



Unit of Study:
*Citizenship -
Everyday Heroes Serving Their Community*

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 3

The National Council for Social Studies believes that the core mission of social studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens.

Source: <http://www.socialstudies.org/positions/effectivecitizens>

- ★ An effective citizen:
 - ✓ Embraces core democratic values and strives to live by them.
 - ✓ Accepts responsibility for the well-being of oneself, one's family, and the community.
 - ✓ Has knowledge of the people, history, and traditions that have shaped our local communities, our nation, and the world.
 - ✓ Has knowledge of our nation's founding documents, civic institutions, and political processes.
 - ✓ Is aware of issues and events that have an impact on people at local, state, national, and global levels.
 - ✓ Seeks information from varied sources and perspectives to develop informed opinions and creative solutions.
 - ✓ Asks meaningful questions and is able to analyze and evaluate information and ideas.
 - ✓ Uses effective decision-making and problem-solving skills in public and private life.
 - ✓ Has the ability to collaborate effectively as a member of a group.
 - ✓ Actively participates in civic and community life.

- ★ Celebrate Freedom week will include an overall summary of the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. Those documents will be taught at a deeper level during Unit 4 - Fundamentals of Government.
 - ✓ (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text:

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.

GENERAL INFORMATION TEACHER NEEDS TO KNOW

- ★ The lessons in this unit are geared toward the 3rd grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.**
- ★ Lessons can be integrated into the reading/writing workshop schedule during the following times; poetry, independent reading & writing times, read aloud, and social studies content time (15 min.). See the suggested components of balanced literacy in iXplore.
- ★ Resources from the new social studies adoption, **Exploring Social Studies**, are included in this unit.
- ★ Please see **Dates of Remembrance** document in iXplore for required days to recognize as stated by CFISD policy. **Dates of Remembrance & Heritage PPTs** document are located in iXplore.
- ★ Vocabulary & current events resources are located in iXplore **in INSS Year-round Resources.**
- ★ In the **Unit Overview**, the Bloom's verbs have been underlined and critical skills have been color coded.

Unit 1- Citizenship - Week at a Glance

Week	INSS	Reading Workshop	Writing Workshop	Revising & Editing
1	Digital Citizenship	Launching Workshop- skills that can be integrated into SS are; procedures, making good choices, being part of a reading community, respect, Read Aloud w/ Accountable Talk	Launching Writing Workshop BOY DPMs	Capitalization of Proper Nouns
2	Citizenship Traits & Models	Traditional Literature- skills that can be integrated into SS are character analysis, main message & summary		Complete Sentences (subject/noun)
3	Civic Responsibilities	See Appendix A for suggested traditional literature selections that can be used with this unit.		Complete Sentences (predicate/verb)
4	Celebrate Freedom Week			Sentence Types & Ending Punctuation

Grade 3 - Integrated Social Studies Curriculum

Unit 1: Citizenship

Unit Length: 4 Weeks

Conceptual Lens:	Citizenship Traits, Rights & Responsibilities, Beliefs, and Values
Social Studies TEKS:	<p>3.10(A) <u>identify</u> the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights</p> <p>3.11(A) <u>identify</u> characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>3.11(B) <u>identify</u> historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship</p> <p>3.11(C) <u>identify and explain</u> the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p> <p>3.12(A) <u>give examples</u> of community changes that result from individual or group decisions</p> <p>3.12(B) <u>identify</u> examples of actions individuals and groups can take to improve the community</p> <p>3.12(C) <u>identify</u> examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p> <p>3.18(A) <u>express</u> ideas orally based on knowledge and experiences</p> <p>3.18(C) <u>use</u> standard grammar, spelling, sentence structure, and punctuation</p>
Unit Overview	Students will learn about citizens' positive character traits that can affect other citizens, the rights and responsibilities of citizens in local, state, and national communities, the democratic process and the importance of citizens' involvement in the process.
Literature Selections:	Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. Use Appendix A for suggestions.

Note: In the 3rd grade kit for Exploring Social Studies is a leveled reader about Rosa Parks. She is not included in the 3rd grade TEKS but is included in 5th grade.

Citizenship Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
<ul style="list-style-type: none"> • Citizens demonstrate positive character traits that affect other citizens. • They are part of a school, campus, and district community • They are a digital citizen and are part of a global community 	<p style="text-align: center;">Incorporate these into your RA discussions</p> <ul style="list-style-type: none"> • What are some positive traits that citizens might demonstrate? • How can citizens use these traits to help others? • Why is it important for citizens to help others? • What does it mean to be part of a classroom community? • What does it mean to be part of the CFISD community? • What does it mean to be part of a digital community?
Students will. . .	
<ul style="list-style-type: none"> • participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions. • understand key vocabulary terms • use primary and secondary sources to locate information • <u>identify</u> characteristics of a good citizen 	

