

Lesson: Make a Choice

Grade: 3rd, 4th, 8th, adaptable to all

Meets these Social Studies Content Standards:

Government (Role of Government)

5th. Explain the essential characteristics of American democracy including: Basic rights of individuals are guaranteed by the Constitution.

Citizenship Rights and Responsibilities (Participation)

4th. Describe the ways in which citizens can promote the common good and influence their government including: Voting; Communicating with Officials.

4th. Explain the importance of leadership and public service.

4th. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

8th. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: The Underground Railroad and the abolitionist movement; Abolition of slavery.

Social Studies Skills and Methods (Obtaining information)

4th. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: atlases; Encyclopedias; Newspapers; Multimedia/Electronic Sources.

4th. Use a glossary and index to locate information.

5th. Obtain information from a variety of print and electronic sources and analyze its reliability including: Accuracy of facts; Credentials of the source.

5th. Locate information in a variety of sources using key words, related articles, and cross-references.

5th. Compare points of agreement and disagreement.

5th. Draw inferences from relevant information.

8th. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Social Studies Skills and Methods (Thinking and Organizing)

4th. Identify main ideas and supporting details from factual information.

4th. Distinguish between fact and opinion

7th. Describe historical events and issues from the perspective of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Social Studies Skills and Methods (Problem Solving)

4th. Use a problem-solving/decision-making process which includes: Identifying a problem; Gathering information; Listing and considering options; Considering advantages and disadvantages of options; Choosing and implementing a solution; Developing criteria judging its effectiveness.

5th. Use problem-solving/decision-making process which includes: Identifying a problem; Gathering information; Listing and considering options; Considering advantages and disadvantages of options; Choosing and implementing a solution;

Developing criteria judging its effectiveness; Evaluating the effectiveness of the solution.

7th. Establish guideline, rules and time lines for group work.

Glossary:

capital resource. A resource of money or worth.

charity. The giving of money or help to the needy. A fund or organization for helping the needy

committee. A group of persons chosen to do certain work.

community service. A group of people who live in an area who join together to help with a need.

consumer. A person whose wants are satisfied by using goods and services.

consumption. The purchase and/or use of goods and services.

contribution. The act of giving something.

correspond. To write minutes or letters.

delegate. A person who is chosen to act for others.

human resource. A productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services. Manpower.

private sector. The part of the economy that involves transactions of individuals and businesses.

scarcity. The lack of sufficient resources to produce all the goods and services that people desire.

services. Actions that are capable of satisfying people's wants.

volunteer. A person who offers to help or does something of his/her own free will without pay.

want. A psychological or physical desire that can be fulfilled through the consumption of goods and services.

Opening Statement:

There are many different choices people had to make during the Underground Railroad era: To help; to run; to stay; to do nothing; to break the law; to enforce the law; to make clothing; to feed runaways; or to look the other way, etc. During the time of the Underground Railroad, in order for it to be successful, it took a lot of people doing their own little or big part. To exercise or act on a cause, one doesn't have to do big things to make a difference; each small part is important. Today, we still have choices to help make a difference in ways where we can help others.

Activity

Discuss that there are many opportunities to help others and their needs through volunteerism or contribution. Explore what local organizations do who could use some help with their activities. In your community there may be an animal shelter, or park district, or food shelter, or some other cause that could use help. Brainstorm ideas that you, as an individual, or as the whole class, can do to make a difference. Look in your Yellow Pages under "charities" or explore the web site www.justgive.org for ideas.

Materials:

Worksheet: Make a Choice

Optional Activity:

Read *Kids with Courage: True Stories about Young People Making a Difference*, written by Barbara A. Lewis. Sagebrush Education Resources, 1992.

Rankin House is operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.



WORKSHEET: Make a Choice

Organization	How Could We Help?

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