

Lesson Plan for 2013 Heritage Calendar

Honoree: Ammie McRae Jenkins

Subject Area: ELA, Social Studies, Art

Grades: 2nd

Common Core State Standard or NC Essential Standard:

ELA CCR 2.5 Analyze the structure of texts

Essential Standards for Social Studies:

2.C&G.2 Understand the roles and responsibilities of citizens.

Essential Standards for Art:

2.V.2 Apply creative and critical thinking skills to artistic expression.

2.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

2.CR.1 Use critical analysis to generate responses to a variety of prompts.

Goals and Objectives:

ELA Common Core Standards:

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objective for Social Studies Essential Standard 2.C&G.2

2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens

Objectives for Art Essential Standards 2.V.2, 2.CX.2, 2.CR.1:

2.V.2.3 Create art from real and imaginary sources of inspiration.

2.CX.2.2 Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.

2.CR.1.2 Evaluate personal work, while in progress and at completion.

Connections to Other Subjects: Social Studies, Art

Time Allotment: 60-75 min.

Lesson Focus: The students will focus on the meaning of good citizenship. After defining good citizenship, they will be given an example of a good citizen (Ammie McRae Jenkins) and her contributions to society. The student will apply their understanding of this knowledge to create a colorful brochure to include illustrations of a good citizen of their own choosing.

Lesson Plan for 2013 Heritage Calendar

Connection to Literacy: Use graphic organizer and text features (title, headings, fact boxes, illustrations, etc...) to demonstrate knowledge and understanding of citizenship; shared reading of passage on good citizenship, written communication through brochure, speaking and listening to discuss their understanding and application of good citizenship.

Resources and Materials:

- circle map or other concept map
- passage on good citizenship http://www.hmheducation.com/fl/pdf/resources/Grade1/T-1-1_SFLETG713250_SEL07.pdf
- computer/access to the internet to watch video of Ammie McRae Jenkins <https://www.youtube.com/watch?v=ONIEH7iM3Sg>
- paper
- colored pencils, crayons and/or other art media
- list of potential citizens to choose from (optional)
- rubric for self assessment

Instructional Activities:

Focus: Have students pair up with a partner. Students will take turns telling their partner what makes a good classroom citizen. Bring group back together and call on a few students to share their responses.

Teacher Input: Have students view and read passage on good citizenship. Choral reading, echo reading and paired reading can be done to read the passage. As the passage is read, the teacher should guide discussion to include the qualities that make a citizen a positive contribution to society (use details from passage to support good citizenship traits). The teacher should be sure to point out the text features that assist in making the passage clear and concise. Have teams of 4 students fill in the circle map defining good citizenship through examples, adjectives, actions, etc... they retrieve from the passage and their other experiences. Allow time for students to share out a couple of their words with the whole group.

Guided Practice: Introduce Ammie McRae Jenkins using the website

<https://www.youtube.com/watch?v=ONIEH7iM3Sg>

Guide the students in a discussion of the good citizenship character traits Ammie McRae exudes (standing up for what is right, compassionate, investing in others, etc...). Create a brochure as a class of Ammie McRae Jenkins and her contributions as a good citizen. Be sure to include text features such as a title, subheadings, illustrations, boldface words, and fact boxes. Some possible sections that could be included in the brochure could be: early childhood, current contributions, what she is best known for, family life, and convictions (will probably need to teach the meaning of this word) such as honesty, fairness, equality.