Instructional Resources: Week 1

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Appendix A – Suggested literature resources for read alouds • Appendix B-Character Trait Handout • Appendix C-Character Trait Activity –Teacher From the Black Lagoon • Appendix D-Ways to Stay Bully Free • Appendix E-Bully Poems • Women's Ind. Day PPT (iXplore) 	<p>The focus for next week are three women from history , so focus on Susan B Anthony this week.</p>	<ul style="list-style-type: none"> • RA discussion and participation • character chart • Brain Pop Quizzes • Bullying Poem response 	<ul style="list-style-type: none"> • CFISD Bullying Page • The Bully Project • S-Team Heroes : interactive bullying site • BrainPop Jr. video-Bullying • BrainPop Jr. video:Internet Safety • Brain Pop video: Digital Etiquette • Character Trait Information • Bullying Poems • Women's Independence Day Resources site

Citizenship Pacing Guide: Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Focus: Good Citizenship Characteristics</p> <ul style="list-style-type: none"> • Brainstorm positive traits shown by a good citizen. • Use chart paper or some other means to record the list produced by the students. • Make sure the following are included in some form: truthfulness, justice, equality, respect for oneself and others, responsibility in daily life. • Teachers can take this opportunity to discuss classroom / campus expectations and traits of a good campus citizen. • Build vocabulary capacity using suggested words below. 	<p>Focus: Internet Safety</p> <ul style="list-style-type: none"> • Remind students how a person's positive and negative traits could affect others. • District materials have been created for this topic or you can view the free BrainPop Jr. video, Internet Safety. • Discuss their responsibility of being a CFISD Citizen and how the traits discussed on Monday tie in to this. • In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) • Teacher can take this opportunity to have students set-up their ISN 	<p><i>Focus: Women's Independence Day</i></p> <p>Texas House Bill 67 calls for August 26th to be celebrated as Women's Independence Day. It was on this day in 1920 that the Nineteenth Amendment to the United States Constitution became a law, which guaranteed women the right to vote.</p> <p>View the Women's Independence Day PPT in iXplore.</p> <p>Read Aloud: conduct a read aloud on Susan B Anthony.</p> <p>Independent Reading: choose books about important woman in history. Have students jot down noticings on a sticky note.</p>	<p>Focus: Netiquette</p> <ul style="list-style-type: none"> • Remind students how a person's positive and negative traits could affect others. • view the free BrainPop video, Digital Etiquette • Discuss their responsibility of being a Digital Citizen and how the character traits from Monday tie into this. • In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) • 	<p>Focus: Bullying</p> <ul style="list-style-type: none"> • District materials have been created for this topic - Appendix D and the district website. • View the free BrainPop Jr. video, Bullying. • In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) • Use the collection of bullying poems to conduct a RA that shows the effects of bullying in Appendix E. Have students write a response to one of the poems (%)

Suggested Vocabulary: citizen, citizenship, character trait, community, cyber, etiquette, truthfulness, justice, equality, respect, responsibility


Citizenship Traits & Models Overview: Weeks 2

Enduring Understandings/Generalizations	Guiding/Essential Questions
<ul style="list-style-type: none"> One person or group of people can change a community through their beliefs and actions. 	<ul style="list-style-type: none"> Who was Helen Keller? What is a non-profit organization? How do they help people? What are some examples? Who was Clara Barton? What organization did she found? How does it help people? Who was Ruby Bridges? How did she change a community? Did the people in this unit do incredible things alone or did they have help?
Students will . . .	
<ul style="list-style-type: none"> participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions. understand key vocabulary terms use primary and secondary sources to locate information <u>identify</u> individuals that helped others through their actions 	

Instructional Resources: Week 2

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> Exploring Social Studies: <i>Clara Barton</i> (reader, audio file & lesson plan in iXplore) 3rd grade biographies – Helen Keller, Clara Barton, the Red Cross, and Ruby Bridges (iXplore) Appendix A – Suggested literature resources Appendix F-Thinking and Writing like a Historian 	<ul style="list-style-type: none"> The information that is recorded in the ISN this week can be used as research for the 1st 9 weeks technology project. Teachers may choose to review R&E skills; capitalization of proper nouns and focus on complete sentences with these lessons. 	<ul style="list-style-type: none"> RA discussion and participation Written response Photo Analysis Activity 	<p style="text-align: center;">Biography sites</p> <ul style="list-style-type: none"> Garden of Praise: Helen Keller America's Story: Helen Keller Harcourt Bio: Helen Keller (also in Spanish) Garden of Praise: Clara Barton Harcourt Bio: Clara Barton Ruby's story

