



# Characteristics of Good Citizenship v. Bad Citizenship

By: Amanda Martin

Elementary school music teacher; M.A.Ed. In Curriculum and Instruction

Social Studies  
Grades 3–5



## Introduction

There are fifty states and lots of citizens in the United States! In this lesson, students will learn what it means to be a good citizen.

## Learning Objectives

Students will uncover what it means to be a citizen of the United States. ([NSS-C.K-4.5 Roles of the Citizen](#))

## Materials Needed

- Journals/notebooks
- [Good Citizenship v. Bad Citizenship worksheet](#)

## Procedure

1. Begin the lesson by displaying a map of the United States on the board. Ask students if they recognize it. Practice identifying and locating the state in which they live, and if time allows, identify a few other states/locations as well. Play [this short video](#) for the students. (Please view beforehand to ensure that it is appropriate for you students.)
2. Ask the class: What are citizens? Give students about 30 seconds of individual think time, then share the definition of citizens: *Citizens are members of a city, town, or community. Citizens are people who are recognized as legal members of a country, entitled by birth the protection of a state or nation. They are also entitled to certain rights.* Explain that all of the people who live in the United States are called citizens.
3. Tell the class that citizens should show good citizenship. Ask: *What does good citizenship look like?* Ask students to brainstorm alone. Then, allow some students to share their answers. After discussing, give students the worksheet (see below). While watching [this short video](#), students should jot down the traits of good citizens. Then, discuss their findings. (What are character traits of good citizens? Honesty, determination, taking responsibility, respect, etc.) After students have gained a better understanding of good citizenship, discuss that the traits of bad citizenship are the opposite of good citizenship. Fill out this portion of the worksheet together.

Continued on page 2



# Characteristics of Good Citizenship v. Bad Citizenship

By: Amanda Martin

Elementary school music teacher; M.A.Ed. In Curriculum and Instruction

Social Studies  
Grades 3–5



Continued from page 1

4. To conclude the lesson, students will finish the worksheet and turn it in. The last portion of the worksheet says, "Tell me about a time when you showed good citizenship." Students must also include why it was significant.

## Evaluation

Students will connect what they have learned to the real world. Students must share a time that they displayed good citizenship. They must also explain why it was significant. Evaluate student learning by determining if the student has an understanding of good citizenship based on his/her response.