

ENLIGHTENED

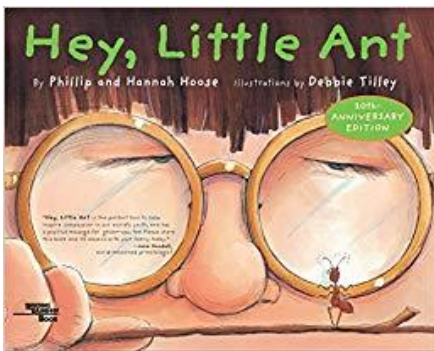
ETHICAL



Introducing the Essential Citizenship Competencies in Grade 4: Using Literature

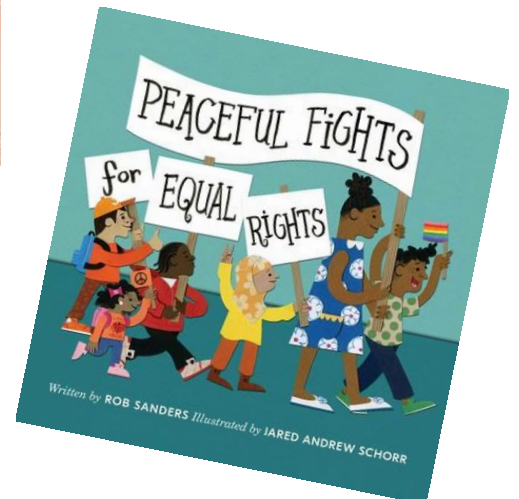
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EMPOWERED



ENGAGED

EMPATHETIC



Lesson 1: ENLIGHTENED

Mentor Text – The True Story of the Three Little Pigs by Jon Scieszka (E Sci)

Target – Students will be able to identify skills and disposition needed to become **enlightened** about a topic or issue.

Product – Anchor Chart for “ENLIGHTENED Citizens . . .”

Materials – Whiteboard & markers

Provocation: Try being informed instead of just opinionated ~ quotediary.me (Give students a few minutes to think about this statement, then have them find a partner and discuss)

Lesson:

Introduce the Essential Citizenship Competencies

Discuss -

- What do we do to become competent at something (we practice)
- What do citizens do?
- The problem comes when we make “gut” decisions about things based on our previous beliefs and biases. The solution is to use the ECC’s to help us think more thoroughly about an issue or topic so that we can enter an “ethical (fair) space” of respectful problem solving. Step one is to become **enlightened** (from Power of 5 document).

Role Play – Invite someone (teacher or student) to tell the traditional story of the 3 little pigs. Interrupt and interject commentary on how evil the wolf is.

Is that the whole story?

Read – The True Story of the Three Little Pigs

Consider - How are the two accounts different? Where was there misunderstanding? How did your thinking change? How do you think having a strong bias or belief (the wolf is bad) influences how you think about the stories.

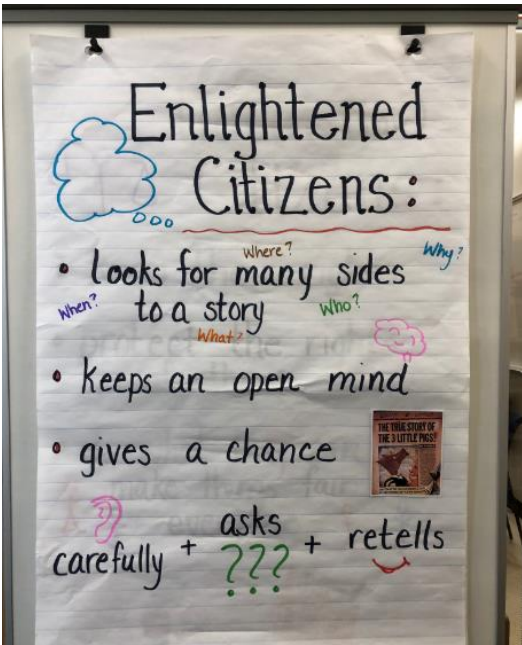
Co-construct Anchor Chart - What are some things a Citizen that wants to be ENLIGHTENED would do?

