

# Citizenship

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## TEACHER RESOURCE

- Enlightened:** I can discover how the past connects to the present.
- Empowered:** I can identify the rules & how they influence people.
- Empathetic:** I can understand & respect how others think and feel.
- Ethical:** I can see that we all have rights and responsibilities.
- Engaged:** I can take actions to make the world a better place.

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## Background information –

The information on this page can be found on the Concentus site - <http://concentus.ca/about/>

**Mission** – The Concentus Citizenship Education Foundation’s mandate is to educate and empower individuals to understand their rights and to be responsible, respectful, and participatory citizens committed to justice in our multicultural pluralistic society.

## History –

- In September 2010, the Saskatchewan Human Rights Commission (SHRC), the Ministry of Education, and the Ministry of Justice established a partnership to create citizenship education resources for Kindergarten to Grade 12 classrooms.
- Between 2012 and 2016, classroom resources were created, field-tested, revised, and piloted in classrooms across Saskatchewan.
- In 2016, the classroom resources and pedagogy were made available to teachers

## Goal -

- Foster **Engaged citizens** who question, critically examine, advocate, and defend rights and responsibilities embedded in democracy at the local, regional, provincial, national, and global levels.
- Foster **Lifelong learning** citizens who continuously strive to understand the dynamics of change in society, and they critically seek new information to make reasoned and unbiased decisions.
- Foster **Citizens** with a strong sense of self, community, and place who value and demonstrate a positive commitment to understanding these concepts as citizens, and to the exploration of citizenship responsibilities inherent in these relationships at local, regional, national, and global levels.

## Big Ideas –

The five characteristics of a respectful, and responsible Canadian citizen:

- **Enlightened** citizens - understand that historical events have an impact on today’s decisions, and today’s understandings have an impact on our perception and interpretation of historical and current events.
  - **Empowered** citizens - understand that governance and public decision-making reflect rights and responsibilities, and they promote societal well-being amidst different conceptions of the public good.
  - **Empathetic** citizens - understand that diversity is strength and it should be understood, respected, and affirmed.
  - **Ethical** citizens - understand that Canadian citizenship is lived, relational, and experiential, and it requires an understanding of Aboriginal, treaty, and human rights.
  - **Engaged** citizens - understand that each individual has a place in, and a responsibility to, an ethical civil society. Similarly, government has a reciprocal responsibility to each member of society.
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During the 2017-2018 school year, Saskatoon Public Schools had 8 CONCENTUS pilot schools. In the spring of 2018, all SPS Teacher Librarians were asked to look at the CONCENTUS resources & collaborate on an Inquiry unit with one teacher in each of their schools. This resource was collaboratively developed in the spring of 2018 by Teacher Librarian, Tanya Beattie & teachers, Dana Babey & Carlie Rodomsky. This multi-discipline inquiry unit was planned for grade 2/3 classrooms, but could easily be adapted for any primary classroom.

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We started our planning by first determining an initial Area of Focus. **Appendix A: Citizenship Continuum of Study** (<http://concentusdev.ca/wp-content/uploads/2018/08/Continuum-of-Study.pdf>) was our starting point. Saskatchewan Social Studies outcomes & Indicators have been divided into 3 Areas of Focus for each grade level:

**-Engaged Citizens** – Work to understand issues and associated actions

-Citizens with a strong sense of **Self, Community & Place** – Value and demonstrate a commitment to maintaining and nurturing relationships between these three concepts.

**-Lifelong Learning Citizens** – Explore the dynamics of change and seek information for appropriate action.

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SPS Consultant, Sherry VanHesteren, was an essential partner & ensured that we understood the components that are integral to justice-oriented citizenship.

Purposefully planning how students would engage became our next area of focus. We realized that we would need to dig deeper into Thinking Routines & Discursive Strategies. Planning steps for students to reason through content and determining how students will interact with one another ensures “All students have voice, connect to and build knowledge with multiple peers, and deepen and broaden thinking.” (Citizenship Education Instructional Strategies Resource - Sherry VanHesteren)

“A **THINKING ROUTINE** consists of a simple sequence of steps which support students to do the thinking specified by an outcome. A **DISCURSIVE STRATEGY** governs how students interact with one another as they progress through a thinking routine: this can include the (sequence of) groupings they form and the structure of the dialogue they have in these groupings.” (Citizenship Education Instructional Strategies Resource - Sherry VanHesteren)

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There are many resources available throughout the division that we used to learn more about Thinking Routines & Discursive Strategies. Professional Resource, [Making Thinking Visible](#) by Ron Ritchhart; Mark Church; Karin Morrison focusses on ways to promote Engagement, Understanding & Independence for all learners.

A collection of other helpful resources can be found on the CONCENTUS LibGuide page - <http://elementarylibguides.spsd.sk.ca/northparkwilson/Citizenship>

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We knew that we wanted to develop a literature based Citizenship inquiry unit that incorporates multiple thinking routines and discursive strategies. Through the use of rich, purposeful fiction and non-fiction texts, literacy and citizenship education are powerfully interconnected. Children’s literature is essential throughout the unit and anchors each new concept to specifically chosen children’s books. In addition, we created a Citizenship Journal where students record their written responses deepening their understanding of these complex questions and concepts.

Note: This unit does not follow a strict timeline. The length of time spent on each lesson depends on the particular group of students, their background knowledge and questions that will lead to further inquiry. Each lesson in this unit spans over at least two periods. Typically, day one consists of an initial thinking routine & discursive strategy. Day two begins with a read aloud followed by the Citizenship Journal writing component. After the initial thinking on day one, students were always filled with anticipation for the read aloud on day two.

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The overarching question for our inquiry unit was ‘How can we understand each other better and make a difference in the world?’ The inquiry model that we used had four stages:

**STAGE 1: IMMERSE** - SPARK INTEREST, CONNECT TO BACKGROUND KNOWLEDGE, SURFACE KEY CONCEPTS

Invite curiosity, elicit background knowledge, find topics, wonder. Plan an opening activity to elicit and make visible students’ current knowledge, assumptions, and questions about the topic, to highlight / solicit key concepts, to pose Essential Questions which create dissonance – a reason to investigate!

**STAGE 2: INVESTIGATE** - CONSULT SOURCES BEYOND ONESELF TO LEARN MORE

Students refine inquiry questions and search for the answers. Teachers scaffold thinking and interaction. Students practice skills, receive formative feedback, and produce evidence of indicators.

**STAGE 3: COALESCE** - ORGANIZE AND SYNTHESIZE FINDINGS WITH A PERFORMANCE TASK IN MIND

Students take the knowledge and skills they have amassed / developed and apply themselves to the creation of the GRASP task. This involves synthesizing knowledge with a particular purpose, audience, text form, and criteria in mind.

**STAGE 4: GO PUBLIC!** - PRESENT FINDINGS TO AN AUDIENCE

Students share their discoveries and creations with their intended audiences, receive feedback, and reflect on the impact of their inquiry – on themselves as citizens and on the world.

