
Am I Important To My Community?



Supporting Questions

1. SQ #1 What are my rights and responsibilities as a citizen of my school?
2. SQ #2 What are my rights and responsibilities as a citizen of my community?
3. SQ #3 Do my rights and responsibilities change as I get older?

Kindergarten Local Government Inquiry

Compelling Question?	
Standards and Content	K.C.PR.1 K.C.PR.2 K.CC.V.1 K.C.RR.1 1.I.U.E.2 1.C.RR.1 1.C.PR.1 1.C.CV.1 1.CC.V.2 1.I.CC.3 1.I.CC.4 2.I.Q.1 2.C.RR.1 2.C.RR.2 2.C.PR.1 2.C.CV.1 2.C.CV.2 2.I.U.E.4 2.I.CC.3
Vocabulary	volunteer, laws, rules, community, local, government, public, city, responsibilities, rights, civic,
Staging the Compelling Question	Read aloud, What If Everybody Did That? Have students brainstorm to think of things that nobody should do and things that everybody should do. (This can be an activity page in the activity book. There could be a chart. There could also be a page with pictures of the right way to act and the wrong way, and the students can circle the correct behaviors of following the rules.)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are my rights and responsibilities as a citizen of my school?	What are my rights and responsibilities as a citizen of my community?	Do my rights and responsibilities change as I get older?	2nd grade Extension: Are rights and responsibilities the same for members of communities from all parts of North America?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students create posters demonstrating rights and responsibilities at school	Identify rights and responsibilities as a citizen of the community. This can also	Class or partner discussion on which rights and responsibilities stay the	Create a chart showing rights and responsibilities of citizens in communities

<p>and what that should look like.</p> <p>For example, students have the right to learn. They can draw pictures of children learning. Another example would be the responsibility of raising your hand to speak. They can draw a picture of this, too.</p> <p>This can be done as a class or as partners.</p>	<p>be an activity in the activity book.</p> <p>Students work together to create a plan for how to make their community better.</p>	<p>same from when you are kids to adults and which change.</p> <p>Have a discussion about why each right and responsibility is important.</p>	<p>around North America. (This can even be in the activity book.)</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: School Rules</p> <p>Source B: Class Rules</p> <p>Source C: Class Constitution</p>	<p>Source A: National Make a Difference Day</p>	<p>Source A: The Bill of Rights</p> <p>Source B: Voting</p> <p>Source C: Serving the Community as an Adult</p>	<p>Source A: Rights Around the World</p>

Summative Performance Task	<p>Argument: [Am I important to my community?] Construct an argument to answer the compelling question using evidence from sources to support your claim. (Arguments can be in the form of posters, brochures, pictures with sentences, etc.)</p> <p>Sentence starter: I am important to my community in many ways. One way is _____.</p> <p>Another way is _____.</p>
	<p>Extension: Are citizens in all other communities important to their community?</p>
Taking Informed Action	<p>Act: Create a class constitution outlining rights and responsibilities as a citizen of your classroom.</p>

**Featured sources are suggested, and links are provided. These links may be broken, and we apologize in advance for the inconvenience.*