



*A Closer Look at Local, State and
National Citizenship Activities
through an Ohio Lens*



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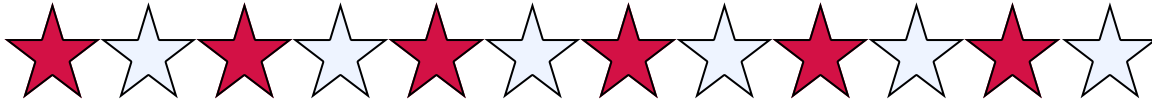
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*Partnering With Teachers to
Bring Citizenship to Life*

For more than 30 years, the Ohio Center for Law-Related Education has been honored to partner with teachers to bring citizenship to life for Ohio students. OCLRE empowers teachers with high quality, inter-active resources that engage and energize your students and are aligned to the Ohio academic content standards.

This valuable resource is the result of a wish expressed by elementary teachers for a single source for citizenship content. The lessons and activities in MY OHIO are created by teachers for teachers and each unit has been reviewed and tweaked by an independent panel of educators. The lessons and activities offered here are easily adapted to other grade levels and learning styles. We hope you will use the information in MY OHIO and make it your own.

The book is divided by grade. Each section contains original lessons and supporting activities. At the front of each unit, you will find teacher background information. At the end of each unit, you will find assessment tools and links to extended resources. And don't forget to look for the colorful icons for each grade to find content unique to Ohio.

The Ohio Center for Law-Related Education pledges to ensure that this workbook remains current and relevant. Following election years, OCLRE will update the materials. As new leaders are elected and laws change, updated information and supporting materials will be available at www.oclre.org/programs_myohio!

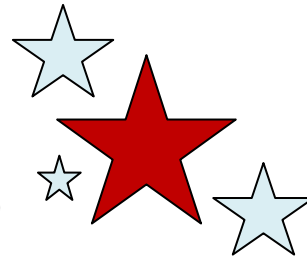
The Center is proud to present MY OHIO to teachers and students alike. We are confident your students will learn to become active citizens with these engaging, hands- on lessons!

Sincerely,

Kate Strickland
Executive

HOW TO USE *MY OHIO*

What makes *MY OHIO* unique is that all activities are taught through an Ohio lens. Even the activities that address United States government and citizenship teach the information with Ohio examples.



There are three sections to *MY OHIO*. The first two are grade specific, and are designed to teach the Ohio Academic Content Standards for the Social Studies in government and citizenship. The format used for these two sections is consistent, and contains the following information. **Please note, that due to changes in the state standards information and activities that are marked Grade Five are now suited and align with the Grade Four standards.**

- A Table of Contents for each section is first.
- The activities are organized by units to address the standards. Each unit begins with background, key concepts to be reinforced by the teacher, a list of the student worksheets included in the unit, an introductory activity, a synthesis and further discussion activity, and an evaluation for the unit. A list of vocabulary words and related Web sites are usually included in this unit introduction. The artwork for the introduction is specific to the topic.
- Student worksheets in the unit are identified by a buckeye leaf logo in the upper right hand corner of the worksheet.
- *To the Teacher* pages are included throughout the units. These may feature discussion questions, preparatory information, or activities that do not require a student worksheet. These colourful pages are coded to the grade level by the symbol used—a carnation for Grade Three, a white-tailed deer for Grade Four, and for the U.S. Government activities for Grade Four, a cardinal – a result from the change in standards.
- Some worksheets and activities include an Up-to-the-Minute logo. This logo is a clock on an Ohio outline. It indicates that the material is time-sensitive and will likely become dated. OCLRE is committed to keeping this book current. Updates will be available each year, as needed, following the November elections.
- A compact disc accompanies this book. It contains reference material for the activities, and three additional units that are not Ohio-specific but address some government and citizenship standards at the fourth grade level. The Table of Contents for each section provides this information. The third section is titled, *What Every Ohioan Should Know*. It contains additional activities that focus on Ohio, many of which are cross-curricular. These activities stand alone, and are not in a unit format. The introduction to this section provides more information.

