Social Studies Unit: Citizenship

Third Grade
Education 4133
Fall 2011
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Goals and Objectives of the Unit

Week 1

Social Studies:
• Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
  o 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
  o 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
  o 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
  o 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
• Competency Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.
  o 4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.

Language Arts:
• Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  o 2.06 Summarize main idea(s) from written or spoken texts using succinct language.
• Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  o 4.02 Use oral and written language to:
    ➢ Share information and ideas
    ➢ Explain own learning
  o 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
  o 4.10 Explore technology as a tool to create a written product.

Technology Goal:
• Teachers know when and how to use technology to maximize student learning.
  Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Visual Arts:
• Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
- 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
- 1.07 Elaborate on an idea or theme.
- 1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

- Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2 )
  - 3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.

**Week 2**

**Social Studies:**
- Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
  - Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
  - 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
  - 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- Competency Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.
  - 2.02 Analyze similarities and differences among families in different times and in different places.
  - 2.03 Describe similarities and differences among communities in different times and in different places.

**Language Arts:**
- Competency Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.
- Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.05 Draw conclusions, make generalizations, and gather support by referencing the text.
- Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.
  - 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
    - Reflecting on learning, gaining new insights, and identifying areas for further study.
• Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  o 4.02 Use oral and written language to:
    ➢ Share information and ideas.
  o 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
  o 4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

• Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.
  o 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

**Technology Goal:**
• Teachers know when and how to use technology to maximize student learning.
  Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Visual Arts:**
• Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
  o 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
• Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)
  o 3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.

**Music:**
• Competency Goal 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)
  o 4.03 Arrange simple pieces for voices or instruments.
Unique Learner Description

Joshua is a hard-working third grader that strives for attention from any adult figure that he surrounds himself with. Throughout the course of a school day, Joshua tries hard to stay focused on different assignments, but finds himself frustrated and giving up on assignments early. Also, when Joshua volunteers to answer a question, but answers incorrectly he is left embarrassed and shuts down for the remainder of the lesson. After being tested for special education services, Joshua was identified as having a learning disability that has made multiple areas of learning difficult for him.

When taking a look at Joshua’s reading and math scores he scored well under the average score for third grade. For reading, third grade students should be scoring a 28 or above. Joshua scored a 10 on his reading level. For math, Joshua scored a 2, while the average third grade score is a 2.8. To aid Joshua this year, multiple accommodations have been made. As a third grade student, Joshua’s areas of disability are in reading, written language, and math. As a result, he receives service from the special education teacher in reading, spelling, math, and writing. Joshua is pulled out of the general classroom four times a week for 90 minutes. Joshua also works with a speech language therapist for 30 minutes, twice a week, to work on his verbal communication. These services will hopefully assist Joshua in making great strides this year.

As for Joshua’s IQ level, his intelligence composite score is 101. Although his IQ is within the average range for a third grader, his achievement levels are low. His two lowest levels are in written language, a score of 79, and reading comprehension, a score of 65. This information helps inform Joshua’s teachers that these two areas will need the most attention. For math, Joshua’s achievement score was 109. This score is right in the
average range. While Joshua continues to get special services in math, this area is not Joshua’s weakest. It is important that Joshua’s teachers understand how to read these scores so they are able to assist Joshua.

In terms of modifications, Joshua is provided with adaptations in both the general and special education classroom. For reading, Joshua is given extended time on his work. When it comes to testing, Joshua is pulled into a small group setting so that directions can be delivered verbally. With these accommodations, by the end of the year Joshua will hopefully have increased his reading skills in phonemics, decoding, word recognition, and comprehension to a second grade level. For spelling and writing Joshua is also given extended time with modified assignments. Usually when the rest of the class has ten spelling words on his or her spelling tests, Joshua only needs to know between 3-5 spelling words. By the end of the year Joshua should increase his use of complete sentences with correct spelling and punctuation to a second grade level.

In terms of math, Joshua is also given extended time and is permitted to mark in his testing booklets. In addition, since Joshua is a better auditory learner than visual learner, his test questions are read aloud to him in a small group setting. Both the general education teacher and the special education teacher will progress Joshua’s work samples and informal assessment to evaluate Joshua’s progress in math. By the end of the year, Joshua should have increased his understanding by identifying, ordering, and comparing differences between numbers 0-999. Joshua will also have demonstrated the concept of solving problems to grade level proficiency. Finally, for speech language Joshua should improve his verbal commutation skills in order to express his thoughts more effectively. For speech language, Joshua’s progress will be monitored by his “criterion references
test” results as well as therapy notes. With these services and modifications Joshua will hopefully have reached his annual goals by the end of the school year.

Over all, Joshua is a vibrant third grade student who means well. It is when Joshua gets an answer wrong when he becomes hard on himself and frustrated. However, if Joshua continues to receive services from the special education, speech language therapists, and support from his general education teacher Joshua has potential to reach his goals.
Overview of Week 1

During week one, students will define and identify characteristics of good citizenship while describe ways they can become a good citizen.

Lesson 1
Students will explore different situations that define good citizenship through the use of Pixton. Students will then develop their own comic strips that illustrate ways that they can be good citizens in the community. To conclude the activity, students will answer five Turning Point questions to assess their knowledge on the subject.

Lesson 2
Students will work collaboratively with peers to determine rules of given situations while assessing the consequences of irresponsible behavior. Students will utilize the ActivBoard in the classroom to help enhance the activity. Student will then complete a “ticket out the door” where they explain one rule and consequence they have learned.

Lesson 3
Students will work cooperatively in groups of five to create their own country. Each group will create a flag representing their new country. In addition, each group will use their writing skills to write a paragraph that includes three rules and consequences that citizens of their country must follow. Each group will share their paragraphs aloud to the rest of the class.

Lesson 4
Students will investigate how they can become good citizens in school. Students will design a bumper sticker with a slogan promoting how this will be done. They will then complete a “two-minute paper” describing what they have learned during today’s lesson.

Lesson 5
Students will discover how President Obama is a good citizen. They will work collaboratively with a peer to cut out words and images from magazines that portray President Obama’s characteristics. At the end of the lesson students will use their blogging site to compose a letter to President Obama.

Vocabulary for this week:
- Citizen
- Community
- Citizenship
- Volunteer
- Characteristics
- Rules
- Laws
- Consequences
- Responsibilities
- Respect
- Slogan
- National Leader
- President
- Quality
Lesson 1: What Makes a Good Citizen?

Grade: Third Grade  
Topic: Citizenship; A Good Citizen

**Social Studies:** Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
   
   Objective: 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.

**Language Arts:** Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

   Objective: 4.10 Explore technology as a tool to create a written product.

**Visual Arts:** Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2 )

   Objective: 3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.

**Technology Goal:** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Unit Requirement of multicultural text:** For this lesson, the Pixton comic strip is the multicultural text being used. The comic strips includes diverse characters.

Essential Question: What are the characteristics of a good citizen?

Vocabulary: Characteristics  
Citizen  
Community  
Volunteer

Materials:

**Classroom Materials:**
   Youtube video: “Being a Good Citizen-Community”  
   http://www.youtube.com/watch?v=uQJCEf6I2y4  
   Computer/Projector  
   Pixton Comic Strip (four hard copies)

**Student Materials:**  
Computer  
Clicker
Engagement:

This will be the first lesson for the social studies unit so this lesson needs to hook the students! Begin this lesson by writing the essential question on the board “What are the characteristics of a good citizen?” Then, show the Youtube video called “Being a Good Citizen-Community.” This video will provide the class with a basic idea of what being a good citizen is all about. When the video is over, have an open discussion with the class about different characteristics of citizenship that they noticed in the video. Write these ideas on the board for the class to read. Next, show the class the Pixton comic strip called “What Is A Good Citizen?” The comic strip should already be pulled up on the teacher’s computer and ready to go. Remove the sticky note covering the projector screen so that the comic strip is now being displayed on the whiteboard for the class to see. Read the comic strip aloud to the class. Once reading is complete, explain to the class that it is their turn to create their own comic strip on how they can become a good citizen. This will lead to the exploration.

Exploration:

Have the class line up and go to the computer lab. Once in the lab, all computers should be previously opened to a new Pixton comic strip. Inform the class not to touch their computers until they have permission. Write the directions on the board in the computer lab for the class. The rules should be written as followed:

1. Click the teacher’s speech bubble in the first box and listen for directions.
2. In the next three spaces, show how you can become a good citizen.
3. Raise your hand when you have finished.

Pause for any questions. Answer any questions the students may have. Now, let the class get creative with their comic strips!

Explanation/Elaboration:

Once each student has completed his/her comic strip, print each comic strip out for the student to keep. When printing the comic strip, ask each student a couple assessment questions about the assignment. These may include:

- What is one way you can be a good citizen?
• Describe another way you can be a good citizen.
• Do you think that it is important to act as a good citizen? Why or why not?

Then, have each student close out of the Pixton comic strip window and wait for the next set of directions.

Evaluation:

For the evaluation portion of the lesson, the students will be assessed on how well they answer the Turning Point quiz questions at the end of the lesson. From the teacher’s computer in the computer lab, open up Turning Point and project the quiz on the whiteboard in the lab. Pass out a clicker to each student and explain how the clickers work. For every question asked on Turning Point, the students will have four options to choose from. If they believe choice A is the correct answer, simply have students click the A button on their clicker. The same procedure applies for the remaining three options. Pause for any questions. Make sure to read every question aloud as well as all four possible answers.

Each question is worth 20 points. For every question a student answers incorrectly, 20 points must be deducted. If the majority of the class answers the questions incorrectly, this will be a lesson that may need some revising and will have to be taught again.

