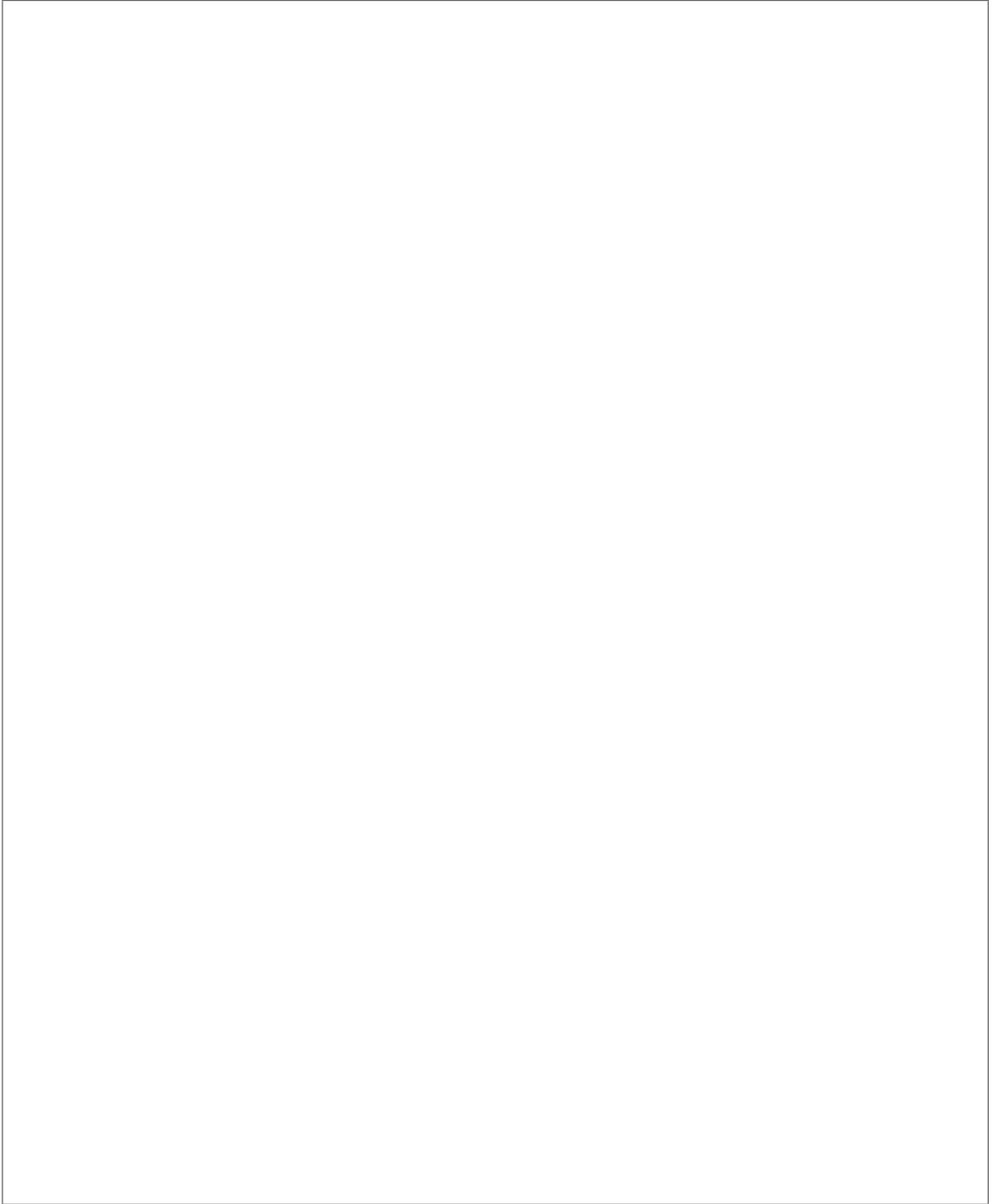
What is **one action** I can take to help address this problem?