CITIZENSHIP IN THE COMMUNITY

BACKGROUND FOR TEACHERS



Students in third grade are old enough to understand how they can give back to the community, and what responsibilities they have as citizens. The focus of the activities in this unit is what American citizens do to promote the common good, both in the local community and in the national community. The challenge of this unit is to help students understand abstract concepts such as persistence in achieving goals and respecting the rights of others. Although activities can introduce these concepts, they are often best taught by pointing out and reinforcing natural examples as they occur in the classroom and in the community.

KEY CONCEPTS TO BE REINFORCED BY THE TEACHER

- It is our responsibility as citizens to promote the common good.
- There are opportunities for third graders to improve the community; it is our responsibility as citizens to do this.
- Students currently demonstrate good citizenship skills; they probably have just not identified them in this way.
- As American citizens, we have responsibilities that are important to maintain our form of government.
- Use the terms introduced in this unit (such as compassion) in your everyday interactions with students. Not only will you strengthen their vocabulary, you will also help them understand what these concepts mean from personal examples.

INTRODUCTORY ACTIVITY

Introduce the term “responsibility” to students. Ask them to name the responsibilities they have at home (such as making their beds, taking out the trash, going to bed at a certain time, and so on). Next, ask them to identify the responsibilities they have at school (such as bringing their lunch money, doing homework, paying attention, and getting work done).

Explain that as American citizens, we have other responsibilities—to each other, to the local community, and to the country. Play *Citizenship Charades* to introduce some of these responsibilities. Ask one or two of the more outgoing children in the class to begin. Have them act out one of the situations listed below without using words. You will likely need to coach the students at first. The rest of the class should guess what they are depicting. Introduce the vocabulary terms, once the class has guessed the situation. Ask students to identify whether this responsibility is to each other, to the local community, or to the country.

Situations:

1. Pretend to be picking up trash. (working to preserve the environment)
2. Ask three or four students to pretend they are asleep on the ground. Have another student pretend to take food to them. (helping the homeless, compassion)
3. First, have one student pretend to be yelling at another. Stop that action and have a third student smile and pretend to talk nicely to the same student. (civility)
4. Two students are fighting over an object, pulling and tugging on it. One student stops, tears the pretend object in half, and gives half to the other student. (compromise)
5. A student miming a police officer (wearing a construction paper badge), pretends to blow a whistle and holds a hand up to get two other students to stop. After a pause, the police officer turns and waves the students through. (obeying laws)
6. Several students are sitting in a circle. One stands in front of the others and pretends to say something. A few students raise their hands. The leader says something else, and several others raise their hands. (voting)



Citizenship Charades can be played throughout this unit. As students become more familiar with the concepts and more comfortable with pantomime, they can create their own situation cards.

It would also be helpful to create a word wall for this unit. Group the words or phrases into three categories:

Responsibilities to the community

Working to preserve the environment
Helping the homeless
Restoring houses in low-income areas
Supporting education
Planning community events
Starting a business

Responsibilities to each other (effective citizenship traits)

Civility
Respect for the rights and dignity of each person
Volunteerism
Compromise
Compassion
Persistence in achieving goals
Civic-mindedness

Responsibilities to the country

Voting
Obeying laws
Respecting the rights of others
Being informed about current events
Paying taxes