Student’s will also be evaluated on their developed comic strip. Below is the rubric that should be used to make sure all student’s met the requirements:

Pixton Assessment:

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology:</td>
<td>Student takes advantage of technology resources to create a graphic representation of responsibilities of a good citizen.</td>
<td>Student uses technology to create a graphic representation of responsibilities of a good citizen.</td>
<td>Student tries to use technology to create a graphic representation of a good citizen, but gives up.</td>
<td>Student does not try to use technology to create a comic strip.</td>
</tr>
<tr>
<td>Organization:</td>
<td>The student’s ideas are well organized through three illustrations that demonstrate accurate responsibilities of a good citizen.</td>
<td>The student’s ideas are organized through three illustrations, but have unclear responsibilities of a good citizen.</td>
<td>The student’s ideas are somewhat organized, but only provide two illustrations that demonstrate responsibilities of a good citizen.</td>
<td>The student’s ideas are hard to follow. Only one or two illustrations have been created, but show little responsibility of a good citizen.</td>
</tr>
</tbody>
</table>

**Modification:**

For this lesson the EC students will be given a hard copy of the Pixton comic strip while the rest of the class looks at the board. This way the EC students are able to reflect upon the comic strip throughout the course of the activity. They will also be encouraged to use the comic strip as a reference for future activities dealing with characteristics of good citizenship. As for the evaluation portion of the lesson, the EC students will only be required to answer three out of the five questions asked. This way the students can spend their time recalling information regarding three of the questions instead of all five.
Today in class we learned about citizenship. Mom, how can I be a good citizen?

Jake, helping your community is a great way to show you're a good citizen. Let's walk through the town and find examples of good citizens.

Wow Jake! What do you notice about these two in the park?

They are picking up trash. My teacher mentioned volunteering as part of being a good citizen.

He is making sure we cross the road safely. As a good citizen we must respect the police and follow the law.

Why is this police officer in the road?

Mom! It looks like this cat has a broken leg. We need to get it help, fast!

Jake, I think you're already on your way to becoming a good citizen.
Classroom Project: How Can You Be A Good Citizen?

Now it's your turn. In each comic, draw a picture showing how you are being a good citizen. Be creative!
Social Studies

Which of the following is an example of being a good citizen?

1. Bullying a friend
2. Running in the middle of the road
3. Volunteering to clean the park
4. Stealing from the toy store

Directions

- Read the question.
- You have 20 seconds to respond.
- Press the correct letter on your clicker that matches the answer you think is best.

How is a police officer a good citizen?

1. They help people cross the street safely.
2. They fight fires.
3. They sell cookies.
4. None of the above.

Let's Practice!

What is the name of your teacher?

1. Mickey Mouse
2. Ms. Berman
3. Mrs. Austin
4. Donald Duck

A good citizen is...

1. Responsible
2. Caring
3. Respectful
4. All of the above
In the comic strip, how did Jake act as a good citizen?

- Jake littered in the park.
- Jake helped an injured cat.
- Jake broke the law.
- Jake gave money to a charity.

A good citizen does which of the following?

- Obey the law.
- Is honest.
- Cleans up after themselves.
- All of the above.

Job Well Done, Class!

- Place your clicker in the middle of your table.
- Pull out your silent reading book and wait for the next set of directions.
Lesson 2: Connecting Rules with Consequences

Grade: Third Grade

Social Studies: Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
   Objective: 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
   1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.

Language Arts: Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
   Objective: 2.06 Summarize main idea(s) from written or spoken texts using succinct language.

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.
   Objective: 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

Technology Goal: Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Essential Question: What are rules/laws that we need to follow as students and as citizens?

Vocabulary: Rules
   Laws
   Consequences

Materials:
Classroom Materials:
   1 copy of the book But Why Can’t I? by Sue Graves
   1 transparent copy of rules/consequences strips
   Overhead Projector. *ActivBoard if available
   Whiteboard/Markers
   Assessment sheets

Students (Pairs) Materials:
   1 set of rules/consequence strips
1-labeled T-Chart sheet
Glue sticks
Ziplock Bag

Engagement:

This lesson will start off in a whole class setting. Start the lesson by writing the focus questions on the whiteboard, “What are rules/laws that we need to follow as students and as citizens?” Then, ask the class what they think rules, laws, and consequences means. Briefly discuss any class rules that they need to follow and what happens (consequences) if they don’t follow them. Write these ideas on the whiteboard. Once conversation has settled introduce and read the story But Why Can’t I?. Explain to the class that while they listen to the story they need to take note of any rules being discussed as well as any consequences they may hear. Talk about their findings after the story.

Exploration:

Once the class conversation has settled, move into the activity. Split the class into pairs. Choose students to work together based on their ability levels. Try and pair one stronger student with a student that will need guidance from their peers. Once groups have been assigned, explain the directions out loud and pause for questions before distributing the materials. Once all questions have been answered distribute one labeled T-chart, a baggy of rules/consequences strips, and a glue stick to each pair.

Students are to work together and talk about which rule and consequences they believe go together. They will then glue the rule on the left side of the t-chart and glue the matching consequence on the right side of the t-chart. They will continue to do this until all strips have been pasted. While pairs are working together, walk around the room to monitor their progress, make sure students are on task. If groups finish early, they will pull out a silent reading book, just like they do for any other activity they do in the class.

Once pairs have finished, and most students are quietly reading, pull the class back into a whole group lesson for the explanation portion of the lesson.

Explanation/Elaboration:
Now, turn on the overhead projector and lay rules and consequences strips on the overhead for the class to see. *If an ActivBoard is available in the classroom, use this piece of technology instead of the overhead projector.* For each rule, call on a student to tell me which rule and consequences go together and why. As a class we will discuss the importance of following this rule/law. As a quick assessment ask for students that agreed with the matching rule/consequence displayed on the overhead to raise their hands. This will help visually see who understood the activity. If more students raise their hands for disagreeing then take the time to explain the reasoning behind it. Continue to call volunteers until all strips have been placed in the correct position on the t-chart.

Evaluation:

For the evaluation portion of the lesson, pass out a piece of paper with a task explained at the top. The task will be to: “Explain one rule or law that you learned today and why it is important to follow it. What could happen if you don’t?”

Assessment Chart:

<table>
<thead>
<tr>
<th>Name</th>
<th>Not Yet</th>
<th>Almost</th>
<th>Got It!</th>
<th>Comments/Notes</th>
</tr>
</thead>
</table>

Above is the assessment form that will be used to determine if the student understood the lesson. The assessment is used as closure to the lesson and as a review for the students. “Got It” means that the student demonstrates an understanding of the rules/consequences concept through his or her writing. The student provided a declarative response by summarizing one rule that they learned and why it is important to follow that rule. This student also included the consequence that would come from not following the rule in his or her written response.

“Almost” means the student is starting to understand the concept of rules/consequences. While the student’s written assessment includes a declarative response, he or she has left out one portion of the question when summarizing the main ideas of why following rules in important. Although this student as engaged in the activity, they had a little trouble completing the full assignment.
“Not Yet” means the student hasn’t quite grasped the concept of rules/consequences. This student does not provide a declarative written response on one rule learned and why it is important to follow that rule. This student didn’t participate much in class discussion and did not answer the question completely. This student will mostly likely need more help with this subject.

Modification:

For the EC students in the classroom, the modification would be to pair these students with a stronger peer. This way the stronger student can help his/her classmate stay on task and help explain why the rule and consequence connect to each other. For the assessment portion have EC students only answer half of the question. In other words, have them explain one rule they learned today and why it is important. This way EC students are able to spend more time on answering the question correctly rather than getting both portion of the assessment completed.

Ticket Out The Door:

Name: __________________________

STOP

Explain one rule or law that you learned today and why it is important to follow it. What could happen if you don’t follow the rule?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________
Connecting Rules with Consequences

**EQ:** What are rules/laws that we need to follow as students and as citizens?

- **Rules:** A set of understood principles.
- **Laws:** Help people know what to do and what not to do. Laws help keep people safe.
- **Consequences:** What happens as a result of what a person does.

**Your Task:**

- Read all rules and consequences.
- Move each rule to the left hand side of the T-chart.
- Move each consequence to the right hand side of the T-chart.
- Make sure the rule matches the correct consequence on the other side of the T-chart.

**Example:**

<table>
<thead>
<tr>
<th>Rules</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop at stop signs.</td>
<td>Receive a ticket from a police officer.</td>
</tr>
<tr>
<td>Rules</td>
<td>Consequences</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Pay a Starbuck</td>
<td>Speed limit is 45 MPH</td>
</tr>
<tr>
<td>Go to jail for cheating</td>
<td>Pay for your groceries</td>
</tr>
<tr>
<td>Do your homework</td>
<td>Do not litter</td>
</tr>
<tr>
<td>More likely to get hurt in a</td>
<td>Listen and follow directions</td>
</tr>
<tr>
<td>car accident</td>
<td>Receive a ticket from a police officer</td>
</tr>
<tr>
<td>Get hit by a car</td>
<td>Laps at recess</td>
</tr>
<tr>
<td>Hurt the environment</td>
<td>Listen while the teacher is talking</td>
</tr>
<tr>
<td>Make up your work during recess</td>
<td>Cross the street at the crosswalk</td>
</tr>
<tr>
<td>Wear your seatbelt in the car</td>
<td></td>
</tr>
</tbody>
</table>
### Bloom’s Revised Taxonomy Questions

<table>
<thead>
<tr>
<th><strong>Remembering</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was one rule that was mentioned in the story?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Understanding</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the main idea of the story?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Applying</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How would this information be useful as a good citizen in the community?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analyzing</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the underlying theme of <em>But Why Can’t I?</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluating</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What would happen if there were no rules to follow?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Creating</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you create your own rule and consequence that you would want to follow at home or in the community?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3: Create Your Own Country

Grade: Third Grade               Topic: Citizenship; Laws & Consequences Day #2

**Social Studies:** Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

   Objective: 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.

Competency Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.

   Objective: 4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.

**Language Arts:** Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

   Objective: 4.02 Use oral and written language to:
   *share information and ideas.

4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

**Visual Arts:** Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

   Objective: 1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

**Technology Goal:** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Essential Question: Why is it important to establish rules and laws?

Vocabulary: Rules
   Laws
   Consequences

Materials:

*Classroom Materials:*
   Whiteboard/Markers
   Overhead Projector
   Transparency sheet/Marker
   Smartboard (if available)
**Group Materials:**
- Markers
- Scissors
- Glue sticks
- Construction paper
- White line paper/pencil

**Note:** This lesson plan is a follow up activity to the “Connecting Rules and Consequences” lesson.

**Engagement:**
This lesson will start in a whole group setting. As a review from yesterday’s activity, write the word “law” on the board. Ask for volunteers to share with the class what they remember about the word “law” from yesterday. This should include specific rules that they need to follow. Write these ideas branching off of the word “law” in the middle of the whiteboard. This will encourage the class to use their background knowledge. Follow the same steps for a “consequences” web and ask for volunteers to contribute their ideas. Once the webs have been created on the board, explain to the class that it is their turn to make their own rules and laws that the citizens of their very own country will have to follow. This will lead into the main activity.

