

3rd Grade

Unit 4: Responsibility: My Classroom, Community and Country

Essential Question #4: How do we practice civic responsibility?

Lesson Title: Practicing Civic Responsibility

SS Standard III, Objective 3

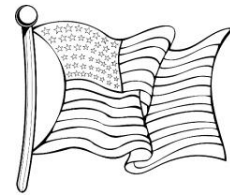
Implementation Time: 45 minutes

Resources Needed: examples of current newspaper, news magazine articles and headlines

Materials Needed: copies of articles (1 per student), highlighters

Procedure:

1. Share examples of current articles and headlines from the local section of the newspaper. Model a think-aloud with students, reading the student and sharing your thoughts, reactions, and questions out loud.
2. Explain that practicing **civic responsibility** includes demonstrating respect for the opinions, backgrounds, and cultures of others. Explain that students are going to have an opportunity to share their opinions but must do so in an appropriate and respectful way. Ask students to help you demonstrate through role modeling what you should and should not do.
3. Divide students into groups of 3-5 and give each group a different article/headline to read and discuss. Each group should have a different article, but each student should have their own copy of the group's article/headline.
4. Assign students to read the articles silently, using a highlighter to mark important ideas in the text. Students should generate 2-3 questions they have about the reading.
5. Give students time to share their reactions to the article with their group mates a, clarify their understanding, and share/answer questions. Assign groups to think about the current event from another point-of-view. *What is your opinion on the article/event? Who might have a different opinion on the topic? Which groups might agree/disagree with the event? How might different people within the community react to the event?*



6. Jigsaw the groups. Each member of the new group should have a different article/headline. Allow 2-3 minutes for each student to share a short summary of the current event and diverse viewpoints discussed in their original group and answer questions from new group members.

Assessment:

Assign students to write a “letter to the editor” that summarizes their opinions and reactions to one of the articles they read/learned about. Show students *appropriate* examples of letters to the editor from local newspapers and talk about this form of meaningful community dialogue.

Extension:

Allow students to create a classroom “Viewpoints” newsletter that examines relevant topics (recess rules, homework, etc.) from a variety of points-of-view, including: student, teacher, parents, administrator, etc. Illustrate and incorporate technology as appropriate. Publish.