

1st Grade Citizenship Inquiry

# Why Should I Be a Global Citizen?



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## Supporting Questions

1. What does it mean to be a responsible citizen of my classroom?
2. How can I be a responsible citizen of my community?
3. How can I be a responsible citizen of the world?



## 1st Grade Citizenship Inquiry

### Why Should I Be a Global Citizen?

<b>New York State Social Studies Framework Key Idea and Practices</b>	<b>1.3:</b> A citizen is a member of a community or group. Students are citizens of their local and global communities. ✔ <b>Gathering, Using, and Interpreting Evidence;</b> ✔ <b>Civic Participation</b>
<b>Staging the Question</b>	Watch a video on changing the world and brainstorm the meaning of the term “citizen.”

Supporting Question 1	Supporting Question 2	Supporting Question 3
Understand	Understand	Assess
What does it mean to be a responsible citizen of my classroom?	How can I be a responsible citizen of my community?	How can I be a responsible citizen of the world?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Describe and/or illustrate three traits of a responsible citizen.	Describe and/or illustrate three additional traits of a responsible citizen.	Make claims about responsible citizenship traits and offer evidence to support those claims.
Featured Sources	Featured Sources	Featured Sources
<b>Source A:</b> “We Are Good Citizens” <b>Source B:</b> Image bank: Responsible citizens in the classroom	<b>Source A:</b> Image bank: Responsible citizens in the community <b>Source B:</b> “The Thanksgiving Pie Project”	<b>Source A:</b> Image bank: Responsible citizens around the world <b>Source B:</b> <i>Amanda Belzowski: 10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart</i>

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Why should I be a global citizen? Construct an argument supported with evidence that addresses the compelling question through a small-group and whole-group exercise.
	<b>ACTION</b> Select one of the actions identified in Formative Performance Task 3 as a way to change the world and act on it.

## Overview

### Inquiry Description

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The compelling question for this inquiry—“Why should I be a global citizen?”—highlights the idea that civic ideals and practices are not beyond the capacity of primary-level students to understand and embrace as they begin their journey to becoming productive members of local communities and the world beyond. Setting a strong foundation in first grade will allow students to build on these ideals as the content they face becomes increasingly sophisticated.

Teachers will know that the term “citizen” may be foreign to some first graders and may sound like something only adults can be. Yet this important role can be made real and vital to young children by exploring the traits or characteristics that represent *responsible* citizenship. Those traits—respecting others, behaving honestly, helping others, making and obeying rules and laws, being informed, and sharing needed resources—will be familiar to students through their experiences in their home and school lives. Students may also be challenged by the notion of global citizenship as, for many, their social worlds may have very limited physical boundaries. Americans often perceive “global” to mean only those places that exist outside of the United States but, in general, the term is used to define any area outside of one’s immediate locale.

In their investigation of global citizenship, students begin by identifying and discussing a range of traits associated with the idea of responsible citizenship. Through the featured sources in this inquiry, students will build their understandings of these traits and see how, through a series of scenarios, those traits can play out in three contexts: classroom, community/state, and the world. In the end, students return to the compelling question and answer for themselves why they should (or should not) be global citizens.

Although every inquiry in the Toolkit project has a Taking Informed Action component, there is no one way to work with this construct. In this inquiry, the Taking Informed Action sequence of activities is embedded throughout rather than following the completion of the Summative Performance Task. In Formative Performance Tasks 1 and 2, students begin to build their *understanding* of the construct of responsible citizenship by identifying relevant traits or characteristics that such citizens exhibit. In Formative Performance Task 3, students are *assessing* the possibilities of civic action as they discuss the actions that children can take in their communities and beyond. The Summative Performance Task offers students an opportunity to *act*. After working through their arguments in response to the compelling question, students are positioned to take informed action on a project of their choosing.

NOTE: This inquiry is expected to take three to five 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

### Content Background

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This inquiry focuses on the concept of responsible citizenship at various levels, including one’s school, one’s community/state, and the world. At its root, citizenship involves membership within a group and the roles, rights, and responsibilities one takes on in order for the group to continue and thrive. More narrowly, citizenship implies membership in a politically defined entity such as a state or nation. And, in that sense, citizenship refers to the inherent rights and duties of the people who live in a defined area. In most democratic societies, these rights



include voting, owning property, and legal and military protection; the duties include the obligation to follow laws, pay taxes, and serve in the military if called.

These basic ideas about citizenship become complicated in two ways. One complication occurs when the term is modified, as in *good* or *responsible* citizenship. Such modifiers signal a set of normative behaviors such as those outlined in the New York State Social Studies Framework, which advises the study of responsible citizenship through such traits as respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources. (NOTE: The NYS Framework says that responsible citizenship *includes* these traits but does not limit the list to these traits only.) Although a survey might find considerable agreement around these traits, it is not hard to imagine that the list could be extended to include the ability to think critically, the disposition to participate in civic activities, and the capacity to manage disagreements. All of this is to say that being a responsible citizen is a complex idea and one that needs considerable attention in the social studies curriculum.