**Exploration:**
Since the student’s desks are split into groups of 5, each table will work together to design their own country. Before passing out materials, explain what is required for each country. Write the requirements on the overhead projector for the students to reference throughout the activity. The following are required:
- Name of their country
- Design a flag
- Location
- Climate/Weather
- 3 Laws
- 3 Consequences

*For early finishers: How will your country be run?*

The group is to work together to create their own country. Once the flag has been created, each group must write, in paragraph form, about their country. The requirements listed
above will be included in their paragraph. Explain to the class that if time is permitted, groups will share their paragraphs to the class at the end of the activity.

Once all directions have been explained, pause for questions. Once questions have been answered, pass out all materials (markers, glue, scissors, construction paper, white lined paper). As the students work, monitor their progress by walking around the room.

Explanation/Elaboration:

Once groups have finished making their countries, take this time to clean up from the activity. When clean up has finished, groups will share their countries in front of the class. Each group will have one volunteer read their paragraphs that they wrote to the class. After each group finishes sharing, ask the following questions:

- Why did you choose the laws/consequences that you did?
- What was the hardest part of this assignment?
- Audience: What did you like most about this country? Why?

When all groups have shared their countries, collect their work for the assessment portion. Then, hang each groups work around the room for visitors to enjoy!

Evaluation:

For the evaluation portion of the lesson, read each group’s paragraph. Based on the information students provided, determine their grade.

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<th>CATEGORY</th>
<th>4</th>
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<tbody>
<tr>
<td>Content: Focus</td>
<td>Three rules and consequences are clear, and explicitly stated. There is organizational structure between ideas.</td>
<td>Three rules and consequences are generally clear and are explicitly stated. There is organizational structure between ideas although minor lapses may be presented.</td>
<td>Two rules and consequences are provided. There is organizational structure between ideas, but structure is minimally complete.</td>
<td>Minimal rules and consequences are provided but are unclear. Organizational structure does not establish a connection between ideas.</td>
</tr>
</tbody>
</table>
Modification:

Since this assignment requires students to work in groups, provide extended time on this assignment. This way groups with the EC students have more time to brainstorm together and clarify any questions that the EC students might have. For my early finishers providing them with the opportunity to extend their assignment by answering the last question of “How will your country be run?” will not only keep the early finishers busy, but will also provide groups with EC students extra time if they need it.
Lesson 4: Are You a Good Citizen at School?

Grade: Third Grade       Topic: Citizenship; A Good Citizen

Social Studies: Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
  Objective: 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.

Language Arts: Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  Objective: 4.02 Use oral and written language to:
  * Share information and ideas.
  * Explain own learning

Visual Arts: Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
  Objective: 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
  1.07 Elaborate on an idea or theme.

Essential Question: How can we improve being good citizens at school?

Vocabulary: Citizen
  Responsibilities
  Respect
  Slogan

Materials:
Classroom Materials:
  Whiteboard/Marker
  1 Large Craft Sheet

Student Materials:
  1 copy of “Are You a Good Citizen at School?” worksheet
  1 pair of Thumb-Up/Thumb-Down popsicle sticks
  Construction paper strips
  Scissors/Glue/Markers/Glitter
  Journal/Pencil

Engagement:
Start the lesson by writing the essential question on the whiteboard, “How can we improve being good citizens at school?” Have the classroom helper distribute a copy of “Are You a Good Citizen at School?” worksheet to every student in the class (Worksheet taken from Developing Character When it Counts, Frank Schaffer Publications, Inc). This will be a great worksheet to introduce the lesson. Have the students complete the survey independently. When every student is finished, read through each question on the worksheet with the class. As you read the question aloud, have the students use their “thumbs-up” or “thumbs-down” popsicle sticks to determine if they do, or do not, follow the expectations listed. Have an open discussion with the class about the class results and write on the whiteboard any ways that students can improve being a good citizen at school.

Exploration:

Once the class has shared their ideas on how to improve being a good citizen at school, collectively choose one suggestion. (Examples may include, recycle reusable goods more often, volunteer to help classmates when they need help, etc). Make a T-chart on the large craft sheet with the chosen issue written at the top. In addition, write on the left side of the T-chart “Pros” and the right side labeled “Cons.” Here, the class should have an open discussion on what the positives and negatives are about the issue they chose. When all “Pros” and “Cons” have been listed, explain to the class that it is their turn to promote being a good citizen at school. Collectively brainstorm slogans that can be used to promote good citizenship in the class based on the idea that the class together wants to improve. Write these ideas on the board for the students to reflect upon when they make their bumper sticker. Once all slogans have been shared, move onto the art portion of the activity.

Now, have students work independently to create their own bumper sticker. Before passing out materials, inform the class that these bumper stickers will be displayed in the classroom for visitors to see, so they need to be legible. Students should include on their bumper sticker their slogan on how they will improve being a good citizen at school and any illustrations to go along with it. Pause for any questions. Once all questions have been answered, pass out materials and get started.
Explanation/Elaboration:

When the class seems to be finished, take this time to clean up and put away any materials that were used. Once the classroom is back in order, students will share their bumper stickers in front of the class. Each student is given the opportunity to read their slogan and explain their illustration to the class. After each student has shared, chose an audience member to make one positive comment about his or her peer’s bumper sticker. Once all students have had a chance to share, have students take out their journals and a pencil. Inform the class that they will be completing a two-minute paper. (This assessment is not new to the students). Tell the students that they will have two minutes to answer the question in their journals. The question is: “Name one way you can become a good citizen in school. Explain how you will accomplish this.” When two minutes is over, ring the bell in the front of the classroom to signal time is up.

Evaluation:

For the evaluation portion of the lesson, read each student’s two-minute paper. Based on the information students provided, determine their grade. In addition, assess the student’s artwork to make sure they understood how they will improve being a good citizen at school.

Two Minute Paper:

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<th>CATEGORY</th>
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<tbody>
<tr>
<td>Focus:</td>
<td>Student provides a strong explanation on how he/she can be a good citizen in school.</td>
<td>Student provides an explanation on how he/she can be a good citizen in school, but with minor lapses in focus of topic.</td>
<td>Student provides an explanation on how they can be a good citizen in school, but lost focus on topic</td>
<td>Student fails to explain how they can be a good citizen in school his/her response.</td>
</tr>
<tr>
<td>Organization:</td>
<td>There is clear and strong organizational structure between all ideas.</td>
<td>There is organizational structure between ideas although minor misconnection of ideas may be presented.</td>
<td>There is organizational structure between ideas, but structure is minimally complete.</td>
<td>Organizational structure does not establish a connection between ideas.</td>
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</table>
Bumper Sticker Rubric:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Design</td>
<td>The bumper sticker includes a slogan connected to citizenship in school and includes a related illustration.</td>
<td>The bumper sticker includes a slogan connected to citizenship in school, but has an unrelated illustration.</td>
<td>The bumper sticker has a slogan and illustration, but both component do not connected to citizenship.</td>
<td>The bumper sticker is incomplete. The sticker is missing slogan and/or illustration.</td>
</tr>
<tr>
<td>Explanation</td>
<td>The student is able to provide a supported explanation of how his/her bumper sticker relates to being a good citizen in school.</td>
<td>The student provides a reasonable explanation of how his/her bumper sticker relates to being a good citizen in school.</td>
<td>The student exhibits minimal reasoning of how his/her bumper sticker relates to being a good citizen in school.</td>
<td>The students explanation is weak and shows difficulty understanding how the bumper sticker relates to being a good citizen in school.</td>
</tr>
</tbody>
</table>

Modification:

For the EC students in the classroom, the modification would be allowing these students an extra minute, or two, on the assessment portion of the assignment. By allowing the students extra time on the writing assignment, they will be able to organize their ideas and feel less pressured to complete the assignment in only two minutes.
Are You a Good Citizen at School?

Name ______________________________________________________

Write yes or no.

1. ________ Do you always follow the rules?

2. ________ Do you respect the authority of your teacher(s)?

3. ________ Do you volunteer for jobs in the classroom?

4. ________ Do you respect the authority of your principal?

5. ________ Do you participate in a school volunteer group, such as safety patrol?

6. ________ Do you always put your trash in the wastebasket?

7. ________ Do you return your library books on time?

8. ________ Do you respect the authority of your librarian?

9. ________ Do you work and play cooperatively with all your classmates?

10. ________ Do you return your homework on time?

11. ________ Do you follow the fire drill rules?

List one way you can improve being a good citizen at school and practice this behavior.

Teacher: Reproduce for each student. After students complete the page, discuss other possible ways to be a good school citizen.

© Frank Schaffer Publications, Inc. reproducible FS119102 Developing Character When It Counts
Thumb Up & Thumb Down: Popsicle Sticks
Lesson 5: Is President Obama a Good Citizen?

Grade: Third Grade  Topic: Citizenship; A Good Citizen

* This lesson may take 2 day to complete*

**Social Studies:** Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Objective: 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.

1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.

**Language Arts:** Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective: 4.10 Explore technology as a tool to create a written product.

**Visual Arts:** Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objective: 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.

1.08 Develop the ability to work in small groups to reach a group goal, which will be greater than any one individual might achieve alone.

**Technology Goal:** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Unit requirement of multicultural text:** For this lesson, *Our Enduring Spirit* is the multicultural text being used because the text introduces our first African American President.

Essential Question: What characteristics make President Obama a good citizen?

Vocabulary: National Leader  President  Citizenship  Characteristics  Quality

Materials:

*Classroom Materials:*

1 copy of *Our Enduring Spirit*, by Barack Obama
Whiteboard/Markers
Projector/Picture of President Obama
Blogging Tutorial: http://www.youtube.com/watch?v=vuuZNihEATM

**Partner Materials:**
- Magazines/Newspapers
- Scissors/Glue sticks
- Markers
- Craft paper
- Computer/Blog

**Engagement:**

This lesson will start in a whole group setting. Start the lesson by writing the essential question on the whiteboard, “What characteristics make President Obama a good citizen?” Have an open discussion with the class about what characteristics make themselves good citizens. Then, using the projector in the classroom, show a picture of President Obama. Ask the class to recognize who this individual is. From there, briefly discuss the role of President Obama, and his impact with The United States. This will establish background knowledge for the students. Write any ideas the students may have about President Obama on the whiteboard. Students can reflect upon this information during the activity. Once conversation has settled, introduce the story *Our Enduring Spirit.* Explain to the class that while they listen to the story they need to take note of any characteristics they hear that help make President Obama a good citizen. Talk about the findings after the story and write any new information on the whiteboard.