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**THE POWER 5:** We modified an Understanding By Design (UbD) document to ensure we included each of the Conventus Inquiry Attributes.

1. **ESSENTIAL QUESTIONS** These questions hook student interest, activate key concepts, and provide the motivation for learning throughout a lesson and unit.

2. **ECCs** Essential Citizenship Competencies

- **ENLIGHTENED** – I / we can **discover** how the past connects to the present
- **EMPOWERED** – I / we can identify the rules and how they influence people
- **EMPATHETIC** – I / we can **understand and respect** how others think and feel
- **ETHICAL** – I / we can **see** that we all have rights and responsibilities
- **ENGAGED** – I / we can **take actions** to make the world a better place

3. **Thinking Routines & Discursive Strategies** - For each lesson, what thinking and discursive moves will support students to work together to meet outcomes, attain enduring understandings, and respond to essential questions?

4. **CC** Plan for Courageous Conversations - create conditions for conversations about potentially divisive questions / issues or “hot topics” (usually related to power & privilege) in your inquiry

5. **GRASP TASK** Plan an authentic task and share with a real audience

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### Lesson Overview

Students will engage in thinking routines with images and text from the story prior to reading the story as a class. Using discursive strategies, they will share their understanding of empathy and learn about seeing things from a different perspective.

### Learning Objectives

- Understand empathy and the importance of practicing empathy
- Understand and respect how others think and feel

### Enduring Understandings • Concepts • Key Vocabulary

decision making  
world view  
empathy-perspective  
connection-interdependence, environmental  
responsibility  
right and wrong  
power & privilege  
interdependence of communities (impact of no ants...)



### Key Vocabulary:

Empathy  
Perspectives  
Privilege

### 3Rs – Rights, Responsibilities & Respect

Respect  
Rights  
Responsibilities

### Resources

Nonfiction	Nonfiction
 <p><b>Hey, Little Ant</b> Phillip Hoose (E 781.5 Hoo)</p>	 <p><b>Empathy</b> Shannon Welbourn (152.4 Wel)</p>

1. Hey, Little Ant Image (p. 21-22)
2. Graphic organizer - See•Think•Wonder
3. Graphic Organizer - Sentence•Phrase•Word
4. Citizenship Journals
5. Wonder Wall bulletin board & sticky notes
6. Chart Paper (for notetaking) – Concept: **Empathy**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.


Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

1. Pose the question; “Have you ever stepped on a bug?”
2. **Tug•Of•War Routine** Is it right or wrong?
  - a. Extend by posing various scenarios and circumstances (ie. what if the ant was biting you?)
3. **See•Think•Wonder routine** (modelled by teacher)
4. **Sentence•Phrase•Word routine** (modelled by teacher) – Small Groups receive a copy of p. 21-22. Use Sentence•Phrase•Word template to show their thinking.
5. Read Hey, Little Ant
6. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**What do you think that kid should do? What makes you say that?**
7. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
8. **Nonfiction Read Aloud** – Empathy. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

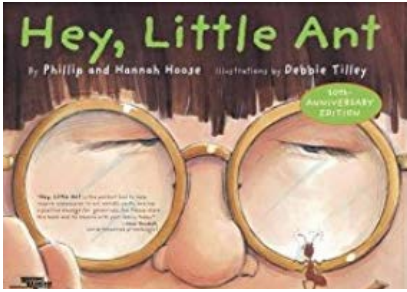
 **Courageous Conversation - Power** (Who holds the power?)

### Assessment:

Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

# Hey, Little Ant

Phillip Hoose



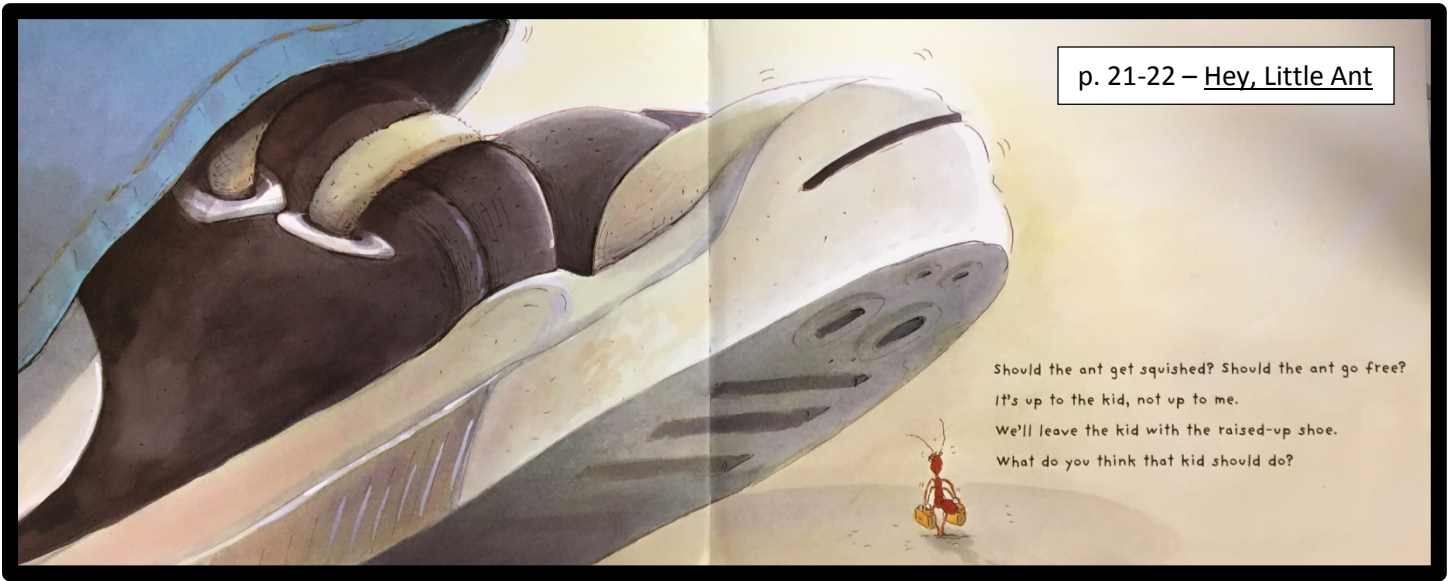
**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.



What do you think that kid should do?

What makes you say that?

I wonder...

?

Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	

Name: \_\_\_\_\_

# Sentence, Phrase, Word

Word	
Phrase	
Sentence	



## Lesson Overview

Students will engage in thinking routines with images and text from the story prior to reading the story as a class. Using discursive strategies, they will share their understanding of empathy and learn about seeing things from a different perspective.

