

Title of Unit: <b>We are Engaged Citizens</b>	Grade: <b>2/3</b>
Broad Area of Citizenship: <b>Engaged Citizens</b>	Time Frame:

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

**Broad Area of Citizenship:**

**GRADE 2: Engaged Citizens** question, critically examine, advocate, and defend rights and responsibilities of a democracy on multiple levels. They work to understand the issues, overt and hidden within citizenship challenges and develop appropriate action plans to address those issues. Rules, regulations, and laws are the primary means by which society organizes and brings structure to itself. Students will consider the relationship between rights and responsibilities in setting and following rules. They will examine the effects of rules and begin to appreciate the responsibilities of the governing body that developed those rules/structures. Finally students will become conscious of the responsibility that citizens have to support and contribute to varying levels of governance.

**GRADE 3: Engaged Citizens** question, critically examine, advocate, and defend rights and responsibilities of a democracy on multiple levels. They work to understand the issues, overt and hidden within citizenship challenges and develop appropriate action plans to address those issues. They are also extending their understanding of the benefits and richness that diversity and multiculturalism bring to Canadians.

Engaged citizens strive to understand issues from a variety of viewpoints. Students will begin to explore processes of dispute resolution and examine and practice actions that contribute to peace and order. Critical thinking exploration in this area of citizenship encourages students to try to understand a point of view that is different from their own.

**Overview and Desired Results of Citizenship Study:**

**GRADE 2** Students will work to understand the different impacts of rules on people and will strive to understand the underlying purpose behind the rule.

As engaged citizens strive to understand issues from a variety of viewpoints, they will also begin to explore different ways to solve problems and examine and practice actions that contribute to peace and order. Students will be encouraged to try to understand a point of view that is different from their own.

Grade 3 students continue their study of actions and practices that contribute to peace and order.

Students begin to learn about the relationship between beliefs, rights, and responsibilities. They explore how history can impact present events and further examine how different points of view can lead to different interpretations of the same event. Students consider the impact of culture and diversity on interpretation of current events.

Students strive to:

- understand and value the historical and contemporary diversity in groups;
- explore the relationships between beliefs, rights, and responsibilities at a school, community, and national level; &
- understand the different types of governance and their responsibilities at the local and national levels.

**Enduring Understandings / Concepts:**

Grade 2 students will continue to understand the decision-making process and explore the rights and responsibilities associated with belonging to society.

Students will continue to learn about actions and practices that contribute to peace and order in society and the governance structures that create those rules. Rules will be examined to determine their purposes and the implications of the decision. In addition, students will analyze how decisions are made and consider the scope of consequences of decisions. As students learn how rules are made, they will also learn the processes for changing rules. Students will appreciate that people can have different points of view on the same topic.

**GRADE 2** Students will use information to understand that:

- Actions, behaviours, and relationships are learned and affected by the past.
- Events and ideas from the past influence the present and can influence and serve as models of how to live as a contributing citizen.
- People develop rules so that we can live together peacefully.
- Rules have differing levels of impact so people who make rules need to consider the individual good and common good.
- Diversity can have a variety of impacts and can impact points of view
- Individuals have the power to affect others and make a difference.
- Canada has a long relationship with First Nations Peoples through treaty relationships.
- Decisions have far-reaching effects, so it is important to think about the choices we make.
- Active participation leads to belonging and symbols can support belonging;
- People are connected to each other and to their environment and have a responsibility to take care of the world.

Rules, regulations, and laws are the primary means by which society organizes and brings structure to itself. Students consider the relationship between rights and responsibilities that bring order to society. As students examine the effects of rules and begin to appreciate the responsibilities of the governing body that developed those rules/structures, students are learning of the responsibility that citizens have to support and contribute to varying levels of governance.

Students think about the varying impacts that rules have on people and as students strive to understand that, they also work to understand the underlying purpose behind the rule.