A second complication emerges when one tries to define the context in which the term citizenship is being used. As noted previously, citizenship is typically defined within a political entity—thus, people are citizens of Buffalo, of New York State, and of the United States, but they are not citizens of their families or friendship groups. Although students are not technically considered citizens of their classrooms or schools, the term is commonly applied in those contexts.

The distinctions just discussed are unlikely to be relevant to this inquiry, but students come with a wide range of knowledge about any topic, and some may ask questions related to the various aspects of citizenship. Knowing this, teachers can be prepared to answer any questions and then continue with the planned activity or incorporate the questions into the current or a future activity. First-grade students *can* engage in robust study of the traits of responsible citizenship in their classrooms and beyond, and it is to that end that this inquiry is directed.

## Content, Practices, and Literacies

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The formative performance tasks in this inquiry build students' content knowledge of the traits of responsible citizenship through the associated social studies practices. Formative Performance Task 1 focuses students' attention on three traits demonstrated by citizens—being responsible, respectful, and fair—and how those traits can be enacted in the context of their school classrooms. Formative Performance Task 2 asks students to broaden the list of responsible citizen traits and the contexts in which students can operate as citizens. Here, they examine the traits of honesty, helpfulness, generosity, and obedience as they begin looking beyond their classrooms to the wider local and state contexts. Formative Performance Task 3 provides students with the opportunity to move from their school and immediate communities to begin thinking about the ways in which responsible citizenship might take place beyond their local communities and how they can use those traits to be a citizen at the global level. In the course of each of these tasks, students are using the social studies practices of Gathering, Using, and Interpreting Evidence and Civic Participation.

The three formative performance tasks evince an increasing complexity of thinking. The first task works at the identification level in that students are identifying the traits of *responsible* citizens as defined within the confines of the classroom. The second task also has an identification element as students build the array of associations they have with responsible citizenship traits. They then apply those ideas to the three scenarios presented. In the third task, students move to the level of analysis when they use their knowledge and understanding to infer the relevant traits of responsible citizenship in a set of photographs and videos. They apply their knowledge and understanding when they cite the kinds of civic actions in which they might engage as individuals and/or a group.

The New York State P-12 Common Core Learning Standards for English Language Arts & Literacy offer social studies teachers numerous opportunities to integrate literacy goals and skills into their social studies instruction. The Common Core supports the inquiry process through reading rich informational texts, writing evidence-based

arguments, speaking and listening in public venues, and using academic vocabulary that complements the pedagogical directions advocated in the New York State K-12 Social Studies Framework. At the end of this inquiry is an explication of how teachers might integrate literacy skills throughout the content, instruction, and resource decisions they make.



## Staging the Compelling Question

<b>Compelling Question</b>	Why should I be a global citizen?
<b>Featured Source</b>	<b>Source A:</b> Soul Pancake, a Kid President video, <i>How to Change the World (A Work in Progress)</i> , 2013

On first blush, the compelling question “Why should I be a global citizen?” might seem to be well beyond the knowledge and experiences of first graders. The terms “citizen” and “global” may seem remote to a fair number of students, yet young children’s curiosity often keeps them engaged, especially if they sense that they are gaining insights into the world of adults.

Rather than start with a vocabulary lesson, however, teachers should consider beginning class with the question “What does it mean to be responsible?” Even young children have probably heard a number of adults reminding them to be responsible, so they will likely have many ideas. Teachers should write these ideas on an anchor chart as this list will be useful throughout the inquiry.

At this point, teachers might play the video *How to Change the World (A Work in Progress)* (© Soul Pancake Creative. <https://www.youtube.com/watch?v=4z7gDsSKUmU>.) In this video, 9-year-old YouTube phenomenon Robby Novak (Kid President) argues that even children can make a mark on the world. Novak’s message is one of optimism and activism (and making “adults less boring!”); it is a message that has captivated people of all ages. Teachers can use the *How to Change the World (A Work in Progress)* video to introduce their students to a key idea central to this inquiry: The world can be made a better place through the efforts of ordinary people—including children. So before introducing the language of “citizen” or “global,” teachers might want to show students the entire video (up to minute 2:06) and then ask them what ideas they saw that relate to those they brainstormed earlier.

Students will likely see several connections but, after reviewing the class list, teachers will want to pull the students’ attention back to Novak’s options for changing the world. “Option 8: BE POWERFUL” (minute 1:08–1:23 on the video) is worth discussing:

Lots of people think you have to be really powerful to make a difference, like being mayor or senator or president. But the truth is, a title doesn’t make you more important. The world is changed by you.

Because children often feel powerless in a world governed by adults, it may be challenging for some students to appreciate this message. But teachers can then restart the video to show Novak’s suggestions for changing the world. After reviewing these examples, teachers can create a second anchor chart to which students contribute their ideas about things they might do to change the world.