**Exploration:**

Once the class conversation has settled, move into the activity. Split the class into pairs. Choose students to work together based on their ability levels. Try to pair one strong student with a student that may need guidance from their peer. Once groups have been assigned, explain the directions aloud to the class. Pause for any questions before distributing the materials. Once questions have been answered pass out the material to each pair.
Each pair of students is to work together to create a collage of words and images that represent the characteristics of how President Obama is a good citizen. Pairs are expected to reflect back upon the read aloud, and notes written on the whiteboard, to determine these characteristics. The first step of this activity is for each student to trace their partner’s body on craft paper. (Only allow students to trace the upper half of their body to save time and space). The collage will now be made in the shape of the child’s body. Working together, each pair should look through spare magazines and newspapers to find images and words that can be glued inside the traced body that represents President Obama’s qualities of a good citizen. The students continue to work until the majority of their collages are filled in with different characteristics.

Once pairs have finished, and most students have transitioned into silent reading, designate a classroom helper to collect scrape paper and throw them away. Once clean-up is finished, have students share their finished products with the class. Have pairs explain why they chose to include the images and words in their collage, and how they relate to President Obama. After each group finishes sharing, asking the following questions:

- What was the hardest part of this assignment?
- What do you believe is the most important quality of citizenship that President Obama maintains?

When all groups have shared their countries, collect their work. Join the citizenship collages together and display them on the wall of the classroom.

Finally, pull the class back into a whole group setting for the final portion of the lesson.

Explanation/Elaboration:

As a closing to the lesson, take students to the computer lab to compose a letter to President Obama. Reintroduce blogging by showing the class, in the computer lab, the blogging tutorial (http://www.youtube.com/watch?v=vvvZnkhEATM). After showing the blog video once, instruct students to log onto Blogger and start their letter. Remind students of their requirements by writing the following task on the whiteboard in the computer lab: *In 8 sentences, or more, write a letter to President Obama addressing how he is a good citizen and his importance to the country. Include any questions that you
want to address to the President* If time permits, allow the students to e-mail their letters to President Obama as a great ending to the lesson.

Evaluation:

For the evaluation portion of the lesson, read each student’s blog response. Based on the information students provided, determine their grade. In addition, assess the student’s artwork to make sure they understood the characteristics required to be a good citizen.

**Blog Letter Rubric:**

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<tr>
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<tbody>
<tr>
<td><strong>Formation:</strong></td>
<td>Sentences and paragraphs are complete and well-constructed. There are &lt;2 grammar or spelling errors.</td>
<td>Sentences are complete and well-constructed. There are 3-5 grammar or spelling errors.</td>
<td>Sentences are complete with 6-8 grammar or spelling errors.</td>
<td>Sentences are complete, but have 9+ grammar or spelling errors.</td>
</tr>
<tr>
<td><strong>Content Accuracy:</strong></td>
<td>Characteristics of President Obama were expressed in a clear and organized fashion that was easy to follow in the blog. The letter contains at least 5 accurate facts about the topic.</td>
<td>Characteristics of President Obama were expressed in an organized manner in the blog. The letter contains 3-4 accurate facts about the topic.</td>
<td>Characteristics of President Obama were in an organized structure, but blog structure is minimally complete. It took more than one reading to figure out what the letter was about. The letter contains 1-2 accurate facts about the topic.</td>
<td>The blog letter seemed to be a collection of unrelated sentences. Organizational structure does not establish a connection between ideas. The letter contains no accurate facts about the topic.</td>
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**Collage Rubric:**

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<tbody>
<tr>
<td>Collage:</td>
<td>The student successfully cooperates in a small group setting and is able to provide reasonable explanation of how the pictures &amp; words in the collage relate to President Obama.</td>
<td>The student successfully cooperates in a small group setting and gives a reasonable explanation of how most pictures &amp; words in the collage are related to the President Obama.</td>
<td>The student had trouble staying on task in a small group setting. The student exhibits minimal reasoning of how most pictures &amp; words in the collage relate to President Obama.</td>
<td>The student remained off task and his/her explanations are weak and illustrate difficulty understanding how to relate the images &amp; words to President Obama.</td>
</tr>
</tbody>
</table>

**Modification:**

For the EC students in the classroom, the modification would be to pair these students with a stronger peer. This way, the stronger student can help his/her classmate stay on task and help explain characteristic relating to President Obama. For the assessment portion of the lesson, have the EC students write their letter in 4-7 sentences. This way, the students focus on the content of their response rather than the length.
Overview of Week Two

In week two, students will analyze similarities and differences among local and worldwide communities. Students will also evaluate how citizen participation can impact changes within a community.

Lesson 6
Students will explore the importance of recycling in the community. They will compose a poem explaining the impact of recycling and create an illustration that connects to the poem. Students will share their writing piece with the class.

Lesson 7
Students will travel on a virtual field trip to the Recycling Center. During the trip, students will complete a thinking map. After the trip, students will work collaboratively in small groups to compose a rap that demonstrates their knowledge on the importance of a recycling center.

Lesson 8
Students will become aware of how family members are similar and different in different communities. They will compare and contrast their own role in the community to one family member in the story. They will explore technology by creating a Glogster page demonstrating their understanding of these similarities and differences.

Lesson 9
Students will explore diversity among communities worldwide by reading the eBook Meeting Mario. Then, students will compose their own pen pal letter to Mario explaining their community to Mario.

Lesson 10
Students will explore different leaders locally, statewide, and nationally by completing a graphic organizer with a small group of peers. Then, students will travel on a virtual field trip to learn more about these leaders. Students will complete a thinking map as they meet these leaders.

Vocabulary for the week:
- Recycle
- Landfill
- Reuse
- Environment
- Recycling
- Community
- Recycling Center
- Urban
- Rural
- Race
- Religion
- Italy
- Pen Pal
- Leaders
- Government
- Local
- State
- National
- Mayor
- President
Lesson 6: Reduce, Reuse, Recycle

Grade: Third Grade  
Topic: Communities; Importance of Recycling

**Social Studies:** Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Objective: 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.

**Language Arts:** Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective: 4.02 Use oral and written language to:
*share information and ideas.
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

**Visual Arts:** Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objective: 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.

Essential Question: “What is the importance of recycling and how can I participate in recycling?”

**Vocabulary:** Recycle  
Landfill  
Reuse  
Environment

**Materials:**

*Classroom Materials:*
  - Video “Landfill Blues”
  - http://www.pbs.org/teachers/connect/resources/6476/preview/
  - Computer/Projector
  - 1 copy of *Recycle Man* in “The Green Mother Goose” by Jan Peck and David Davis

*Student Materials:*
  - Sticky note/Pencil/Crayons
  - 1 copy of poem worksheet
  - 1 sheet of blank computer paper
Engagement:

Introduce the importance of recycling in the community by showing a brief video from The Green called, “Landfill Blues.” This will be a great introduction to the lesson on the importance of recycling. Once the video has been played, ask the class to share any information they have heard of in relation to recycling. Continue whole class discussion until all ideas have been shared.

Next, share with the class four items that may or may not be recycled. At this time, post the large chart paper on the board that has four columns labeled: Water Bottle, Styrofoam Cup, Plastic Bag, and Diaper. Once the chart paper has been posted to the board, pass out four sticky notes to each student. Instruct the students to write his/her name on each sticky note. As you show the class each item have students, by table number, come up to the board and place his/her sticky note under “Recyclable” or “Not Recyclable.” Once all table groups have come to the board, call on one student that placed his/her sticky note under “Recyclable” and one under “Not Recyclable” and explain why they believe this is true. After each item, tell the class whether or not that item can be recycled and the importance of recycling those items that can be.

Repeat this process until every item has been discussed. Now, move onto the student’s task of the lesson.

Exploration:

The student’s task will be to compose his/her own first draft poem about why recycling is important in the community and an illustration to go with the poem. Explain to the class that they must listen carefully to the two examples read aloud, because these examples will help when they create their own poem. Read both poems from The Green Mother Goose. Once both poems have been read, write the next objective on the board for the class. The objective is “Write a poem about the importance of recycling and ways you can recycle.” Once this has been written, pass out one poem worksheet to each student. Have students work on composing his/her poem first. Once students have finished writing their poems, have students raise their hands signaling they are ready to move onto the illustration. Briefly read through each poem. If students are on target, pass out a blank sheet of white paper and inform the student to take out his/her packet of crayons. Students may now draw
an illustration relating to the poem. If students need support, conference with them and recommend they go back to revise parts of the poem.

Explanation/Elaboration:

Once all students have completed their first draft of their poem and their illustration, take this time to clean up from the activity. When clean up has finished, select several students to read aloud his/her poems in front of the class. Then, choose an audience member to share one positive comment about his/her peers work.

When students have shared their poems, collect their work for the assessment portion. Then, hang each student’s work around the room for others to enjoy!

Evaluation:

For the evaluation portion of the lesson, read each student’s poem. Based on the information students provided, determine their grade.

**Poem Rubric:**

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<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Poem stays focused on the importance of recycling and contains many ways that students can contribute to recycling.</td>
<td>Poem stays focused on the importance of recycling, but contains only one way the student can contribute to recycling.</td>
<td>Poem mentions the importance of recycling, but ideas are minimally structured with little explanation on ways the student can contribute to recycling.</td>
<td>Written piece has minimal focus on the importance of recycling and does not contain ways the student can help contribute to recycling.</td>
</tr>
<tr>
<td><strong>Style:</strong></td>
<td>Student’s work strongly follows the convention of a poem with characteristics of poetry studied in class (rhyme, language, repetition).</td>
<td>Student’s work follows the convention of a poem with one characteristic of poetry studied in class (rhyme, language, repetition).</td>
<td>Student’s work does not contain any characteristics of poetry studied in class.</td>
<td>Student’s work is not written in the format of a poem, but instead written as a personal narrative or other style of writing.</td>
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</table>
Illustration Rubric:

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<tr>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>Design:</td>
<td>Illustration strongly enhances student’s poem and is connected to ideas learned about recycling.</td>
<td>Illustration is connected to student’s ideas of recycling learned today.</td>
<td>Illustration does not enhance student’s poem and has little connection to the ideas learned about recycling.</td>
<td>Illustration has no relation to recycling or ideas learned about recycling.</td>
</tr>
</tbody>
</table>

Modification:

For the EC students, provide a hard copy of the two poems to these students. These poems should be used as a reference tool to help EC students compose their own poem. The two poems can also be used to help EC students establish structure and poetry elements in his/her own work.
My Recycling Poem

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 7: Field Trip to the Recycling Center

Grade: Third Grade

Topic: Communities; Recycling Center

Social Studies: Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Objective: 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.