**GRADE 3** Students will use information to understand that:

- Decision-making is a complex process with far-reaching impacts and is influenced by history.
- A person’s worldview frames their understanding of the world.
- Citizens value the need of the collective common good and consider how their actions impact the collective well-being.
- Governments and the people who elect them are responsible to one another.
- Empathy and respect for diversity in cultural and social groups help strengthen one’s community and requires appreciation of different perspectives.
- Individuals have the power to affect others and make a difference.
- Canada has a long relationship with First Nations Peoples through treaty relationships.
- Societies create rules, written and unwritten, to promote order that lead to inclusion or exclusion and are enforced by social behaviours and expectations.
- Belonging requires participation and is a fundamental right of all citizens.
- Active citizens become engaged in discussions, negotiations, debates and consider action regarding Canadian issues.


<p><b>Knowledge &amp; Skill Development:</b></p> <p><b>GRADE 2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• How rules are made.</li> <li>• Why rules are made.</li> <li>• How and who enforces rules.</li> <li>• What “common good” means.</li> <li>• Simple process to solve disputes.</li> </ul>	<p><b>GRADE 3</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the governing body and the rules/laws they develop so they can think about fairness, and consider how to advocate effectively to support or change the rules/laws.</li> <li>• Determine the impact of rules on diverse groups that live in Canada.</li> <li>• Determine the sphere of influence of rules that govern behavior of the province of Saskatchewan.</li> <li>• Determine a process for advocacy.</li> <li>• Understand that the perceived fairness of rules on diverse groups that live in Canada may be influenced by point of view.</li> <li>• Advocate effectively to support or change rules to promote social order.</li> </ul>
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<p><b>Essential Questions:</b></p> <p><b>GRADE 2</b></p> <ul style="list-style-type: none"> <li>• What makes a rule fair?</li> <li>• Why are rules different from place to place?</li> <li>• How do rules help people live peacefully together?</li> <li>• How do rules change?</li> <li>• How do I become an involved citizen?</li> </ul>	<p>Enduring understandings are the big ideas that stimulate thinking, guide the inquiry and are linked to outcomes.</p> <p>Essential questions point to the “big ideas” in the inquiry and should be considered and reconsidered as the inquiry progresses.</p> <p>Answers to these questions form the evidence of learning at the end of study.</p>	<p><b>GRADE 3</b></p> <ul style="list-style-type: none"> <li>• How do people who live together organize themselves?</li> <li>• How much do rules matter?</li> <li>• Who monitors the rule makers?</li> <li>• How much power should leaders have?</li> <li>• To whom are rule makers responsible?</li> <li>• Why are treaty relationships important to all Canadians?</li> <li>• What is another point of view of this (any) matter?</li> </ul>
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<p><b>Cross-Curricular Outcomes:</b> Student friendly outcomes should be posted throughout the inquiry and continually referenced so the goals of learning are clearly available to students.</p> <p><b>GRADE 2</b> Students will:</p> <p><b>PA2.1 (SS) - Analyze how decisions are made within the local community.</b></p> <p><b>PA2.2 (SS) - Assess and practice various approaches to resolving conflicting interests within the community.</b></p> <p><b>PA2.3 (SS) - Analyze rights and responsibilities of citizens in the school and local community.</b></p> <p><b>IN2.1 (SS) - Determine characteristics of a community.</b></p> <p><b>CC2.3 (ELA) Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</b></p> <p><b>CC2.4 (ELA) Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b></p> <p><b>CR2.1 (ELA) Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address - social responsibility (e.g., Friendship) and make connections to prior learning and experiences.</b></p> <p><b>USC2.4 (Health) Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.</b></p> <p><b>USC2.6 (Health) Examine how communities benefit from the diversity of their individual community members.</b></p>	<p><b>GRADE 3</b> Students will:</p> <p><b>PA3.2 (SS) - 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.</b></p> <p><b>PA 3.3 (SS) - Make generalizations about the purpose and intent of documents that define the rights of children.</b></p> <p><b>IN3.1 (SS) - Analyze daily life in a diversity of communities.</b></p> <p><b>IN3.2 (SS) - Analyze the cultures and traditions in communities studied.</b></p> <p><b>CR3.1 (ELA) Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: social responsibility (e.g., All Together) and make comparison with personal experiences.</b></p> <p><b>CC3.3 (ELA) Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</b></p> <p><b>CC3.4 (ELA) Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a journal entries &amp; letter) with a clear purpose, correct paragraph structure, and interesting detail.</b></p> <p><b>USC3.4(Health) Understand what it means to contribute to the health of self, family and home.</b></p>
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**Overarching Question:** How can we understand each other better and make a difference in the world?

