

Citizenship and Me!

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Summer 2012

CIEP 475 Workshop-Teaching with Primary Sources Course

1. Title: Citizenship and Me!

2. Overview

This lesson will introduce kindergarten students to primary sources as they explore the meaning of citizenship, the Pledge of Allegiance, and our school pledge. This lesson is designed with the assumption that students are just beginning their school experience, and may have little to no background knowledge.

3. Objectives

- With teacher support, students will analyze a primary source from the Library of Congress.
- With teacher support, students will demonstrate an understanding of “citizenship,” and what it means to be a good citizen.
- With teacher support, students will recite the Pledge of Allegiance as well as our school pledge.
- With teacher support, students will be able to modify the Pledge of Allegiance using child friendly language and illustrations in order to establish ownership and meaning.

4. Common Core Standards

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
 - RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 - RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
 - SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 - Presentation of Knowledge and Ideas SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

5. Time Required

For kindergarteners, I would recommend six 15-30 minute sessions. Older students can complete the lesson in three 45-60 minutes sessions. Session four is optional depending on if your school has a school pledge or not.

6. Recommended Grade Range

This lesson would be appropriate for grades k-2.

7. Subject/Topic

This lesson fits within our social studies curriculum, as well as reading/language arts. It also allows students to express themselves creatively through art.

8. Materials Required

- Promethean board/smart board or screen with projector
- drawing supplies
- poster board

9. Resources Used

- **Title:** New York, New York. First graders in public school saluting the flag. Marie Winn [or Wynn], a Czech-American child is in the center (See appendix A)
URL: <http://www.loc.gov/pictures/item/owi2001012465/PP/>
- **Creator(s):** [Collins, Marjory, 1912-1985](#), photographer
- **Date Created/Published:** 1942 Oct.
- United States Pledge of Allegiance (see appendix B)
<http://chroniclingamerica.loc.gov/lccn/sn84024828/1917-03-31/ed-1/seq-5/>
- Avoca West school Pledge (see appendix C)
<http://avoca37.org/avocawest/files/2012/03/StudentHandbookFINAL.pdf> (Pg. 8)
- The Pledge of Allegiance: A "Pledge" of Freedom" by Barbara Dietrich September 27, 2001 (Adapt discussion as needed) <http://www.jaredstory.com/pledge.html>
- Primary Source Analysis tool from the Library of Congress. (See appendix D) <http://www.loc.gov/teachers/usingprimarysources/guides.html>

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10. Description of Procedure

- This activity will be designed for kindergarten students, and should be divided into several 15-30 minute sessions.
- Session 1-With teacher prompts, students will analyze and discuss the primary source photo listed above. (I recommend projecting image on screen.) Teacher will facilitate discussion & record students responses on an enlarged version of the Primary Source Analysis tool. (Appendix E)
Questions for students might include:
 - What do you see?
 - Where were these children when this picture was taken? How do you know?
 - Is this a recent picture? Why or why not?
 - If we could see more of the picture, who else do you think we might expect to see?
 - How old do you think the children are in this picture?
 - What do you think the children are doing in the picture? Why?
 - How do you think the children feel? Why?
 - Why do you think we started reciting the Pledge of Allegiance everyday in school?
 - Why do you think we still recite the Pledge of Allegiance everyday?
 - Does this picture remind you of Avoca West? Why? Why not?
- Session 2-The children in the photo are saluting the flag because they are citizens of the USA. Talk about the word "citizenship" and discuss what it means to be a citizen.
 - How can we be good citizens? (Students brainstorm)

- What other groups are we “citizens” of? (Family, Avoca West, Girl Scouts/Boy Scouts, Little League, etc...)
- Explained to the children what a symbol is... how it stands for something else, and how the American flag represents many thoughts and feelings. Talk a bit about the colors, and the stars, and the stripes.
- Session 3-Line-by-line, go through the pledge, explaining in “Kid-speak” the meaning of the words using the following resource: The Pledge of Allegiance: A "Pledge" of Freedom” by Barbara Dietrich September 27, 2001 (Adapt discussion as needed) <http://www.jaredstory.com/pledge.html>
- Session 4-Review the Avoca West school pledge. Guide students in a discussion comparing the Pledge of Allegiance (refer students back to the “kid version” from previous lesson) with Avoca West school pledge.
- Sessions 5&6-Assign small groups of students different parts of the pledge to create an illustrated posters/graphic organizers showing what they learned.

