

1st Grade [Global Citizenship Inquiry](#)

Why Should I Be a Global Citizen?

Staging the Question: Watch a video on changing the world and brainstorm the meaning of the term “citizen.”

Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Civic Participation
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Supporting Question 1	Supporting Question 2	Supporting Question 3
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.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: Connects ideas to own interests about what it means to be responsible, what a citizen is, and what they can do to change the world. Graphic Organizer: Connect#2	Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about how to act as a responsible citizen beyond the classroom. Graphic Organizer: Connect#4	Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about how to be a responsible citizen of the world. Graphic Organizer: Connect#4
Wonder: Formulates questions related to listening activities about what it means to be a responsible citizen of the classroom.	Wonder: Formulates questions related to listening activities about how to be a responsible citizen of the community.	Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about how to be a responsible citizen of the world.
Investigate: Uses materials provided to find answers to questions posed about what it means to be a responsible citizen of the classroom by reading an informational article about good citizenship in schools and examining an image bank of examples of people performing acts of citizenship.	Investigate: Finds facts and briefly summarizes them to answer research questions about how to be a responsible citizen of the community while examining an image bank of scenarios seen in the community and reading an article about “The Thanksgiving Pie Project.” Graphic Organizer: Investigate#7	Investigate: Finds facts and briefly summarizes them to answer research questions while examining a set of images depicting responsible citizens in the world and watching a video of a child’s efforts to take action. Graphic Organizer: Investigate#7 C3 Resources
Construct: Describes and/or illustrates three traits of a responsible citizen.	Construct: Describes and/or illustrates three additional traits of responsible citizenship.	Construct: Draws a conclusion about the main idea with guidance. Graphic Organizer: Construct#2
Express:	Express:	Express: Makes claims about responsible citizenship traits and offers evidence to support those claims.
Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvements. Graphic Organizer: Reflect#3

Summative Performance Task: Argument: 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. **Extension:** Select one of the actions identified in Formative Performance Task 3 as a way to change the world and act on it.