## Supporting Question 1

<b>Supporting Question</b>	What does it mean to be a responsible citizen of my classroom?
<b>Formative Performance Task</b>	Describe and/or illustrate three traits of a responsible citizen.
<b>Featured Sources</b>	<b>Source A:</b> “We Are Good Citizens” <b>Source B:</b> Image bank: Responsible citizens in the classroom
<b>Conceptual Understanding</b>	(1.3b) Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources
<b>Content Specifications</b>	Students will explain the traits of a responsible citizen and model actions of responsible citizens.
<b>Social Studies Practices</b>	<ul style="list-style-type: none"> <li>✔ <b>Gathering, Using, and Interpreting Evidence</b></li> <li>✔ <b>Civic Participation</b></li> </ul>

### Supporting Question

The supporting question asks students to identify the traits exhibited by responsible citizens in a classroom setting. In response to this question, students are working with the traits of being responsible, respectful, and fair. While they are exploring the characteristics of responsible citizenship through Supporting Question 1 and the associated formative performance task and featured sources, they are also building their *understanding* of the ways such citizens think and act. This understanding continues through the formative performance task and featured sources associated with Supporting Question 2.

### Formative Performance Task

Formative Performance Task 1 calls upon students to begin solidifying their emergent ideas about the characteristics of a responsible citizen by focusing on the three traits described in Featured Source A. After reviewing the first example (being responsible), students can use the Responsible Citizenship in the Classroom Chart (Gathering, Using, and Interpreting Evidence) to draw or describe in words (or a combination) an example of the trait from the reading and an example of the same trait that they may have experienced or seen in the classroom. To help students get started, teachers might write or draw their own examples for each category of the being responsible characteristic. Students can then describe or draw examples of the other traits (i.e., being respectful and being fair) that appear in Featured Source A. (NOTE: Although the trait of “being responsible” is not on the NYS Framework list, it makes sense to highlight this characteristic given its prominence in the source.) This formative performance task prepares students for the Summative Performance Task by beginning to develop their capacity to identify and describe the traits of a responsible citizen (Civic Participation).

## Responsible Citizenship Chart – Part I

Responsible Citizenship in the Classroom		
Citizenship Trait	What Trait Do I See? <i>(Description or drawing of the trait from the images)</i>	The Trait in My Classroom <i>(Description or drawing of the trait from classroom experience)</i>
<b>Being Responsible</b>	<i>Student sample: Bringing homework home (or a drawing representing being responsible)</i>	<i>Student sample: Picking up materials when asked (or a drawing representing being responsible)</i>
<b>Being Respectful</b>		
<b>Being Fair</b>		
<i>(Space for any additional traits teachers and students would like to add)</i>		

See Appendix B for combined Responsible Citizenship Chart



## Featured Sources

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**FEATURED SOURCE A** is an informational article, “We Are Good Citizens,” that identifies a school as a community and describes school situations that require students to act responsibly. The source provides examples of students applying the qualities of a citizen within the activities that occur throughout the school day, such as waiting one’s turn in a game and listening when others talk. Teachers might read the text aloud to the class, work with students in small groups, or provide the text for students to read independently. Teachers will also want to lead a discussion of the “What Would You Do?” scenario (a ruined art project) so that students have an opportunity to see that there may be a variety of ways to respond to a complex situation. This source prepares students for the formative performance task by allowing them to begin developing an understanding that citizens make choices to act responsibly.

**NOTE:** The source uses the language of *good* citizen rather than *responsible* citizen. Introducing the two terms offers a nice opportunity to talk about the nature of synonyms. In the context of citizenship, most adults would likely see the terms as synonymous. Students may do so as well, but it would be worth spending a few minutes to test this relationship as students may reveal something about their ideas related to citizenship that could result in a teachable moment.

**FEATURED SOURCE B** is an image bank with examples of people performing acts of citizenship. These photographs allow students to begin making inferences about the actions being performed. Because the images can be interpreted in a number of ways, teachers might begin a discussion by first asking students what they see in the images. For example, students may interpret the image where students are raising their hands as following the rule to do so, but they may also interpret it as being informed (one of the other traits listed in the NYS Framework). Although teachers will want students to determine whether the target traits (being responsible, respectful, and fair) are evident, they will also want to be sensitive to suggestions of other characteristics. In each instance where students identify traits, teachers should ask them what the trait means and how it is evident in the image. Doing so reinforces the idea that claims need to be supported by evidence. If teachers and students decide that additional traits are evident (e.g., being informed), then they should feel free to add those to the Responsible Citizenship in the Classroom charts.

Teachers might choose to analyze the images together as a class, or provide them to small groups of students to analyze. Combined with Featured Source A, this set of images prepares students for the formative performance task by encouraging them to begin thinking about how many different actions can be considered as examples of responsible citizenship.

## Additional Resources

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The sources described earlier are “featured” because they offer a way to talk about the ideas teachers may use to teach the unit: They are not meant to be a final or exhaustive list of sources.

An additional read-aloud book is:

- Carol McCloud, *Have You Filled a Bucket Today?* Northville, MI: Ferne Press, 2006.

## Supporting Question 1

**Featured Source**

**Source A: No author**, article about the characteristics of good citizenship, "We Are Good Citizens," *Scholastic News*, 2015

# We Are Good Citizens

Good citizens don't think about just themselves. They care about their **community**. A community is a group of people who live or work together.