**Courageous Conversations:**


 Where will you plan discussions about “hot topics” (usually related to power & privilege) in your inquiry?

**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!

How can you introduce the Essential Question to engage minds, emotions and memories?

**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**

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**

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**

**Procedure**

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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)

**Enduring Understandings / Concepts / Key Vocabulary**

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



**Key Vocabulary:**

Integrity  
Perspectives

**3Rs**

Respect  
Rights  
Responsibilities

**Resources**

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

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**

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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**

**Procedure**

1. **See•Think•Wonder routine** Present image (p. 27-28) from book to small groups, discuss and share
2. Read Those Shoes
3. Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**Did it make a difference in the world when Jeremy gave Antonio THOSE SHOES? 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 – Integrity.** Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

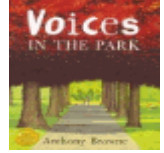
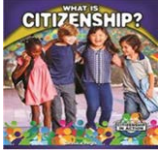
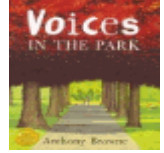
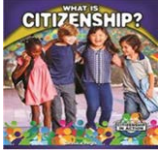

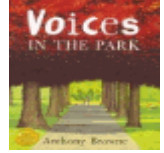
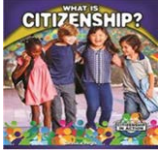
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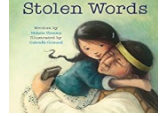


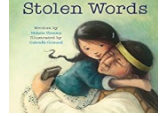



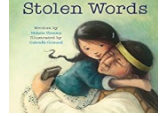


- Discussion about needs vs. wants
- Medicine wheel – holistic understanding (physical, spiritual, intellectual, emotional)