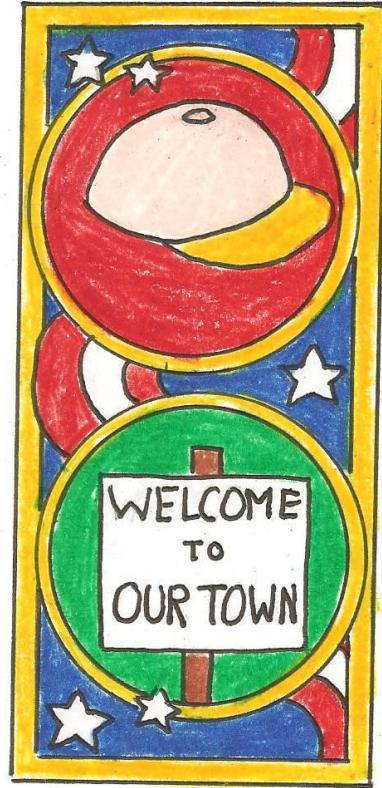
Student Activities Included

Community Concentration
Citizenship Card



Synthesis and Further Discussion

Use the terms and concepts introduced in this unit throughout the year, so students can internalize these responsibilities. However, when the activities from the unit are completed, use what students have learned to write three additional stanzas to "My Country 'Tis of Thee". This can be done as an entire class or in three small groups. Enlist the help of the music teacher for this activity. One stanza could focus on responsibilities to the community, one on responsibilities to each other, and one on responsibilities to the country. Have the students perform the song for a PTA meeting or school assembly to show what they have learned.



Evaluation

The student assessment sheet, *Citizenship in the Community*, is included at the end of the unit.

Vocabulary

Definitions for effective citizenship traits are embedded in the activity, *What Do You Expect from a Third-Grader?*

COMMUNITY CONCENTRATION

What a Third-Grader Can Do to Make the Community a Better Place



TO THE TEACHER

This game reinforces what students can do to promote the common good—a responsibility of belonging to a community.

Up to four students can play *Community Concentration* at one time. There are 24 cards in the Community Concentration deck. These cards are provided for you. The backs of all the cards should look the same and be the same color. Cards can be mounted on colored poster board and laminated.

CATEGORY CARDS

There are 12 category cards, two each of the following topics:

Working to preserve the environment (tree symbol)



Helping the homeless (hat symbol)



Restoring houses in low-income areas (house symbol)



Supporting education (laptop symbol)



Planning community events (welcome to our town sign symbol)



Starting a business (store-front symbol)



SITUATION CARDS

There are 12 situation cards, two different ones for each category above, with a symbol that is a companion to the symbols on the category cards.

Category Cards

Helping the
homeless



Working to
preserve the
environment



Planning
community
events



Supporting
education



Restoring houses
in low-income
areas



Starting a
business



Category Cards

Helping the
homeless



Working to
preserve the
environment



Planning
community
events



Supporting
education



Restoring houses
in low-income
areas



Starting a
business



Situation Cards

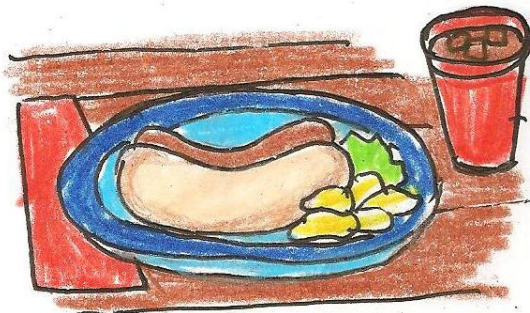
Take cloth bags to the grocery store.



Give your outgrown clothing to a homeless shelter.



Help prepare or serve a meal to workers who are fixing up an old home in a low-income area.



Encourage your parents to vote for school levies.



SUPPORT
YOUR SCHOOL
VOTE YES!

Work with your classmates to organize a canned food drive for the local food pantry.



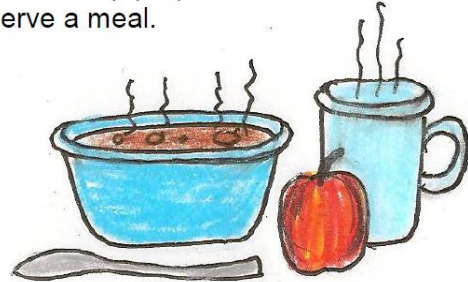
Do a 5-minute interview with a new business owner. Write up the interview on a blog or in an article for your school newsletter to explain what the business is.