Listens intently, thinks about what’s being said, is open minded, asked questions to learn more, retells or paraphrases what was said

Co-create a statement for Enlightened – Citizens who are enlightened listen with an open mind and ask questions to get more information.

Practice – After teacher models, have students find a partner to practice. What is your favorite game? Student listens carefully, asks questions to get more information, and paraphrases what was said.

Follow-up texts and practice: Points of View (series in library) - Have students explore different points of view and summarize each perspective.



Alternate Lesson 1: ENLIGHTENED (Text - The Girl and the Wolf by)

Brainstorm a list of fairy tales that have a wolf in them . . . 3 Little Pigs, Little Red Riding Hood, Gingerbread Man (fox).

What characteristics do the wolves have in these stories? Students write characteristics on sticky notes and put them on the board.

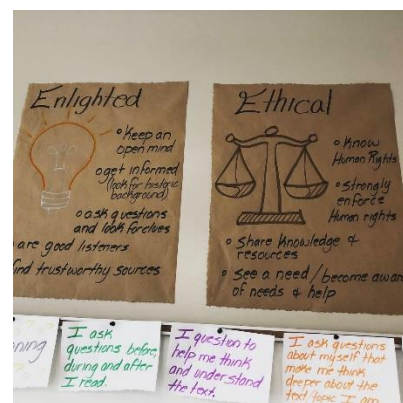
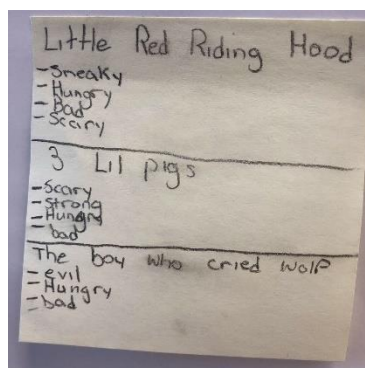
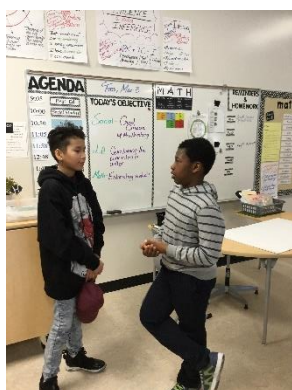
How did people come up with this idea about wolves? (Historical Narrative) Student responses might include . . . Wolves are predators. They steal and kill farmers' animals.

Read – The Girl and the Wolf . . . students can make predictions about what they think will happen on the graphic organizer.




How does a bias towards wolves affect the way we approach and perceive this story?

Can you think of any real-world situations where historical bias influences how we see/treat groups of people?

What can ENLIGHTENED citizens do to make sure they are not making judgements based on their biases?



The Girl and the Wolf Thinking Routine

The Girl and the Wolf by Katherena Vermette	What do you predict the wolf will do based on how wolves are portrayed in fairy tales?
 <p>“What are you doing out here by yourself?” asked the wolf.</p>	
 <p>“You must be hungry.”</p>	
 <p>The grey wolf nodded and smiled at her with his big white teeth.</p>	
<p>What did the wolf do in the story?</p> <p>How does a bias towards the wolf influence what we think will happen?</p>	

Lesson 2: ETHICAL

Mentor Text – One Too Many by Linda Grace Smith (E Smi)

Target – Students will be able to identify their rights and responsibilities as ethical citizens

Product – Anchor chart for ETHICAL Citizens

Materials – whiteboards and markers, 10 rights clues cards

Provocation: “Integrity is choosing courage over comfort; choosing what is right over what is fun . . .” - Brené Brown (Give students a few minutes to think about this statement, then have them find a partner and discuss) What is integrity? What examples can you think of for when it is better to choose courage over comfort or right over fun?