**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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)



<p><b>Enduring Understandings / Concepts / Key Vocabulary</b></p> <p>diversity world-view frames understanding of the world lack of empathy &amp; respect for diversity in cultural and social groups inclusion &amp; exclusion classism stereotyping distribution of wealth</p> <p><b>Key Vocabulary:</b> Citizen Wants &amp; Needs Rights (Checklist - p 11 <a href="#">What is Citizenship</a>) Responsibilities (Checklist – p 13 <a href="#">What is Citizenship</a>)</p> <p><b>3Rs</b> Respect Rights Responsibilities</p>	<p><b>Resources</b></p> <table border="1"> <thead> <tr> <th data-bbox="727 157 1084 197">Fiction</th> <th data-bbox="1084 157 1445 197">Nonfiction</th> </tr> </thead> <tbody> <tr> <td data-bbox="727 197 1084 459">  <p><b>Voices in the Park</b> Anthony Browne (E Bro)</p> </td> <td data-bbox="1084 197 1445 459">  <p><b>What is Citizenship?</b> Jessica Pegis (323.6 Peg)</p> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>2 printed images (1 shows exclusion – p. 4, &amp; 1 shows inclusion – p. 27)</li> <li>Graphic Organizer - See•Think•Wonder</li> <li>Citizenship Journals</li> <li>Wonder Wall bulletin board &amp; sticky notes</li> <li>Chart Paper (for notetaking) - Concept: <b>Citizenship</b></li> </ol> <p><b>ECCs</b> Enlightened: I can discover how the past connects to the present. Empowered: I can identify the rules &amp; how they influence people. Empathetic: I can understand &amp; 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>	Fiction	Nonfiction	 <p><b>Voices in the Park</b> Anthony Browne (E Bro)</p>	 <p><b>What is Citizenship?</b> Jessica Pegis (323.6 Peg)</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li><b>See•Think•Wonder routine (2 Images – 1 shows exclusion, 1 shows inclusion)</b> Small groups</li> <li>Pull strong words from the text, students sort them into 2 groups (inclusion, exclusion)</li> <li><b>Discursive Strategy – Turn &amp; Talk after image #1 and repeat after image #2</b></li> <li>Read <a href="#">Voices in the Park</a></li> <li>Citizenship Journal – <b>What makes you say that routine (Interpretation with Justification)</b> <b>What do you think makes the woman look at the man on the bench in this way?</b></li> <li><b>Wonder Wall</b> - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.</li> <li><b>Nonfiction Read Aloud</b> – <a href="#">What is Citizenship?</a> Read aloud &amp; model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, &amp; Clarify as needed)</li> </ol> <p><b>Other connections:</b></p> <ul style="list-style-type: none"> <li>- Inclusion vs. exclusion</li> </ul> <p> <b>Courageous Conversation</b> - Privilege / Classism / Stereotyping / Assumptions</p> <p><b>Assessment:</b> 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 SPDU Writing, Viewing &amp; Speaking rubrics (UbD – Stage 4)</p>
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<p><b>Enduring Understandings / Concepts / Key Vocabulary</b></p> <p>Citizens' Rights Governments &amp; People that elect them are responsible to one another The impact of residential schools is still affecting people today We are all treaty people</p> <p><b>Key Vocabulary:</b> Ancestors Discrimination Residential School</p> <p><b>3Rs</b> Respect Rights Responsibilities</p>	<p><b>Resources</b></p> <table border="1"> <thead> <tr> <th data-bbox="727 1036 1084 1076">Fiction</th> <th data-bbox="1084 1036 1445 1076">Nonfiction</th> </tr> </thead> <tbody> <tr> <td data-bbox="727 1076 1084 1378">  <p><b>Stolen Words</b> Melanie Florence (E Flo)</p> </td> <td data-bbox="1084 1076 1445 1378">  <p><b>The First Flock</b> (PROF 323 Cha)</p>  <p><b>We are all Treaty People</b> Betty Lynxleg (E Lyn)</p> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Stolen Words Images (p. 5, 7-8, 9-10, 11-12, 17-18, 19-20)</li> <li>Graphic Organizer - Colour•Symbol•Image</li> <li>Graphic Organizer - See•Think•Wonder</li> <li>Graphic Organizer - Sentence•Phrase•Word</li> <li>Citizenship Journals</li> <li>Wonder Wall bulletin board &amp; sticky notes</li> <li>Chart Paper (for notetaking) – Concept: <b>Discrimination</b></li> </ol> <p><b>ECCs</b> Enlightened: I can discover how the past connects to the present. Empowered: I can identify the rules &amp; how they influence people. Empathetic: I can understand &amp; 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>	Fiction	Nonfiction	 <p><b>Stolen Words</b> Melanie Florence (E Flo)</p>	 <p><b>The First Flock</b> (PROF 323 Cha)</p>  <p><b>We are all Treaty People</b> Betty Lynxleg (E Lyn)</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>Read <a href="#">The First Flock: Certain Rights Based on Aboriginal Heritage</a></li> <li><b>Colour•Symbol•Image routine (model step by step, find examples to share)</b> “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)</li> <li><b>Discursive strategy – Turn and Talk in small groups</b></li> <li><b>See•Think•Wonder routine</b> - each group will receive a different image from <a href="#">Stolen Words</a>, discuss and share (cover text with sticky notes)</li> <li><b>Sentence•Phrase•Word routine</b> – each group reads text on their image, discuss and record thinking</li> <li>Each group summarizes their discussion and shares with the class</li> <li>Read <a href="#">Stolen Words</a></li> <li>Citizenship Journal – <b>What makes you say that routine (Interpretation with Justification)</b> <b>Why were the grandfather's words stolen? How did that change his life? What makes you say that?</b></li> <li><b>Wonder Wall</b> - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.</li> <li><b>Nonfiction Read Aloud</b> – <a href="#">The First Flock</a> &amp; <a href="#">We Are All Treaty People</a> Read aloud &amp; model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, &amp; Clarify as needed)</li> </ol> <p><b>Other Connections:</b></p> <ul style="list-style-type: none"> <li>- Treaty education</li> </ul> <p> <b>Courageous Conversation</b> – Discrimination &amp; Residential Schools</p> <p><b>Assessment:</b> 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 SPDU Writing, Viewing &amp; Speaking rubrics (UbD – Stage 4)</p>
Fiction	Nonfiction					
 <p><b>Stolen Words</b> Melanie Florence (E Flo)</p>	 <p><b>The First Flock</b> (PROF 323 Cha)</p>  <p><b>We are all Treaty People</b> Betty Lynxleg (E Lyn)</p>					

