



K-2ND GRADE- ROLES AND RESPONSIBILITIES INQUIRY

Am I Important To My Community?



SUPPORTING QUESTIONS

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

Kindergarten Local Government Inquiry

Compelling Question?	
Standards and Content	<p>Kindergarten Standards:</p> <p>K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.</p> <p>K.C.PR.2 Describe consequences of following or not following rules.</p> <p>K.C.CV.1 Explain ways people can work together effectively to make decisions.</p> <p>K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and in neighborhood settings.</p> <p>First Grade Standards:</p> <p>1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p>1.C.RR.1 Identify the rights and responsibilities of citizens.</p> <p>1.C.PR.1 Investigate rules and laws in Kentucky to understand their purposes.</p> <p>1.C.CV.1 Describe basic democratic principles.</p> <p>1.C.CV.2 Describe civic virtues.</p> <p>1.I.CC.3 Identify ways to civically engage in the local community.</p> <p>1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community, or Kentucky.</p> <p>Second Grade Standards:</p> <p>2.I.Q.1 Ask compelling questions about communities found in North America.</p> <p>2.C.RR.1 Describe the importance of civic participation.</p> <p>2.C.RR.2 Compare the rights and responsibilities of citizens in North America.</p> <p>2.C.PR.1 Describe how societies changed and continue to change through processes, rules, and laws in North America.</p> <p>2.C.CV.1 Evaluate how civic virtues guide governments, societies, and communities.</p> <p>2.C.CV.2 Evaluate how democratic principles guide governments, societies, and communities.</p> <p>2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples, and details, about the diversity of communities in North America.</p> <p>2.I.CC.3 Identify ways to civically engage in Kentucky.</p>
Vocabulary	<p>volunteer, laws, rules, community, local, government, public, city, responsibilities, rights, civic,</p>
Staging the Compelling Question	<p>Read aloud, What If Everybody Did That?</p> <p>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.)</p>

Supporting Question 1

What are my rights and responsibilities as a citizen of my school?

Supporting Question 2

What are my rights and responsibilities as a citizen of my community?

Supporting Question 3

Do my rights and responsibilities change as I get older?

Supporting Question 4

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
<p>Students create posters demonstrating rights and responsibilities at school 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>Identify rights and responsibilities as a citizen of the community. This can also 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>Class or partner discussion on which rights and responsibilities stay the 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>Create a chart showing rights and responsibilities of citizens in communities 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>

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