Lesson:

Read – One Too Many

Have students write “rights statements” as you read the first half of story . . . “I have the right to _____.” (safety, a house to live in, food to eat). Consider responsibilities as you read the second half of the story . . . “Ethical citizens _____.” (help, share, donate clothing). Students can make a T-chart on a whiteboard or scrap piece of paper.

Consider – Why is it important to have rights? Why is it important to know your rights? What responsibilities do you have for maintaining your rights?

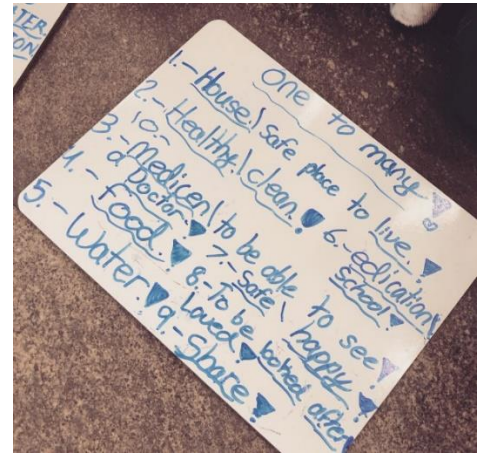
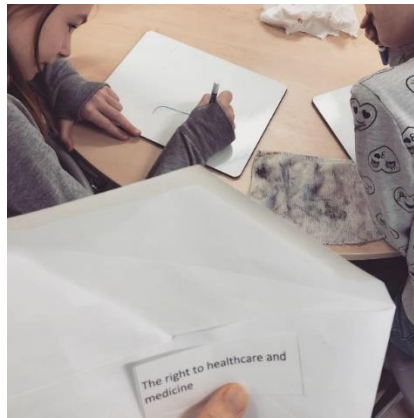
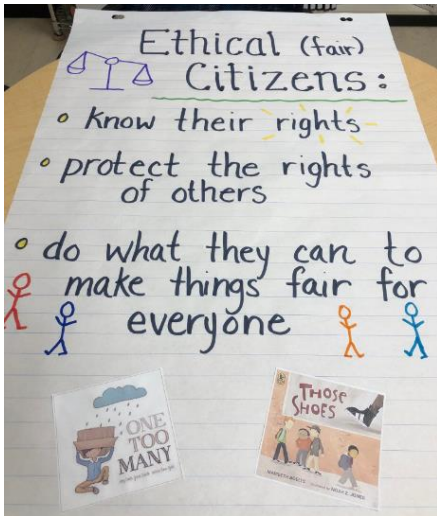
Who decides what our Human Rights should be?

- UN Universal Declaration of Human Rights - Every Human Has Rights (341.48 Eve) & How Do They Help?: United Nations (341.23 Mar)
- Canadian Charter of Rights and Freedoms - Create a Better Canada: Just Society (323.0971 Kit)

Co-create an anchor chart for Ethical – Citizens who are ethical know their rights and stand up for the rights of others.

Play Drawfull/Pictionary – Divide students into groups, ask for volunteers to draw a clue for their group, volunteers get clues from the teacher, students guess, the group with the most correct guesses wins!

Follow-up texts and practice: Those Shoes by Maribeth Boelts – Read and discuss . . . What rights and responsibilities do you notice in the story? Is a want the same as a need? How was Jeremy a good citizen?



Human Rights Clues:

The right to go to school	The right to play
The right to practice religion	The right to privacy
The right to a home	The right to express ideas
The right to have food to eat	The right to be safe
The right to healthcare	The right to be treated fairly

Lesson 3: EMPATHETIC

Mentor Text – Hey Little Ant by Phillip Hoose (E 781.5 Hoo)

Target – Students will be able to identify skills and disposition needed to be empathetic.

Product – Anchor Chart for “Empathetic Citizens” . . .

Materials – Pencils, Teaching Tolerance “[How Would You Feel?](#)” thinking organizer

Provocation: Walk a mile in someone’s shoes. (Give students a few minutes to think about this statement, then have them find a partner and discuss)

Lesson: Empathy is the ability to understand and share the feelings of another person.