## Learning Objectives

- Understand empathy and the importance of practicing empathy
- Understand and respect how others think and feel

## Enduring Understandings • Concepts • Key Vocabulary

Integrity  
empathy-perspective  
making a difference in the world  
power  
distribution of wealth

### Key Vocabulary:

Integrity  
Perspectives

### 3Rs – Rights, Responsibilities & Respect

Respect

Rights

Responsibilities

## Resources

Fiction	Nonfiction
 <b>Those Shoes</b> Maribeth Boelts (E Boe)	 <b>Integrity</b> Shannon Welbourn (179.9 Wel)

1. Those Shoes Image (p. 27-28)
2. Graphic Organizer - See•Think•Wonder
3. Graphic Organizer - Sentence•Phrase•Word
4. Citizenship Journals
5. Wonder Wall bulletin board & sticky notes
6. Chart Paper (for notetaking) - Concept: **Integrity**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place

## Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. Pose the question; “Have you ever stepped on a bug?”
2. **Tug•Of•War Routine** Is it right or wrong?
  - a. Extend by posing various scenarios and circumstances (ie. what if the ant was biting you?)
3. **See•Think•Wonder routine** (modelled by teacher)
4. **Sentence•Phrase•Word routine** (modelled by teacher) – Small Groups receive a copy of p. 21-22. Use Sentence•Phrase•Word template to show their thinking.
5. Read Hey, Little Ant
6. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**What do you think that kid should do? What makes you say that?**
7. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
8. **Nonfiction Read Aloud – Empathy.** Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

## Assessment:

Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

# Those Shoes

Maribeth Boelts



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.



How do **THOSE SHOES** change Antonio's life and make a difference?

What makes you say that?

I wonder...

?

Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	

Name: \_\_\_\_\_

# Sentence, Phrase, Word

Word	
Phrase	
Sentence	

## Lesson Overview

In small groups, students will engage in thinking routines using images from the story prior to reading the story as a class. They will engage in a word sort to identify vocabulary that implies inclusion or exclusion. Using discursive strategies, they will share their understanding of inclusion and exclusion and learn about the influence social class has on our opinions and how treat others.

## Learning Objectives

- Identify the difference between inclusion and exclusion within social groups
- Understand what it means to be an engaged citizen



## Enduring Understandings • Concepts • Key Vocabulary

diversity  
world-view frames understanding of the world  
lack of empathy & respect for diversity in cultural and social groups  
inclusion & exclusion  
classism, stereotyping, distribution of wealth

## Key Vocabulary:

Citizen, Wants & Needs  
Rights (Checklist - p 11 What is Citizenship?)  
Responsibilities (Checklist – p 13 What is Citizenship?)  
**3Rs – Rights, Responsibilities & Respect**  
Respect  
Rights  
Responsibilities

## Resources

Fiction	Nonfiction
 <b>Voices in the Park</b> Anthony Browne. (E Bro)	 <b>What is Citizenship?</b> Jessica Pegis (323.6 Peg)

1. 2 printed images (1 shows exclusion – p. 4, & 1 shows inclusion – p. 27)
2. Graphic Organizer - See•Think•Wonder
3. Citizenship Journals
4. Wonder Wall bulletin board & sticky notes
5. Chart Paper (for notetaking) - Concept: **Citizenship**

## ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

## Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. **See•Think•Wonder routine (2 Images – 1 shows exclusion, 1 shows inclusion)** Small groups
2. Pull strong words from the text, students sort them into 2 groups (inclusion, exclusion)
3. **Discursive Strategy – Turn & Talk after image #1 and repeat after image #2**
4. Read Voices in the Park
5. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**What do you think makes the woman look at the man on the bench in this way?**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Nonfiction Read Aloud – What is Citizenship?** Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

## Other connections:

- Inclusion vs. exclusion

 **Courageous Conversation** - Privilege / Classism / Stereotyping / Assumptions

## Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

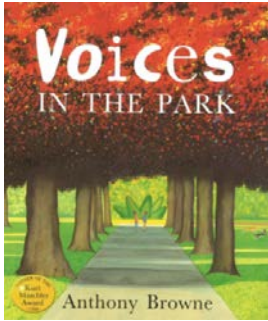
Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	

# Voices in the Park

Anthony Browne



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

What makes the woman feel this way about the man on the bench?

p. 4 - Voices in the Park



What makes you say that?

I wonder...

?

### Lesson Overview

The teacher will model the Colour Symbol Image (CSI) routine and students will complete their reflection on the CSI template. In small groups, students will engage in thinking routines using images and text from the story prior to reading the story as a class. Using discursive strategies, they will share their understanding of how Canada's past connects to the present and the impact of residential schools on generations of families throughout history.

### Learning Objectives

- Understand that we are all treaty people and how Canada's past connects to the present
- Understand the impact residential schools have had on multiple generations of families throughout history

### Enduring Understandings • Concepts • Key Vocabulary

Citizens' Rights  
Governments & People that elect them are responsible to one another  
The impact of residential schools is still affecting people today  
We are all treaty people

### Key Vocabulary:

Ancestors  
Discrimination  
Residential School

### 3Rs – Rights, Responsibilities & Respect


Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction
 <b>Stolen Words</b> Melanie Florence (E Flo)	 <b>The First Flock</b> (PROF 323 Cha)

  
**We are all Treaty People**  
Betty Lynxleg

1. Stolen Words Images (p. 5, 7-8, 9-10, 11-12, 17-18, 19-20)
2. Graphic Organizer - Colour•Symbol•Image
3. Graphic Organizer - See•Think•Wonder
4. Graphic Organizer - Sentence•Phrase•Word
5. Citizenship Journals
6. Wonder Wall bulletin board & sticky notes
7. Chart Paper (for notetaking) – Concept: **Discrimination**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

### Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. Read The First Flock: Certain Rights Based on Aboriginal Heritage
2. **Colour•Symbol•Image routine (model step by step, find examples to share)**

“Crows and gees must live together, Wing in wing, feather in feather.

The flocks must live together in peace, The crows must respect the flock of geese.” (p.19 – The First Flock)

3. **Discursive strategy – Turn and Talk in small groups**
4. **See•Think•Wonder routine** - each group will receive a different image from Stolen Words, discuss and share (cover text with sticky notes)
5. **Sentence•Phrase•Word routine** – each group reads text on their image, discuss and record thinking
6. Each group summarizes their discussion and shares with the class
7. Read Stolen Words
8. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**Why were the grandfather's words stolen? How did that change his life? What makes you say that?**
9. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
10. **Nonfiction Read Aloud** – We Are All Treaty People Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)



Courageous Conversation – Discrimination & Residential Schools

### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)



# CSI – Colour-Symbol-Image

Colour

Symbol

Image

Why did you choose this colour?

Why did you choose this symbol?

Why did you choose this image?

Handwriting practice lines for the 'Colour' column, consisting of 10 pairs of solid lines with a dashed midline.

Handwriting practice lines for the 'Symbol' column, consisting of 10 pairs of solid lines with a dashed midline.

Handwriting practice lines for the 'Image' column, consisting of 10 pairs of solid lines with a dashed midline.

Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	

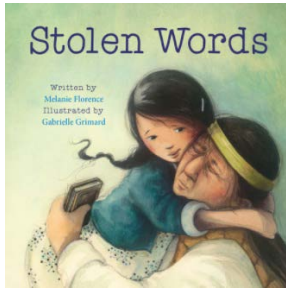
Name: \_\_\_\_\_

# Sentence, Phrase, Word

<b>Word</b>	
<b>Phrase</b>	
<b>Sentence</b>	

# Stolen Words

Melanie Florence



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

Why were the grandfather's words stolen?

How did that change his life?

What makes you say that?

I wonder...

?

### Lesson Overview

In small groups, students will engage in thinking routines using images and text from the story prior to reading the story as a class. Using discursive strategies, they will share their understanding of the rights and responsibilities we have as engaged citizens and the power that one person can have to make the world a better place.

### Learning Objectives

- Understand that we all have rights and responsibilities as engaged citizens
- Understand the meaning of discrimination and how it impacts our society
- Understand the individuals have the power to make changes in our world

### Enduring Understandings • Concepts • Key Vocabulary

Rights and Responsibilities  
Rights of all citizens  
Cultural Diversity  
Individual power

### Key Vocabulary:

Values Respect Racial Segregation



**3Rs – Rights, Responsibilities & Respect**

Respect

Rights

Responsibilities

### Resources

Nonfiction	Nonfiction
 <b><u>Viola Desmond Won't be Budged!</u></b> Jody Warner (323.4092 War)	 <b><u>Respecting Others</u></b> Steffi Cavell-Clarke (179.9 Cav)

1. Viola Desmond Images (p. 11-12, 13-14, 15-16, 17-18, 21-22) – Each group will receive 1 of the images
2. Graphic Organizer - See•Think•Wonder
3. Graphic Organizer - Sentence•Phrase•Word
4. Citizenship Journals
5. Wonder Wall bulletin board & sticky notes
6. Chart Paper (for notetaking) – Concept: **Respect**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people

Empathetic: I can understand & respect how others think and feel

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

### Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. **See•Think•Wonder routine** each group will receive a different image from Viola Desmond Won't Be Budged, discuss and share (cover text with sticky notes)
2. **Sentence•Phrase•Word routine** – each group reads text on their image, discuss and record thinking
3. Each group summarizes their discussion and shares with the class
4. Read Aloud – Viola Desmond Won't Be Budged
5. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**Is there ever a time when you should not follow the rules? What makes you say that?**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Nonfiction Read Aloud** – Respecting Others. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

### Other Connections:

- Civil rights
- Other important Canadian people

### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of 'I wonder' statements (questioning). Assess small group participation and cooperative group work. Observe students as they demonstrate an understanding of the thinking routines and are now able to independently practice them with little teacher support. Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

Name: \_\_\_\_\_

# See, Think, Wonder

**See**

**Think**

**Wonder**

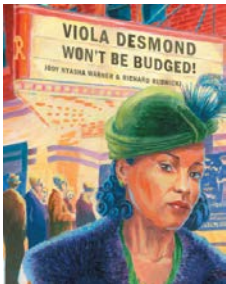
Name: \_\_\_\_\_

# Sentence, Phrase, Word

Word	
Phrase	
Sentence	

## Viola Desmond Won't Be Budged

Jody Warner



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

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**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

Is there ever a time when you should not follow the rules?

What makes you say that?

I wonder...

?



### Lesson Overview

In small groups, students will engage in thinking routines using images and text from the story prior to reading the story as a class. Using discursive strategies, they will share their understanding of the rights and responsibilities we have as engaged citizens and the power of one to make the world a better place.

### Learning Objectives

- Understand that we all have rights and responsibilities as engaged citizens
- Understand the meaning of discrimination and how it impacts our society
- Understand the individuals have the power to make changes in our world

### Enduring Understandings • Concepts • Key Vocabulary

Making Good Choices  
Diversity, Acceptance (accepting differences)  
World View  
Lack of understanding  
Belonging requires participation and is a fundamental right of all citizens  
Active citizens become engaged in discussions, negotiations, debates & ...  
Important to see the similarities in each other, not the differences.  
Citizens believe in the collective well-being



### Key Vocabulary:

Making Good Choices  
Acceptance  
Misunderstanding  
fear of differences

### 3Rs – Rights, Responsibilities & Respect

Respect  
Rights  
Responsibilities

### Resources

Fiction	Nonfiction
 <b>Feathers and Fools</b> <b>Mem Fox</b> (E Fox)	 <b>Making Good Choices</b> <b>Steffi Cavell-Clarke</b> (179.9 Cav)

1. Graphic Organizer - Colour•Symbol•Image
2. Citizenship Journals
3. Wonder Wall bulletin board & sticky notes
4. Chart Paper (for notetaking) – Concept: **Making Good Choices**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

**Empathetic: I can understand & respect how others think and feel.**

Ethical: I can see that we all have rights and responsibilities.

**Engaged: I can take actions to make the world a better place.**

### Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. Read aloud without students seeing illustrations until the part of the book where the birds die...
2. **Color•Symbol•Image** Thinking Routine
3. Read Feathers and Fools to the end, showing all illustrations
4. Citizenship Journal – **“They stumbled towards each other, alive with curiosity and trust.”**

**How would the world be a better place if we all approached each other with curiosity and trust? What makes you say that?**

5. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
6. **Nonfiction Read Aloud** – Making Good Choices. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

### Other Connections:

- Text to text connection to The First Flock

\*Teaching point: Fable

### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of ‘I wonder’ statements (questioning). Using the checklist provided, assess small group participation and cooperative group work. Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

# CSI – Colour-Symbol-Image

Colour

Why did you choose this colour?

Handwriting practice lines for the 'Colour' section, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

Symbol

Why did you choose this symbol?

Handwriting practice lines for the 'Symbol' section, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

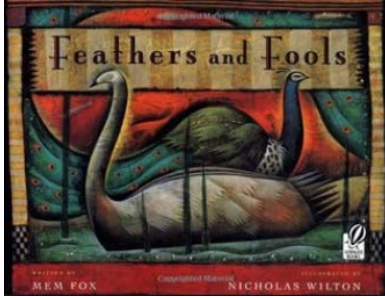
Image

Why did you choose this image?

Handwriting practice lines for the 'Image' section, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

## Feathers and Fools

Mem Fox



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

**“They stumbled towards each other, alive with curiosity and trust.”**

p. 27 Feathers and Fools

Would the world be a better place if we all approached each other with curiosity and trust?

What makes you say that?

I wonder...

?

## Lesson Overview

Students will engage in thinking routines with images from the story prior to reading the story as a class. Using discursive strategies, they will share their understanding of conflict and learn about seeing things from different perspectives in order to come to peaceful resolutions.