You can be a good citizen. Think about the people around you. Treat them with respect and kindness.

You can be a good citizen anywhere. You can even be a good citizen in a store! How is this boy being a good citizen?



### School Is a Community Too!



**Good citizens are responsible.**

In the morning, make sure you bring everything you need to school. Bring home what you will need to do your homework.



**Good citizens are respectful.**

Show people you care by listening to them. Raise your hand if you want to talk. Wait for your teacher to call on you.



**Good citizens are fair.**

Play fair, even if it means you might lose. Wait your turn. Follow the rules! It is not fair to break them.



**What Would You Do?**

Tom was working on his art project and spilled paint on the floor. No one saw him do it. He could pretend he wasn't the one who spilled it. Should he clean it up or just walk away?

3

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## Supporting Question 1

Featured Source

Source B: Image bank: Responsible citizens in the classroom



Image 1  
© AVAVA.



Image 2  
© StHelena.



Image 3  
© kilukilu.



Image 4  
© David Clark.



Image 5  
© andresrimaging.



## Supporting Question 2

<b>Supporting Question</b>	How can I be a responsible citizen of my community?
<b>Formative Performance Task</b>	Describe and/or illustrate three additional traits of responsible citizenship.
<b>Featured Sources</b>	<b>Source A:</b> Image bank: Responsible citizens in the community <b>Source B:</b> “The Thanksgiving Pie Project”
<b>Conceptual Understanding</b>	(1.3a) An engaged and active citizen participates in the activities of the group or community and makes positive contributions.
<b>Content Specifications</b>	Students will participate in group activities and contribute to the work of the group.
<b>Social Studies Practices</b>	<ul style="list-style-type: none"> <li>✔ Gathering, Using, and Interpreting Evidence</li> <li>✔ Civic Participation</li> </ul>

### Supporting Question

Supporting Question 2 asks students to expand their conceptions of responsible citizenship by identifying four new traits—being honest, being helpful, sharing with others, and making and obeying rules—and doing so in the context of the wider community. As noted earlier, Supporting Question 2 and the associate formative performance task and sources offer students a second opportunity to build their *understanding* of responsible citizenship as they work through the Taking Informed Action sequence.

### Formative Performance Task

The formative performance task continues the process of students describing and/or illustrating their ideas about responsible citizenship by looking outside their classroom contexts. After discussing the images and scenarios presented in Featured Source A, students will complete the second portion of the Responsible Citizenship chart—Responsible Citizenship in the Community (Gathering, Using and Interpreting Evidence). Note that the “Citizenship Trait” column should be left blank so that students can fill it in once they have come to consensus about the traits represented in each scenario. Once they identify the traits, students can then describe and/or illustrate them in light of the images and scenarios presented and based on their own experiences in the local community.

When the chart is completed, students will want to have it available as they listen to their teacher read aloud Featured Source B—“The Thanksgiving Pie Project.” Students can then refer to their charts to identify the elements of Featured Source B that reflect responsible citizenship. This formative performance task prepares students for the Summative Performance Task by continuing to develop their capacity to identify and describe the traits of a responsible citizen (Civic Participation).

At the conclusion of this activity, students should be encouraged to return to the charts of responsible citizenship traits that they created during the introductory activity. Looking at that list of characteristics now will allow students add to and/or refine and revise their original ideas. Doing so is important for it sends the message to students that their ideas can always be modified and improved.

## Responsible Citizenship Chart – Part II

Responsible Citizenship in the Community		
<b>Citizenship Trait</b> <i>(leave blank on actual chart; to be filled in by students)</i>	<b>What Trait Do I See?</b> <i>(Description or drawing of the trait from the images)</i>	<b>The Trait in My Community</b> <i>(Description or drawing of the trait from life experience)</i>
<b>Being Honest</b>	<i>Student Sample: Reporting a lost watch (or a drawing of being honest)</i>	<i>Student sample: Returning a wallet that is dropped (or a drawing of being honest)</i>
<b>Being Helpful</b>		
<b>Sharing</b>		
<b>Obeying Laws</b>		

See Appendix B for combined Responsible Citizenship Chart

## Featured Sources

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**FEATURED SOURCE A** is an image bank with scenarios about activities students may see in their communities. The first scenario is intended to elicit conversations around honesty, the second around helping others, the third scenario about taking turns, and the fourth scenario about obeying rules. Although these images and situations have been selected with a specific trait in mind, they may conjure complex discussion among students, and, ultimately, students may decide to identify the traits differently. There are no right answers to the scenarios, so encouraging students to talk through their emergent ideas and rationales for them is key.

During their discussions, students should analyze the elements of the photographs to conclude if and how the person is demonstrating the traits of responsible citizenship. Teachers might choose to analyze the images together as a class, provide the images to small groups of students to analyze, or set up stations for groups of students to rotate through and discuss all three within a small group. After students have had an opportunity to think and talk through the scenarios, they should complete the Responsible Citizenship in the Community portion of the chart on their own.