Language Arts: Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective: 2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective: 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

Music: Competency Goal 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objective: 4.03 Arrange simple pieces for voices or instruments.

Technology Goal: Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Co-Teaching: For this lesson, the Special Education teacher will participate. While the Special Education teacher will assist in completing the graphic organizer portion of the lesson, his/her biggest role will be during the virtual field trip. Here, the Special Education teacher will work with EC students to successfully travel on the field trip and complete the thinking map in a small group setting.

Unit requirement of multicultural text: For this lesson, Where Does the Garbage Go? is the multicultural text being used because the text includes children of different races making a difference in their community.

Essential Question: How can recycling impact our community?

Vocabulary: Recycling Community Recycling Center
Materials:

Classroom Materials:
- 1 copy of *Where Does the Garbage Go?* by Paul Showers
- Virtual Field Trip
- Computer Lab
- Crayons

Group Materials:
- Computer/Pencil
- White line piece of paper/rap
- 1 copy of “Recycling Rap” Check off List

Engagement:

Review with the class yesterday’s lesson on recycling. Have an open discussion with the class. Have the class define recycling and why it is important to recycle in the community. Once discussion has settled, explain to the students that they will be going on a virtual field trip to a recycling center to discover what happens there. At this time write the essential question on the board: “How can recycling impact our community?” Next, start today’s lesson by sharing the story *Where Does the Garbage Go?*, by Paul Showers to the class. This will be a great text to engage the students. Have students listen to the story and think of ways that recycling can impact the community. Once the story has been read, have a whole class discussion where student’s share ways that recycling can impact our community. Write these ideas on the whiteboard for a visual reference. Once conversation has settled, move onto the virtual field trip portion of the lesson.

Exploration:

Have students move to the computer lab where they will be going on a virtual field trip to visit a recycling center. Make sure to bring a box of crayons for students for when they have finished their trip.

Once in the lab, have the small group of EC students move to the back of the computer lab. Here the EC students will work with the Special Education teacher to complete their virtual field trip together. Next, organize the rest of the class. Computers should be previously opened to the virtual field trip via PowerPoint. Remind students not to touch the computers until they have been told to do so. Now is the time to review with the class the objective of the virtual field trip. Objective: “Travel on a virtual fieldtrip and learn how a
recycling center can impact a community.” Advise the students to print out the thinking map before they move through the different sections of the field trip. Now, pause for any questions. Once all questions have been answered, allow students to touch their computers and get started. As students work through their field trip, walk around the room monitoring progress and making sure students are on task. Once all students have successfully traveled through the fieldtrip and completed his/her thinking map, move back into the classroom.

Explanation/Elaboration:

Once back in the classroom, split the class into groups of 3-4 students. Make sure there are both stronger students and students that will need guidance in each group. Once groups have been assigned, explain the direction out loud. Each group is to develop a creative rap that explains the role of a recycling center in the community. Encourage groups to include any information they learned from the virtual field trip. Provide each group with a check-off list of the requirements in the group’s rap. This will make sure groups fulfill all requirements.

When groups have finished their rap, allow each group to present their rap in front of the class. When the rap is over, choose an audience member to explain that group has learned by providing examples from that group’s rap. Repeat this for each group. Once groups have finished, collect the raps and display them in the class for visitors to enjoy!

Evaluation:

For the evaluation portion of the lesson, read each student’s thinking map and group rap. Based on the information students provided, determine their grade.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Virtual Field Trip</td>
<td>Student strongly recognizes the importance of recycling centers by successfully referencing the field trip and providing 7+ facts they learned.</td>
<td>Student recognizes, and the importance of recycling centers by referencing the field trip and providing 4-6 facts they learned.</td>
<td>Student recognizes, importance of recycling centers, but only provides 1-3 facts they learned.</td>
<td>Student completes the virtual fieldtrip, but does not hand in a completed worksheet.</td>
</tr>
<tr>
<td>Worksheet:</td>
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</table>
Modification:

For the Virtual Field Trip portion of the lesson, have students work with the Special Education teacher. While the rest of the class travels on the field trip independently, organize the EC students into a small group (similar to the graphic organizer portion of the activity.) While in the small group, have the EC students travel together along with the assistant of the Special Ed. teacher. The Special Education teacher will read the virtual fieldtrip out loud to the group and work together to complete the thinking map. By allowing EC students to aurally comprehend the field trip, less time will be spent on struggled reading and more time will be focused on collaborating ideas.

| Rap: | Student went beyond the guidelines listed for developing a rap by including 4+ requirements while working with peers in a small group setting. | Student includes 3-4 requirements listed while developing a rap with peers in a small group setting. | Student includes 1-2 requirements listed while developing a rap, but had trouble keeping ideas focused on topic while working with peers in a small group setting. | Student does not include any requirements listed when developing the rap. Rap does not focus on topic. |
Reduce
Reuse
RECYCLE

A trip to the Recycling Center

Before we go inside, we should learn what recycling really means and ways that you can make a difference. Click the pictures below to expand and read the information. Remember to fill in your worksheet along the way.

Today we are going to focus on what happens to the cans at recycling centers. Keep in mind that many different things can be recycled, but today we will focus on aluminum cans.
Let's head inside and see what happens to the cans that we sold.

Step 1: Cans are loaded onto a conveyor belt where they are then sorted and crushed.

Step 2: Once the cans have been sorted and crushed, a bundle of crushed cans will now be turned into new cans. Check out our site to learn more about recycling!
Just Click on the Can!

How can you help recycle? Double click the green box below to discover ways you can make a difference.

I hope that you all enjoyed your trip today and you learned something new about recycling. When you have completed your worksheet, click the picture below to explore fun games.

RECYCLE it begins with you and me!

Rubric

<table>
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<tr>
<th>Rubric</th>
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<tbody>
<tr>
<td></td>
<td>Student demonstrates understanding of recycling practices; engages in meaningful discussion about recycling and its importance.</td>
<td>Student demonstrates basic understanding of recycling practices; engages in some discussion about recycling but not as meaningful.</td>
<td>Student does not discuss recycling practices or engages in a meaningful way.</td>
</tr>
<tr>
<td></td>
<td>Student meets criteria for developing a plan to incorporate recycling into the classroom setting.</td>
<td>Student makes a superficial attempt at incorporating recycling into the classroom setting.</td>
<td>Student does not include any mention of recycling in the classroom setting.</td>
</tr>
</tbody>
</table>

Student emphasizes the value of recycling, but does not provide a complete explanation.

Student includes a table, flowchart, or any other visual aid to explain recycling practices in the classroom setting.

Student does not include any visual aids to explain recycling practices.
We Can Recycle!

Make a list of information you have learned while visiting the Recycling Center:

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
<td>7.</td>
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<td>4.</td>
<td>8.</td>
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</table>

Name: _______________
Recycling Rap

Objective: “Work in your group to create a recycling rap that displays your knowledge on recycling and the role of a recycling center in the community.”

Include the Following:

- Rap has at least 5 lines
- Rap has at least 2 lines that rhyme
- Rap explains the importance of a recycling center
- Use hands, feet, or table to keep a steady beat.
Lesson 8: Diversity Among Communities

Grade: Third Grade   Topic: Communities; Diverse Communities

**Social Studies:** Competency Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

2.02 Analyze similarities and differences among families in different times and in different places.

**Language Arts:** Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objective: 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

*reflecting on learning, gaining new insights, and identifying areas for further study.

3.03 Use text and own experiences to verify facts, concepts, and ideas.

**Visual Arts:** Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2 )

Objective: 3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.

**Technology Goal:** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Unit requirement of multicultural text:** For this lesson, *Country Kid, City Kid* is the multicultural text being used because the story introduces different lifestyles that can be found in different communities.

Essential Question: How are family members different and similar in different communities?

**Vocabulary:** Communities   Religion
Urban   Race
Rural

Materials:

*Classroom Materials:*

1 copy of *Country Kid, City Kid*, by Julie Cummins
Computer Lab
Glogster Tutorial: [http://www.youtube.com/watch?v=cVUTAX5EOd8](http://www.youtube.com/watch?v=cVUTAX5EOd8)
Engagement:

This lesson will start off in a whole class setting. Start the lesson by writing the essential question on the whiteboard, “How are family members similar and different in different communities?” Briefly explain to the class that there are many factors that contribute to the shaping of communities. Encourage students to throw out any ideas that help make communities different. * Make sure to include race and interests as two major differences.* Write these ideas on the board for the students to reference. Then, explain to the class that today’s goal is to investigate one’s own role in the community. This will help the students understand their objective for the day.

Next, engage students with the story of Country Kid, City Kid. This story is a great resource to help introduce the idea that the United States is a nation made up of many different cultures that can be found in different communities. Explain to the class that it is important to understand the different type of ethnic groups that can makeup communities. While reading the story aloud, advise students to take mental notes of the people, places, and things that may seem different and similar to their own lives. Once the story has been read, have students “Think, Pair, Share.” At this time students are to turn to their neighbor, at their desk, and discuss their findings from the reading. When conversation has settled, call on several students to share their discoveries with the class. Once volunteers have shared, move into the activity.

Exploration:

Next, explain to the class that each student is to complete a Venn-diagram (Taken from http://www.eduplace.com/graphicorganizer/pdf/venn.pdf). The diagram needs to compare and contrast the similarities and differences of the student’s role in his or her community to a family member discussed in the story. This information will then be used to create a “Glogster” at the end of the activity. Before distributing materials, pause for
questions. Once questions have been answered, pass out the Venn-diagram graphic organizer, and let students get to work. Walk around the room to make sure students are staying on task and filling in the Venn-diagram appropriately. Monitoring is critical because the information students include will be used in the next portion of the lesson.