Citizenship Traits & Models Pacing Guide: Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Holiday	Vocabulary	Read Aloud	Read Aloud	Writing
Labor Day	<p>Teacher can conduct activities using suggested vocabulary words to build background knowledge.</p> <ul style="list-style-type: none"> • non-profit • segregation 	<p>Focus: Good Citizenship Characteristics Spotlight Person of the Day: Helen Keller</p> <ul style="list-style-type: none"> • Use the 3rd grade biography of Helen Keller or a book from Appendix A to conduct a RA. Focus on the fact that Helen had to overcome tremendous hurdles to accomplish the things she did and did so with the help of her teacher, Annie Sullivan. • During the RA, record character traits of Helen Keller, text evidence of the trait, and how the character's actions helped others. • Writing as a Historian: In their ISN, have the students write a question they would like to ask Helen if they were interviewing her. (%) 	<p>Focus: Good Citizenship Characteristics Spotlight Person of the Day: Clara Barton</p> <ul style="list-style-type: none"> • Use the Exploring Texas reader, the 3rd grade biography or a book from Appendix A to conduct a RA. • During the RA record character traits of Clara, text evidence of the trait, and how the character's actions helped others. • What other organizations besides the Red Cross help people? • Writing as a Historian: In their ISN, have the students write a question they would like to ask Clara if they were interviewing her. (%) 	<p>Focus: Good Citizenship Characteristics Spotlight Person of the Day: Ruby Bridges</p> <ul style="list-style-type: none"> • Use the 3rd grade biography of Ruby Bridges or a book from Appendix A to conduct a RA. • Culture Activity – Display the picture below. Have students think & write like a historian and complete a photo analysis based on the picture. Appendix F (%) <p><i>The Problem We All Live With</i> by Norman Rockwell – click on the picture for more information and a larger image</p> 

Civic Responsibility Overview: Weeks 3

Enduring Understandings/Generalizations	Guiding/Essential Questions
<ul style="list-style-type: none">• The importance of individual acts of civic responsibility and the rights and responsibilities of a good citizen	<ul style="list-style-type: none">• What is civic responsibility?• Why do we have laws? Why is obeying them important?• What is community service?• What is jury duty? Why is it important?• What are examples of opportunities when citizens can vote?
Students will . . .	
<ul style="list-style-type: none">• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions.• understand key vocabulary terms• use primary and secondary sources to locate information• <u>identify</u> examples of civic responsibility• <u>explain</u> why these acts are important	

Instructional Resources: Week 3

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Exploring Social Studies: <i>We the People: Civic Values in America Doing Your Part: Serving Your Community</i> (reader, audio file & lesson plan in iXplore) • Journeys TB - <i>Jury Duty</i> by Ann Rossi (Reader's Theater) Journeys TB – <i>Kids Making a Difference</i> by Jeremy Stone • Appendix A – Suggested literature resources • Appendix G-<i>Imogene's Last Stand</i> and read aloud script (PDF/PPT iXplore) • Appendix H- Portrait of a Good Citizen • Appendix I-<i>Imogene's Last Stand</i> quotation cards • <i>Imogene's Last Stand</i> Activity Book (iXplore) • <i>Texas 1st Responder's Day</i> PPT (iXplore) 	<ul style="list-style-type: none"> • During the week, the students will be creating a Portrait of a Good Citizen using the different skills taught throughout this unit as a way to assess their knowledge of the concepts taught. • During writing activities, teachers should focus on complete sentences. • Texas 1st Responder Day- in honor of the bravery, courage, and determination of Texas men and women who assist others in emergencies. Texas First Responders Day shall be regularly observed by appropriate ceremonies in the public schools and other places to honor Texas first responders. Each governmental entity may determine the appropriate ceremonies by which Texas observes Texas First Responders Day. 	<ul style="list-style-type: none"> • RA discussion and participation • Portrait of a Good Citizen 	<ul style="list-style-type: none"> • Do Something.Org – this page consists of a list of causes you can get involved in • Voting Information http://pbskids.org/democracy/vote/ • Voting Information http://www.sos.wa.gov/elections/just4you/top10.aspx • Voting Activities http://www.congressforkids.net/games/elections_voting/2_voting.htm

Civic Responsibility Pacing Guide: Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud/Writing	Read Aloud/Writing	Read Aloud/Writing	Writing
<ul style="list-style-type: none"> Teacher can conduct activities using suggested vocabulary words to build background knowledge. Use <i>America Doing Your Part: Serving Your Community</i> as a resource for vocabulary building. <p>Suggested Vocabulary:</p> <ul style="list-style-type: none"> Obey Law Jury Vote Community service - donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions 	<p>Focus: Community Service</p> <ul style="list-style-type: none"> Conduct a RA using <i>Imogene's Last Stand</i>. If you do not have a copy of the book, choose a read aloud from Appendix A. During the RA, have students listen for examples of how Imogene exercised her rights as a citizen of a community and concentrate on the character traits Imogene possessed. How did she change things in her community? Add this character trait to your Portrait of a Good Citizen and write a few sentences on why it is important. (%) Extension Activity: During or after reading, use the Quotation Cards (Appendix I) for a matching activity. 	<p>Focus: Obeying Laws</p> <ul style="list-style-type: none"> The teacher can conduct a read aloud using one of the literature selections from Appendix A or a selection from the campus or classroom library. Add this characteristic trait to your Portrait of a Good Citizen and write a few sentences on why it is important. What could you draw on your portrait to symbolize abiding by the law? (%) 	<p>Focus: Jury Duty</p> <ul style="list-style-type: none"> Conduct a RAWAT using <i>Jury Duty</i> by Ann Rossi – a Reader's Theater from Journeys reader. Add this character trait to your Portrait of a Good Citizen and write a few sentences on why it is important. What could you draw on your portrait to symbolize being part of a jury? (gavel, jury duty notice) (%) 	<p>Focus: Voting</p> <ul style="list-style-type: none"> The teacher can conduct a read aloud using one of the literature selections from Appendix A or a selection from the campus or classroom library Add this character trait to your Portrait of a Good Citizen and write a few sentences on why it is important. What could you draw on your portrait to symbolize voting? <p>• <i>Today is Texas 1st Responder's Day.</i></p>

Celebrate Freedom Overview: Week 4

Enduring Understandings/Generalizations	Guiding/Essential Questions
<ul style="list-style-type: none"> A government's documents usually reflect the beliefs and values of their authors and the majority of its citizens. Some governments create documents to protect the rights of its citizens. 	<ul style="list-style-type: none"> What is the intent of each of these documents? What is the meaning of each document? Why are each important to the creation of our nation? What is the difference between a primary and secondary source? Which amendment in the Bill of Rights do you feel is most important? Why?

