

## CITIZEN CONTRIBUTIONS



### LESSON SUMMARY

BENCHMARK
<b>SS.2.CG.2.2</b> <i>Describe the characteristics of responsible citizenship at the local and state levels.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"><li>■ Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).</li><li>■ Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).</li><li>■ Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.</li></ul>
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none"><li>■ <b>ELA.2.C.2.1:</b> <i>Present information orally using complete sentences, appropriate volume, and clear pronunciation.</i></li><li>■ <b>ELA.2.V.1.1:</b> <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i></li><li>■ <b>HE.2.R.3.2:</b> <i>Identify characteristics of a community leader.</i></li></ul>
ESSENTIAL QUESTION
Who can contribute to civic life in the United States and Florida?
VOCABULARY
contribute, diverse
MATERIALS
<ul style="list-style-type: none"><li>■ Definition-Diverse slide</li><li>■ Project I Am with Jahkil Jackson video (external link)</li><li>■ Individuals/Group Contributions and Impacts slide</li><li>■ Self-Portrait response sheet</li><li>■ Coloring supplies</li></ul>

## ACTIVITY SEQUENCE

### INTRODUCTION/HOOK

1. Pose the following commands for your students while focusing on different/random identifiers each time: Examples: Stand up if you have... (favorite color, shirt color, if you have a sibling, if you like chocolate, etc.)

**Teacher Note:** *These are NOT supposed to be physical identifiers about the students (skin color, hair color, race, eye color, etc.)*

2. Explain that these differences in the classroom show how diverse the group is. Review the definition of diverse by using the “Definition-Diverse” slide.
3. Emphasize that a diverse group is full of people with different physical traits, backgrounds (experiences), likes/dislikes, and personalities. Our classroom is made up of so many differences, but when we work together, we accomplish great things.
4. Share with students that we all play an important part in making our society run smoothly. We can all participate in responsible citizenship no matter who we are, where we are from, what we like/dislike, etc.

### ACTIVITY

5. Have the students brainstorm some people who help the community. (Students will naturally migrate toward adult influences like police officers, teachers, parents, etc.)
6. Let the students know that they can have a big impact on the world, even as a kid. Today they’ll be learning about a boy that started helping and contributing to his community when he was younger than them.
7. Show the class this quick video about “[Project I Am with Jahkil Jackson](#)”.
8. After the video, ask the students why you think the shirts for his foundation say ‘Don’t Wait to be Great’. Lead students to the understanding that you don’t have to be a certain age to be a responsible citizen, participate in civic life, and contribute to improving the common good.
9. Review some of the responsible citizenship examples from Lesson 1 of SS.2.CG.2.2a. Remind students that being a responsible member of your community makes it better. We start doing these as kids, and continue into our adult lives.
10. Display the “Individuals/Group Contributions and Impacts” slide.
11. Have your students look over the slide and notice that none of the individuals and groups in these photos are identical. These diverse individuals are all examples of people and groups that have had an impact on Florida and the United States.
12. Pose the following question for discussion: What is one way **you** can contribute to the community you are a part of (school, home, city)?

### CLOSURE/FORMATIVE ASSESSMENT

13. Pass out the “Self-Portrait” response sheet.

14. Instruct students to draw a picture of themselves and write a sentence on one thing they can do that contributes to making the community better.
15. Remind students that a contribution to the community can be something that impacts one person (i.e. giving someone a compliment) or a larger group (i.e. playing with a new group at recess).
16. Also emphasize that, because we are a diverse group, each self-portrait will look and sound different.
17. Allow time for students to walk around the room and view others' self-portraits.

### ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#)

### ANSWER KEYS

n/a

### SOURCES

60 Sec Docs with Jahkil Jackson, Project I Am Video:

[https://www.youtube.com/watch?v=WA\\_iU8bPyxA](https://www.youtube.com/watch?v=WA_iU8bPyxA)