What will my **superhero's power** be?

continued on next page

My Superhero Is

Directions: Sketch your superhero below. Think about their appearance, the colors of their costume, their superpowers, and items they may use.



Comic Strip Template

Directions: In groups, create a comic strip, telling the story of how your superhero solved the problem identified by the class.

Who Works in Our Neighborhood?

Objective

Students name and describe the purpose of community helpers and explain the difference between a good and a service.

Resources/Materials

- *Community helpers song lyrics*
- *Goods and Services Game Cards*
- *Riddle Card*
- Construction paper, glue, scissors

Activity

- **Answer the following question:**
 - Can you name some of the rules or routines that good citizens follow to help keep their neighborhood a safe and happy place to live in?
- Read the *Community helpers song lyrics* and look for the different types of jobs community helpers do.
- Create a community job chart. Name community helpers from the text and explain what services they offer within their community.

Community Worker/ Helper	Service They Offer
Author	Writes books to read
Crossing Guard	Helps us cross the street safely
Nurse	Takes care of people
Grocery Store Manager	Provides food to eat
Professor	Teaches grown-ups to learn

- **Community Helper** is a person who does a job to provide a service to the community. **Services** include delivering mail, collecting garbage, and serving food.
- A **good** is something people can buy to satisfy a need or want. People have to spend their money to buy goods. Ask students to name some of the goods they purchase.

Who Works in Our Neighborhood?

- Use the *Goods and Services Game Cards* to sort out *what is* a goods that people want and what is a service
- Compose a “Which community Helper Am I?” riddle. Riddles should include three clues. Use this format if it helps with your riddle.
 - I wear _____
 - I use _____
 - I drive _____
 - I work in _____
 - I make _____
 - I help _____

Additional Resources

- People in My Community: Nurses by JoAnn Early Macken
- People in My Community: Bus Drivers by Jacqueline Laks Gorman
- People in My Community: Teachers by JoAnn Early Macken
- People in My Community: Dentists by Jacqueline Laks Gorman
- People in My Community: Crossing Guards by JoAnn Early Macken
- People in My Community: Sanitation Workers by JoAnn Early Macken
- A Paramedic’s Job by Miguel Rosario
- An Electrician’s Job by Patricia Dawson

Who Works in Our Neighborhood? (continued)

- Engage students by introducing and singing the “Community Helpers” song (display the words on chart paper or board).

Community Helpers

(sung to the tune of “Oh, My Darling Clementine”)

**Community helpers,
Community helpers,
Community helpers all around,
They are people we rely on,
To help make a great town.**

**There are doctors,
And nurses,
Firefighters and police,
Emergencies are why we need them,
Any day of the week.**

**There are farmers,
Chefs, and bakers,
Waiters and waitresses,
Feeding people is their job,
They give us food that’s good to eat.**

**There are electricians,
Carpenters and plumbers,
On worksites.
They make houses and our buildings,
Safe and sound and built right.**

**Do you know of any more people,
Who are in your neighborhood,
Who work together to built a community,
That we live in happily?**

Goods and Services Game Cards

GOODS

SERVICES

Goods and Services Game Card

Doctors help people stay healthy.



Goods and Services Game Card

Postal workers deliver mail.



Goods and Services Game Card

Chefs cook meals for people in the community.



Goods and Services Game Card

Dentists help people keep their teeth healthy.



Goods and Services Game Card

Crossing guards help people cross streets safely.



Goods and Services Game Card

Police officers keep people safe.



Goods and Services Game Card

Firefighters fight fires and help in emergencies.



