

Lesson Title: A Culture of Citizenship!

Grade Level: 3rd grade

Presented by: Ms. Maria Lourdes Nocedal

"Our ability to reach unity in diversity will be the beauty and the test of our civilization." -Mahatma Gandhi

"The desire to improve ourselves for the sake of doing good to others is truly moral. The highest moral law is that we should unremittingly work of the good of mankind." -Mahatma Gandhi

"I am what I am because of who we all are." -Mahatma Gandhi

Context of the unit: This is a unit part of a unit about community/classroom culture and active and cooperative interactions. This unit is specific on being an active and good citizen and peaceable people. The class created a classroom agreement contract which each student gave one characteristic/behavioral agreement. They said they would agree to the contract by verbally stating their agreement and signing it (Taking ownership of their agreements).

Context of the lesson: This lesson is an introductory lesson to introduce the larger lesson about civic responsibility, community participation, and creating a community culture.

Standards Addressed in the Unit: (Continuity and Change)

CA Reading/Language Arts Content Standards:

1.0: Word Analysis, Fluency, and Systematic Vocabulary Development and 2.0: Reading Comprehension

Writing 1.0: Writing Strategies and Writing 2.0: Writing Applications (Genres and Their Characteristics)

Social Studies Lesson - Finding Your Location: While discussing absolute location, students are encouraged to describe the community in which they live.

Too Good For Violence SFUSD health program: The classroom community will discussion to create peace among people that are of different communities and geographic regions. **Peaceable People.**

Standards Addressed in *this* lesson:

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in classroom, in the community, and in civic life.

CA Reading/Language Arts Content Standards:

1.0: Word Analysis, Fluency, and Systematic Vocabulary Development

-1.6: Use sentence and word context to find the meaning of unknown words.

-1.7: Use a dictionary to learn the meaning and other features of unknown words

2.0: Reading Comprehension

Writing 2.0: Writing Applications (Genres and Their Characteristics)

-2.2: Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Social Studies Lesson - Finding Your Location: While discussing absolute location, students are encouraged to describe the community in which they live.

Big Idea(s): The lesson will address many bigger themes such as:

-The strength of a democracy is equal to the strength and character of its citizens/community. (We must understand, participate in, and further develop our system of government to ensure democracy).

-*E Pluribus Unum*: out of many, one. (From a variety of sources and experiences, we have developed a successful government and legal system).

-The political process involves participation; understanding requires student engagement. (Integration and application of new learning in multiple learning modalities helps students deepen understanding).

-Core Character Traits: Unity, Self-determination, Responsibility, Sharing, Purpose, Creativity, Faith, Truth, Justice, Order, Harmony, Balance, Caring, Honesty, Cooperation, Respect, Courage, Fairness, and Self-discipline.

Essential Questions/Issues:

1. What does it mean to be an active and respectful citizen?
2. Is citizenship a right or a responsibility?
3. Does social capital (involvement) strengthen a community and government?
4. How is a peaceable community formed?

Higher Order Thinking Questions:

-Synthesis:

1. What would it be like to live in a peaceable community/culture?
2. Use your imagination to draw a picture of a peaceable community/culture?

-Analysis:

1. What kind of person is a respectable citizen?
2. What are the main ideas in the book, The Culture of Respect?
3. What was the message the author was trying to give us?
4. Infer and predict what the book is about and how it relates to a culture of citizenship?

-Evaluation:

1. Would you recommend this book to other students in our school and give your opinion on why would you think this book would be good for other students?

Objective(s):

Students will explain in writing, oral, and drawing their understanding of the ways in which citizens be active and respectful citizens in a democracy.

Students will learn how to create community cultures that form and maintain the core characteristics.

Assessment:

I will assess my students:

- 1) Writing assignments of their opinions of the quotes and sentence on the picture
- 2) Drawings of their vision of culture of citizenship including words
- 3) Verbal answers to my questions

Quality Criteria:

- 1) The quality of their writing assignments of their opinions of the quotes and sentence on the picture
- 2) The quality of how they would draw their vision of culture of citizenship including specific words they picked.
- 3) The quality of their verbal answers to my questions.