<p><b>Enduring Understandings / Concepts / Key Vocabulary</b></p> <p>Rights and Responsibilities</p> <p>Rights of all citizens</p> <p>Cultural Diversity</p> <p>Individual power</p> <p><b>Key Vocabulary</b></p> <p>-Values</p> <p>-Respect</p> <p>-Racial Segregation</p> <p><b>3Rs</b></p> <p>Respect</p> <p>Rights</p> <p>Responsibilities</p>	<p><b>Resources</b></p> <table border="1" data-bbox="739 163 1432 479"> <tr> <td data-bbox="739 163 1081 479"> <p><b>Nonfiction</b></p>  <p><b>Viola Desmond Won't be Budged!</b> Jody Warner. (323.4092 War)</p> </td> <td data-bbox="1081 163 1432 479"> <p><b>Nonfiction</b></p>  <p><b>Respecting Others</b> Steffi Cavell- Clarke (179.9 Cav)</p> </td> </tr> </table> <ol style="list-style-type: none"> <li>Viola Desmond Images (p. 11-12, 13-14, 15-16, 17-18, 21-22) – Each group will receive 1 of the images</li> <li>Graphic Organizer - See•Think•Wonder</li> <li>Graphic Organizer - Sentence•Phrase•Word</li> <li>Citizenship Journals</li> <li>Wonder Wall bulletin board &amp; sticky notes</li> <li>Chart Paper (for notetaking) – Concept: <b>Respect</b></li> </ol> <p><b>ECCs</b></p> <p>Enlightened: I can discover how the past connects to the present.</p> <p>Empowered: I can identify the rules &amp; how they influence people.</p> <p>Empathetic: I can understand &amp; respect how others think and feel.</p> <p>Ethical: I can see that we all have rights and responsibilities.</p> <p>Engaged: I can take actions to make the world a better place.</p>	<p><b>Nonfiction</b></p>  <p><b>Viola Desmond Won't be Budged!</b> Jody Warner. (323.4092 War)</p>	<p><b>Nonfiction</b></p>  <p><b>Respecting Others</b> Steffi Cavell- Clarke (179.9 Cav)</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li><b>See•Think•Wonder routine</b> each group will receive a different image from <u>Viola Desmond Won't Be Budged</u>, discuss and share (cover text with sticky notes)</li> <li><b>Sentence•Phrase•Word routine</b> – each group reads text on their image, discuss and record thinking</li> <li>Each group summarizes their discussion and shares with the class</li> <li>Read Aloud – <u>Viola Desmond Won't Be Budged</u></li> <li>Citizenship Journal – <b>What makes you say that routine (Interpretation with Justification)</b> <b>Is there ever a time when you should not follow the rules? What makes you say that?</b></li> <li><b>Wonder Wall</b> - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.</li> <li><b>Nonfiction Read Aloud</b> – <u>Respecting Others</u>. Read aloud &amp; model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, &amp; Clarify as needed)</li> </ol> <p><b>Other Connections:</b></p> <ul style="list-style-type: none"> <li>- Civil rights</li> <li>- Other important Canadian people</li> </ul> <p><b>Assessment:</b></p> <p>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 SPDU Writing, Viewing &amp; Speaking rubrics (UbD – Stage 4)</p>
<p><b>Nonfiction</b></p>  <p><b>Viola Desmond Won't be Budged!</b> Jody Warner. (323.4092 War)</p>	<p><b>Nonfiction</b></p>  <p><b>Respecting Others</b> Steffi Cavell- Clarke (179.9 Cav)</p>			