Explanation/Elaboration:

Once students have completed their Venn-diagrams, briefly scan over each child’s work to make sure they included similarities and differences. Next, have the class move into the computer lab. Make sure students have their Venn-diagram with them. Inform the class not to touch their computers until they have permission. Now, reintroduce Glogster by showing the class, in the computer lab, the Glogster tutorial (http://www.youtube.com/watch?v=cVUTAX5EOD8). After showing the video once, instruct students to log onto Glogster and create their own page. Write the objective on the whiteboard in the computer lab. The objective is to: “Create a Glogster that displays differences and similarities among you and one family member from Country Kid, City Kid.” Remind students of their requirements by providing each student a copy of a check off list.

Note: This activity will most likely take more time than planned for. Make sure each pair saves their work, so they can continue working on it at another time.

Evaluation:

For the evaluation portion of the lesson, read each student’s Glogster. Based on the information students provided, determine student’s grade.

Glogster Rubric:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Technology:</td>
<td>Student takes advantage of technology resources to create a graphic comparison of his/her role in the community to the role of a family member in the story.</td>
<td>Student uses technology to create a graphic comparison of his/her role in the community to the role of one family member in the story.</td>
<td>Student tries to use technology to create a graphic comparison of his/her role in the community to one family member in the story, but gives up.</td>
<td>Student does not try to use technology to create a Glogster.</td>
</tr>
</tbody>
</table>
**Modification:**

For the EC students in the classroom, the modification would be to adjust the requirements in his/her Glogster page. This way, the EC student has more time to focus on the content of his/her Glogster rather than fulfilling multiple requirements. Also, there needs to be a different check off list made for the EC students to use when making his/her Glogster page.
Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.
Glogster Project

**Objective:** “Create a Glogster that displays differences and similarities among you one character from *Country Kid, City Kid.*"

**Include the Following:**

- Name of you and the character
- At least 3 Similarities between you and the character
- At least 3 Differences between you and the character
- At least 3 pictures are included in your Glogster
- Color and neatness of your Glogster page
Glogster Project (EC Student)

**Objective:** “Create a Glogster that displays differences and similarities among you one character from *Country Kid, City Kid.*"

**Include the Following:**

- Name of you and the character
- At least 1 Similarities between you and the character
- At least 1 Differences between you and the character
- At least 2 pictures are included in your Glogster
- Color and neatness of your Glogster page
Lesson 9: Diversity Around the World

Grade: Third Grade  Topic: Communities; Diverse Communities

Social Studies: Competency Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.
   Objective: 2.03 Describe similarities and differences among communities in different times and in different places.

Language Arts: Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
   Objective: 4.02 Use oral and written language to:
      * share information and ideas.
   4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

Technology Goal: Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Unit requirement of multicultural text: For this lesson, the developed eBook is the multicultural text being used. The eBook introduces a pen pal living in Italy that writes a friendly letter describing a Italian community.

Essential Question: How are communities around the world similar and different to my community?

Vocabulary: Communities  Pen Pal
             Italy
             Rural

Materials:
Classroom Materials:
   1 copy of Meeting Mario
   Computer Lab
   Whiteboard/Marker

Student Materials:
   1 Graphic Organizer/Pencil
   1 Copy of a pen pal letter template
   Computer

Engagement:
This lesson will start off in a whole class setting. Start the lesson by writing the focus question on the whiteboard, How are communities around the world similar and different to my community? Connect this lesson to the previous lesson by mentioning how communities are not only different in The United States, but throughout the rest of the world as well. Encourage students to provide examples of how they were similar/different to a character in Country Kid, City Kid. Continue to have an open discussion until all volunteers have shared. 

Next, introduce the eBook, Meeting Mario to the class. Explain to the class that they will be reading Meeting Mario and discovering how communities around the world can be different and similar to their own community. Inform the class that at the end of the reading they will write their own letter to the pen pal introduced in the story.

Next, have students move into the computer lab to read Meeting Mario. Meeting Mario should already be uploaded onto the computer and ready to go. Advise students not to touch his/her computer until the teacher has instructed it is okay to do so. Allow EC students to wear headphones so they can follow along as the story is read aloud to them. The rest of the class will read the story independently. Remind students to think about how they are similar/different to the pen pal in the story. Finally, inform the class that once they have finished reading the story, sit quietly for further instruction.

Exploration:

Once students have completed reading the story, move back into the classroom. Inform the class that they will now be writing a letter to Mario (character from the eBook) about their community. Have the class share ideas that they can include in their letter to Mario. Pass out a graphic organizer that the class will complete together. This graphic organizer will be used to write down all ideas the class wants to include in the letter to Mario. This will help organize student ideas. As students volunteer, write their ideas on the whiteboard for students to transfer onto their graphic organizer. These ideas may include (family life, school, activities in the community, etc). As a class, select 3-4 ideas that the class wishes to include in their letter. Once all ideas have been written on student’s graphic organizers, move onto the letter-writing portion of the lesson.
Explanation/Elaboration:

Finally, advise the class that this letter will be their first draft to Mario. The final letter to Mario will be completed another day. Pause for any questions. Answer all questions the class may have. Now, provide each student with a letter template for students to write their first draft on. When all students have their letter template, review with the class how a letter starts and ends. Then, encourage students to reflect upon their graphic organizer to make sure they include all of their ideas in the letter. As the students write their letter, walk around the room and monitor progress. Make sure students are using accurate letter formatting when writing their letter. This should include appropriate beginning and ending to their letter as well as punctuation. If time permits, share several pen pal letters with the class.

Evaluation:

For the evaluation portion of the lesson, read each student’s letter to Mario. Based on the information students provided, determine student’s grade.

Letter Rubric:

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<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Formation:</td>
<td>Student successfully follows letter format by including appropriate punctuation, and start/finish to the letter.</td>
<td>Student follows letter format by including appropriate start and finish to the letter. There are minimal punctuation errors present.</td>
<td>Student tries to follow the letter format but is missing 1-2 key components of a letter.</td>
<td>Student fails to follow the letter format and has minimal punctuation that is accurate.</td>
</tr>
<tr>
<td>Presentation &amp; Organization:</td>
<td>Student includes 4+ ideas about his/her community from the graphic organizer within the letter. Ideas are well organized and stay on topic.</td>
<td>Student includes 3 ideas about his/her community from the graphic organizer within the letter. Ideas were expressed in an organized manner.</td>
<td>Student includes 2 ideas about his/her community from the graphic organizer within the letter. Ideas are somewhat organized, but took more than one reading to figure out what the letter was about.</td>
<td>Student includes &lt;2 ideas about his/her community from the graphic organizer within the letter. Organizational structure does not establish a connection between ideas.</td>
</tr>
</tbody>
</table>
Modification:

For the EC students in the classroom, the modification is to provide these students with headphones while reading *Meeting Mario* in the computer lab. This way, EC students are able to follow along as the story is being read aloud to them. By listening to the story, EC students will have an easier time comprehending the text.

For writing the letter, EC students will be expected to write about two of the four topics the class chose to include in the letter. They can use their graphic organizer to decide which two topics they wish to include.
Meeting Mario

By Ms. Berman

Author's Note:
Let's Start Reading!

- On each page, click the icon for the story to be read aloud to you.

68
To begin, I was born and raised in Sicily, Italy. It sure is a beautiful place to live. Many people say that Italy is shaped like a boot-shaped peninsula that is in the Mediterranean Sea. Do you think Italy is shaped like a boot?

Next, I want to tell you about my family. In my casa, which means house in English, I live with my mom, dad, my older brother Salvatore, younger sister Marissa, and my dog, Amelia. My grandparents live right next door to my casa. We have a lot of fun together. Who lives in your family?

My family owns a pizzeria in town which my papa built before I was born. When my parents are busy working there, my grandparents will watch my siblings and me. We love spending time with our grandparents. Who do you like to spend time with?

Another thing you should know about my family is that we love to cook! We eat our main meal at midday and it is usually macaroni with a tomato-based sauce. That is my all-time favorite! We also love to eat cheese and pork. What do you like to eat?
If you can find me eating, you can find me playing sports with my friends. Soccer is the most popular sport in Italy, but my favorite sport to play is baseball. It's an old Italian tradition that my papa taught me. What sports do you like to play?

Next comes school, which is very important in Italy. When you are my age, you go to elementary school. Then, when you turn eleven, you must take a test to enter junior high school. I attend school six days a week, from 8:30 a.m. until 1:30 p.m., from September until mid-June. When do you go to school?

While most people speak Italian in Italy, it's very important that we learn English at a young age. There are also people that speak German and French here. What languages do you hear where you live?

My mamma has also told me a lot about the weather in America. What is the weather like where you live? In Sicily, January gets really cold, about 10 degrees. In June, the weather is hot! The temperature is 95 degrees. That is when my family and I go to the beach.
My favorite time of the year is summer. There are a lot of celebrations that happen in Italy. The oldest festival we celebrate is Festina d’S. Rosalia. We honor our saint Valerian. My favorite part are the fireworks. What is your favorite holiday?

Well, Franklin, it is time for dinner here in Sicily. I hope you learned a lot about me and my family. One day, I hope you can come visit Sicily and I can take you to a soccer game. I can’t wait to hear back from you. Until then, Arrivederci...bye!

Wow! I can’t believe all that I have learned about Mario and his life in Italy. I am going to write Mario back and tell him all about my life in the United States.

You should give it a try too! Write Mario a friendly letter telling him all about you and your community. How are you and Mario the same? How are you and Mario different? Good luck and have fun. See you next time!
Resources Used to Make This eBook

- All images taken from googleimages.com
- Ideas taken from:
  - http://library.thinkquest.org/2012187/
    italy_way_of_life.htm
  - http://library.thinkquest.org/C0212302/mexico.html
  - http://www.tulane.edu/~broadbent/lit2004/italy/
    _europaen/italy.html
Pen Pal Letter Template

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Your Pen Pal,
Lesson 10: Meet Our Leaders

Grade: Third Grade  
Topic: Communities; Local, State, & National Leaders

**Social Studies:** Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

   Objective: 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.