Students will be able to . . .
<ul style="list-style-type: none"> participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions. understand key vocabulary terms use primary and secondary sources to locate information <u>understand</u> the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights

Instructional Resources: Week 4			
Teacher Resources	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> Exploring Social Studies: <i>The US Constitution & You</i> Appendix J – Intent, meaning, and importance content frame of important documents Appendix K - Statement of Rights from the Declaration of Independence Appendix L - Primary vs. Secondary resources handout Appendix M – Declaration of Ind. Impact on historic events Appendix N – Bill of Rights overview Appendix O- Fable Mountain Bill of Rights PPT (iXplore) Constitution & Citizenship Day PPT (iXplore) 	<ul style="list-style-type: none"> September 17th - Constitution Day & Citizenship Day - To commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens. The President may issue each year a proclamation inviting the people of the United States to observe Constitution Day and Citizenship Day. The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities and opportunities as citizens of the United States and of the State and locality in which they reside. 	<ul style="list-style-type: none"> RA discussion and participation Written response Bill of Rights sticky note 	<ul style="list-style-type: none"> Congress for Kids: Declaration of Independence Part 1 Congress for Kids: Declaration of Independence Part 2 Primary vs. Secondary Sources video: Declaration of Independence website Schoolhouse Rock Video: Preamble (on School Tube) Bill of Rights Overview: Ben's Guide for Historical Documents Charters of Freedom – historic documents site

Celebrate Freedom Pacing Guide: Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud				Writing Workshop
<ul style="list-style-type: none"> • Conduct a RAWAT using a literature selection that focuses on the Declaration of Independence. • Discuss the intent, meaning, and importance of this document. (Appendix J) • Have students recite the Statement of Rights in the Declaration of Independence using this link or Appendix K. • Review unfamiliar terms-this can be done in partners • Have students discuss the meaning and purpose of the Statement of Rights and why it is important to today. 	<ul style="list-style-type: none"> • Compare and contrast a copy of the Declaration of Independence (primary source) and an explanation of the document (secondary source) • Explain the difference between primary and secondary resources. (Appendix L) • Start a discussion on how this document influenced other historic events such as the American Revolution (Appendix M) 	<ul style="list-style-type: none"> • Continue the discussion on how the Declaration of Independence impacted other historic events such as the abolitionist movement, early American immigration, and woman's suffrage movement (Appendix M). • Conduct a RAWAT using a self-selected literature selection or a suggestion from the school librarian that focuses on the struggles and hardships associated with a person or groups' fight for rights and equality. 	<ul style="list-style-type: none"> • Continue the discussion on how the Declaration of Independence influenced other historic documents, such as the Constitution of the United States (Appendix M). • Discuss the intent, meaning, and importance of the U.S. Constitution using this link as a RA. (Appendix J) • Have students briefly review the major parts of "The U.S. Constitution" using one of the links in the technology section. <p style="color: red; text-align: center;"><i>Today is Constitution & Citizenship Day.</i></p>	<ul style="list-style-type: none"> • Continue the discussion on how the Declaration of Independence influenced other historic documents, such as the Bill of Rights (Appendix M). • Discuss the intent, meaning, and importance of the Bill of Rights (Appendix J) • Divide students into partners or groups. Using this link , the Bill of Rights PPT, or displaying Appendix N, have them discuss the meaning of each right, give an example, and then put their thoughts on a sticky note. ★ Station Idea: Have students play the Bill of Rights game at http://www.texasre.org/games.html if time allows.