**FEATURED SOURCE B** moves to an example of responsible citizenship in which elementary-aged students are engaged. Then, they can transition to the idea of students taking action. “The Thanksgiving Pie Project” is an article that features the work of Kristen Heard and the students, parents, and teachers of Tuxedo Park School in Tuxedo Park, NY, who bake dozens of Thanksgiving pies for the Suffern Soup Kitchen and the Grandparents Acting as Parents group (Civic Participation). Teachers should project the article on a screen so that students can see the picture of the mother and children and follow along as their teachers read aloud. During the read aloud, students should be encouraged to identify traits from their lists of responsible citizenship that they (Gathering, Using, and Interpreting Evidence). For example, students might point to Rev. Cranston’s quote “Kids can help....They can work in soup kitchens or visit to help keep the people there company” as an example of being helpful and of sharing.

## Additional Resources

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The sources described earlier are “featured” because they offer ways to talk about the ideas teachers may use to teach the unit: They are not meant to be a final or exhaustive list of sources.

Additional or alternative read-aloud books include:

- Mary Ann Hoffman, *I Am a Good Citizen (Students of Character)*. New York, NY: Gareth Stevens Publishing, 2011.
- Nancy Loewen, *We Live Here Too!: Students Talk about Good Citizenship*. Mankato MN: Picture Window Books, 2002.
- Mary Small, *Being a Good Citizen: A Book about Citizenship (Way to Be!)*. Mankato MN: Picture Window Books, 2005.
- Carl Soomer, *Light Your Candle*. Houston, TX : Advance Publishing, 1997.
- JoAnn Stover, *If Everybody Did*. Greenville SC: JourneyForth, 1989.

Additional video includes:

- “Thornwood Girl Collects Toys, Coats for Less Fortunate,” News 12. December 23, 2014. <http://hudsonvalley.news12.com/multimedia/thornwood-girl-collects-toys-coats-for-less-fortunate-1.9742741>. (Note: subscription needed after five complimentary views.)

## Supporting Question 2

Featured Source

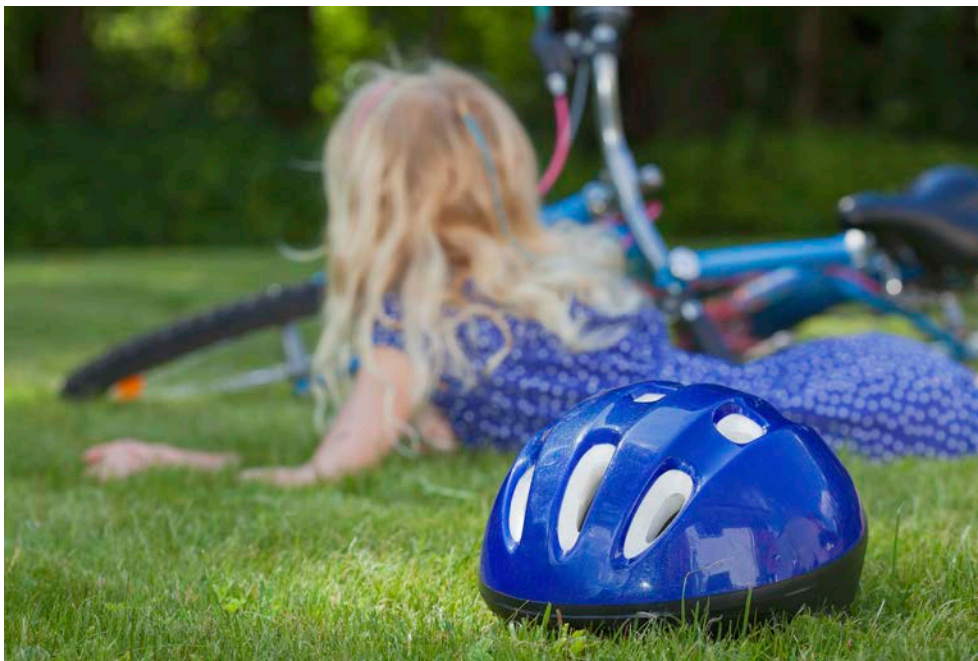
Source A: Image bank: Responsible citizens in the community

**Scenario 1:** You are playing in the park and find a watch. What could a responsible citizen do? Why?



© Studio1One.

**Scenario 2:** You are walking home from school. You see a student fall off her bike. What could a responsible citizen do? Why?



© KatarzynaBialasiewicz.



**Scenario 3:** You and your friend both want the same book at the public library. There is only one copy of the book. What could a responsible citizen do? Why?



© SerrNovik.

**Scenario 4:** You are walking and see a sign that says, “Please keep off the grass.” Why might someone have put that sign there? What could a responsible citizen do? Why?



© gynane.