Goods and Services Game Card

Toys





Goods and Services Game Card

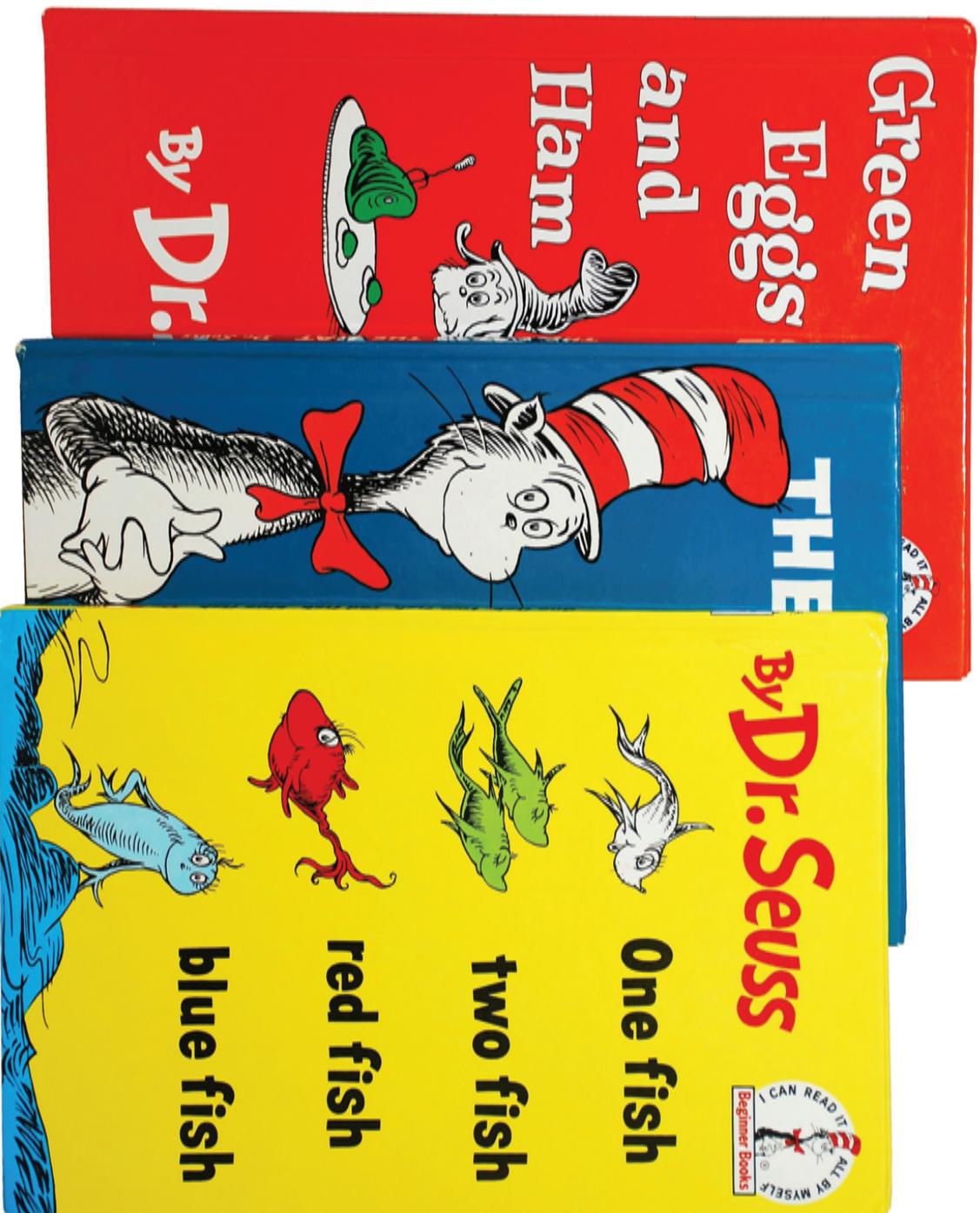
Goods and Services Game Card

Couch



Goods and Services Game Card