## Learning Objectives

- Understand that the existence of conflicting interests does not necessarily result in conflict, and that harmonious communities resolve conflict in peaceful ways

## Enduring Understandings • Concepts • Key Vocabulary

Active citizens become engaged in discussions, negotiations, debates & ...  
Citizens believe in the collective well-being  
Individuals have the power to influence others and make a difference  
What happens when nobody speaks up to make a difference?

## Key Vocabulary:

Beliefs



## 3Rs – Rights, Responsibilities & Respect

Respect

Rights

Responsibilities

## Resources

Fiction	Nonfiction
 <b>Why?</b> Nikolai Popov (E Pop)	 <b>Celebrating Different Beliefs</b> Steffi Cavell-Clarke (200 Cav)

1. Images (p. 1-2, p. 33-34)
2. Graphic Organizer - See•Think•Wonder
3. Citizenship Journals
4. Wonder Wall bulletin board & sticky notes
5. Chart Paper (for notetaking) – Concept: **Beliefs**

## ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel!

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

## Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. **See•Think•Wonder routine** – show the scene from the beginning and the scene from the end (1 at a time), then compare/contrast- think/wonder both images
  - a. Done as a large group
2. Read aloud Why? without students seeing words (use as a wordless picture book – picture walk) and discuss
3. Read aloud Why? with the words
4. Have students identify where the conflict arose, choose the perspective of the frog or mouse and write and/or illustrate a new ending
5. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
Compare & Contrast the 1<sup>st</sup> & last image of the book  
**Is the title Why? a good title for this book? What makes you say that?**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Nonfiction Read Aloud** – Celebrating Different Beliefs. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed). Use a Venn Diagram in Citizenship Journal to Compare / Contrast individual beliefs.

## Other Connections:

- Text to text connections to Feathers and Fools and The First Flock, History and world war, Conflict resolution

## Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	

# Why?

Nikolai Popov



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

<p>p. 1-2 - <u>Why?</u></p> 	 <p>p. 33-34 - <u>Why?</u></p>
<p><b>BEFORE:</b> What do you see?</p>	<p><b>AFTER:</b> What do you see?</p>

Is the title WHY a good title for this book?

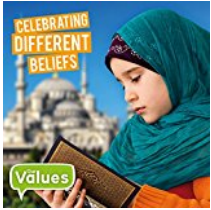
What makes you say that?

I wonder...

?

# Celebrating Cultural Beliefs

Steffi Cavell-Clarke



**Enlightened:** I can discover how the past connects to the present.

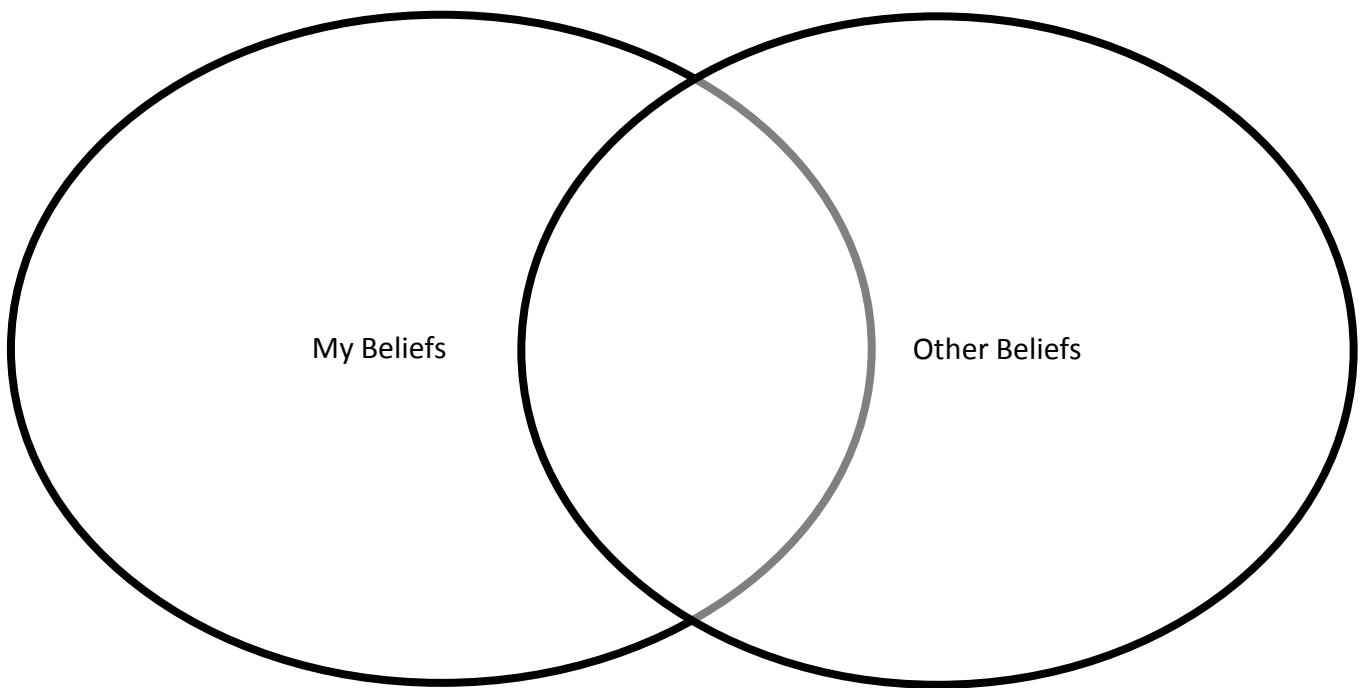
**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

A belief is: \_\_\_\_\_



I wonder...

?

### Lesson Overview

Students will engage in thinking routines with the front cover of the text prior to reading it as a class. They will use comprehension strategies to develop deeper understanding prior to reading. Using discursive strategies, they will share their thinking with the group.

### Learning Objectives

- Understand & differentiate between the nature of the rights of children & adult citizens in the community
- Understand the differences in daily life in a diversity of communities

### Enduring Understandings • Concepts • Key Vocabulary

Analyze daily life in a diversity of communities  
World views, Humanity, Human rights & Children’s rights  
Demonstrate awareness that different points of view may lead to better understandings and acceptance that people can believe different things and still live peacefully together.

### Key Vocabulary:

Community Multicultural Belonging Equality







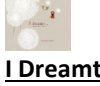

### 3Rs – Rights, Responsibilities & Respect

Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction		
 <b>Malala’s Magic Pencil</b> Malala Yousafzai	 <b>Sharing Our Global Community</b> Steffi Cavell-Clarke (307 Cav)	 <b>Because I am a Girl</b> Rosemary McCarney (305.23 McC)	
 <b>Four Feet, Two Sandals</b> Karen Williams (E Wil)	 <b>Step Forward with Gratitude</b> Shannon Welbourn (179.9 Wel)	 <b>Before their time: the world of child labor</b> David L Parker. (PROF 331.31 Par)	
 <b>I Dreamt...</b> Gabriela Olmos (E Olm)		 <b>Leaving My Homeland – Refugee Journeys – various authors</b>	

1. Graphic Organizer - See•Think•Wonder
2. Citizenship Journals
3. Wonder Wall bulletin board & sticky notes
4. Chart Paper (for notetaking) – Concept: **Community**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

Empowered: I can identify the rules & how they influence people.

