

# IMPACT Lesson Plan

**Grade Level:** 3rd

**Title:** Community Leaders

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**Main Subject:** Social Studies

**Key Vocabulary:** community, citizen, consequence, responsibility

**Essential Question:** What roles do people play in the 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.

1.05 -Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.

2.03 -Describe similarities and differences among communities in different times and in different places.

6.01 -Describe and assess ways in which technology is used in a community's economy.

6.02 -Identify and describe contributions made by community leaders in technology.

### **Math:**

1.01 -Develop number sense for whole numbers through 9,999.

- Connect model, number word, and number using a variety of representations.
- Build understanding of place value (ones through thousands).
- Compare and order.

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

### **Language Arts:**

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.

3.06 -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.
- sustain conversation on a topic.
- share information and ideas.
- recount or narrate.
- answer open-ended questions.
- report information on a topic.
- explain own learning.

4.03 -Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

4.04 -Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

4.10 -Explore technology as a tool to create a written product.

Other Language Arts Objectives Addressed:

Goal 5- all objectives

Technology:

1.01 -Identify, discuss, and chart uses of technology in the community (e.g., farmers, grocery, restaurant, veterinarian, medical and emergency services). Strand -Societal/Ethical Issues

1.07 -Recognize spreadsheets as a tool to organize, calculate, and graph information to make predictions. Strand - Spreadsheet

1.08 -Identify and discuss spreadsheet terms/concepts (e.g., cell, column, row, values, labels, chart, graph). Strand - Spreadsheet

2.06 -Enter/edit data in a prepared spreadsheet to perform calculations. Identify and discuss the changes that occur as a class/group. Strand - Spreadsheet

2.09 -Identify, discuss, and use multimedia tools (e.g., capture, create, edit, publish). Strand - Multimedia/Presentation

2.11 -Investigate teacher-selected Internet resources about communities; discuss and compare findings for usefulness as a class. Strand - Telecommunications/Internet

3.01 -Recognize, discuss, and use graphs to display and interpret data in prepared spreadsheets; identify and cite sources. Strand - Spreadsheet

3.03 -Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

Other Technology Objectives Addressed:

1.09, 1.11, 1.13, 1.14, 3.04

Information Skills:

2.05 -Determine usefulness of information resources.

3.02 -Collect and compare information about diverse cultures, environments, and peoples.

4.07 -Organize and use information.

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

5.01 -Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).

5.03 -Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

Other Information Skills Objectives Addressed:

1.11, 2.06, 3.01

**Procedure:**

Students will interview community leaders from around the county. They will take their notes and create a Keynote presentation. A template for this will be placed in the Resources folder.

Interviews will take place Nov. 30-Dec. 3 from 12:00-3:00 if possible.

A list of anticipatory questions will be sent to each participant.

Here is a list of leaders and who was to contact them to schedule an interview.

**Teacher 1**

Agricultural Agent- Darrell Blackwelder--to speak to the whole grade level  
Farmer

**Teacher 2**

Policeman- to speak to the whole grade level  
USPS worker  
Teacher  
Professor  
Coach  
Principal

**Teacher 3**

Fireman  
Pastor  
Pharmacist

**MC**

Historian- Susan Waller  
Librarian  
Soldier  
Quarry worker

**TF**

School Superintendent- Dr. Grissom

Students will create a Numbers spreadsheet with graph.

They will use MapQuest or Google Maps to locate the following information:

- the distance from the school to their interviewee's place of business
- the distance from the school to city hall
- the distance from the school to their home

A template will be created for this activity and placed in the Resources folder.

**Cross Curricular Extension:**

Enhancements:

Art: soil activity integration

Music: citizenship activity integration. Music talked about the importance of the national anthem lyrics and meaning behind the lyrics.

**Assessments:**

Students were assessed by using a rubric to grade the Keynote presentation they made about their speaker.