## Supporting Question 2

### Featured Source

**Source B:** Chloe Anello, article about a school project that helps others, "The Thanksgiving Pie Project," *Scholastic Magazine*, 2008

## The Thanksgiving Pie Project

### New York elementary school bakes pies for soup kitchen's holiday meal

By Chloe Anello | November 26, 2008



Mixing ingredients is a family affair on Saturday, November 22, at the Tuxedo Park School in Tuxedo Park, New York. Brothers (from left) Apaar, Simar, and Sarab Anand, along with mom Sukhdeep Kaur work on the inside of the pies. (Photo by Chloe Anello)

Early on a recent Saturday morning, 76 students, parents, and teachers of the Tuxedo Park School arrived with apples and peelers in hand. They were there to participate in the annual Thanksgiving Pie Project. The 57 pies they baked were donated to the Suffern Soup Kitchen in Suffern, New York, and to Grandmothers Acting as Parents in New Jersey, for Thanksgiving dinners.

"It's a great way for kids of all ages to do something hands-on," said the mastermind behind the project, Kristen Heard. "Everybody knows what it's like to have Thanksgiving dinner and have pie."

The Suffern Soup Kitchen is open seven days a week year-round.

"We feed anywhere from 30 to 150 people each day," said the Reverend Dale Cranston, Rector of Christ Episcopal Church. "We never know who is going to come."

Everyone is welcome at the Suffern Soup Kitchen, Rev. Cranston said. And its doors are always open. Only once in its 20-year history has the kitchen had to close—at least for a short time—and that was in the midst of a harsh storm. Rev. Cranston was so worried that someone would go hungry that he drove to the church and started working on his own to prepare a meal. One by one, people began to show up. More people came to help than people who needed a meal.

Tuxedo Park School has an ongoing relationship with the soup kitchen. Once a month, students from one of the grades make lasagna, garlic bread, and salad to feed 50 people. School families volunteer to serve the meal the next day.

Thanksgiving is a time when donations are more plentiful and the soup kitchen gets many more volunteers than usual, he said. The problem this Thanksgiving is about the amount of food needed. Rev. Cranston says only one fourth the usual amount of food is coming in, with 30 percent more people to feed.

"Then when February comes rolling around or the hot summers of August, no one wants to volunteer and the soup kitchen doesn't get as many donations, but people are still hungry," Rev. Cranston said.

Volunteering and donations may drop off significantly in 2009 if the current economic crisis is still plaguing most Americans. And more people may need to be fed.

Kids can help, says Rev. Cranston. They can work in soup kitchens or visit to help keep the people there company.

"Kids can start a group or club to donate to places like the Suffern Soup Kitchen," Rev. Cranston said. He said a donation of even one can of food a week would help.

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## Supporting Question 3

<b>Supporting Question</b>	How can I be a responsible citizen of the world?
<b>Formative Performance Task</b>	Make claims about responsible citizenship traits and offer evidence to support those claims.
<b>Featured Sources</b>	<b>Source A:</b> Image bank: Responsible citizens around the world <b>Source B:</b> <i>Amanda Belzowski: 10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart</i>
<b>Conceptual Understanding</b>	(1.3a) An engaged and active citizen participates in the activities of the group or community and makes positive contributions.
<b>Content Specifications</b>	Students will participate in group activities and contribute to the work of the group.
<b>Social Studies Practices</b>	<ul style="list-style-type: none"> <li>✔ <b>Gathering, Using, and Interpreting Evidence</b></li> <li>✔ <b>Civic Participation</b></li> </ul>

### Supporting Question

The supporting question asks students to identify opportunities in which people can act as responsible citizens beyond the classroom and to begin thinking about how they might do so as well. For Americans, global citizenship might mean working outside the United States; more generally, however, the term means people connecting with one another across cultures—transcending the geographic borders of individual communities. Supporting Question 3 and the related formative performance task and sources contribute to the *assessing* part of the Taking Informed Action sequence. After discussing the work other adults and children have done on a wider scale, students are asked to consider actions they might take as individuals or as a group.

### Formative Performance Task

The formative performance task calls upon students to infer the responsible citizen trait being demonstrated in a series of images (photographs and video) and identify actions they might take to help change the world on the Responsible Citizenship in the World chart. After viewing and discussing a set of photographs of people acting in a variety of contexts and a video featuring a young girl and her use of a lemonade stand to raise money for various causes, students can draw inferences about the responsible citizenship traits they see and describe and/or illustrate how they know that the trait is in evidence (Gathering, Using, and Interpreting Evidence). Then students are asked to identify actions they might take as individuals and/or as a group to change the world (Civic Participation).



Responsible Citizenship in the World		
Image	Trait(s) I See	How I Know
1		
2		
3		
4		
Video		
How can I help change the world? (words and/or a drawing)		

## Featured Sources

**FEATURED SOURCE A** is set of images depicting people engaged in a variety of civic actions in a variety of settings—volunteers building a house, a crossing guard helping children, people collecting garbage from a beach, and a doctor administering medicine to a child. These images show something of the range of activities in which people can engage in order to make a difference in the world. Before showing these images, however, teachers might want to replay the *How to Change the World (A Work in Progress)* video featuring Kid President. Doing so will remind students of the responsible citizenship traits they brainstormed at the beginning of the inquiry and will reinforce the idea that responsible citizenship is about the things ordinary people can do. This time, however, teachers should play the video through minute 3:00 to show the examples of projects in which children and adults can engage to change the world.