Topics	Appendix A - Suggested Literature
Internet Safety Bullying Cyber bullying	<ul style="list-style-type: none"> • Goal!, Mina Javaherbin (bullying) Goal! Book Trailer • Say Something, P. Moss (bullying) • Internet Safety by Josepha Sherman (Watts Library) • Cyber Bullying by Nick Hunter • eBully by Dave Conifer • The Savvy Cyber Kids at Home: The Defeat of the Cyber Bully by Ben Halpert
Citizenship Traits	<ul style="list-style-type: none"> • Piggybook, Anthony Brown (family responsibilities) • What If Everybody Did That?, E. Javernicke (fiction, character traits) • Being a Good Citizen, Adrian Vigliano • Being a Good Citizen: A Book About Citizenship • The Kindness Quilt, N.E. Wallace • Of Thee I Sing: A Letter to My Daughters, Barack Obama video • Miss Rumphius, B. Cooney • Ordinary Mary's Extraordinary Deed, Emily Pearson • We Live Here Too!: Kids Talk About Good Citizenship • The Teacher from the Black Lagoon by Mike Thaler • Yertle the Turtle, Dr. Seuss • Poem: <i>Sometimes I Feel This Way</i>, John Ciardi from <i>Another Jar of Tiny Stars</i> • Amazon search on citizenship
Biographies	<ul style="list-style-type: none"> • Amazon search for Helen Keller • Amazon search for Clara Barton • Amazon search for Ruby Bridges
Civic Duties	<ul style="list-style-type: none"> • Imogene's Last Stand, Candace Fleming (civic responsibility)- ppt of the book, read aloud script, and activity book available • Vote!, Eileen Christelow • Duck for President, Doreen Cronin • Grace for President, Kelly DiPucchio • If I Ran for President, Catherine Stier • Voting and Elections, Patricia J. Murphy • D is for Democracy: A Citizen's Alphabet, Elissa Grodin • The Day Gogo Went to Vote, Eleanor Batezat Sisulu • The Kid's Guide to Social Action, Barbara A. Lewis
Celebrate Freedom Week	<ul style="list-style-type: none"> • We the Kids, David Catrow • We the People: The Story of Our Constitution by Lynne Cheney • The Declaration of Independence, Elaine Landau • The Journey of the Declaration of Independence, Judith St. George • The Declaration of Independence, Sam Fink • The U.S. Constitution, Norman Pearl • The U.S. Constitution and You, Syl Sobel • Everyone Counts: A Citizen's Number Book, Elissa Grodin • Give me Liberty, L.M. Elliott • The Bill of Rights, Judith Lloyd Yero • Discovering the Bill of Rights through Fiction • Pink and Say by Patricia Polacco

<p>Traditional Literature Examples to use for this unit</p>	<ul style="list-style-type: none"> • Write Your Own Folktale: http://www.glencoe.com/sec/literature/course/genre/folktale/folktale.htm • Traditional Literature Information Sheet http://www.frankserafini.com/Units/TradLitUnit.htm • Why Anansi Has Eight Thin Legs • Aesop's Fables – has a large collection of fables and the moral / lesson they teach • Aesop's Fables – a second collection of fables • Fantastic Fables by Ambrose Bierce • Animal Myths & Legends • Trickster Tales
<p>Journeys Main Selections, Vocabulary and Leveled Readers</p>	<ul style="list-style-type: none"> • Main Selections <i>The Trail of Cardigan Jones</i> by Tim Egan – jumping to conclusion <i>Jury Duty</i> by Ann Rossi (Reader's Theater) <i>Kids Making a Difference</i> by Jeremy Stone <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i> by Johan Winter <i>The Grasshopper and the Ant (TL)</i> • Vocabulary Readers <i>Mia and Nomar</i> (helping others) • Leveled Readers: <i>Lana and Miguel's Park</i> (RF, community service) <i>The Bear's Ride in Style</i> (RF, raising money for a good cause) <i>Caroline's Treats</i> (RF, raising money for a good cause) <i>Willie Mays</i> (overcame racism) <i>The Homerun King , Hank Aaron</i> (biography of Hank Aaron and how he overcame racism) <i>Babe Ruth</i> (biography) <p style="text-align: center;">📖 You can access online copies of these readers through the Think Central website.</p>
<p>(New) Exploring Social Studies</p>	<ul style="list-style-type: none"> • <i>Camping Constitution</i> • <i>Clara Barton</i> • <i>The US. Constitution and You</i> • <i>We the People: Civic Values in America</i> • <i>Doing Your Part: Serving Your Community</i> <p>📖 You can access online copies of the readers, audio files, and lesson plans through the Teacher Created flash drive you received or iXplore.</p>
<p>Teacher Resources and Trade Books</p>	<ul style="list-style-type: none"> • Every Book is a Social Studies Book , Andrea S. Libresco, Jeannette Balantic, Jonie C. Kipling <ul style="list-style-type: none"> ✓ p.10 – <i>Piggyback</i> ✓ p. 145 – <i>We the Kids</i> ✓ p. 220 - <i>Yertle the Turtle</i> ✓ p. 225 – <i>The Day GoGo Went to Vote</i> • Differentiating Instruction With Menus: Social Studies, Laurie E. Westphal <ul style="list-style-type: none"> ✓ Chapter 8: U.S. Documents ✓ P. 95-97: Leaders and their Qualities ✓ P. 98-99: Citizenship

Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

THE TEACHER FROM THE BLACK LAGOON

Learning Objectives:

1. Students will analyze the teacher in the book, comparing her to real teachers.
2. Students will compile a list of qualities of a good teacher.
3. Students will create a descriptive paragraph.
4. Students will make suggestions to solve problems in the classroom







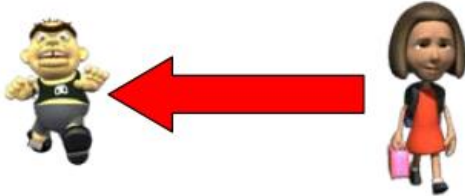





TEKS: SS 3.11A, 18B, 4.21B; 5.25D; LA 3.5A, 18A, Fig 19D, 4.18A, Figure 19D, 5.16A, Figure 19D