Materials and Resources Needed:

Books: A Culture of Respect - Dr. Jawanza Kunjufu

Dry Erase Markers and Board

Paper: Lined and Xerox

Chart Paper

Community Circle - Tribes Exercise page. 219

Pencil, markers, colored pencils or crayons

Lesson Activity Steps:

Purpose	Teacher	Student
Hook □ 8 Minutes	<p>I will read and have the three quotes on the board or transparency: "I am what I am because of who we all are." "Our ability to reach unity in diversity will be the beauty and the test of our civilization." "The desire to improve ourselves for the sake of doing good to others is truly moral. The highest moral law is that we should unremittingly work of the good of mankind." -Mahatma Gandhi</p> <p>Define any words the students have trouble with.</p>	<p>Actively and attentively listen. They are looking up words in the dictionary that they are not familiar with and sharing the meanings with their partners. They will use their prior knowledge too. They will share the meanings to the whole class. (Think-Pair-Share)</p>
Set □ 4 Minutes	<p>Introduce the Big Ideas and essential questions and explain the objectives and expectations that the students will learn in the lesson. I will have the core character traits written and posted on the board. I will ask them to read the words as a group. Next, I will ask them to put their thumbs up (understand), sideways (don't know), down (do not understand) to assess whether they understand what I said and expectations.</p>	<p>Actively and attentively listening and participating. Thumb movement.</p>
Intro □ 10 Minutes □	<p>I will ask one student to look up the word citizenship and respect and read aloud the definitions to the whole class. While the student is reading, I will be writing the definition on the board. Then I will ask the students to think about the quotes and write quietly and independently about what they think about it? How does these quote talk about culture of citizenship and respect? I will ask the paper passers to pass out lined paper.</p>	<p>Students will be thinking and writing their opinions on a lined paper. Be prepared to share their responses with their class partner and the whole class. □(Think, Pair, Share)</p>

Transition □ 2 Minutes	I will ask the students to move from their desks to the circular rug for the community circle.	Students will get up, walk, and sit on the circular rug.
Through □ 2 Minutes	I will show the students the book <u>A Culture of Respect</u> . I will ask them to infer and predict what the book is about and how it relates to a culture of citizenship?	The students will be actively sharing their answers.
Through □ 10 Minutes	I will read the book aloud.	Students are actively listening and looking at the book.
Through □ 5 Minutes	I will ask them □ -What are the main ideas in the book, <u>The Culture of Respect</u> ? □ -What was the message the author was trying to give us?	Students are actively listening and actively sharing their answers to the group.
Through □ 5 Minutes	I will ask them to think about their answers to: □ -What would it be like to live in a peaceable community/culture? □ -What kind of person is a respectable citizen? □ Then I will ask them to talk with the nearest person and discuss their answers.	Students are actively listening and actively sharing their answers to another person and the whole class. □ (Think-Pair-Share)
Through □ 2 Minutes	□ I will ask the students to return from the circular rug to their desks.	Students will move and return back to their desks.
Through □ 15 Minutes	I will ask the paper passers to pass out blank Xerox paper. I will instruct them use their imagination to draw a picture of a peaceable community and culture like the ones they saw in the book. Then I will tell them to write a sentence that includes one core characteristic trait word. The sentence needs to match their picture. I will remind them the high order thinking and essential questions and how it connects with culture of citizenship and respect. I will ask them to put their thumbs up (understand), sideways (don't know), down (do not understand) to assess whether they understand what I said and the task given.	Students will be listening for my instructions and thumb movement then drawing and writing. They will complete the assignment.
Assessment 5 Minutes	I will ask the students to share their drawings and sentence to their class partner and pick 2-3 students to share to the whole class.	Students are actively listening and actively sharing their answers to their class partner and group. □ (Think-Pair-Share)

Closure □ 3 Minutes	Return back to the big ideas, essential questions, the objectives and expectations that the students learned in the lesson. I will ask 3 students to tell me what they learned.	Students are actively listening and actively sharing their answers to the group.
Beyond □ 4 minutes	I will ask the students to practice the core characteristics and what they learned with other classmates and family. Additionally, write down if they notice anyone using the core characteristics and report back their observations in class the next day.	Students will then go to their classmates and family and practice the core characteristics and tell them what they learned. They will also write down any observations and be ready to share with their group.
Total Minutes □ 75 minutes		

Special Needs of students are considered in this lesson:

The lesson addresses the needs of students at various ability levels by incorporating cooperative elements such as Think, Pair, and Share, Group Debrief, Thumb movement and Community Circle allow students to access prior knowledge, active engagement, on-going assessments. Additionally, writing the words out and defining them will help English Language Learners and low-proficient English learners. The variety of writing, oral responses, and movements will help the students use their visual, auditory, and kinesthetic learning styles.

Extension Ideas:

- To build inclusion and community
- To teach social skills

References:

- CA Language Arts and Social Studies standard books
 Supplemental Books:
 -Children's Books: See attached list of books.

- PEACE: The Words and Inspiration of Mahatma Gandhi
- TRIBES: A New Way of Learning and Being Together by Jeanne Gibbs

Next Steps: The next lesson in the unit will be practicing and modeling the core characteristics through role-playing. Students will be assessed on their ability to work in a peaceable environment and learn how to develop the core characteristics and be an active and respectful participant in a democracy and culture of citizenship.