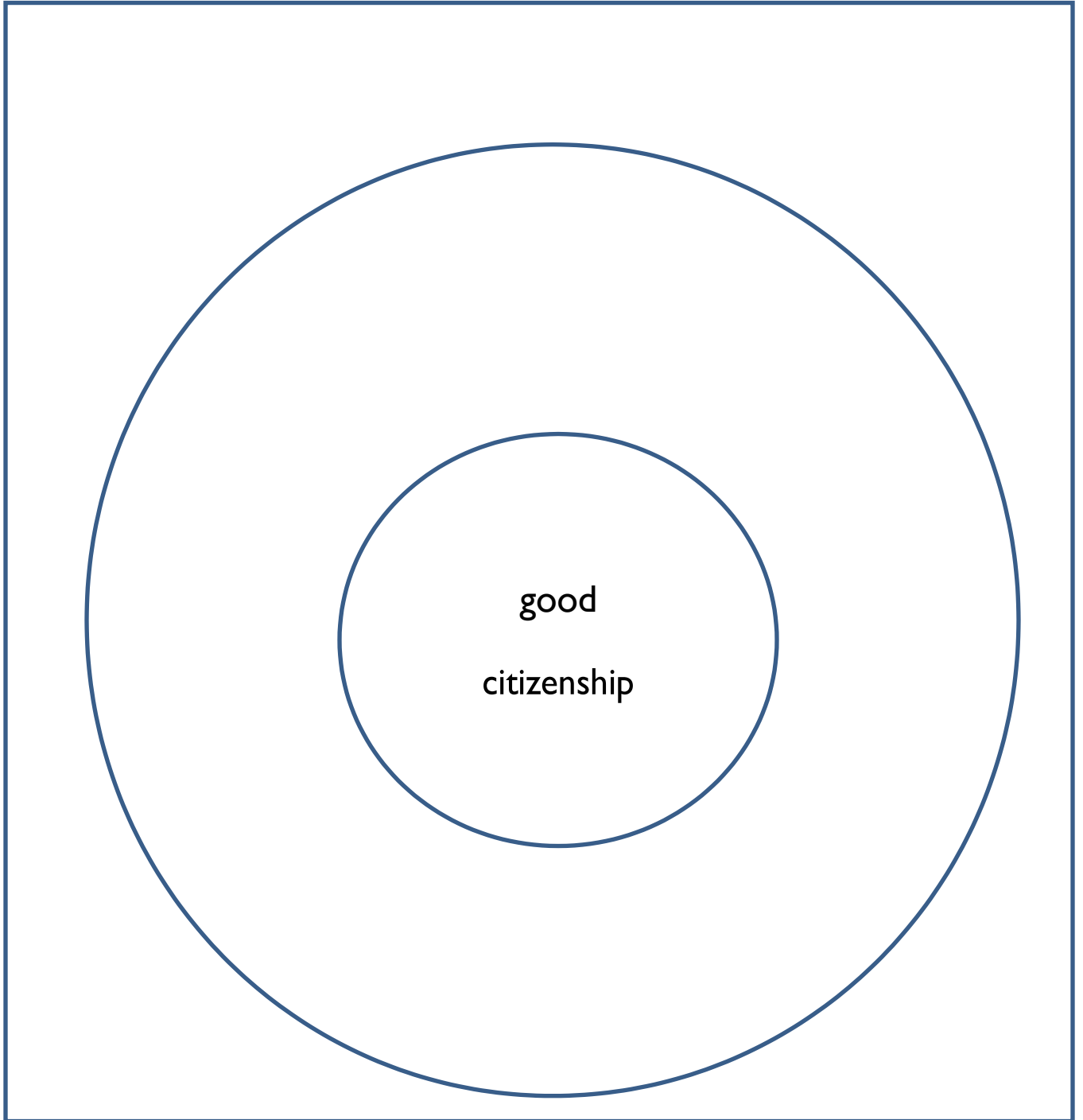
Independent Practice: Allow students to choose a person who is known for their contributions to society (good citizenship). The teacher could also allow the children to choose from a list of good citizens. Pass out the rubric and explain the process for rating the project (brochure) they are going to create. Allow the students some time to research the person of their choice. The students will then create a brochure on the person they researched. The brochure should include some of the text features mentioned earlier with the focus being on how the person contributed to society and is a good

Lesson Plan for 2013 Heritage Calendar

citizen. Have the students stop at points during the creation of the brochure to assess themselves using the rubric. Guide them in their self-assessment as needed.

Closure: Have students use the rubric to self-assess their final product. Allow them time to share their brochure and how they communicated the contributions of their featured citizen with a partner or in front of the class.

Circle Map



>> To save this document onto your computer, please choose **File :: Save As** from your Browser Menu.

Making A Brochure : Brochure on Good Citizenship

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy	All facts in the brochure are correct and examples of good citizenship by the featured person are included.	99-90% of the facts in the brochure are correct and examples of good citizenship by the featured person are included.	89-80% of the facts in the brochure are correct and examples of good citizenship by the featured person may or may not be included.	Fewer than 80% of the facts in the brochure are accurate and there are no examples of good citizenship by the featured person included.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.

Date Created: **Jun 27, 2012 03:06 pm (CDT)**

Copyright © 2000-2007 Advanced Learning Technologies in [Education](#) Consortia [ALTEC](#)