Standard 2: Civic and Political Participation

SS.3.C.2.1

Identify groups and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues.

What actions of groups or citizens demonstrate civility, cooperation, volunteerism and other civic virtues?
Common Core State Standards

Grade 3 English Language Arts, Reading: Literature

Key Ideas and Details

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8. (Not applicable to literature)

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Common Core State Standards

Grade 3 English Language Arts, Reading: Informational Text

Key Ideas and Details

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Common Core State Standards

Grade 3 English Language Arts, Reading: Language

Vocabulary Acquisition and Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Common Core State Standards

Grade 3 English Language Arts, Reading: Writing

Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

**Range of Writing**

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
## Civics Content Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
<th>Non-Example</th>
<th>Gesture/Visual/Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>citizen</td>
<td>a person who is a (legal) member of a country, state, or community</td>
<td>you, the student</td>
<td>animal objects</td>
<td>group of people assembled</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>school community members</td>
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<td></td>
<td></td>
<td>individual students</td>
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<td>civility</td>
<td>polite or respectful manner</td>
<td>kind greeting listening</td>
<td>mean/rude shouting</td>
<td>a handshake</td>
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<td></td>
<td></td>
<td>helpful</td>
<td></td>
<td>hand to ear- listening</td>
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<td></td>
<td></td>
<td></td>
<td>please/thank you</td>
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<tr>
<td>virtue</td>
<td>good behavior or characteristic</td>
<td>honesty helpful</td>
<td>stealing bullying</td>
<td>helping a neighbor/classmate</td>
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<td></td>
<td></td>
<td>selflessness kind</td>
<td>selfishness mean</td>
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<tr>
<td></td>
<td></td>
<td>patience giving</td>
<td>impatience</td>
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<tr>
<td>volunteerism</td>
<td>the act of volunteering</td>
<td>donating time, energy, and/or resources to others</td>
<td>being paid for time, energy, and/or resources</td>
<td>pictures of people helping others at a homeless shelter, people picking up trash in their neighborhood, and/or gathering clothing to donate</td>
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</tbody>
</table>
Instructions for conducting a Read Aloud

Preparing for a Read Aloud:
1. Select a read aloud text that will provide a springboard for teaching the civics benchmark (See suggested books within this module, but not limited to).

2. Along with the content civics vocabulary for this module, identify additional vocabulary terms within the selection necessary for text comprehension and understanding the civics benchmark.

3. Generate questions of varying complexity related to the text that support deeper understanding of the civics benchmark.

4. Plan opportunities for authentic student engagement with the text during the Read Aloud (text discussion, turn & talk, think-pair-share).

Conducting a Read Aloud:
1. Introduce the book.

2. Briefly introduce the predetermined vocabulary words.

3. During the Read Aloud, conduct think alouds so students are provided a model of thinking that is applied while reading. Use the generated questions to ask students about the text to allow opportunities for authentic student engagement (text discussion, turn & talk, think-pair-share) and to clarify understanding.

4. After the Read Aloud, provide opportunities for students to discuss and write about civics concepts learned.
**Suggested Books**

**A Good Team: A Cooperation Story (Main Street School Set 2) by Anastasia Suen and Jeff Ebbeler**

Character development lessons set in a multicultural classroom

**Pitch In!: Kids Talk About Cooperation by Pamela Hill Nettleton and Amy Bailey Muehlenhardt**

See the world through a child’s eyes with these books for character education. Using real-life experiences, advice columnists Frank B. Wize and Tina Truly write to kids about how to handle sticky situations in fun, creative, and responsible ways.

**The Giving Book: Open The Door To A Lifetime Of Giving by Ellen Sabin**

The Giving Book: Open the Door to a Lifetime of Giving is truly a gift for young readers ages 6 to 11 -- inspiring, teaching and engaging them to give back to the world. It is a unique, interactive process that allows parents, teachers or friends to help children understand giving and participate in a stimulating experience. The 64 page, spiral-bound, hardcover book combines colorful illustrations and entertaining narrative with fun learning activities. The book helps them record their ideas, dreams and wishes for the world --making them the authors of their stories and creating a "scrapbook" of their journey into compassion, philanthropy and the power of their actions.

**Serving Your Community (Turtleback School & Library Binding Edition) (True Books: Civics) by Christin Ditchfield**

Ideal for today's young investigative reader, each A True Book includes lively sidebars, a glossary and index, plus a comprehensive "To Find Out More" section listing books, organizations, and Internet sites.
Guided Practice Activity

Module Objective:

1. The student will be able to interpret a newspaper article in order to understand its content.

Activity:

1. Select articles from a newspaper or magazine that are related to a local government issue that involve cooperation, volunteerism, demonstrating civility and other civic virtues.

2. Divide students into groups of three.

3. Assign an article to each group.

4. In groups, students will read the article together, discuss and write who, what, where, when, and why about the article.

5. Each group will present their work and an explanation of how the article demonstrates cooperation, volunteerism, civility and/or other civic virtues.
Application Activity

Activity:

1. Title a piece of chart of paper *Serving your Community* and place in the student workstation.
2. Have students brainstorm and record ideas on the chart paper how the class could demonstrate civility, cooperation, volunteerism, and other civic virtues.
   Examples:
   a. As a class, pick up trash on the playground.
   b. Collect food for the needy
Independent Practice Activity

Writing Prompt: Cooperation means working together. Write to explain why cooperation is important in a community.

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Supplemental Resources and Activities
Directions: Use the words from the word box to complete the sentences below.

1. My cousin received an award for all of her ________________.

2. ________________ helped our team win the tug-o-war.

3. It is important to show ________________ to each other.

4. We need to be good ________________.

5. Being responsible is showing civic ________________.
Root Words

- A root word is a word that stands on its own as a word. Suffixes and prefixes are added to make new words.

Example: unrest, resting, rested

Directions: Read each word below. Remove the suffix or prefix and write the root word on the line. Use a dictionary to help.

1. cooperation

2. civility

3. virtues

4. disagree

5. unselfish

6. helping

7. uncommon

8. promoting

9. volunteerism

10. practicing
Reading Comprehension

Directions: Read the following quote of Dr. Martin Luther King Jr. and answer the following questions.

“Commit yourself to the noble struggle for human rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in.”
-- Martin Luther King, Jr.

1. What does Dr. King mean by “commit yourself?”

2. What will happen if you are committed to struggle for human rights?

3. Why do you think he chose the word noble?

4. Write the quote in your own words.
Answer Key

Vocabulary
1. volunteerism
2. demonstrate
3. cooperation
4. civility
5. citizens
6. virtue
7. actions

Root Words
1. operate
2. civil
3. virtue
4. agree
5. self
6. help
7. common
8. promote
9. volunteer
10. practice

Reading Comprehension
1. Answers may vary
2. greater version of yourself, a greater nation of your country and a finer world to live in
3. Answers may vary
4. Answers may vary