NEVER litter: throw trash in trash cans, not on the ground.



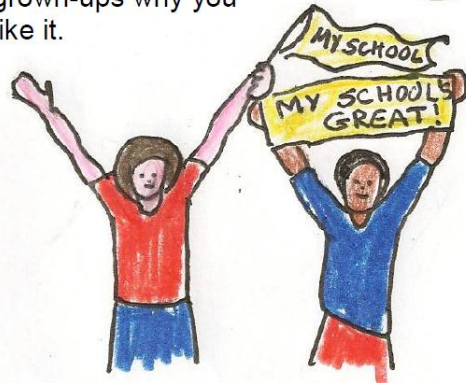
Find a community organization that feeds the homeless. As a family or a class, volunteer to help prepare or serve a meal.



Log on the Habitat for Humanity Trekkers site at <http://habitat.org/youthprograms/default.aspx> to find out what activities eight-year-olds can do to help restore homes in your community.



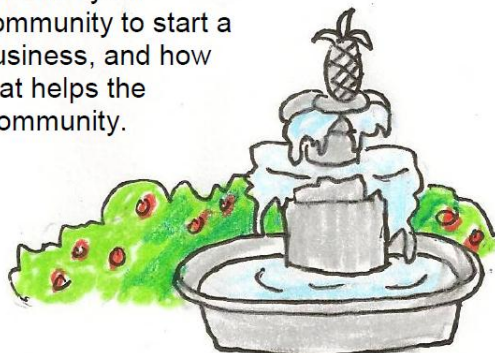
Be proud of your school and tell grown-ups why you like it.

