Social Justice
Morgann Dills
ED419
Methods of Teaching History and Social
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**Unit Overview**

In this unit, there are five main concepts that they students will learn throughout the week which include Triangular Trade, Slaves vs. Indentured Servants, Civil Rights, Voting, and Citizenship. The student will go through the lessons and create an interactive notebook that they will be able to refer back to for the summative assessment at the end of the week. There were three connections that referred back to the Danville Museum which were the Slavery poster, Segrated Dinning set, and a poster of Civil Rights. The SOLs covered in this unit are: 3.8, 3.9, 3.11 b, 3.11 e, and 3.12. All of these standards cover topics from trading, to rights, and citizenship.
1. Triangular Trade

<table>
<thead>
<tr>
<th>Name: Morgann Dills</th>
<th>Grade: Third</th>
<th>Date: 4/19/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: History</td>
<td>Materials needed:</td>
<td></td>
</tr>
</tbody>
</table>
| SOL(s): 3.9 The students will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. | - World map  
- Interactive notebook pages  
- Cutouts  
- Constructive paper  
- Crayons  
- Colored String  
- Tape |

<table>
<thead>
<tr>
<th>Objective(s): ABCD</th>
<th>Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Third grade students will be able to identify two items that were traded from each country in the triangular trade by creating a trading page in their interactive notebooks, exit ticket.</td>
<td>- Document camera</td>
</tr>
</tbody>
</table>

**Warm-Up/Opener/Review/Prior Knowledge:**
For the warm up, the teacher will show the students a video that expands the Triangular Trade. Once the video ends, the teacher will ask the students what they remember from the video referencing the crops and supplies that were traded between the three countries. The teacher will write the students responses on the board and the video will be played again. The students will then add to the list from before.

**Reference:**
https://www.youtube.com/watch?v=sizMX8R3cAk

**Presentation/Activities/Guided/Independent Practice:** (Aligned with curriculum framework!)
The teacher will pass out the interactive pages which include the Triangular Trade map, pictures of crops, string, and tape. The students will tape or glue the map into their interactive notebooks. The teacher will help the students color code the trade routes from each country for example America to Europe (blue), Europe to Africa (green), and Africa to America (yellow). The students will then cut out all of the items that were traded and color them. The students will then receive three strings to connect the countries. The string will be taped to the country under the pocket that the items will go into. The teacher will then hole punch the items and the students will place two items that were traded between the countries on the string. After this is repeated three times the ends of the string will be taped down to the coordinating country. The student will be able to move the items between the countries just like the ships would have in the past. The students will then fill the Interactive notebook notes page out with the teacher under the document camera. Seen in Figure 1.2.
**Closure:** (What knowledge should the student “walk-away” with?)  
To close the lesson, the teacher will go over the interactive notebook page to make sure all of the student’s pages are correct.

**Assessment:** (Formative Assessment)  
To assess the students knowledge, the students will ask on the exit ticket to identify two items that were traded between each country. The student will have a word bank to choose from to help them answer the questions.

**Exit Ticket:**

| Exit Ticket | Name:  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Introduction: Choose an item that was traded in the Triangular Trade and place it in the blank that the item came from.  
1. **America to Europe:**  
2. **Europe to Africa:**  
3. **Africa to America:** |

**Differentiation:** (i.e. Special Education, Gifted, etc.)  
The student will receive read aloud tests, precut pages, and a different location to complete the exit ticket.

**Transition:** (If applicable)During the transition, this lesson will transition into the next day by introducing slavery and how it impacted the United States between the 16th through the 19th century.

**Homework to Assign:** (If applicable)
Interactive notebook:
Triangular Trade
Figure 1.1

Instructions: Cut and paste the map into your interactive notebook.
Interactive Notebook Key:

America to Europe:
- Cotton and tobacco

Europe to Africa:
- Cloth and iron

Africa to America:
- Slave and sugar
Triangular Trade

Important Terms:

- __________ resources- materials that come __________ from nature.
- __________ resources- people working to produce goods and services.
- __________ resources- goods made by people and used to produce other goods and services.
- __________ - people who use resources to make _______ and/or provide ________.
- __________ - things that people make to satisfy __________.
- __________ - activities that satisfy wants.