Materials Needed: *The Teacher From the Black Lagoon* by Mike Thaler, paper, markers and/or crayons, pencils

Procedure:

1. Introduce lesson by asking students to describe concerns that some students have at the beginning of school.
2. Assemble the students in order for them to see the illustrations of the book, *The Teacher From the Black Lagoon* as it is read aloud to them.
3. Introduce book by telling students that this book is about some real worries that one student experienced on the first day of school. Read book, asking for responses to each situation.
4. Ask students to tell about:
 - a. similar concerns they may have had at one time, perhaps when they were younger or when they started to a new school
 - b. a teacher they knew of that upset some students on the first day of school.
5. Ask students to brainstorm a list of qualities of a good teacher. How did Mrs. Green compare to this list? Did she have any good qualities?
6. Remind students that first year teachers also experience some of the same fears that students feel. In fact, many are worried about "The Student From the Black Lagoon."
7. Ask students to describe "The Student From the Black Lagoon."
8. Ask students to write a half page paragraph, with an illustration, of an event that might occur between "The Student From the Black Lagoon" and a new teacher.
9. Allow each student to read his or her paragraph. Ask students what the teacher ought to do to deal with the disruptive student.
10. Use this lesson as an introduction to the creation of classroom rules.

Ways to Stay Bully Free

<p>Avoid Bullies</p> 	<p>Look & Act Confident</p> 	<p>Be Observant</p> 
<p>Tell a Friend or Teacher</p> 	<p>Be Assertive</p> 	<p>Stay Calm</p> 
<p>Keep a Safe Distance</p> 	<p>Walk Away</p> 	<p>Say "Stop it!" "Leave me alone!"</p> 
<p>Use Humor and "I" Messages</p> 	<p>Join & Travel in a Group</p> 	<p>If you're in danger, RUN</p> 

What's Really Happening To Me

by Alyssa

Every day I come to school,
I have to deal with you.
Okay, you want to know
what's really happening to me?
I will tell you:
All you like to do is
sit there telling me this and that
but it's just not really cool.
You think you're cool but
I know who you really are inside!
So don't pretend to be everything
because you're not.
You just need to stop and listen once
Just because you are one of them
doesn't mean you can't change
Turn around and you'll
find your true self.
Who really cares if your cool,
it doesn't mean you have to be a bully!

Stop Bullying

by Char

Please do not
Make the little girl across the road cry.
Please do not
Snatch the toy of that little boy.

You are not different from us
You are not better.
Please keep this in mind
It really matters.

Do you want to know
Why children run when you're near?
Do you wish to be friends
With us, who are so full of fear?

So stop bullying
Stop being a little tyrant.
For nobody likes a bully
Which you've always been.

Safe Place

by Charlotte C

Safe place is a safe place
Anyone is welcome
For bullies or for victims
Everyone is welcome
People will understand you
Lets sort out your problem
All you have to do is ask
Come and see us

Bullies Beware

by Hannah D.

bullies beware
bullies swear

they do not care
bullies scare you
they won't spare you

if you're a bully beware
others are starting to care

The Bullies

by Louise Chick

They say I'm the school geek,
They throw my school bag around the room,
They think I'm a right freak,
I feel like I'm hiding in this tiny tomb,
With no friend alone in the gloom,

But quietly, I say to myself, why me...

Beat Bullying

Craig Bagwell

Think of life as one big plate
one side they love, one side they hate

for all the rubbish you give us, all day and all night
we never get the chance to defend or fight

so now it's our chance to stand up and say "NO!"
maybe you'll have to leave without us having to go!

Stop

Baby Angel

There's too much pain to gain

Because of all the bullies who cause so much pain

They don't seem to understand

how much they're making people sad

Source: <http://circle.nypo.org/bully.html>

Me

by Caroline

They tease me constantly
Because I am just me.
I am excluded and they talk
Just loud enough for me to hear
Their plans.
They burn fear into my heart.
To hurt me worse, to push me harder.
My depression that had gone away
When I had switched schools
To get away from Bullying
Came back.
I wanted to scream.
I didn't care about school,
Or my Leadership Positions.
Only about running,
Away, far away.
The coach knows
And will talk to them,
But it will get worse and go on
And there will be no escape.

Thinking & Writing Like a Historian



Examine the object, document, or picture you have been given.



Think about these questions as you observe:



What are you wondering about it?



Does it evoke some type of emotion, if so what?



What words come to mind when you study it?



Does it remind you of something or someone?



What time period do you think it comes from?



Jot down your answers to the questions and then write a couple of sentences about your picture, object, or document. Be prepared to share with your table group and the whole class.

To help you get started:



What do you think this object is?



What might it have been used for?



Imogene's Last Stand Read Aloud Script

Page	Think Aloud
Front and Back Cover	I think this must be a story that occurred during the beginning of our country based on the hat the girl is wearing (I think she must be Imogene). However, on the back cover is a picture of a man with a hard hat. He looks like construction workers I have seen today, so now I am thinking this story is set in the present.
Inside Front & Back Cover	I see there is a lot of information about different people and events in the past. I predict I may need to refer back to this information to help me comprehend the story more deeply.