<p><b>Enduring Understandings / Concepts / Key Vocabulary</b></p> <p>Making Good Choices</p> <p>Diversity</p> <p>Acceptance (accepting differences)</p> <p>World View</p> <p>Lack of understanding</p> <p>Belonging requires participation and is a fundamental right of all citizens</p> <p>Active citizens become engaged in discussions, negotiations, debates &amp; ...</p> <p>Important to see the similarities in each other, not the differences.</p> <p>Citizens believe in the collective well-being</p> <p><b>Key vocabulary</b></p> <p>Making Good Choices</p> <p>Acceptance</p> <p>Misunderstanding</p> <p>fear of differences</p> <p><b>3Rs</b></p> <p>Respect</p> <p>Rights</p> <p>Responsibilities</p>	<p><b>Resources</b></p> <table border="1" data-bbox="739 1090 1432 1372"> <tr> <td data-bbox="739 1090 1050 1372"> <p><b>Fiction</b></p>  <p><b>Feathers and Fools</b> Mem Fox. (E Fox)</p> </td> <td data-bbox="1050 1090 1432 1372"> <p><b>Nonfiction</b></p>  <p><b>Making Good Choices</b> Steffi Cavell-Clarke (179.9 Cav)</p> </td> </tr> </table> <ol style="list-style-type: none"> <li>Graphic Organizer - Colour•Symbol•Image</li> <li>Citizenship Journals</li> <li>Wonder Wall bulletin board &amp; sticky notes</li> <li>Chart Paper (for notetaking) – Concept: <b>Making Good Choices</b></li> </ol> <p><b>ECCs</b></p> <p>Enlightened: I can discover how the past connects to the present.</p> <p>Empowered: I can identify the rules &amp; how they influence people.</p> <p>Empathetic: I can understand &amp; respect how others think and feel.</p> <p>Ethical: I can see that we all have rights and responsibilities.</p> <p>Engaged: I can take actions to make the world a better place.</p>	<p><b>Fiction</b></p>  <p><b>Feathers and Fools</b> Mem Fox. (E Fox)</p>	<p><b>Nonfiction</b></p>  <p><b>Making Good Choices</b> Steffi Cavell-Clarke (179.9 Cav)</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>Read aloud without students seeing illustrations until the part of the book where the birds die...</li> <li><b>Color•Symbol•Image</b> Thinking Routine</li> <li>Read <u>Feathers and Fools</u> to the end, showing all illustrations</li> <li>Citizenship Journal – <b>"They stumbled towards each other, alive with curiosity and trust."</b> <b>How would the world be a better place if we all approached each other with curiosity and trust? What makes you say that?</b></li> <li><b>Wonder Wall</b> - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.</li> <li><b>Nonfiction Read Aloud</b> – <u>Making Good Choices</u>. Read aloud &amp; model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, &amp; Clarify as needed)</li> </ol> <p><b>Other Connections:</b></p> <p>Text to text connection to <u>The First Flock</u></p> <p>*Teaching point: Fable</p> <p><b>Assessment:</b></p> <p>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 SPDU Writing, Viewing &amp; Speaking rubrics (UbD – Stage 4)</p>
<p><b>Fiction</b></p>  <p><b>Feathers and Fools</b> Mem Fox. (E Fox)</p>	<p><b>Nonfiction</b></p>  <p><b>Making Good Choices</b> Steffi Cavell-Clarke (179.9 Cav)</p>			


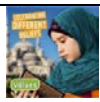
**Enduring Understandings / Concepts / Key Vocabulary**

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**  
 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**

**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

**Procedure**

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 (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)

**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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)

**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

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

**3Rs**  
 Respect  
 Rights  
 Responsibilities

**Resources**

Fiction (& Nonfiction)	Nonfiction
 <b>Malala's Magic Pencil</b> Malala Yousafzai  <b>Four Feet, Two Sandals</b> Karen Williams (E Wil)  <b>I Dreamt...</b> Gabriela Olmos. (E Olm)	 <b>Sharing Our Global Community</b> Steffi Cavell-Clarke (307 Cav)  <b>Step Forward with Gratitude</b> Shannon Welbourn (179.9 Wel)




**ECCs**

**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

**Procedure**

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** – Your choice. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

	<b>Because I am a Girl</b> Rosemary McCarney (305.23 McC)
	<b>Before their time: the world of child labor</b> David L Parker. (PROF 331.31 Par)
	<b>Leaving My Homeland – Refugee Journeys</b> – various authors

 **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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)



**Questions that emerge + Technology**  
 Students create a Comic Life poster with the question that they would most like to investigate.

(Tech buddies will be accessed as needed)



## 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.

### Essential Question:

- Open, not closed: doesn't have a single right answer
- Thought-provoking: sparks discussion & debate
- Calls for higher-order thinking – analysis, inference, evaluation
- Invokes concepts that are significant in more than one context or subject
- Raises additional questions
- Requires support & justification
- A “live” question can be revisited again & again over time

### Overarching Essential Question:

How can we make a difference in the world?  
Can one person really make a difference?  
How can you impact your community in a positive way?