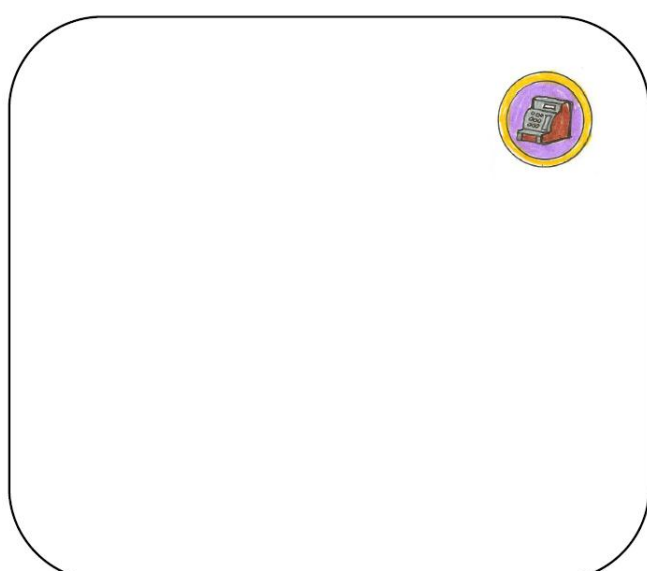
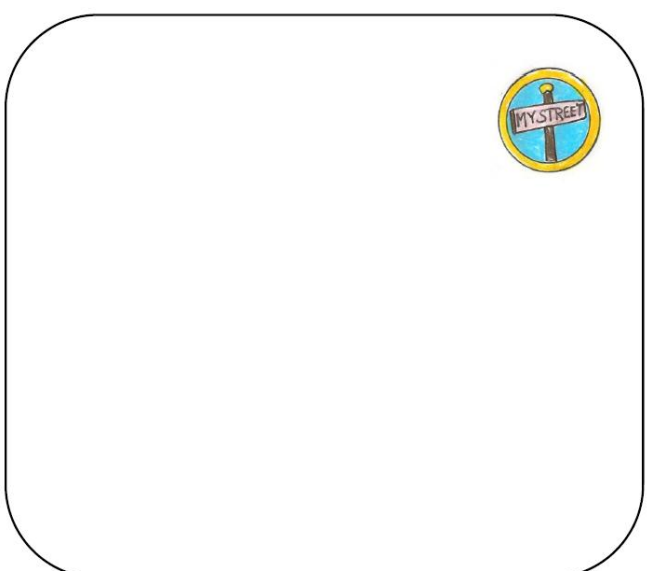
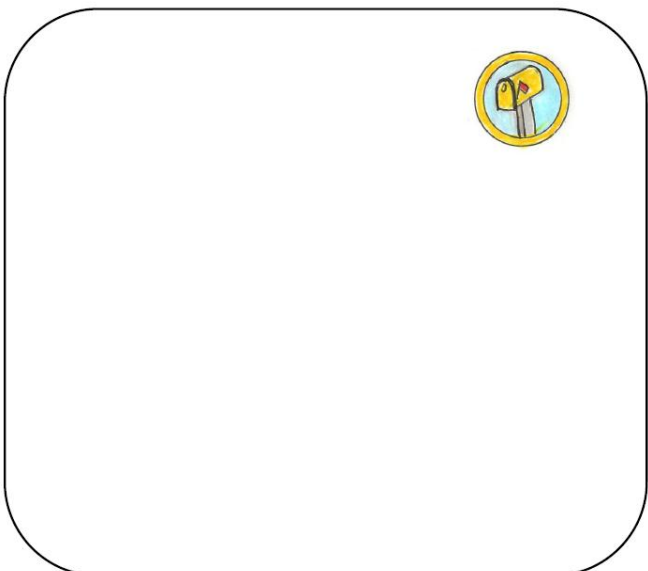
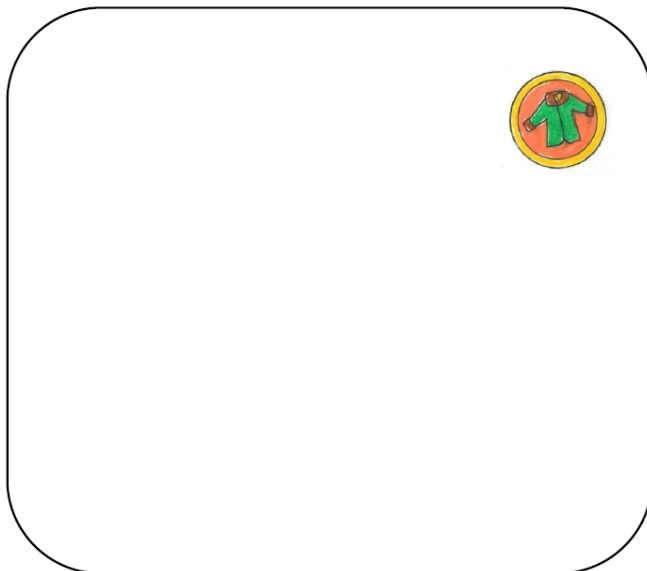
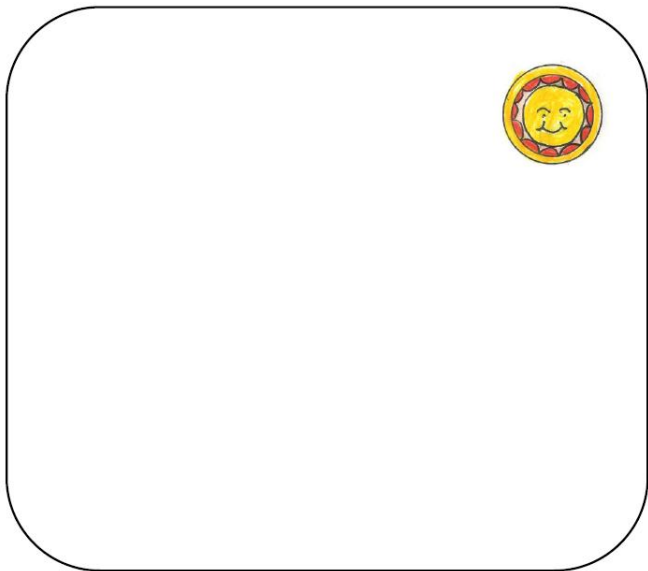