Clockwise Trading Patterns for the Map

1. The Caribbeans traded to __________:
   - Natural resources- Cotton and Tobacco

2. Europe traded to __________:
   - Capital resources- Cloth and Iron

3. Africa traded to __________ ____________:
   - Human resources- Slaves
   - Natural resources- Sugar
## Slaves vs. Indentured Servants

Name: Morgann Dills  
Subject: History  
Grade: Third  
Date: 4/19/21

<table>
<thead>
<tr>
<th>SOL(s): 3.8</th>
<th>The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</th>
</tr>
</thead>
</table>

### Objective(s): ABCD

**The Third grade students** will be able to identify two differences between slave workers and indentured servants by filling the information into the foldable; exit ticket.

### Materials needed:
- Interactive foldable
- Paper dolls
- Scissors
- Crayons/ colored pencils
- Tape/ glue

### Technology:
- Document camera

### Warm-Up/Opener/Review/Prior Knowledge:
For the warm up, the teacher will play the story “Henry's Freedom Box” - By Ellen Levine. This story will introduce the students to the class status and behavior that was used against African American Slaves in the United States in the 1600s to 1865. This will introduce the lesson for today of slave works compared to indentured servants.

### Reference:
https://www.youtube.com/watch?v=Qx9KI8jB7g8

### Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!)
The teacher will pass out the interactive foldable and paper dolls to the students. The students will cut out the paper dolls out and paste them on the left side of the interactive notebook. The student will be able to decorate these paper dolls at the end of the lesson. (Figure 1.3) On the right side of the interactive notebook, the students will paste the foldable and follow the teacher's instruction of the information that will need to be written in it. The five major topics that will be discussed are shown on page 7 of the example interactive notebook. (Figure 1.4) The student will talk about the differences between slave workers and indentured servants. The student will be introduced to key terms such as consumers and producers. This will help the students understand how the crops were harvested, processed, and traded.

### Closure: (What knowledge should the student “walk-away” with?)
To close the lesson, the teacher will ask the student what were two differences between the two groups of people. This will refresh the students’ minds for the exit ticket.
**Assessment:** (Formative Assessment)
To assess the students' knowledge, the students will ask on the exit ticket to

**Exit Ticket:**

**Exit Ticket**

Name: __________

**Introduction:** Compare Slaves and Indentured Servants. Come up with two differences and place them in the boxes below.

<table>
<thead>
<tr>
<th>Slaves</th>
<th>Indentured Servants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

**Differentiation:** (i.e. Special Education, Gifted, etc.)
The student will receive a pre-written foldable and read aloud exit ticket to match the student’s needs.

**Transition:** (If applicable) During the transition, this lesson will transition into the next day by showing the students the poster of Free states vs. Slave states located in the Danville Museum.

**Artifact:**
*Free States vs. Slave States*
Figure 1.5

**Homework to Assign:** (If applicable)
**Interactive Notebook:**
*Paper Dolls*

Figure 1.3

---

![Interactive Notebook Foldable](image)

**Interactive Notebook Foldable**

Figure 1.4

<table>
<thead>
<tr>
<th><strong>Slaves</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did they come from?</td>
</tr>
<tr>
<td>Did they want to come to N.A.?</td>
</tr>
<tr>
<td>Will they have freedom?</td>
</tr>
<tr>
<td>Do they have rights?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Indentured Servants</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did they come from?</td>
</tr>
<tr>
<td>Did they come willing to N. A.?</td>
</tr>
<tr>
<td>Will they have freedom?</td>
</tr>
<tr>
<td>Do they have rights?</td>
</tr>
</tbody>
</table>
Free States vs. Slave States

Figure 1.5

By 1860, tensions between Free and Slave States had escalated to the brink of war.