After showing the video, teachers and students can examine the five images presented. The photos are not complex scenes, but students will need some time to talk through their interpretations of what is occurring before identifying the responsible citizenship traits that they infer. Their inferences act as a series of claims—that is, statements of belief or opinion that are rooted in factual knowledge that result from the analysis of sources and that are supported with evidence. Beliefs or opinions are also inferences but, without evidence to back them, they fail to act as claims. Teachers, especially early in an inquiry, may want students to express their initial ideas as unsupported beliefs or opinions to begin building engagement with a set of ideas. But the key to powerful social studies understanding is the use of evidence (expressed as “how I know” in the Responsible Citizenship in the World chart). Young children may need some guidance in understanding the relationship between claims and evidence in a school setting, but most will know what it means to “tell why” they thought or did something in their daily lives.

**FEATURED SOURCE B**, *Amanda Belzowski: 10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart*, features Amanda Belzowski who, as a 2-year-old, saw the physical trouble her grandparents had and decided to do something about it. Her lemonade stand began by raising \$500 for the Heart and Stroke Foundation. By staging the lemonade stand every year (later with her brother, Joshua), Amanda has now raised well over \$100,000. Her message is “you are never too little to do something big for the world.” Teachers may decide to stop the video at

this point (minute 2:03) to keep the focus on Amanda’s efforts as a young child. To demonstrate the broader reach of Amanda’s efforts, they should continue the video to show the new project Amanda has taken on as a 13-year-old—raising awareness about the dangers of malaria through the organization Spread the Net.

After watching the video, students may have a range of ideas about the kinds of responsibility traits they see. As with the images, however, the key is to push them to articulate “how they know,” that is, what is the reason or evidence for their claims?

After viewing the images and the video, students will likely have a lot of ideas about what they might do in their classrooms, communities, and beyond. Although some of the students’ ideas might seem far-fetched, many of the messages in this inquiry are about how ordinary people, and even children, have been able to take on seemingly overwhelming problems. For Formative Performance Task 3, the exercise can end when the students have brainstormed their ideas for ways to become involved. Teachers and student may then decide to follow through on one or more of the ideas as a summative performance task that completes the Taking Informed Action sequence.

## Additional Resources

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The sources described earlier are “featured” because they offer ways to talk about the ideas teachers may use to teach the unit: They are not meant to be a final or exhaustive list of sources.

Additional or alternative read-aloud books include:

- Paige McBrier, *Beatrice’s Goat*. New York, NY: Aladdin Paperbacks, 2004.
- Joan Sweeney, *Me on the Map*. Decorah, IA: Dragonfly Books, 1998.

In addition, an extensive list of read-aloud books about children and cultures that highlight global opportunities can be found at <https://www.globalfundforchildren.org/store/children-of-the-world/>.

Additional or alternative web-based resources include:

- An example of a project in which first graders might get involved is the “Kids Save Elephants” campaign, which is designed to highlight the fact that almost 100 elephants are killed every day in Africa for the ivory in their tusks. The website for the project is <http://www.dickersonparkzoo.org/Zoo/?p=5790>.

## Supporting Question 3

Featured Source

Source A: Image bank: Responsible citizens in the world



Image 1: Volunteers building a house.\*  
© jdwfoto.



Image 2: A crossing guard aiding children.  
© mrolands.



Image 3: People cleaning a beach.  
© rainyrf.

\*Such as homes built for Habitat for Humanity, disaster relief, wounded veterans



Image 4: Doctor administering medicine.

© Centers for Disease Control and Prevention.





## Supporting Question 3

### Featured Source

**Source B:** TVO Channel, video of a child's efforts to take action, Amanda Belzowski: *10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart*, 2008



<https://www.youtube.com/watch?v=yXjDW-JQ3Yc>

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## Summative Performance Task

<b>Compelling Question</b>	Why should I be a global citizen?
<b>Summative Performance Task</b>	Why should I be a global citizen? Construct an argument supported with evidence that addresses the compelling question through a small-group and whole-group exercise.

In this inquiry, teachers have the option to do the argument construction task, the action portion of the Taking Informed Action sequence, or both.

### Building an Argument

At this point in the students' inquiry, they have identified the traits of responsible citizens, applied their knowledge of those characteristics to develop claims with evidence, discussed the importance of being a responsible citizen within and beyond their local communities, and explored different ways in which they might have a civic impact.

Before the Summative Performance Task, it might be helpful for students to review the characteristics demonstrated by responsible citizens that they described during the formative performance tasks and the kinds of actions people (including children) have taken to make the world a better place. Doing so should help them review possible reasons why they should be global citizens.

In the Summative Performance Task, teachers might lead a whole-class discussion, directing students to the chart of traits developed in Formative Performance Tasks 1 and 2. In addition to focusing on the charts, teachers might return to the images used in Formative Performance Task 3 and students' ideas about actions they could take in order to now ask themselves "Why should we act this way?" The responses generated by this question can be used as evidence to support students' claims when they answer the question "Why should I be a global citizen?" Teachers might have students begin to develop their reasons independently or in small groups, and then share their ideas through a whole-class discussion.