Empathetic: I can understand & respect how others think and feel.

Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

### Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. **See•Think•Wonder routine** – front cover, making predictions and asking questions based on the title
2. Use nonfiction and other texts to supplement discussion and discursive strategies
3. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**What are you most grateful for? At home, At school, In your community, In your city**  
**How could you use a magic pencil to make the world a better place?**
4. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
5. **Nonfiction Read Aloud** – Celebrating Different Beliefs. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)



**Courageous Conversation** - Reality of War & Poverty, Sexism (treatment of girls in some parts of the world)

### Assessment:

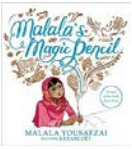
Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)



Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	



**Malala's Magic Pencil** by  
Malala Yousafzai

**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.



**Four Feet, Two Sandals**  
Karen Williams (E Wil)



**I Dreamt...: a book about Hope** by Gabriela Olmos.  
(E Olm)

What are you most grateful for?

At home	
At school	
In your community	
In your city	

How could you use a magic pencil to make the world a better place?

I wonder...

?

### Lesson Overview

Students will engage in thinking routines with images from the text prior to reading the story as a class. Using discursive strategies, share their understanding of the connection between the impacts of their personal actions on the collective well-being.

### Learning Objectives

- Understand that most people are good and want to live in peace
- Identify how their personal actions can impact the collective well-being

### Enduring Understandings • Concepts • Key Vocabulary

World View - Most people are good and live in peace  
Actions contribute to peace  
Individuals have power to affect others & make a difference  
Your personal actions impact the collective well-being.  
Engaged citizens strive to understand issues from a variety of viewpoints  
Examine and practice actions that contribute to peace.

### Key Vocabulary:

Helping Others



### 3Rs – Rights, Responsibilities & Respect

Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction
 <b>Most People</b> Michael Leannah (E Lea)	 <b>Helping Others</b> Steffi Cavell-Clarke (177.7 Cav)

1. Print colour copies of pages 7-8, 9-10, 11-12, 13-14, 17-18, 23-24, 29-30 (Most People)
2. Graphic Organizer - See •Think•Wonder
3. Citizenship Journals
4. Wonder Wall bulletin board & sticky notes
5. Chart Paper (for notetaking) – Concept: **Helping Others**

### ECCs – Essential Citizenship Competencies

**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

1. **See•Think•Wonder routine** - each group will receive a different image from Most People (print pages 7-8, 9-10, 11-12, 13-14, 17-18, 23-24, 29-30), discuss and share (cover text with sticky notes)
2. Each group summarizes their discussion and shares with the class
3. Read Most People
4. Citizenship Journal - **“People who do bad things can change. There is a seed of goodness inside of them, waiting to sprout.”**  
**What can you do to make a better place? At home, at school, in your community, in your city?**
5. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
6. **Nonfiction Read Aloud** – Helping Others. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

### Other Connections:

- United Nations sustainable goals, Science – growing seeds/plants

### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of ‘I wonder’ statements (questioning). Using the checklist provided, assess small group participation and cooperative group work. Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

Name: \_\_\_\_\_

# See, Think, Wonder

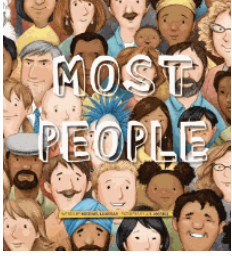
**See**

**Think**

**Wonder**

# Most People

Michael Leannah



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

**“People who do bad things can change. There is a seed of goodness inside of them, waiting to sprout.”**

p. 14 Most People

What can you do to make a difference?

	Ways that require little effort...	Ways that require more effort...
At home		
At school		
In your community		
In your city		

I wonder...

?

### Lesson Overview

Students will engage in thinking routines with images from the text prior to reading the story as a class. They will develop persuasive letters using a template and perform a retelling of the story using a reader's theater.

### Learning Objectives

- Understand that people are connected to each other and to their environment and have a responsibility to take care of the world

### Enduring Understandings • Concepts • Key Vocabulary

Call to action  
Interdependence of communities  
People are connected to each other and to their environment and have a responsibility to take care of the world.

### Key Vocabulary:

Call to Action



### 3Rs – Rights, Responsibilities & Respect

Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction
 <p><b>The Great Kapok Tree: a tale of the Amazon Rain Forest</b> Lynne Cherry (398.2 Che)</p>	 <p><b>Sincerely Yours: Writing Your Own Letter</b> Nancy Loewen (808.6 Loe)</p>

1. Graphic Organizer - See•Think•Wonder
2. Reader's Theatre Script
3. Citizenship Journals (Letter writing template)
4. Wonder Wall bulletin board & sticky notes
5. Chart Paper (for notetaking) – Concept: **Call to Action**

### ECCs – Essential Citizenship Competencies

**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

1. **See•Think•Wonder routine** – 3 images from book (beginning p. 2, middle p. 24-25, end p. 30 – without text)
2. Read aloud leaving out the last page of the book, allow for student discussion & sharing, read to end of book
3. Read the letter at the back of the book
4. **Nonfiction Read Aloud** – Sincerely Yours. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)
5. Citizenship Journal – graphic organizer for letter writing planning - Letter writing – write a persuasive letter... **“Dear man with the axe...”**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Thinking Routine – Role Playing – Reader's Theatre**

### Other Connections:

- Environmental sustainability
- Persuasive writing, friendly letter writing
- Independence amongst people, animals and environment

### Assessment:

Writing rubric for persuasive letter assessment. Observation of participation in group reader's theater activity. Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

Name: \_\_\_\_\_

# See, Think, Wonder

**See**

**Think**

**Wonder**

## Readers' Theatre Script

### The Great Kapok Tree – A Tale of the Amazon Rain Forest by Lynne Cherry

The book can be read by the narrator & the following parts can be given to students.

Boa constrictor:

“Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down.”

Bee:

“Senhor, my hive is in this Kapok tree, and I fly from tree to tree and flower to flower collecting pollen. In this way I pollinate the trees and flowers throughout the rain forest. You see, all living things depend on one another.”

A troupe of monkeys:

“Senhor, we have seen the ways of the man. You chop down one tree, then come back for another and another. The roots of these great trees will wither and die, and there will be nothing left to hold the earth in place. When the heavy rains come, the soil will be washed away and the forest will become a desert.”

A toucan, a macaw, and a cock-of-the-rock:

“Senhor!” squawked the toucan, “you must not cut down this tree. We have flown over the rain forest and seen what happens once you begin to chop down the trees. Many people settle on the land. They set fires to clear the underbrush, and soon the forest disappears. Where once there was life and beauty only black and smoldering ruins remain.”