Empathy and Enlightened are similar. In both cases you are seeking to understand, but enlightened understands with the head, empathy understands with the heart.

4 Characteristics ([Brene Brown](#) YouTube) - perspective taking, no judging, recognizing the emotion in another person, communicates it

Read – Hey, Little Ant

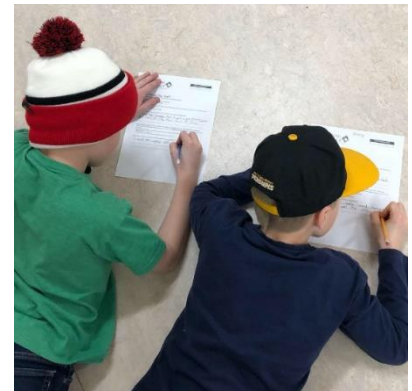
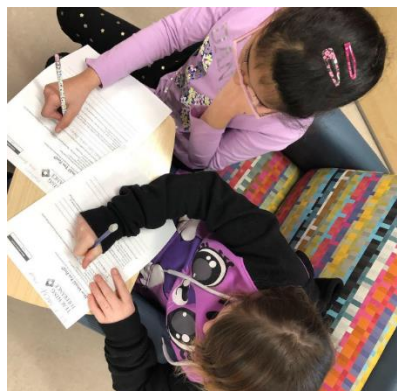
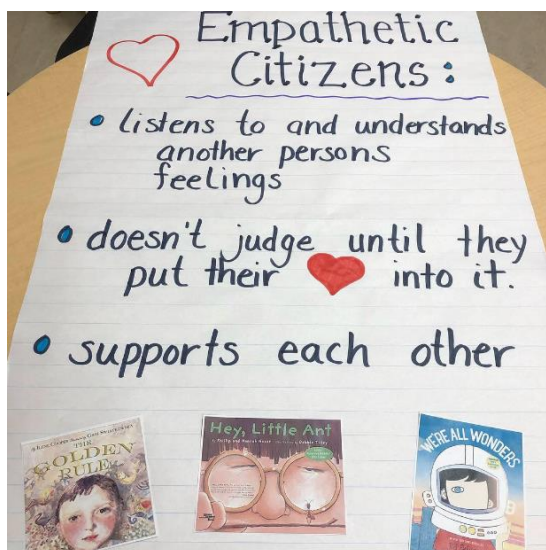
Turn & Talk – What would you do? Is it easier or harder to squish the ant once you see things from its perspective?

[Understanding Empathy](#) Lesson (Teaching Tolerance) – 1) On your own consider/write about how you would feel in each scenario. 2) In groups of four take turns sharing one of your scenarios and feelings. 3) With a partner discuss how you would rewrite the story to have a more empathetic ending.

Co-create an Empathy anchor chart statement.

Follow-up texts and practice: We Are All Wonders by RJ Palacio (E Pal) & The Golden Rule (E Co)

Writing Activity – [Cultivating Empathy](#) (YouTube) choose a shoe and write a story about the life of the shoe and who wears it. [Walk a Mile in His Moccasins](#) poem (Judge Softly)



Lesson 4: EMPOWERED

Mentor Text – Dr. Coo and the Pigeon Protest by Sarah Hampson (E Ham)

Target – Students will be able to identify skills and disposition needed to be empowered.

Product – Anchor Chart for “Empowered Citizens” . . .

Materials – Whiteboards, power pictures

https://docs.google.com/presentation/d/1ZpqqpPrxIYz-Y_RaK3LXI27dA9_PVaOaAqdviILK_Gg/edit?usp=sharing

Provocation: “With great power comes great responsibility.” Uncle Ben (Give students a few minutes to think about this statement, then have them find a partner and discuss)

Lesson:

Power matters. Who has power? What power do they have? How does someone get or lose power? How can power influence situations?