Scaffolding Thinking & Interaction... Ways to Deepen students' understanding of key concepts... Skills to explicitly teach & formally assess... Scaffolds to help students seek and sort knowledge to answer their questions...

### Enduring Understandings / Concepts / Key Vocabulary



World View - Most people are good and live in peace  
Actions contribute to peace  
Individuals have the power to affect others and 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

Respect  
Rights  
Responsibilities

### Resources

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

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

**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

#### Procedure

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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)

**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**

Respect  
Rights  
Responsibilities

**Resources**

Nonfiction	Nonfiction
 <b>The Great Kapok Tree</b> Lynne Cherry. (398.2 Che)	 <b>Sincerely Yours</b> Nancy Loewen (808.6 Loe)

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**

**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

**Procedure**

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
- Readers Theatre / Drama / Oral speaking

**Assessment:**

Writing rubric for persuasive letter assessment. Observation of participation in group reader's theater activity. Check student understanding of ECCs. Access SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)

**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**

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**

**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

**Procedure:**

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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)





**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**  
Respect  
Rights  
Responsibilities

**Resources**

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

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

**ECCs**

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

**Procedure:**

- Watch Kindness Boomerang “One Day” video: <https://www.youtube.com/watch?v=nwAYpLVyeFU>
- Read Aloud: Be Kind
- Inside-Outside Circle (discursive strategy) - Students sharing times that someone has shown them kindness & ideas for their random act of kindness
- Brainstorm a list of ideas to spread kindness
- Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**How can your kindness make the biggest impact?**
- Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
- 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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)


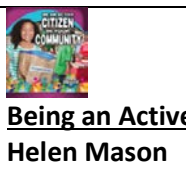
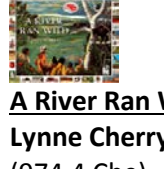
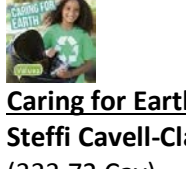
**Enduring Understandings / Concepts / Key Vocabulary**

Small actions, BIG IMPACT  
Environmental - Actions towards earth – it IS your responsibility  
People are connected to each other and to their environment and have a responsibility to take care of the world  
Decisions have far-reaching effects, so it is important to think about the choices we make  
Actions, behaviors and relationships are learned and affected by the past.  
Events and Ideas from the past influence the present and can influence and serve as models of how to live as a contributing citizen  
Individuals have the power to affect others and make a difference (plants, animals, people, etc)  
Citizens value the need of the collective common good and consider how their actions impact the collective well-being.  
Active citizens become engaged in discussions and consider actions regarding Canadian issues

**Key Vocabulary:**  
Environmentalist

**3Rs**  
Respect  
Rights  
Responsibilities

**Resources**

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

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

**ECCs**

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

**Procedure**

- Show students the front cover of the book. Students make predictions prior to reading the story.
- Read What Matters.
- Discursive Strategy - Inside/Outside talking circle**, students share ideas and examples of what they can do to help the environment
- Citizenship Journal – **What makes you say that routine (Interpretation with Justification)**  
**How can your small action make a bigger impact?**
- Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
- 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**

- 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)
- Sentence•Phrase•Word routine** – each group reads text on their image, discuss and record thinking
- Each group summarizes their discussion and shares with the class
- Read Aloud – A River Ran Wild
- 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?**
- Wonder Wall** - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.
- Nonfiction Read Aloud** – Caring for Earth. Read aloud & model appropriate Comprehension Strategies (Make Connections, Visualize, Question, Infer, Determine Importance, Synthesize, & Clarify as needed)

**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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)

**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:**


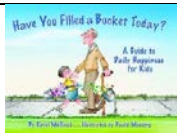
Bucket Filling  
Appreciation

**3Rs**

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. 19-20)
3. Graphic Organizer - See•Think•Wonder
4. Citizenship Journals
5. Wonder Wall bulletin board & sticky notes
6. Chart Paper (for notetaking) – Concept: **Making a Difference**

**ECCs**

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

**Procedure**

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)