What was behind it all?

"To your hands, my dissatisfied fellow-countrymen, and not in mine, is now primarily the question of Civil War. ... You can have no conflict without being yourselves the aggressors. You have no organization in know a duty to your country, the Government, which I shall have the right and duty to preserve, protect and defend."

Abraham Lincoln, First Inaugural Address, 1861

"I have five years advocated, as an essential anniversary, the right of a man to work for the Nation."

Jefferson Davis, Resignation from U.S. Congress Address, 1861

In the North, individual landowners worked small farms while a growing number of European immigrants provided labor for the expanding number of factories.

In the South, plantation owners depended on an abundance of slave labor to produce cotton, tobacco, and other crops. Even though the majority of the Southern population did not own any slaves, many Southerners supported the institution of slavery for economic reasons, believing that it was the right way to live.

Platte River County slave population 4,600
### Civil Rights for African Americans

**Name:** Morgann Dills  
**Subject:** History  
**Grade:** Third  
**Date:** 4/19/21

<table>
<thead>
<tr>
<th>SOL(s): 3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by c) explaining that the government protects the rights and property of individuals.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Interactive foldable</td>
</tr>
<tr>
<td>● Crayons</td>
</tr>
<tr>
<td>● Scissors</td>
</tr>
<tr>
<td>● Textbooks</td>
</tr>
<tr>
<td>● Civil Rights Book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Document camera</td>
</tr>
<tr>
<td>● Laptops</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective(s): <strong>ABCD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Third grade students will be able to identify the 13th, 14th, and 15th amendment by using partner work to find definitions to the terms worksheet: exit ticket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Warm-Up/Opener/Review/Prior Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the warm up, the teacher will play the video on the Civil Rights Movement by BrainPOP. The teacher will ask the key points that the students remembered from the video. The information will be written on the white board for the student to see. The teacher will write the important terms for the lesson on the whiteboard which include Civil rights, laws, community, government, amendments, 13th, 14th, and 15th amendment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=tT3EIKmKpaQ">https://www.youtube.com/watch?v=tT3EIKmKpaQ</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will pass out a Terms worksheet to the students. The class will be broken up into parts that will share either a laptop or textbook. The students will have ten minutes to use either the internet or the glossary of the textbook to identify the eight terms stated above. After ten minutes, the teacher will hand out the interactive notebook foldable that the students will write the correct definitions as seen in Figure 1.6. The teacher will go through each term, write the definition, and draw a visual. The students will copy the information into their own foldable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure: (What knowledge should the student “walk-away” with?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To close the lesson, the teacher will play the video of the book <em>Equality’s call</em> to the class. The teacher will show the picture of the poster of the Segregated Dining Set from the Danville museum. This will refresh the students’ minds about all of the terminology about civil rights. Seen in Figure 1.7.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=2kr1eQUKeK4">https://www.youtube.com/watch?v=2kr1eQUKeK4</a></td>
</tr>
</tbody>
</table>
**Assessment:** (Formative Assessment)
To assess the students' knowledge, the students will ask on the exit ticket to sort the terms and definitions into the correct order.

**Exit Ticket:**

<table>
<thead>
<tr>
<th>Exit Ticket</th>
<th>Name:___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civil Rights</td>
<td></td>
</tr>
<tr>
<td>2. Laws</td>
<td></td>
</tr>
<tr>
<td>3. Community</td>
<td></td>
</tr>
<tr>
<td>4. Government</td>
<td></td>
</tr>
<tr>
<td>5. Amendment</td>
<td></td>
</tr>
<tr>
<td>6. 13th amendment</td>
<td></td>
</tr>
<tr>
<td>7. 14th amendment</td>
<td></td>
</tr>
<tr>
<td>8. 15th amendment</td>
<td></td>
</tr>
</tbody>
</table>

A system of rule by which a state or community is governed

If a person is born in the United States they are considered a U.S. citizen

A collection of rules

Banned Slavery in the United States

The rights created for African Americans

Addition to the Constitution

A group sharing common characteristics or interests

Prohibited the state from denying a citizen of color from voting

**References:**
https://www.dictionary.com/misspelling?term=13%20admendment

**Differentiation:** (i.e. Special Education, Gifted, etc.) The student will receive a pre-written foldable and read aloud exit ticket to match the student’s needs.