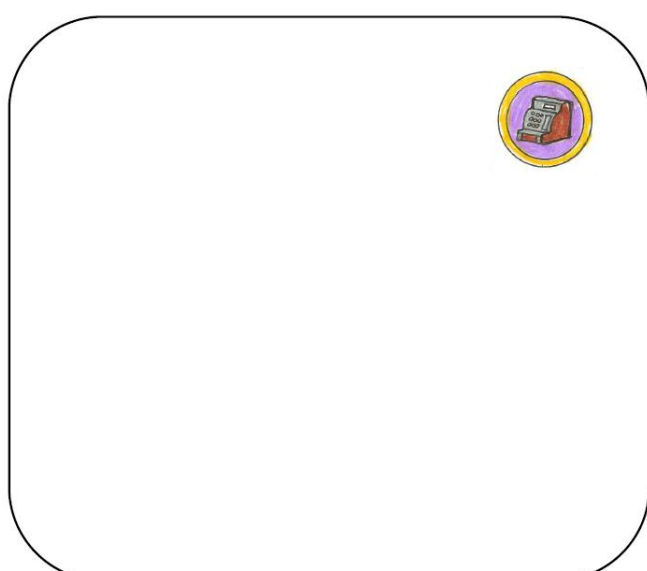
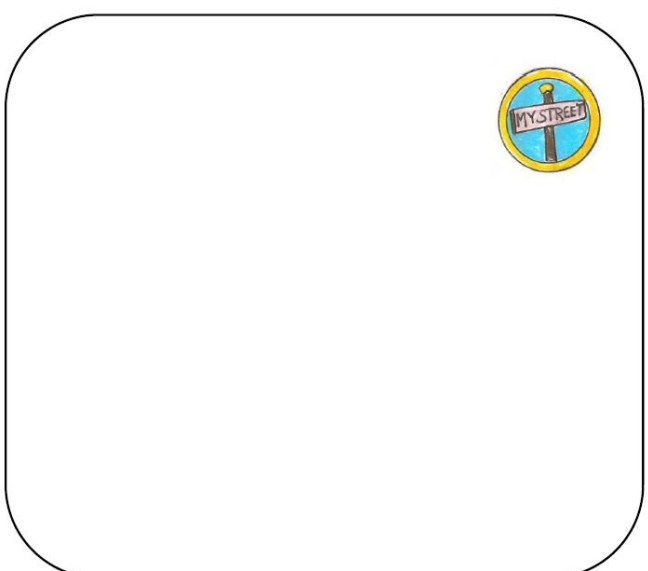
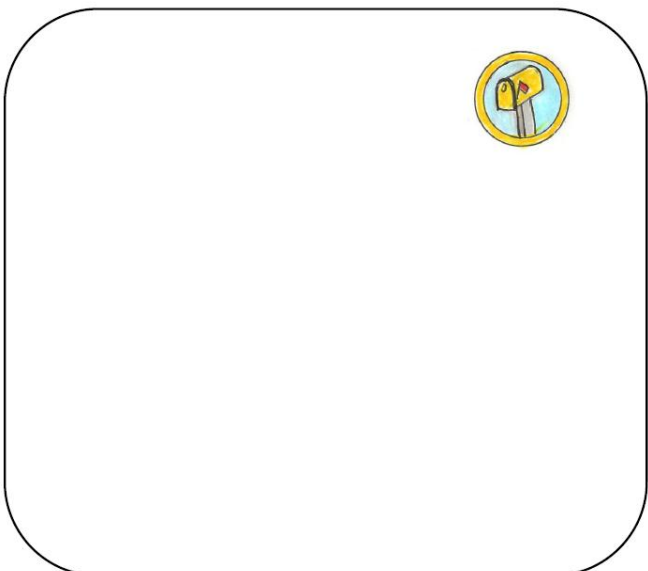
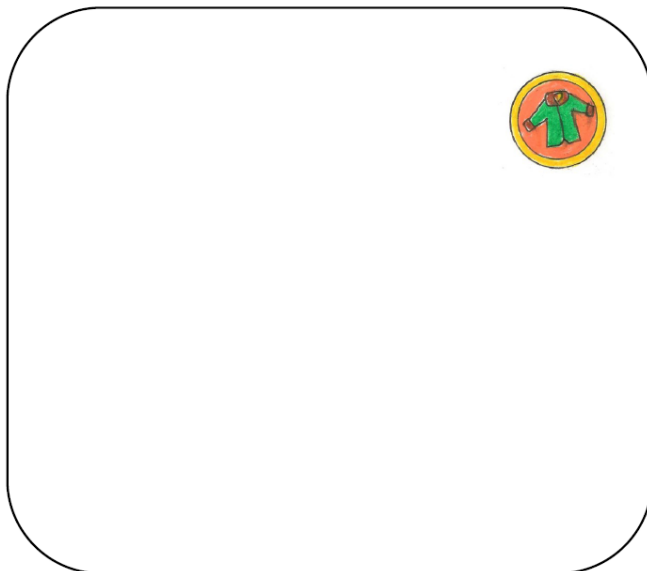
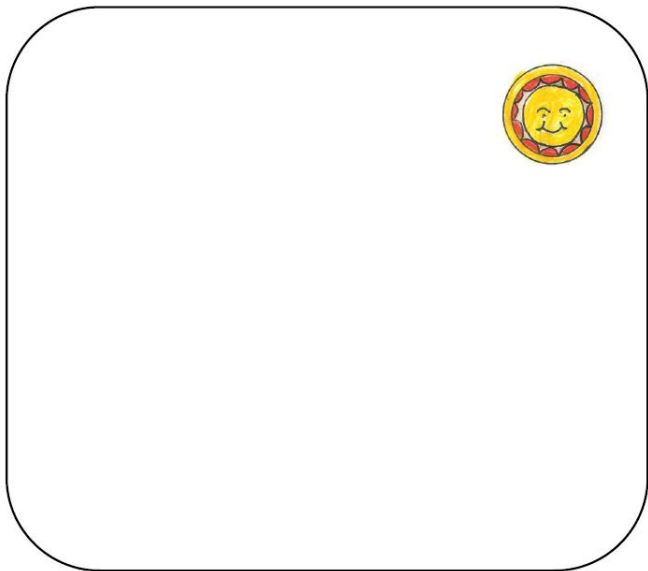
Plan a neighborhood picnic to get to know your neighbors better.



Invite a new business owner to your class to talk about why s/he selected your community to start a business, and how that helps the Community.







HOW TO PLAY



Place all 24 cards face down, so only the plain backs show. Students will take turns turning over two cards. If they match a situation card to the appropriate category, they remove the two cards and keep them. If they do *not* match a situation and category card, they put the two cards back in the same place.

Students will know if they have made a match, not only by the content on the cards, but by matching the two symbols on each card that go together.

For example, the Supporting Education category cards each have a computer screen logo on them. The two Supporting Education situation cards have a computer mouse on them.

After students have played Community Concentration two or three times, have them make their own situation cards. You will need to make more category cards so there are equal matches.

You may decide to choose one or two of the situations on the cards to actually do as a class. The Habitat for Humanity web site at <http://habitat.org/youthprograms/default.aspx> provides a “house” template for students to design and send to local or state legislators to ask for support for housing for low-income families. (Click on Habitat Trekkers, and then “Activities” to find the paper houses.) This could tie in with local government activities taught under the government standards in this book.