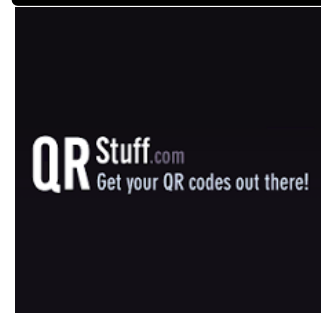
**Other Connections:**

Art project connected to colour (ie. “I am” poem with QR code linked to student voices)

**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 SPDU Writing, Viewing & Speaking rubrics (UbD – Stage 4)

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



# “I am” Poem + Technology

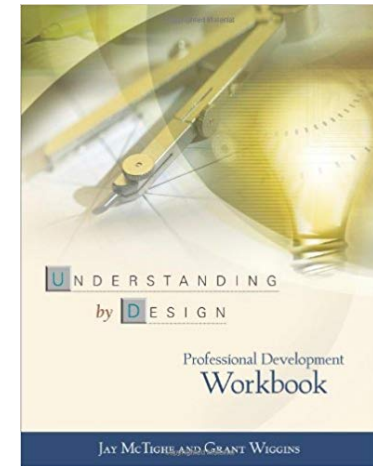
Students create “I am” Poems & link their recorded spoken words to a QR code

**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. **AUTHENTIC TASK**

<p><b>G</b></p>	<p><u>Real-World GOAL</u></p> <p>Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.</p>	
<p><b>R</b></p>	<p><u>Real-World ROLE</u></p> <p>Define the role of the students in the task. State the job of the students for the task</p>	
<p><b>A</b></p>	<p><u>Real-World AUDIENCE</u></p> <p>Identify the target audience within the context of the scenario. Example audiences might include a client or committee.</p>	
<p><b>S</b></p>	<p><u>Real-World SITUATION</u></p> <p>Set the context of the scenario. Explain the situation.</p>	
<p><b>P</b></p>	<p><u>Real-World PRODUCT or PERFORMANCE</u></p> <p>Clarify what the students will create and why they will create it.</p>	
<p><b>S</b></p>	<p><u>STANDARDS for success</u></p> <p>Provide students with a clear picture of success. Identify specific standards for success. Co-construct rubrics.</p>	

To learn more about constructing a Performance Task Scenario using GRASPS, check out p 172 & p. 205 from Understanding by Design: Professional Development Workbook by Grant Wiggins and Jay McTighe



A GRASP task calls for understanding and transfer of knowledge that students have acquired through the inquiry unit.

According to Jay McTighe,

“Students show evidence of their understanding when they can effectively do two things:

1. Apply their learning to new or unfamiliar contexts; ie. They can transfer their learning;
2. Explain their process as well as their answer”

<https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422>

Questions to consider:

- How are students going to share their knowledge?
- What scaffolds and technologies will help students synthesize and shape what they’ve discovered?
- What specific skills do students need to represent their thinking?
- Can you co-construct a rubric with students so they’re clear about their targets?



## 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.

Connect to “Real World Audiences” –

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)

Assessment:

PRODUCTS • CONVERSATIONS • OBSERVATIONS

Co-constructed rubrics

Reflection:

Concentus Inquiry Attributes:

**3Rs + ECCs + CC + GRASP = THE JUSTICE ORIENTATION ZONE**

1. **3Rs** Did it relate to the 3Rs: Respect, Rights, and Responsibilities? If so, was this relationship direct or indirect?
2. **ECCs** Did it activate Essential Citizenship Competencies:
  - ENLIGHTENED – Did you have to think about what inquiry is, including its history and current contexts?
  - EMPOWERED – Did you have to think about power – who has it and who doesn't? how it's managed?
  - EMPATHETIC – Did you have to think about it from more than one point of view?
  - ETHICAL – Did you have to think about what it gives people and what people have to give to benefit from it?
  - ENGAGED – Did you think about the difference it makes, the problem it addresses or solves?
3. **CC** Did it include a Courageous Conversation, one which may trigger emotion because it's connected to a teacher's sense of identity and what's normal or desirable in classroom learning? Did teacher create the conditions for constructive conversations about potentially divisive questions / issues?
4. **GRASP** Did it include an authentic task – something you had to make and share with a real audience?



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<http://www.fairdealingdecisiontool.ca/DecisionTool/>