Turn to page 1-2 and read aloud.

Page	Think Aloud
2	I see Imogene is riding a bike like people used to ride when bikes were first invented. Yet, everything else looks current like the policewoman, the kid with a helmet on the tricycle, and the ladies under blow dryers in the beauty shop. Now I am thinking that Imogene is a girl who just loves old things.

Read page 3

Page	Think Aloud
3	I remember seeing "Four score and seven years ago" and something about the Oregon Trail inside the front cover.

Turn to front cover and read aloud first two sections.

Page	Think Aloud
Inside Front Cover	Now I see how this information fits in with the story and helps me comprehend.

Read pages 3-5

Page	Think Aloud
4-5	This reminds me of the time I used to spend exploring my grandparents' attic and my great-grandparents' basement. Both were filled with items that told the history of our family and helped me understand my place in that history.

Read pages 6-9 and inside front cover about William Morris

Page	Student Turn & Talk
9	Think about the words said by William Morris that Imogene quoted. Turn and Talk to your partner about what you predict will happen next and why.

Listen in to students' conversations and share any important thoughts you heard.

Read pages 10-15

Page	Student Turn & Talk
15	Think about all the things Imogene has done to call attention to what the mayor wants to do to the Historical Society house. Now Turn and Talk with your partner about how you think she must be feeling and what you predict she will do next.

Read pages 16-17 and section on Chief Joseph on inside back cover.

Page	Student Turn & Talk
17	Think about what Chief Joseph meant when he said "My heart is sick and sad." Turn & Talk to your partner about why you think Imogene quoted him.

Read pages 18-31 (end)

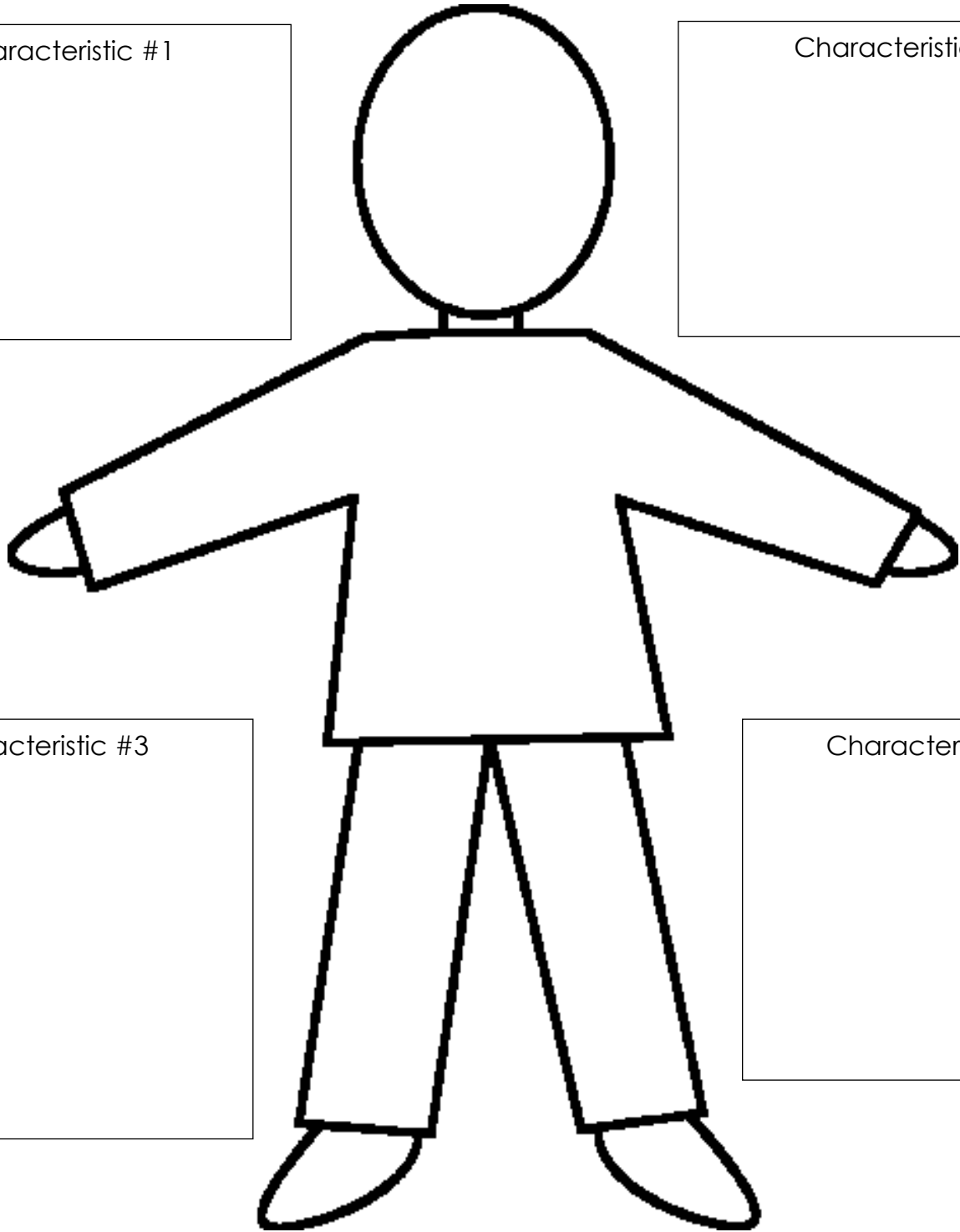
Page	Student Turn & Talk
31	Think about what Imogene did to save the historic house. Think about why it is important to stand up for what you believe in. Turn and talk to your partner about that.