**Transition:** (If applicable) During the transition, this lesson will transition into the next day by showing the students the poster of the Segregated Dining Set located in the Danville Museum. This will demonstrate how African Americans were treated in multiple areas in public.

**Homework to Assign:** (If applicable)
**Artifact:**
_Segregated Dining Set_  
Figure 1.7

---

Civil Rights Interactive Notebook Page  
Figure 1.6

<table>
<thead>
<tr>
<th>Civil Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laws</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Amendment</td>
</tr>
<tr>
<td>13th Amendment</td>
</tr>
<tr>
<td>14th Amendment</td>
</tr>
<tr>
<td>15th Amendment</td>
</tr>
</tbody>
</table>
4. Voting

Name: Morgann Dills
Subject: History
Grade: Third
Date: 4/19/21

SOL(s):
3.11 The student will explain the responsibilities of a good citizen, with emphasis on
b) taking part in the voting process when making classroom decisions;

Objective(s): The Third grade students will be able to practice the voting process by participating in the classroom voting activity and exit ticket.

Materials needed:
- Interactive notebook page
- Voting slips
- Voting boxes
- Voting book

Technology:
- Document camera

Warm-Up/Opener/Review/Prior Knowledge:
For the warm up, the teacher will show the students an introductory video about what voting is and how it is used in the United States. The teacher will go over the interactive notebook that has the notes for this lesson. Seen in Figure 1.9. The teacher will write categories of what they students are interested in such as sports, food, or movies on the whiteboard. This will be preparation for the activity in the lesson.

Reference:
https://www.youtube.com/watch?v=GrG7zBUIdqQ&t=145s

Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!)
The teacher will have one out of the three ballots on a desk at the front of the room. Seen in Figure 1.8. The teacher will describe the three different options to the question on the ballot. The students will be asked to remain silent during this activity so they won’t persuade their peers. Each student will come up to the front, mark their preference, and place it in the voting box on the table. This activity will be conducted two more times. After the activity is finished, the teacher will ask the student what options they believed won the popular vote and why. The votes will be tallied up and the data will be presented to the students. The students will get their ballots back, write in the data collected, and glue it into their interactive notebook.

Closure: (What knowledge should the student “walk-away” with?)
To close the lesson, the teacher will read The Night Before Election Day to the class to finish the lesson. This book will give the students an engaging story that will remind them of the information that will be on the exit ticket.
**Assessment:** (Formative Assessment)
To assess the students knowledge, the students will ask on the exit ticket three questions about the voting process and Election Day. The student should be able to walk away knowing how the president's voting process is conducted in the United States each four years.

**Exit Ticket:**

<table>
<thead>
<tr>
<th>Exit Ticket</th>
<th>Name: __________________</th>
</tr>
</thead>
</table>

**Introduction:** Read the question and answer to the best of your ability.

1. What day is the Presidential Election Day?
   a. Tuesday November 2nd
   b. Wednesday November 3rd
   c. Thursday November 4th

2. What are the two main political parties?
   a. Democratic and the Green party
   b. Republican and the Independent party
   c. Democratic and Republican party

3. How many times can a person vote on Election Day?
   a. Two times
   b. One time
   c. Three times

**Differentiation:** (i.e. Special Education, Gifted, etc.)
The student will receive extra help reading the options on the voting ballads, prefilled in notes on the interactive notebook page, and extra time on the exit ticket.

