

3rd Grade

Unit 4: Responsibility: My Classroom, Community and Country

Essential Question #1: What does it mean to be a member of a community?

Lesson Title: Living in a Community

SS Standard III, Objective 1, 2

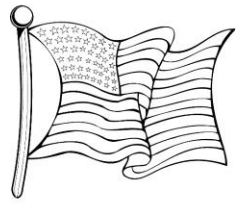
Implementation Time: 45 minutes

Media Resources Needed: Any picture book that illustrates the problems people have living together in a community. Suggested title: *Chicken Sunday* by Patricia Polacco

Materials Needed: foam or soft ball (medium sized), paper, pencils

Procedure:

1. Instruct students to sit in a large circle on the floor. Give one student the ball and say, "Play a game."
2. Work with students as they process their frustration and voice the need for guidelines, rules, and the object of the game. Explain that, just like games, living together in communities requires rules. Use the classroom community as an example and ask them to think about what might happen if there were no classroom rules.
3. Read the picture book, stopping periodically to point out difficulties characters are having living together and how they problem solve.
4. As a class, brainstorm the problems people have living together in a community. Explain the difference between **personal** and **community needs** and how, in order to live together in a community, people often must put community needs before personal needs (this is called *civic responsibility*).
5. Refer back to the object lesson involving the ball and the game. Ask students how sports teams learn to compete and how they work together successfully. Example: players (people), coach (government head), rule book (lawmakers), and referee (judges). Help students see how these elements work together to form successful teams. Relate how this is equivalent to a successful system of government and community.



6. Discuss what a good citizen in a community does. Make a list and post them in the classroom. Help students understand that good citizens: vote, follow rules/laws, accept responsibility, listen to and consider the opinions of others, work within a group to establish acceptable behaviors and expectations, shows respect for the flag and national symbols.

Assessment:

“Good Citizen” cartoon strip. Assign students to create a four-panel comic strip that illustrates the behavior of the character “Good Citizen” (students can make Good Citizen any gender, age, or race they choose). After writing their names on the back of their comic strips, have students pass their strips to other students who try to guess the illustrated behavior of Good Citizen.