

# IMPACT Lesson Plan

**Grade Level:** 3rd

**Title:** Community Leaders

**Created by:** MUES 3rd Grade Team (McLaughlin, Murph, Weathers), Mary Sloop MC, Wendi Hargett TF

**Main Subject:** Social Studies

**Key Vocabulary:** biography, autobiography, interview, contribution, attribute, character traits, fact, opinion, timeline, election, voting

**Essential Question:** How do different leaders impact our community?

## **NC Standard Course of Study:**

### Social Studies:

- 1.01 -Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 1.02 -Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- 1.03 -Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.04 -Explain the need for leaders in communities and describe their roles and responsibilities.
- 3.02 -Describe how individuals, events, and ideas change over time.
- 4.01 -Distinguish between various types of maps and globes.
- 5.07 -Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.
- 7.01 -Identify the deeds of local and global leaders.

### Math:

- 4.01 -Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.

### Language Arts:

- 1.04 -Increase sight vocabulary, reading vocabulary, and writing vocabulary through:
  - wide reading.
  - listening.
  - discussion.
  - viewing.
- 1.06 -Read independently daily from self-selected materials (consistent with the student's independent reading level) to:
  - build background knowledge

- extend vocabulary.
- 2.02 -Interact with the text before, during, and after reading, listening, or viewing by:
- setting a purpose.
  - previewing the text.
  - making predictions.
  - asking questions.
  - locating information for specific purposes.
  - making connections.
  - using story structure and text organization to comprehend.
- 2.03 -Read a variety of texts, including:
- nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).
- 2.04 -Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
- main idea and supporting details.
  - cause and effect.
  - fact and opinion.
- 2.05 -Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.06 -Summarize main idea(s) from written or spoken texts using succinct language.
- 2.07 -Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).
- 2.08 -Listen actively by:
- facing the speaker.
  - making eye contact.
  - asking questions to clarify the message.
  - asking questions to gain additional information and ideas.
- 3.01 -Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- making inferences and drawing conclusions about characters and events.
  - reflecting on learning, gaining new insights, and identifying areas for further study.
- 3.03 -Use text and own experiences to verify facts, concepts, and ideas.
- 3.06 -Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).
- 4.02 -Use oral and written language to:
- present information in a sequenced, logical manner.
  - discuss.
  - recount or narrate.
  - answer open-ended questions.
  - report information on a topic.
  - explain own learning.
- 5.01 -Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).
- 5.02-Use correct subject/verb agreement.

5.06 -Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).

5.07 -Edit (with assistance) to use conventions of written language and format.

5.08 -Create readable documents with legible handwriting (manuscript and cursive).

#### Technology:

1.04 -Demonstrate knowledge of individual's rights of ownership of created works by citing sources. Strand - Societal/Ethical Issues

1.10 -Recognize that Copyright Laws protect creative works of individuals/groups/companies. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

1.13 -Identify and discuss use of rubrics to define and evaluate elements (e.g., content, purpose, usefulness) of class multimedia projects. Strand - Multimedia/Presentation

1.14 -Identify, discuss, and use terms/concepts (e.g., web browser, URL, keyword, search engine, weblinks). Strand - Telecommunications/Internet

1.16 -Cite sources of information (print and nonprint) for a class project. Strand - Telecommunications/Internet

2.02 -Discuss and select appropriate technology tools (e.g., probeware, digital cameras, handhelds) to collect, analyze, and display data. Strand - Societal/Ethical Issues

Other Technology Objectives Addressed:

2.09, 2.10, 3.02, 3.03, 3.04

#### Information Skills:

1.04 -Acknowledge ownership of ideas.

1.06 -Identify characteristics of various genres.

1.07 -Follow acceptable use policy (AUP/IUP) for electronic resources.

1.08 -Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).

1.10 -Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.

1.11 -Explore primary and secondary sources.

2.05 -Determine usefulness of information resources.

4.05 -Gather information.

4.06 -Comply with the Copyright Law (P. L. 94-553).

4.07 -Organize and use information.

4.08 -Credit sources of information.

4.09 -Present information in a variety of formats (print, graphical, audio, video, multimedia).

5.02 -Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.

5.04 -Credit sources in all print, non-print, and electronic.

5.05 -Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

#### Procedure:

1. Media and teacher introduce biographies and encyclopedias. Topics within those include: timeline, glossary, table of contents, index, captions, graph, chart, boldface.

2. Media and teacher modeled writing a biography using a paper template.
3. Students choose a biography to read within their reading level. They read these books independently and completed the same template shown as an example.
4. Read Vote! by Eileen Christelow and discussed voting procedures.
5. Each child came up with a survey question to ask all 3rd graders. (Favorite NBA team, soda, etc.)
6. Results were tabulated and a paper graph was created.
7. These same results were put in a Numbers spreadsheet and a graph was created.
8. Media and teacher taught and discussed how to do research, take notes, and cite sources. The Super 3 procedure was followed.
9. Teacher/Media read aloud the book So You Think You Want To Be President by Judith St. George. Qualifications of being president were discussed.
10. Each student (or partner) chose a president at random and researched him using a note-taking sheet.
11. Teachers used that information to create a poster, map, and timeline.
12. Rowan County community leaders are called in to do interviews with the students.
13. Media modeled and discussed interview skills and procedures.
14. When the leaders arrive, a group of students would ask questions and answers were recorded using GarageBand.
15. Students use a digital camera to take a picture of their leader.
16. Students use this information to create a Keynote presentation.

### **Cross Curricular Extension:**

Enhancements:

Guidance held a career/community leader day on March 16, 2010 where guest speakers came in and discussed their job and responsibilities.

### **Assessments:**

The biography template was graded for accuracy.

The graph (paper and digital) were graded for accuracy and completion of all parts.

The presidential research was assessed in an on-going manner where students had to make corrections as needed.

A rubric was used to assess the Keynote.