**Transition:** (If applicable) During the transition, this lesson will transition into the next day by showing the picture of Martin Luther King Jr. and talk about his influence in fighting for African American civil rights in the Civil Rights movement including voting from the Danville Museum. Seen in Figure 1.8.

**Artifact:** Martin Luther King Jr. Poster

**Homework to Assign:** (If applicable)
Ballads
Figure 1.8

**Ballad One**
What is your favorite sport?
- Soccer
- Basketball
- Tennis

Which option Won?__________

**Ballad Two**
What is your favorite food?
- Spaghetti
- Pizza
- Tacos
- Other

Which option Won?__________

**Ballad Two**
What is your favorite Movie genre?
- Action
- Comedy
- Other

Which option Won?__________
The Voting Process

Important Key Terms:

- ________- “is a process by which a group of people can decide things fairly when they do not all agree”.
- ________- “describes a form of government.”
- ________- “when a group of people vote.”
- ____________ Party- associated with larger government programs and higher taxes.
- ____________ Party- associated with smaller government and lower taxes.

Important Information:

The Presidential Election is on ________________________.

Only U.S. __________ are allowed to vote in United States elections.

Each citizen is allowed to vote ______ time on Election day.

The Republican Party’s symbol is a ____________.

The Democratic Party’s symbol is a ____________.

References: https://kids.britannica.com/kids/article/voting/400199
https://www.ducksters.com/history/us_government/two-party_system.php
### 5. U.S. Citizen

<table>
<thead>
<tr>
<th>Name: Morgann Dills</th>
<th>Grade: Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: History</td>
<td>Date: 4/19/21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOL(s):</th>
<th>Materials needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.11</td>
<td>● Warm-Up Reflection paper</td>
</tr>
<tr>
<td></td>
<td>● Interactive notebook page</td>
</tr>
<tr>
<td></td>
<td>● Citizen Scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective(s): ABCD</th>
<th>Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Third grade students will be able to identify good U.S. citizen responsibilities by reflecting on what the student would do in given scenarios, exit ticket.</td>
<td>● Document camera</td>
</tr>
</tbody>
</table>

**Warm-Up/Opener/Review/Prior Knowledge:**

For the warm up, the teacher will pass out the Warm-Up Reflection paper to all of the students. Seen in Figure 1.10. The teacher will ask the students what they think a good citizen does. The students will have five minutes to write as many examples as possible that they can think of what a good citizen does. The teacher will ask the students to give one example that they wrote down to them then the teacher will write the examples on a piece of paper under the document camera so the students can see. Once all of the students have had a turn, the teacher will review the examples, add any example they liked, and then paste the warm up into their interactive notebook.

**Presentation/Activities/Guided/Independent Practice:** (Aligned with curriculum framework!)

The teacher will pass out the worksheet that has three good citizen scenarios on it. Seen in Figure 1.11. The students will be broken up into partners throughout the classroom. They will have fifteen minutes to work with their partner and decide what a good citizen would do in that scenario. Once the fifteen minutes are up, the teacher will ask each group what they decided to do in the scenario and the class will discuss together if that was a good citizen action or not. This will be conducted three times throughout the classroom with all of the students’ opinions. The students will then fill in their notes in their interactive notebook with the teacher. Seen in Figure 1.12.
Closure: (What knowledge should the student “walk-away” with?)
To close the lesson, the teacher will read Being a Good Citizen to the students to close the lesson. This will give the students more examples of what a good citizen should do in a given citizen and how they should try to be a good citizen each day.

Literature: https://www.youtube.com/watch?v=ha_aeIWTsFs

Assessment: (Formative Assessment)
To assess the students knowledge, the student will be asked three questions about good citizenship. The student should be able to walk away knowing citizen responsibilities are and how they can carry them out in the real world.

Exit Ticket:

Exit Ticket Name: __________

Introduction: Read and answer the questions below.