A bright and small tree frog:

“Senhor, a ruined rain forest means ruined lives... many ruined lives. You will leave many of us homeless if you chop down this great Kapok tree.”

A jaguar:

“Senhor, the Kapok tree is home to many birds and animals. If you cut it down, where will I find my dinner?”

Four tree porcupines:

“Senhor, do you know what we animals and humans need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life.”

Several anteaters:

“Senhor, you are chopping down this tree with no thought for the future. And surely you know that what happens tomorrow depends upon what you do today. The big man tells you to chop down a beautiful tree. He does not think of his own children, who tomorrow must live in a world without trees.”

A three-toed sloth:

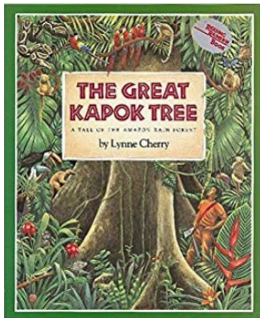
“Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rain forest, on what would you feast your eyes?”

A child from the Yanomamo tribe:

“Senhor, when you awake, please look upon us all with new eyes.”

# The Great Kapok Tree: a tale of the Amazon Rain Forest

Lynne Cherry



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

Dear man with the axe,

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Sincerely,

I wonder...

?

### Lesson Overview

Students read the three questions on chart paper and make predictions about the answers and meaning of them. They will listen to the story and discover how the three questions can be applied to their lives. They will relate their understanding to a story they have read.

### Learning Objectives

- Understand the importance of thinking of other people
- Understand the responsibility that comes with being an engaged citizen

### Enduring Understandings • Concepts • Key Vocabulary

Decisions have far-reaching effects, so it is important to think about the choices we make.

Individuals have the power to affect others and make a difference  
A person's world view frames their understanding of the world.

### Key Vocabulary:

I Can Make a Difference



**3Rs – Rights, Responsibilities & Respect**

Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction
 <b>The Three Questions</b> Jon Muth (E Mut)	 <b>I Can Make a Difference</b> Jessica Pegis (303.4 Peg)

1. Display – The Three Questions (on chart paper)
2. Image – (From Those Shoes p. 27-28) – boy dropping shoes off & running away
3. Citizenship Journals
4. Wonder Wall bulletin board & sticky notes
5. Chart Paper (for notetaking) – Concept: **The Golden Rule**

### ECCs – Essential Citizenship Competencies

**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

### Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another

1. Show and discuss the chart paper with the three questions  
When is the best time to do things? Who is the most important one? What is the right thing to do?
2. Read: The Three Questions
3. Refer to the three questions on the chart paper and discuss their answers
4. Do a picture walk of “Those Shoes” and then focus on pages 27-28 from the story of the boy dropping shoes off and running away, talk through the three questions as they relate to this part of the story
5. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**How can The Three Questions help guide us to become better people? What makes you say that?**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Nonfiction Read Aloud** – I Can Make a Difference. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

### Other Connections:

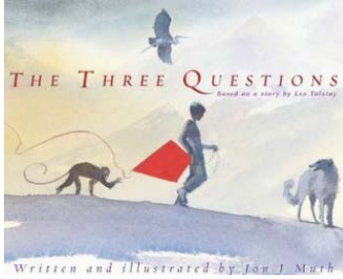
- Responsibility of an engaged citizen
- Perspective
- Research and learn about Leo Tolstoy

### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

# The Three Questions

Jon Muth



**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

The Three Questions

1. When is the best time to do things?
2. Who is the most important one?
3. What is the right thing to do?

How can The Three Questions help guide us to become better people?

What makes you say that?

I wonder...

?

### Lesson Overview

Students will watch a short video showing small acts of kindness and their large impacts. They will listen to a read aloud and share their thinking with a variety of partners using the inside/outside circle discursive strategy.

### Learning Objectives

- Understand that our small acts of kindness can make a big impact
- Understand that you may not always know what to do but a small act of kindness goes a long way

### Enduring Understandings • Concepts • Key Vocabulary

Individuals have the power to affect others and make a difference  
Belonging requires participation and is a fundamental right of all citizens.  
Empathy and respect for diversity in cultural and social groups help strengthen one's community and requires appreciation of different perspectives.

### Key Vocabulary:

Kindness



### 3Rs – Rights, Responsibilities & Respect

Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction
 <p><b>Be Kind</b> Pat Zietlow Miller (E Mil)</p>	 <p><b>Making Friends</b> Steffi Cavell-Clarke (177.6 Cav)</p>

1. <https://www.youtube.com/watch?v=nwAYpLVyeFU>
2. Citizenship Journals
3. Wonder Wall bulletin board & sticky notes
4. Chart Paper (for notetaking) – Concept: **Kindness**

### ECCs – Essential Citizenship Competencies

**Enlightened:** I can discover how the past connects to the present.

**Empowered:** I can identify the rules & how they influence people.

**Empathetic:** I can understand & respect how others think and feel.

**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

1. Watch Kindness Boomerang “One Day” video: <https://www.youtube.com/watch?v=nwAYpLVyeFU>
2. Read Aloud: Be Kind
3. Inside-Outside Circle (discursive strategy) - Students sharing times that someone has shown them kindness & ideas for their random act of kindness
4. Brainstorm a list of ideas to spread kindness
5. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**How can your kindness make the biggest impact?**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Nonfiction Read Aloud** – Making Friends. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

### Other Connections:

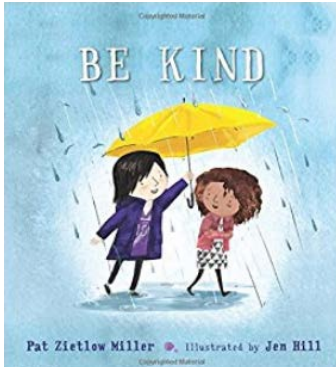
- Friendship, respect
- Community

### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPSP Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)

## **Be Kind**

**Pat Zietlow Miller**



**Enlightened:** I can discover how the past connects to the present.

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**Engaged:** I can take actions to make the world a better place.

How can your kindness make the biggest impact?

What makes you say that?

My plan for an act of kindness...

### Lesson Overview

Students will make predictions based on the title of the book What Matters and the illustration on the front cover prior to reading the story as a class. In an inside/outside talking circle, students will share their ideas and examples of what they can do to help the environment both locally and globally. They will each choose a small action that makes a big impact! Then students will participate in a picture walk of A River Ran Wild to discover how humans impact the environment in both positive and negative ways.

### Learning Objectives

- Understand that their decisions have far-reaching effects, so it is important to think about the choices we make (small action=big impact)
- Understand that people are connected to each other and to their environment and have a responsibility to take care of the world

### Enduring Understandings • Concepts • Key Vocabulary

Decisions have far-reaching effects, so it is important to think about the choices we make.

Individuals have the power to affect others and make a difference

A person's world view frames their understanding of the world.