Students can contribute to the whole-group response by sharing their responses to the following sentence starter:

I should be a global citizen because \_\_\_\_\_.

Once back together as a whole class, teachers might take notes for the class as they share and discuss their responses. This discussion will also offer an opportunity for teachers to discuss with students how there are many different ways to defend an argument.

Students' arguments will likely vary, but could include any of the following (and the evidence or reasons for that argument):

- I should be a global citizen because
  - it important to help people outside my community.
  - there are people all over the world who need help.
  - one day I might need people to help me.
  - people all over the world need to work together to help each other.
  - if everybody only cared about themselves, nothing would get done.
  - even though people live in different places, they need the same things as I do.
  - it is important to protect the Earth because we all live here.



- I should not be a global citizen because
  - I do not know enough yet.
  - people should take care of themselves.
  - I need more practice being responsible.

### **Action**

This inquiry embeds Taking Informed Action into the formative and summative performance tasks. The three activities described in this inquiry represent a logic that asks students to (1) understand the issues evident from the inquiry in a larger and/or current context, (2) assess the relevance and impact of the issues, and (3) act in ways that allow students to demonstrate agency in a real-world context.

In Formative Performance Tasks 1 and 2, students are building their understanding of the traits or characteristics of a responsible citizen. In Formative Performance Task 3, they assess their understanding through an exercise in which they infer those traits from a set of images and a video of a civic action project. Students also brainstorm ideas for actions they might take to have an impact on the world. As part of a summative performance task, then, students and their teachers can decide which action(s) they would like to take and put their efforts into effect.



## Common Core Connections

Social studies teachers play a key role in enabling students to develop the relevant literacy skills found in the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy. The Common Core emphasis on more robust reading, writing, speaking and listening, and language skills in general and the attention to more sophisticated source analysis, argumentation, and the use of evidence in particular are evident across the Toolkit inquiries.

Identifying the connections with the Common Core Anchor Standards will help teachers consciously build opportunities to advance their students' literacy knowledge and expertise through the specific social studies content and practices described in the annotation. The following table outlines the opportunities represented in the Grade 1 Inquiry through illustrative examples of each of the Standards represented.

<b>Compelling Question</b>	Why should I be a global citizen?
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Common Core Anchor Standard Connections	
Reading	<p><b>CCSS.ELA-LITERACY.CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>See Formative Performance Task 1: Students solidify their emergent ideas about the characteristics of a responsible citizen by focusing on the three traits described in Featured Source A.</p>
Writing	<p><b>CCSS.ELA-LITERACY.CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>See Formative Performance Task 3: After viewing and discussing a set of photographs and a video, students will draw inferences about the responsible citizenship traits they see and describe and/or illustrate how they know that the trait is in evidence.</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>See Formative Performance Task 2: At the conclusion of this activity, students should be encouraged to return to the chart of responsible citizenship traits that they created during the introductory activity and add to and/or refine and revise their original ideas.</p>
Speaking and Listening	<p><b>CCSS.ELA-LITERACY.CCRA.SL.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>See Summative Performance Task: After reviewing their work on the formative performance tasks, students can ask themselves "Why should we act this way?" (i.e., as global citizens). The responses generated by this question can be used as evidence to support their claims when students answer, "Why should I be a global citizen?"</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>As they read the article "The Thanksgiving Pie Project," teachers should encourage their students to identify traits from their lists of responsible citizenship that the students hear.</p>



## Language

**CCSS.ELA-LITERACY.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

See Featured Source B for Formative Performance Task 1: In each instance where students identify traits, teachers should ask them what the trait means and how it is evident in the image. Doing so reinforces the idea that claims need to be supported by evidence.



## Appendix A: Global Citizenship Inquiry Vocabulary

Term	Definition
citizen	A member of a community or group.
citizenship	Membership in a community or group.
civic ideal	A principle of thought and action intended to improve life in society.
duty	An obligation one has to a community or group.
global	Any area outside of one's immediate locale.
right	A condition that one has as a result of membership in a community or group.
trait	A characteristic of a group.

## Appendix B: Responsible Citizenship Chart

Responsible Citizenship in the Classroom		
Citizenship Trait	What Trait Do I See? <i>(Description or drawing of the trait from the images)</i>	The Trait in My Classroom <i>(Description or drawing of the trait from classroom experience)</i>
Being Responsible	<i>Student sample: Bringing homework home (or a drawing representing being responsible)</i>	<i>Student sample: Picking up materials when asked (or a drawing representing being responsible)</i>
Being Respectful		
Being Fair		
<i>(Space for any additional traits teachers and students would like to add)</i>		
Responsible Citizenship in the Community		
Citizenship Trait	What Trait Do I See? <i>(Description or drawing of the trait from the images)</i>	The Trait in My Community <i>(Description or drawing of the trait from life experience)</i>
	<i>Student Sample: Reporting a lost watch (or a drawing of being honest)</i>	<i>Student sample: Returning a wallet that is dropped (or a drawing of being honest)</i>