1. Which example is NOT a good citizen action?
a. Picking up trash off the ground  
b. Being mean to your neighbor  
c. Being respectful to others property

2. Describe in your own words what is one good citizen responsibility?

________________________________________________________________
________________________________________________________________
________________________________________________________________

3. How can you be a good citizen in the classroom?
a. Keeping your hands to yourself  
b. Respecting other student's opinions  
c. Being nice to all your classmates  
d. All of the above

Differentiation: (i.e. Special Education, Gifted, etc.)
The student will receive extra help reading the class scenarios, filling in their interactive notebook notes, and be read the exit ticket.

Transition: (If applicable) The is the last lesson of this Unit. The teacher will then tradition their own lessons after this Unit Plan this week.

Homework to Assign: (If applicable)
What is a Good Citizen to me?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Scenario One:**

A woman dropped her wallet on the bus without knowing. The man behind her found the wallet. What should the man do?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

**Scenario Two:**

A woman dropped a plastic cup on the ground outside. The wind blew the cup ten feet. What should the woman do?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

**Scenario Three:**

The student didn’t know the answers on the test. So the student looked on someone else’s test to get the answers. What should this student do?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
## Good Citizen

### Important key terms:

___________ - “have rights that are given by the country’s government.”

To become a United States Citizen, a person has to be _________ in the United States.

Citizens have many different types of _______________ and duties.

### Responsibilities of a United States Citizen:

- _____________ and protecting the rights and property of others.

- Taking part in the _____________ process.

- Taking _____________ in improving the community and their country.

- Being _____________ and self-reliance.

- Practicing _____________ and _____________.
**Summative Assessment**

**Post Test- Answer Key**

Name: __________

1. What natural materials were traded between North America to Europe in Triangular trade?
   a. Cloth and Iron
   b. Slaves and Sugar
   c. Cotton and Tobacco
   d. Sugar and Cotton

2. Identify which route traded slaves and sugar between.

   a. North America to Europe
   b. Europe to Africa
   c. Africa to North America
   d. Europe to North America

3. Circle all that apply: What is an example of a natural resource?
   a. Tobacco
   b. Cotton
   c. Cloths
   d. Sugar

4. African American Slaves serve for:
   a. Four years
   b. Seven years
   c. their lifetime
   d. Until they retire
5. What did Indentured Servants sign to come over to North America?
   a. Agreement form
   b. Permission slip
   c. **Contract**
   d. They didn’t need to sign anything

6. Circle all that apply: Indentured Servants had the right to:
   a. **Petition**
   b. Testify in court
   c. Vote
   d. Own property

7. A ______ is a collection of rules.
   a. Amendment
   b. Civil Rights
   c. **Law**
   d. Government

8. The 15th amendment states:
   a. Banded slavery in the United States
   b. African Americans have the right to vote
   c. **A person born in the United States is considered a citizen**
   d. Rights created for American Americans

9. A ____________ is a system of rule by which a state or community is governed by.
   a. **Government**
   b. Law
   c. Amendment
   d. Civil Right

10. What day is the Presidential Election Day?
    a. **Tuesday November 2nd**
    b. Wednesday November 3rd
    c. Thursday November 4th

11. What are the two main political parties?
    a. Democratic and the Green party
    b. Republican and the Independent party
12. How many times can a person vote on Election Day?
   a. Two times
   b. One time
   c. Three times

13. Which example is NOT a good citizen action?
   a. Picking up trash off the ground
   b. Being mean to your neighbor
   c. Being respectful to others property

14. How can you be a good citizen in the classroom?
   a. Keeping your hands to yourself
   b. Respecting other student’s opinions
   c. Being nice to all your classmates
   d. All of the above

15. United States Citizens have to be ______ in the U.S. to vote.
   a. Live in the U.S. for four years
   b. Born
   c. Be a resident in the U.S. at the time of the election
1. What natural materials were traded between North America to Europe in Triangular trade?
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   g. Cotton and Tobacco
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**Literature Connections**