**Language Arts:** Competency Goal 1: The learner will apply enabling strategies and skills to read and write.

   Objective 1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.

   Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

   Objective: 2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

   Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

   Objective: 4.02 Use oral and written language to:

   * share information and ideas.

   Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

   Objective: 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

**Technology Goal:** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Co-Teaching:** For this lesson, the Special Education teacher will participate. While the Special Education teacher will assist in completing the graphic organizer portion of the lesson, his/her biggest role will be during the virtual field trip. Here, the Special Education teacher will work with EC students to successfully travel on the field trip and complete the thinking map in a small group setting.

**Unit requirement of multicultural text/ global connection:** For this lesson, the virtual field trip allows students to read and explore how President Obama is a global leader and the importance of being part of The United Nations.

Essential Question: What are the responsibilities and duties of our local, state, and national leaders?
Vocabulary: Leaders
   Government
   State
   National
   Mayor
   President
   Local

Materials:

Classroom Materials:
   Virtual Field Trip
   Computer Lab
   Overhead
   1 transparent copy of graphic organizer
   Crayons

Group Materials:
   3 copies of Local Government by Ernestine Giesecke
   3 copies of State Government by Ernestine Giesecke
   3 copies of National Government by Ernestine Giesecke
   Graphic Organizer
   Computer/Pencil

Engagement:

   Before starting the lesson, introduce the Special Education teacher to the class and explain that he/she will be participating in the lesson. If students have questions, or need help throughout the lesson, encourage students to ask the Special Education teacher for assistance.

   Next, write the essential question on the board for the class to read: “What are the responsibilities and duties of our local, state, and national leaders?” Briefly discuss with the class the important role that leaders have in our community and around our nation. Next, split the class into three groups. Make sure groups include students of above, average, and below reading levels for maximum learning. Each group should then be given three copies of the books listed under “Materials.” One group will be local government, one will be state government, and the other will be national government. Workings collaboratively, have the students read/scan through the text and fill out their portion of the graphic organizer.

   Students will also be expected to use the glossary in the back of the text to define the words included in his or her graphic organizer. Provide students with 20-25 minutes to complete this section of the lesson, so that all students have an opportunity to read the text. Both teachers should be monitoring progress and making sure all students are contributing ideas at
this time. Once each group seems to have completed their section of their graphic organizer, ring the bell to signal students back to their desks.

Next, turn on the overhead projector and place a transparent copy of the graphic organizer onto the overhead. Both teachers should participate in completing the graphic organizer on the overhead. Note: Have both teachers rotate turns writing ideas and finishing each section on the overhead projector. Collectively, the class will share information they learned from their text while filling out the graphic organizer. Call on volunteers from each of the three groups to share information that their group wrote on their worksheets. Start with local government. While the student shares, write his/her ideas in the appropriate section of the transparent graphic organizer. Make sure the rest of the class is completing their organizer as well. Continue this process until all sections of the graphic organizer have been supported with facts. Once conversation has settled, advise the class to put away their graphic organizers and line up at the door with a pencil. The class will be heading to the computer lab for the next portion of the lesson.

Exploration:

Have students head to the computer lab where they will be going on a virtual field trip to visit local, state, and national leaders. Make sure to bring a box of crayons for students to use once they have finished their trip.

Once in the lab, have the small group of EC students move to the back of the computer lab. Here the EC students will work with the Special Education teacher to complete their virtual field trip together. Next, organize the rest of the class. Computers should be previously opened to the virtual field trip via PowerPoint. Remind students not to touch the computers until they have been told to do so. Now is the time to review with the class the objective of the virtual field trip. Objective: “Travel on a virtual fieldtrip and learn about local, state, and national leaders while completing a thinking map along the way.” Advise the students to print out the thinking map before they move through the different sections of the field trip. Now, pause for any questions. Once all questions have been answered, allow students to touch their computers and get started. As students work through their field trip, walk around the room monitoring progress and making sure students are on task. Once all
students have successfully traveled through the fieldtrip and completed his/her thinking map, move back into the classroom.

Evaluation:

For the evaluation portion of the lesson, read each student’s thinking map. Based on the information students provided, determine their grade.

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<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Map:</td>
<td>Student strongly recognizes the role of local, state, and national leaders by providing detailed description of each position. All sections of the thinking map are completed.</td>
<td>Student recognizes, and completes, two of the leadership position on his/her thinking map. Descriptions of those positions have a brief description.</td>
<td>Student recognizes, and completes, only one leadership position on his/her thinking map. Description of that position is brief.</td>
<td>Student completes the virtual fieldtrip, but does not hand in a thinking map.</td>
</tr>
<tr>
<td>Graphic Organizer:</td>
<td>Exhibits skillful use of referencing text &amp; sharing ideas that is purposeful while completing graphic organizer with peers in a small group setting. Student accurately navigated through the text to define all vocabulary related to the text.</td>
<td>Exhibits reasonable use of referencing text &amp; sharing ideas that is precise and purposeful while completing graphic organizer with peers in a small group setting. Student navigated through the text to define only one vocabulary word related to the text.</td>
<td>Exhibits minimal use of referencing text &amp; sharing ideas that is not quite purposeful. Had trouble staying on task and completing graphic organizer with peers in a small group setting. Student tried to use word-referencing materials to navigate through the text, but had trouble defining the vocabulary.</td>
<td>Lacks use of referencing text &amp; sharing ideas that is purposeful. Remained off task when completing graphic organizers in a small group setting. Student did not use word-referencing materials and did not define vocabulary related to the text.</td>
</tr>
</tbody>
</table>

Modification:

For the Virtual Field Trip portion of the lesson, have students work with the Special Education teacher. While the rest of the class travels on the field trip independently, organize the EC students into a small group (similar to the graphic organizer portion of the activity.) While in the small group, have the EC students travel together along with the assistant of the Special Ed. teacher. The Special Education teacher will read the virtual fieldtrip out loud to the group and work together to complete the thinking map. By allowing EC students to aurally comprehend the field trip, less time will be spent on struggled reading and more time will be focused on collaborating ideas.
Local, state, and national leaders work to solve problems and keep people safe. Click each circle below to learn more about each leadership role.

Local Leaders of High Point, NC

• Welcome to a lesson on Local Leaders! These people play an important role in our local government. They build and maintain local roads, schools, and parks. They also provide services such as enforcing laws.

Meet the mayor of High Point, NC: Rebecca R. Bleckner.
Click her picture to learn more about how Mrs. Bleckner is a strong leader.

Find local leaders in your own community by clicking here.

Click the arrow below to return back to the main page.
Works Cited

- All Images Taken From: googleimages.com
- Biography on Mayor: http://www.memphis.gov/neighborhood/neighborhoods.htm
- About Governor Fulflo: http://www.governor.state.nc.us/gov/about/getintouch.nsf
- President's Job: http://www.whitehouse.gov/first-lady/presidents-job
- The White House: http://www.whitehouse.gov/admin/briefing-room
- The United States: http://www.whitehouse.gov/admin/briefing-room
- President Obama's Speech: http://www.youtube.com/watch?v=98l6bcJgA0Q
- Word Game: http://www.governor.state.nc.us/school/wordgames.nsf
- Word Search: http://www.hellower.com/wordsearch
Thinking Map

Direction: As you travel on the virtual field trip, fill in your thinking map with information you have learned about local, state, and national leaders.

Name:

National:

State:

Local:
Name: _________________     Date:___________________ 
Directions: List the roles and responsibilities of leaders found locally, statewide, and nationally.

Local

Mayor:

City Hall:

State

Government:

State Capitol:

Leaders

National

President:

Commander in Chief:

Extra Credit: What is The United Nations?
**Summative Assessment for the Unit**

The summative assessment will be given to the class at the end of the two weeks as a closing to the unit. The assessment will evaluate how much material students have learned throughout the two-weeks on citizenship. With the assessment developed in Turning Point, students must answer eleven questions from the first week and eleven questions from the second week of the unit. The assessment questions have been divided evenly among the two weeks to easily assess how well the class understood the material taught. If more students answered the first eleven questions correctly, than it can easily be concluded that a review may be beneficial on topics related to the second week. Although students will be expected to apply their knowledge on different concepts taught throughout the unit, Turning Point will also pinpoint which students will benefit from a review on concepts related to citizenship.

For those students that scored low on the summative assessment they will be placed in a small group for remediation. Rather than requiring the entire class to review the learning concepts, only those students that need the extra help will be pulled. This way, the teacher will be able to pay close attention to instructional needs of the students in the small group. In addition, the students will be encouraged to work cooperatively to understand the learning concepts. Students will also be given the opportunity to ask the teacher questions that they originally may not have felt comfortable asking.

On the following page are the summative assessment questions that will be asked:
Citizenship Unit Summative Assessment

Directions
- Read the question.
- You have 20 seconds to respond.
- Press the correct letter on your clicker that matches the answer you think is best.

Which of the following is an example of being a good citizen?

1. Bullying a friend.
2. Running in the middle of the road.
3. Volunteering to clean the park.
4. Stealing from the toy store.

How is a police officer a good citizen?

✓ They help people cross the street safely.
2. They fight fire.
3. They sell cookies.
4. None of the above.
A good citizen is...
1. Responsible.
2. Caring.
3. Respectful.
4. All of the above.

A good citizen does which of the following?
1. Obey the law.
2. Is honest.
3. Cleans up after themselves.
4. All of the above.

Which of the following is a rule that is important to follow?
1. Hurt the environment.
2. Pay a Starbucks.
3. Wear your seatbelt in the car.
4. Go to jail for stealing.

What is a consequence?
1. A set of understood principles.
2. What happens as a result of what a person does.
4. None of the above.
Why is it important to establish rules?

1. To get classmates in trouble.
2. To break the rules.
3. There shouldn’t be rules.
4. To keep people safe.

Which of the following is an example of being a good citizen at school?

1. Volunteering for jobs in the classroom.
2. Returning your library books late.
3. Breaking the fire drill rules.
4. Handing in homework late.

What does being a responsible citizen mean?

1. Not helping others.
2. Not telling the truth.
3. Being able to choose between right and wrong.
4. Not obeying the law.

Who is Barack Obama?

1. A firefighter.
2. A teacher.
4. The President of The United States.
Which of the following pictures shows how President Obama is a good citizen?