Gallery Walk – Hang 10 picture of people, groups, and situations where power is present (government officials, school administration, police, teachers, protests). Have students consider who has power and what kind of power they have? What responsibility do they have because of their power? Can other people access their power?

Students will walk around from picture to picture and record on their whiteboard what they know about the picture and the power involved.

Once students have had a chance to consider each picture have them come together for a large group discussion about what they discovered. This is a good opportunity to ask further questions and consider power dynamics. You may also want to consider . . . What are some things a person can do when they feel they have little power?

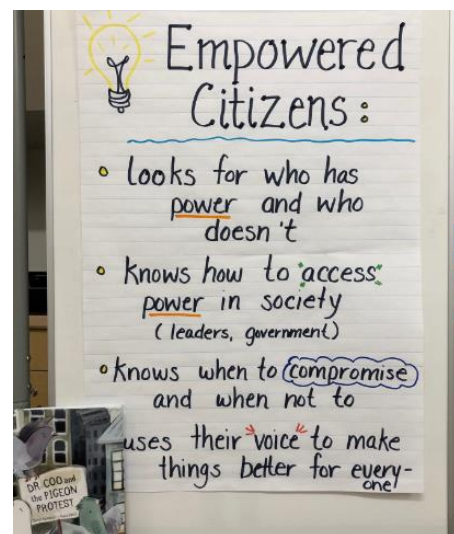
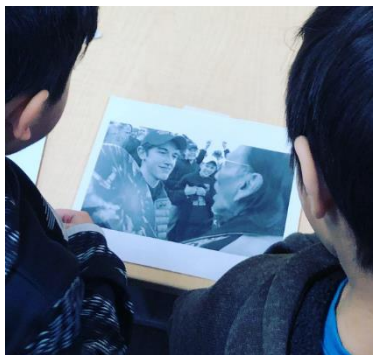
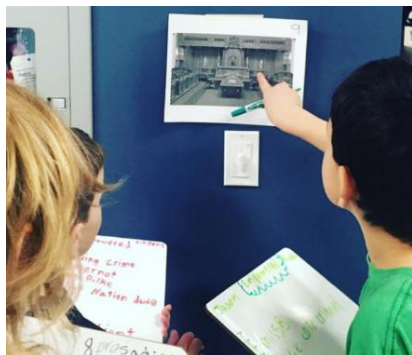
Read – Dr. Coo and the Pigeon Protest

Students can consider . . . How did the pigeons feel? How did the people feel? What things did the pigeons do to get some power back? How did the mayor help?

This lead to an impromptu and important conversation about compromise. Is it always right to compromise to solve a problem? What if Rosa Parks had compromised? Would the Civil Rights movement have happened?

Co-create an Empowered anchor chart statement.

Follow-up texts and practice:



Lesson 5: ENGAGED

Mentor Text – Peaceful Fights for Equal Rights by Rob Sanders (E 303.48 San)

Target – Students will be able to identify skills and disposition needed to be engaged citizens.

Product – Anchor Chart for “Engaged Citizens” . . .

Materials – Pencils, graphic organizer

Provocation: “Each one of us can make a difference. Together we make change.” Barbara Mikulski (Give students a few minutes to think about this statement, then have them find a partner and discuss)

Lesson:

What needs to change? Why? Who can make changes so things are more fair? How do we know if our actions are making a difference?

Read – Peaceful Fights for Equal Rights

Students can fill out the graphic organizer looking for text and picture clues. Using the text to world connections students made, consider the lesson questions. What was the issue? Who acted or is acting to make change? How can we see it is making a difference?

Current Event – Greta Thunberg <https://www.independent.co.uk/environment/greta-thunberg-school-strike-cop24-climate-change-global-warming-fossil-fuels-a8683376.html>

<https://www.youtube.com/watch?v=p51xQLTBTAY>

TedTalk (11 minutes) <https://www.youtube.com/watch?v=EAmUIEsN9A>

Co-create an Engaged anchor chart statement.

Follow-up texts and practice: Dolphin SOS by Roy & Slavia Miki (E Mik)