1. Title- *Equality’s Call*
   - URL: [https://www.youtube.com/watch?v=2kr1eQUKek4](https://www.youtube.com/watch?v=2kr1eQUKek4)

2. Title- *The Night Before Election Day*
   - URL: [https://www.youtube.com/watch?v=mvoTbS4Slcg](https://www.youtube.com/watch?v=mvoTbS4Slcg)

3. Title: *Being a Good Citizen*
   - URL: [https://www.youtube.com/watch?v=ha_aeiWTSFs](https://www.youtube.com/watch?v=ha_aeiWTSFs)
Danville Artifacts

1. Slave vs. Free States Poster

2. Segregated Dining Room Display

3. Civil Rights Movement Poster
Directions for Activity Centers

In lesson one, the teacher will conduct the lesson on Triangular trade which includes showing the video and filling in the notes with the students for their interactive notebook. The teacher will set the activity center up for the students to create their own trading map. Each student will need three different colored strings, printouts of the items traded, world map, and tape. The students will tape on the end of the blue string in North America, place the items on the string, and tape the other string on Europe. This will allow the students to move the items along the trading route as if they were trading between the countries. The other two strings will be placed on the other two trading routes with the items that were traded between the countries. This activity is a visual that the students can refer back to when studying for the summative assessment at the end of the unit.

In the second lesson, the students will have two activities to complete in this lesson. The first activity will be decorating their paper dolls to know the differences between slaves and indentured servants. These two paper dolls will be glued into the left hand of the student’s interactive notebook. This will allow the student to express themselves in a creative manner. The second activity, the teacher will hand out a foldable that the students will follow the teacher’s lead underneath the document camera. The student will also draw pictures that represent each topic that is discussed to help them remember the information. This foldable will be pasted on the right hand page of the student’s interactive notebook.

In the third lesson, the teacher will hand out a piece of copy paper to each student. The teacher will show under the document camera how to fold and cut the foldable into eight sections. The teacher will write the eight important terms that the student will need to remember. The teacher will write one definition for each tab and allow the student to draw a small picture. The teacher will then break the class up into eight different groups for the activity. The student will then have to put on a two minute skit of the term that they received. This will give the students visuals to remember the information better. All eight groups will present their skirts in front of the class.

In the fourth lesson, the teacher will set up the voting box at the front of the classroom. Then one at a time the ballots will be passed out to all of the students. The teacher will read the question from the ballot and let the students choose which answer they prefer. The students will have to remain silent during the voting process so no one is
influenced by other students' answers. One by one the students will come to the front of the classroom and place their ballots in the voting box. The teacher will take the ballots out and read allow the popular vote from the students. The teacher will repeat this process with the remaining two ballots. The student will get their ballots back and they will glue them with the results on the left side of their interactive notebooks.

In the fifth lesson plan, the students will work with their elbow partner to complete the introduction to the activity. The students will have to come up with their own definition of what a good citizen is and how they act. The student will get five minutes to complete this task. The students will then stand up out of their chairs and read what they wrote to the class. After this warm up activity, the teacher will put scenarios on the white board so the students can see them. The students will work with their elbow partner again and discuss what a good citizen should and shouldn’t do in these scenarios. Each group will get up and act out both bad and good reactions to the scenario while the class at the end discusses which scenario was better and why. This will help the students identify the appropriate behavior that a citizen should try to be like every day to help their communities.
Materials List

Lesson One:
- World map
- Interactive notebook pages
- Cutouts
- Constructive paper
- Crayons
- Colored String
- Tape

Lesson Two:
- Interactive foldable
- Paper dolls
- Scissors
- Crayons/colored pencils
- Tape/glue

Lesson Three
- Interactive foldable
- Crayons
- Scissors
- Textbooks
- Civil Rights Book

Lesson Four
- Interactive notebook page
- Voting slips
- Voting boxes
- Voting book

Lesson Five:
- Warm-Up Reflection paper
- Interactive notebook page
- Citizen Scenarios