Name: _____

Portrait of a Good Citizen

Characteristic #1

Characteristic #2


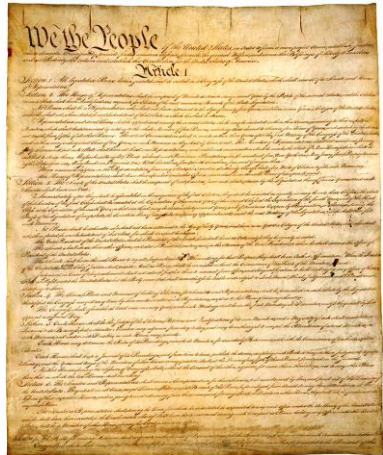
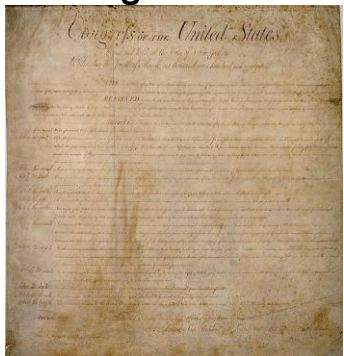


Characteristic #3

Characteristic #4

Summary:

Dr. Martin Luther King, Jr.	"We are made by history."
Davy Crockett	"Ain't nobody comin'."
William Morris	"Old buildings do not belong to us; they belonged to our forefathers, and they will belong to our descendents."
John Paul Jones	"We have not yet begun to fight."
Theodore Roosevelt	"Balderdash!"
Vietnam War Protesters	"Heck no. I won't go!"
Abraham Lincoln	"A great oak is only a little nut that held its ground."
President Martin Van Buren	"I am OK."
Eleanor Roosevelt	"You must do the thing you think you cannot do."
Imogene Tripp	"That was totally fun!"

	Intent (What is the purpose?)	Meaning (What does it express?)	Importance (What is its value & relevance?)
Declaration of Independence 	<p>announce to King George the colonies separation from England and gain of independence</p>	<p>foundation for seeking independence as a separate nation</p>	<p>These ideas form the basis of our beliefs about the role of our government in our lives today.</p>
U.S. Constitution 	<p>the new nation and its citizens needed to establish a government under which its citizens could flourish</p>	<p>the government of the United States would protect the people from a government that was too powerful and from the autocratic rule of kings</p>	<p>set the basis for the government we have today</p>
Bill of Rights 	<p>to get the U.S. Constitution passed into law</p>	<p>individual rights of every citizen.</p>	<p>first ten amendments to the Constitution</p>

Declaration of Independence Statement of Rights

“We hold these Truths to be self-evident,
that all Men are created equal,
that they are endowed by their Creator with certain
unalienable Rights,
that among these are Life, Liberty and the Pursuit of Happiness
That to secure these Rights,
Governments are instituted among Men,
deriving their just Powers from the Consent of the Governed.”

What is a primary source?

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

Examples of primary sources include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of the United States
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Original artwork by an artist of that time period
- Sheet music from an original song
- Speeches
- Letters

<http://www.eduplace.com/ss/hmss/primary.html>

What is a secondary source?

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews a document
- A history textbook
- A book about the effects of WWI

Relationship of Ideas in the Declaration of Independence to Future Historic Events



American Revolution



The original 13 colonies wanted to be free from British rule. The Declaration of Independence was written to convey that message to King George and approved on July 4, 1776. One of the most [famous lines](#) in the document paved the way for future groups to fight for their rights.



Abolitionists Movement



The Emancipation Proclamation of 1863 freed the slaves in the Confederate States.



The 13th Amendment of the U.S. Constitution (1865) outlawed slavery in every state.



Women's Suffrage Movement



Suffrage deals with the right to vote.

The 19th Amendment to the U.S. Constitution (1920) Prohibited any person being denied the right to vote.



Immigration



People from all nationalities immigrated to the United States in hopes of a better life due to the ideas set forth in the Declaration of Independence and the rights they were guaranteed under the U.S. Constitution.

This sentence from the Declaration of Independence has been called "one of the best-known sentences in the English language"^[5], containing "the most potent and consequential words in American history."



We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

The Bill of Rights

Amendments to the constitution

Article I

*Freedom of speech, religion, press,
petition and assembly.*

Article II

Right to bear arms and militia.

Article III

Quartering of soldiers

Article IV

Warrants and searches.

Article V

Individual debt and double jeopardy

Article VI

Speedy trial, witnesses and accusations.

Article VII

Right for a jury trial

Article VIII

Bail and fines.

Fable Mountain