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11. Extension Ideas

- Have students present their posters and their “kid-friendly” version of the Pledge of Allegiance at a school assembly.
- Have students look at the American flag and discuss its history as well as the meaning of the stars, stripes, etc...
- Have students create a school/class flag symbolizing that their citizenship.
- Record student’s suggestions for how to be good citizens and share on school website, blog, twitter, etc...
- As a culminating activity, have a ceremony for all students allowing them to become “official” citizens of your school.
- Lead a discussion about how American citizens come from all around the world. Develop an at home family activity for kids to learn about their own backgrounds and share their heritage with the class.
- Invite non-American born parents, grandparents, community members in to talk to students about their journey in becoming citizens.
- Ask your librarian to gather age appropriate books, both fiction & non-fiction, and/or set up a display for students to explore and/or checkout items.

12. Evaluation

There is no formal evaluation for this lesson. Student learning will be assessed based on their participation in discussions, as well as the posters they create at the end of the lesson.

13. Appendix

See below/attached for appendix A-E (pages 5-9)

14. Designer:

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Appendix A



New York, New York. First graders in public school saluting the flag. Marie Winn [or Wynn], a Czech-American child is in the center.

<http://www.loc.gov/pictures/item/owi2001012465/PP/>

- . **Title:** New York, New York. First graders in public school saluting the flag. Marie Winn [or Wynn], a Czech-American child is in the center
- . **Creator(s):** [Collins, Marjory, 1912-1985](#), photographer
- . **Date Created/Published:** 1942 Oct.

Medium: 1 negative ; 2 1/4 x 2 1/4 inches or smaller.

Reproduction Number: LC-USW3-009885-E (b&w film neg.)

Rights Advisory: No known restrictions. For information, see U.S. Farm Security Administration/Office of War Information Black & White Photographs(http://www.loc.gov/rr/print/res/071_fsab.html)

Call Number: LC-USW3- 009885-E [P&P]

Other Number: D 3756

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 <http://hdl.loc.gov/loc.pnp/pp.print>

Appendix B

United States Pledge of Allegiance

Mohave County miner. (Mineral Park, A.T. [Ariz.] 1882-1918, March 31, 1917, Page FIVE, Image 5

Image provided by Arizona State Library, Archives and Public Records; Phoenix, AZ
Persistent link: <http://chroniclingamerica.loc.gov/lccn/sn84024828/1917-03-31/ed-1/seq-5/>

the murder of her husband, John
rence Smith, and an agreement
opposing counsel, to use but one
r more for each side's presentation
ts views, assured tonight that the
e would reach the jury tomorrow.
osition by the district attorney
rented a session tonight.

udge Booth M. Malone's argument
the defense today was devoted
fly to an appeal to the jurors for
Smith's vindication on the ground
she had submitted to indignities
ch, he said, "even the law does
see fit to define in direct terms."
mith, as he painted him, was a
t of low type, a "slave to drink,"
ty of such acts that, counsel said,
"verily believed him to have lost
mind."

The court instructed you," Judge
one said, "that a woman has the
e right to protect her honor, her
her child, as a man. This is the
and it covers every question in-
ed in this case."

e repeated in detail threats made
Smith, according to the evidence,
indignities forced upon Mrs.
th, according to her story. While
Smith covered her face and sob-
he told of the threat Smith had
e against her daughter, she

inflicted on the German
ment says:

"The village of Neuville
was captured this morn-
short fight in which they
heavily. We took a few
"Our raiding parties
enemy's lines during the
of Arras and in the neighborhood
Neuville-St. Vaast
Chapelle. Several dugouts
destroyed and casualties v
"Two German airplane
down in a damaged condition
air fighting yesterday, and
machines are missing."

ANNUAL REGISTRATIONS
FOR MILITARY

CONCORD, N. H., March 30.—M
curate registration ann
males available for milit
provided for in a bill p
legislature today. Auth
given to the governor's
council to draft men, e
times, to recruit a mili
full strength.

SAYS RAILROADS
DRAINING FOR " "

I pledge allegiance to my
flag and to the Republic
for which it stands; one
nation indivisible with
Liberty and Justice for all

PLAN TO PROVIDE BIG

Appendix C

Avoca West School Pledge

I pledge allegiance to my school
by respecting myself and others,
and by being responsible
for my words, thoughts, and actions,
so that Avoca West
will be a better place
to learn, love, and grow.

Source: Avoca West Student Handbook, 2012

<http://avoca37.org/avocawest/files/2012/03/StudentHandbookFINAL.pdf> (Pg. 8)

Appendix D



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

Handwriting practice area for the 'OBSERVE' step, consisting of a light blue background with vertical dashed lines.

REFLECT

Handwriting practice area for the 'REFLECT' step, consisting of a light blue background with vertical dashed lines.

QUESTION

Handwriting practice area for the 'QUESTION' step, consisting of a light blue background with vertical dashed lines.

FURTHER INVESTIGATION

A large, solid light blue rectangular area for 'FURTHER INVESTIGATION'.

Primary Source Analysis tool from the Library of Congress. <http://www.loc.gov/teachers/usingprimarysources/guides.html>