1. Does not contribute to the community.
2. Serving others before himself.
3. Is not honest with his citizens.
4. Does not respect his country.

What does it mean to recycle?

1. Throw away everything.
2. Convert waste into reusable material.
4. None of the above.

What is the definition of a landfill?

1. A place to wash your car.
2. A place to have dinner.
3. A place where waste is buried between layers of earth.
4. A place to throw away recyclable products.

Which of the following can you recycle?

1. Water Bottle.
2. Styrofoam Cup.
3. Diaper.
Which is the symbol used to represent a recyclable item?

1. A green heart.
2. A person holding two thumbs up.
3. A circle made of three arrows.
4. A green star.

If you reduce waste, what happens?

1. You conserve valuable resources.
2. You save money.
3. You help the environment.
4. All of the above.

What type of community do we live in?

1. City.
2. Urban.
3. Rural.
4. Suburban.

Are all communities the same around the world?

1. Yes! Communities are all the same.
2. I'm not sure.
3. Communities are all different.
4. There is only one community in the world.
Our pen pal Mario lives in Sicily, Italy. How is Mario's community different than ours?

1. Sicily is much larger than High Point.
2. Sicily has elementary schools.
3. Sicily has pizzerias.
4. Sicily has soccer fields.

What is a leader?

1. Someone who does not work.
2. Someone that takes control.
3. Someone who is unorganized.
4. Someone who is scared.

What is one job of our Mayor?

1. Maintain local roads.
2. Get people in trouble.
3. Send mail.
4. Run the country.

President Obama is a global leader. What does it mean to be a global leader?

1. Having friends in other countries.
2. Living in another country.
3. Fighting with another country.
4. Maintaining partnerships with other countries.
Extra Credit: What is the United Nations?

- Another name for the United States.
- A country in Europe.
- An international organization that promotes international peace.
- There is no such thing as the United Nations.

Way To Go, Class!

- Place your clicker in the middle of your table.
- Pull out your silent reading book and wait for the next set of directions.
<table>
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<th>Learning Environment:</th>
<th>Classroom Management:</th>
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<tr>
<td>● The lesson reflects evidence of planning.</td>
<td>● All students are actively engaged in a variety of meaningful ways with the maximum use of instructional time.</td>
<td>● The candidate encourages collaboration among students regardless of existing classroom arrangement.</td>
<td>● Behavior management system is enforced.</td>
</tr>
<tr>
<td>● The objective(s) are clear (posted, stated, or otherwise obvious).</td>
<td>● Real-world connections are evident.</td>
<td>● The student/teacher candidate interaction is positive.</td>
<td>● Expectations are enforced in a fair, consistent, and caring manner.</td>
</tr>
<tr>
<td>● The essential question is posted and relevant to the day’s lesson.</td>
<td>● The teacher uses a wide range of instructional strategies that address learning styles and individual needs.</td>
<td>Comments: <em>You picked your pairs carefully. This made it easier for the EC students to be involved and successful.</em> You moved around the room effectively during the independent practice. Your feedback was very helpful.</td>
<td>● Routines/procedures are well established.</td>
</tr>
<tr>
<td>● The lesson builds on prior learning and connects to future knowledge and skills.</td>
<td>● Materials are varied and appropriate</td>
<td>Comments: <em>Used proximity to refocus Jake. Called on students that were off task.</em></td>
<td>● The noise level is appropriate.</td>
</tr>
<tr>
<td>● Planned assessments are appropriate for the ability and developmental level of the students.</td>
<td>● Instruction promotes higher order thinking and/or problem solving.</td>
<td></td>
<td>● Transitions are smooth with no loss of instructional time.</td>
</tr>
</tbody>
</table>

Comments: Met the lesson objectives!

*Could have used an overhead + chart to model independent practice.*

Comments: *The story was a great "hook" for the lesson. The students enjoyed the independent activity and was a great way to check for understanding.*

I liked the way you used "tricking" them to see who was paying attention.

Intern met the learning needs of the unique learner.

---

Cooperating teacher: Alex Blanchard

University Supervisor: Alex Blanchard

Date: 10/17/11
**Planning**
- The lesson reflects evidence of planning. Plans approved.
- The objective(s) are clear (posted, stated, or otherwise obvious). Told students expectations.
- The essential question is posted and relevant to the day's lesson.
- Posted and discussed
- The lesson builds on prior learning and connects to future knowledge and skills.
- Rules & Consequences
- Planned assessments are appropriate for the ability and developmental level of the students.
- Approved

**Comments:**
- Plans of excellent quality!

**Instruction**
- All students are actively engaged in a variety of meaningful ways with the maximum use of instructional time. Returned from restroom & were seated.
- Real-world connections are evident. Book discussed consequences.
- The teacher uses a wide range of instructional strategies that address learning styles and individual needs. T chart.
- Materials are varied and appropriate book, board.
- Instruction promotes higher order thinking and/or problem solving. Had to work together wait time.
- The teacher displays extensive content knowledge.
- Meaningful feedback is provided. See above! Strength!
- Concepts are modeled and demonstrated prior to independent practice.

**Comments:**
- T chart used for rules and consequences with small groups.
- Intern met the learning needs of the unique learner.

**Learning Environment**
- The candidate encourages collaboration among students regardless of existing classroom arrangement. Paired & shared. T chart group.
- The student/teacher candidate interaction is positive.

**Classroom Management**
- Behavior management system is enforced. Give student eye!
- Expectations are enforced in a fair, consistent, and caring manner.
- Routines/procedures are well established. Students took out book when asked.
- The noise level is appropriate. Was completed.
- Transitions are smooth with no loss of instructional time. When students completed work, they were given appropriate wait time.
- Classroom disruptions are handled quickly, effectively, and without distractions to the instructional process.
- Manny?

**Cooperating Teacher**

**University Supervisor**

**Date**

**Observer:** Lisa Horne

**Candidate:** Candace Berman

**Date:** 10/7

**Time:** 9:40

**Subject:** SS III

**Grade:** 2

**Beginning of Lesson ✔ Middle of Lesson ✔ End of Lesson ✔**
<table>
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<td>● The student/teacher candidate interaction is positive.</td>
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</tr>
<tr>
<td>● The essential question is posted and relevant to the day's lesson.</td>
<td>● The teacher uses a wide range of instructional strategies that address learning styles and individual needs.</td>
<td>Comments: The groups worked well together. I would have suggested moving one student to a group of 3.</td>
<td>● Routines/procedures are well established.</td>
</tr>
<tr>
<td>● The lesson builds on prior learning and connects to future knowledge and skills.</td>
<td>● Materials are varied and appropriate</td>
<td>Comments: Students had to use learned concepts and apply them.</td>
<td>● The noise level is appropriate.</td>
</tr>
<tr>
<td>● Planned assessments are appropriate for the ability and developmental level of the students.</td>
<td>● Instruction promotes higher order thinking and/or problem solving.</td>
<td>Comments: Intern met the learning needs of the unique learner.</td>
<td>● Transitions are smooth with no loss of instructional time.</td>
</tr>
<tr>
<td></td>
<td>● The teacher displays extensive content knowledge.</td>
<td>Comments: Ms. Berman used several techniques to make sure all students were on task. She is developing that &quot;sixth sense&quot; about where to stand, etc.</td>
<td>● Classroom disruptions are handled quickly, effectively, and without distractions to the instructional process.</td>
</tr>
<tr>
<td></td>
<td>● Meaningful feedback is provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Concepts are modeled and demonstrated prior to independent practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments: Extension of last week's lesson. I enjoyed the assessment activity!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Candidate:** Candice Berman  **Date:** 10/14/11  **Time:** 8:00  **Grade:** 3  **Subject:** S. Studies  **Observer:** A. Blanchard

Cooperating teacher  10/14/11  Date

University Supervisor  Date
Reflection

As the 21st century classroom continues to grow, it is important that future educators, like myself, are well prepared for teaching 21st century students. Throughout the course of developing my unit, my goal was to target student learning while exposing myself to the future of education. In order to meet my goal, I made sure I taught 21st century skills while incorporating effective assessments that could be used to plan future instruction.

With the accessibility of technology at an all time high, it is essential to take advantage of the resources in the classroom. Providing my students with a variety of learning styles was important to me. By incorporating technology into more than half of my lessons, I was able to make my activities engaging for my students. Also, with my technology including visual, oral, and auditory instructions, I was able to target different learning styles. This way, my students would be exposed to more than one way of learning. Establishing a learning environment that promotes different learning styles is an important 21st century skill. I believe that using technology to challenge my students in a unique way was a strong attribute to my unit.

Looking back on my unit I also believe I did a great job targeting curriculum objectives that are required to be taught from the Standard Course of Study for North Carolina. Without meeting these objectives, students would not benefit the most from their learning. To make sure I successfully met every objective, I would choose an objective first, and plan my lesson second. This way, I was able to reflect upon the original goals of the lesson and make sure I was still heading in the right direction. It also reassured me that I was meeting requirements set forth by North Carolina.

A challenge while developing my unit was creating authentic assessments that
would be used to plan future instruction. From current classes that I am taking, I recognized how important formative assessments are. With that being said, I wanted to challenge myself to incorporate assessments that encourage students to explain their thinking. This way, I would be able to understand my student’s thought process and understanding of the concepts being taught. I researched different assessment ideas to make sure I was choosing applicable evaluations that targeted future teaching and learning. As a result, I included several assessments that were discussed in class such as “Ticket out the Door.” I also included other resource ideas such as a “Two Minute Essays.” to allow my students to share their ideas in writing. Then, I would assess my student’s responses and determine if a review on the topic was necessary, or additional help was required. Assessing students learning is crucial when it comes to future instructional approaches. Teachers need to target individual needs and support every student’s strengths and weaknesses. By analyzing student work samples through the use of formative assessments, I can meet these needs.

Overall, developing this unit has exposed my true potential. Throughout the course of building this unit, I was challenged to stay organized, creative, and target 21st century skills. I proved to myself that through immense dedication, a strong product can be made. While at times creating this unit was frustrating, I performed to the best of my ability and am proud of the unit I produced.


rhyme at a time. Sterling Pub Co Inc.


WGBH Educational Foundation (2011). Landfill blues [Video webcast]