**How Political Scientists see the world:**

* Each person needs to think about citizenships, rights, and their duties.
* Questioning is the natural part of the political science world.
* It is important to debate and challenge thoughts.
* Political scientists what to know how power operates. They explore where it comes from, how to challenge it, and how it is considered important.
* Political scientists also explore other political societies and structures.
* Civics training allows for active participation in society.
* Every student is responsible in our society and should actively participate.
* Examples need to be set by adults for students to witness and understand good citizenship traits.

**Best Practice Ideas**

**Best Practice Idea 1:** A Social Studies teacher should allow students to determine how to make changes in their community around them.

Colorado Municipal League and Special District Association. *A dangerous street and civic action*. (n.d.). Retrieved from http://www.lessonsonlocalgovernment.org/resources/1.4.1+ELM+James+get+involved includes+ELL+adaptions+2011.pdf

This lesson allows students to read about a boy who sees a friend injured in his neighborhood. The boy decides to contact his local government to try and create a new park for his community. Through this lesson, students can see how a child their age can effect and have a voice in their government. The teacher also begins to introduce the students to the structure of their local government.

**Best Practice Idea 2:** A Social Studies teacher should create a connection for students to make between themselves and the other three branches of government.

Curly, J. (n.d.). *Fourth branch you*. Retrieved from https://www.icivics.org/teachers/lesson-plans/fourth-branch-you

This civics lesson allows for students to completely understand the functions of the three branches of government. Then the lesson demonstrates for students how they can be involved as an additional branch of government. Students can learn how to effectively contact people who work in the government also.

**Best Practice Idea 3:** A Social Studies teacher should build background knowledge of how citizenship works and means in the United States.

Curly, J. (n.d.). *Just the facts*. Retrieved from

https://www.icivics.org/teachers/lesson-plans/just-facts

The lesson provided here can be used for teachers to introduce what being a good citizen means for many people. Students will benefit from this because it provides a good base knowledge of what is means to be a good citizen in the United States.

**Best Practice Idea 4:** A Social Studies teacher will emphasize how the right to vote is important in the United States.

Library of Congress. *Suffrage strategies: Voices for votes*. (n.d.). Retrieved from http://www.loc.gov/teachers/classroommaterials/lessons/suffrage/index.html

Teachers can use this lesson and other primary sources to expand ideas about voting. It will allow students to see how voting is important and then compare it to how voting was important for different groups or people. By completing the activities in the lesson, students would experience how people may have felt without the right to vote and truly understand why voting in our society is so important.

**Best Practice Idea 5:** A Social Studies teacher should inform and demonstrate the First Amendment.

National Endowment for the Humanities. *The first amendment: What's fair in a free country?*. (2010, September 28). Retrieved from http://edsitement.neh.gov/lesson-plan/first-amendment-whats-fair-free-country

This lesson helps teachers to introduce, explain, and experience the first amendment with their students. It helps the students understand what free speech means. It then put the concept into a real-life application for the students.