### Key Vocabulary:

I Can Make a Difference



**3Rs – Rights, Responsibilities & Respect**

Respect

Rights

Responsibilities

### Resources

Fiction	Nonfiction
 <p><b>What Matters</b> Alison Hughes (E Hug)</p>	 <p><b>Being an Active Citizen in Your Community</b> Helen Mason (323.65 Mas)</p>
 <p><b>A River Ran Wild</b> Lynne Cherry (974.4 Che)</p>	 <p><b>Caring for Earth</b> Steffi Cavell-Clarke (333.72 Cav)</p>

1. Citizenship Journals
2. Graphic Organizer - See•Think•Wonder
3. Graphic Organizer - Sentence•Phrase•Word
4. Citizenship Journals
5. Wonder Wall bulletin board & sticky notes
6. Chart Paper (for notetaking) – Concept:  
**Environment**

### ECCs – Essential Citizenship Competencies

Enlightened: I can discover how the past connects to the present.

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Ethical: I can see that we all have rights and responsibilities.

Engaged: I can take actions to make the world a better place.

**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

### Day 1

1. Show students the front cover of the book. Students make predictions prior to reading the story.
2. Read What Matters.
3. **Discursive Strategy - Inside/Outside talking circle**, students share ideas and examples of what they can do to help the environment
4. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**How can your small action make a bigger impact?**

5. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
6. **Nonfiction Read Aloud** – Being an Active Citizen. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

## Day 2

1. **See•Think•Wonder routine** each group will receive a different printed image from A River Ran Wild (your choice), discuss and share (cover text with sticky notes)
2. **Sentence•Phrase•Word routine** – each group reads text on their image, discuss and record thinking
3. Each group summarizes their discussion and shares with the class
4. Read Aloud – A River Ran Wild
5. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**How did humans affect the environment negatively? How did humans affect the environment positively?**
6. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
7. **Nonfiction Read Aloud** – Caring for Earth. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

### Other Connections:

- Environmental responsibilities
- Quality of life on reserves in Saskatchewan
- Settlement and treaty education



Courageous Conversation – Industrial Progress vs Environmental Impact, First contact – Settlers impacting lives of FN people

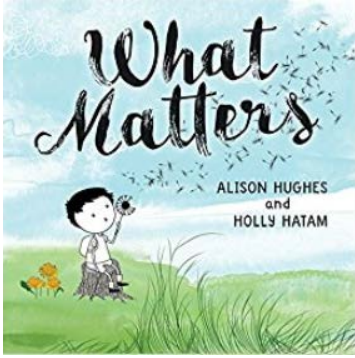
### Assessment:

Assessment is achieved for this lesson through observations of participation during discussions, written reflection in citizenship journals and the completion of 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPSPD Writing, Viewing & Speaking rubrics via Notes (on final page of Teacher Resource)



## What Matters

Alison Hughes



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**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

How can your small action make a bigger impact?

What makes you say that?

Choose a small action  
that makes a big impact.

?

Name: \_\_\_\_\_

# See, Think, Wonder

**See**

**Think**

**Wonder**

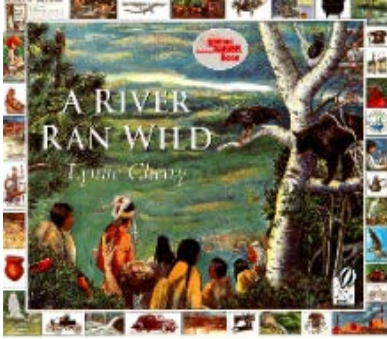
Name: \_\_\_\_\_

# Sentence, Phrase, Word

Word	
Phrase	
Sentence	

# A River Ran Wild

Lynne Cherry



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**Ethical:** I can see that we all have rights and responsibilities.

**Engaged:** I can take actions to make the world a better place.

How did humans negatively affect the environment?

How did humans positively affect the environment?

What makes you say that?

I wonder...

?

**Lesson Overview**

Students will use the See-Think-Wonder routine to explore the images from the book The Flower Man. They will share their learning with the class and discover how to ‘colour their world’.

**Learning Objectives**

Students will understand that individuals how the power the affect others and make a difference

**Enduring Understandings • Concepts • Key Vocabulary**

Colour your World - Individuals have the power to affect others and make a difference  
 Citizens value the need of the collective common good and consider how their actions impact the collective well-being.  
 Belonging requires participation and is a fundamental right of all citizens.  
 Decisions have far-reaching effects so it is important to think about the choices we make.

**Key Vocabulary:**

Bucket Filling  
 Appreciation



**3Rs – Rights, Responsibilities & Respect**

Respect

Rights

Responsibilities

**Resources**

Fiction	Nonfiction
 <p><b>The Flower Man</b>            Mark Ludy            (E Lun)</p>	 <p><b>Have You Filled a Bucket Today?</b>            Carol McCloud            (158.2 McC)</p>

1. Images (page 5-6, 9-10, 11-12, 13-14, 19-20)
2. Graphic Organizer - See•Think•Wonder
3. Citizenship Journals
4. Wonder Wall bulletin board & sticky notes
5. Chart Paper (for notetaking) – Concept: **Making a Difference**

**ECCs – Essential Citizenship Competencies**

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**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

1. **See•Think•Wonder routine** each group will receive a different image from The Flower Man, they will discuss as a group and share with the class
2. Gather as a group and read through the story
3. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**Colour your world. What does that mean? What makes you say that?**
4. **Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
5. **Nonfiction Read Aloud** – Have You Filled a Bucket Today? Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

**Art project** – “I am” poem with QR code linked to student voices.

**Assessment:**

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Name: \_\_\_\_\_

# See, Think, Wonder

<b>See</b>	
<b>Think</b>	
<b>Wonder</b>	

# The Flower Man

Mark Ludy



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**Engaged:** I can take actions to make the world a better place.

**Colour your world.** What does that mean?

What makes you say that?

I wonder...

?

## **Notes:**

SPSD ELA RUBRICS



### **SPDU Writing, Viewing & Speaking RUBRICS**

#### **2 WRITING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/writing\\_rubric\\_grade2\\_2012apr.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/writing_rubric_grade2_2012apr.pdf)

#### **3 WRITING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/writing\\_rubric\\_grade3\\_2012may.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/writing_rubric_grade3_2012may.pdf)

#### **2 VIEWING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing\\_rubric\\_grade2\\_2013jan.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing_rubric_grade2_2013jan.pdf)

#### **3 VIEWING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing\\_rubric\\_grade3\\_2013jan.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing_rubric_grade3_2013jan.pdf)

#### **2 SPEAKING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking\\_rubric\\_grade2\\_2012jun.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking_rubric_grade2_2012jun.pdf)

#### **3 SPEAKING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking\\_rubric\\_grade3\\_2012jun.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking_rubric_grade3_2012jun.pdf)

**This resource was collaboratively developed in the spring of 2018 by  
Teacher Librarian, Tanya Beattie  
& teachers, Dana Babey & Carlie Rodomsky.**



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