Books



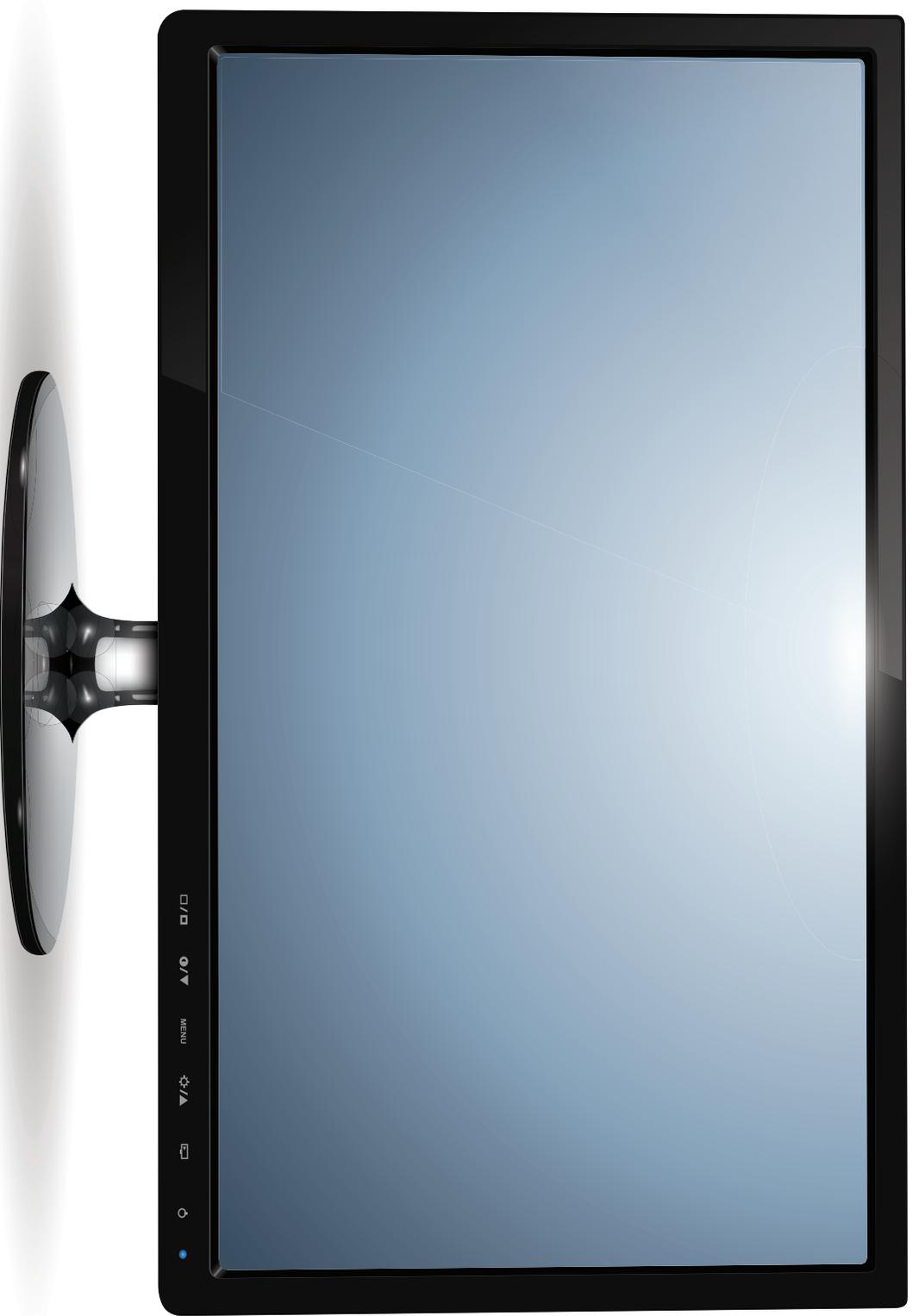
Goods and Services Game Card

Crayons



Goods and Services Game Card

Television



Riddle Card

Community Helper Riddle

WHO AM I?
