

# Proposed Unit 3.4:

Theme: Calling All People

Social Studies Topic: Civics

## Core Novel

### Mom for Mayor

Lexile: 630 DRA:

Guided Reading  
Below Level

### A Spy in the White House

Lexile: 590 DRA: 28

Guided Reading  
On Level

### Operation Clean Sweep

Lexile: 720 DRA: 40

Guided Reading  
Above Level

### The Kid Who Ran for President

Lexile: 730 DRA: 40

### The Kid Who Became President

Lexile: 690 DRA: 40

### Rosie Swanson: Fourth-Grade Geek for President

Lexile: 590 DRA:

## **Third Grade Unit 4**

### **Theme Overview:**

The theme “**Calling all People**” was selected for an eight-week interdisciplinary study of civics. The goal of this unit is for students to know, understand, and appreciate the values and principles of American Democracy. Through their research students will investigate the rights, responsibilities, and roles of citizens. Students will read a variety of literature including historical fiction, realistic fiction, and nonfiction. The thematic unit will incorporate language arts and social studies standards. Students will be able to work as individuals, teams, and in small groups.

### **Driving Questions:**

- Discuss how government bodies make decisions and explain the impact of those decisions on school and community life.
- Identify major services provided by state and local government.
- Differentiate between fact and opinion using your core novel and at least one additional guided reading material.
- How does the main character’s point of view in the core novel influence his/her behavior and decisions? Compare and Contrast with at least one of your guided reading materials.
- How do American symbols represent the values and beliefs of the United States Government?

### **New Jersey Core Curriculum Content Standards specific to this unit:**

#### **Social Studies**

**STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.**

#### **A. Civic Life, Politics, and Government**

- A. 1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).
- A. 2. Differentiate between power and authority.
- A. 3. Recognize that government exists at the community, county, state, and federal levels.
- A. 4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.
- A. 5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

#### **B. State and Nation**

- B.1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.
- B.2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.
- B.3. Describe how American values and beliefs, such as equality of opportunity,

fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.

- B.4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.

### **C. The Constitution and American Democracy**

- C.1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.
- C.2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.
- C.3. Identify major services provided by state and local government.
- C.4. Delineate the respective roles of the three branches of the federal and state governments.

### **D. Citizenship**

- D.1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.
- D.2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).
- D.3. Describe the process by which immigrants can become United States citizens.

### **Materials:**

#### **Suggested core novel:**

- *Mom for Mayor* by Nancy Edwards (A)

#### **Possible core novels and/or authentic guided reading:**

- *Operation Clean Sweep* by Darlene Bailey Beard (A)
- *The Kid Who Ran For President* by Dan Gutman (C)
- *The Geek Chronicles: Rosie Swanson: Fourth-Grade Geek for President* by Barbara Park (C)
- *A Spy in The White House* by Ron Roy (E)
- *The Kid Who Became President* by Dan Gutman (C)

#### **McMillan McGraw Hill Reading Series:**

- City Green (book 1, unit 2)
- Many Lives of Benjamin Franklin (book 2, unit 2)

#### **Social Studies Harcourt Textbook:**

- Unit 1- Lesson 2, 3, and 5
- Unit 5- Lesson 2, 4, 5, and Skills lesson

#### **Guided Reading:**

#### **McMillan McGraw leveled readers:**

- Pop Pop's First Fourth (Q)

## Independent Reading/Research:

Pearson Scott Foresman Literature Libraries  
Pearson Scott Foresman Multi leveled library

### Pearson Scott Foresman leveled readers:

	<b>F&amp;P</b>	<b>DRA</b>	<b>Lexile</b>
• A Citizen of the United States	Q	40	700
• We are Part of This Place	K	20	460
• What is Means to be a Citizen	N	30	560
• Signs, Songs, and Symbols of America	N	30	830
• Our Government	O	34	670
• D is for Democracy	Q	40	750
• The Constitution: Protecting Our Rights	T	44	790
• The Statue of Liberty: Paris to NYC	I	16	700
• Authors of Liberty: Writing the US Const.	V	44	990
• The Stars and Stripes	K	20	500
• Lawmaking in the United States	O	34	510
• Meet the US Government	P	38	810

### Teacher resources:

[www.sfsuccessnet.com](http://www.sfsuccessnet.com)

This website gives you access to all of the titles available through the Pearson package along with hundreds of others that can be printed as well as listened to on the computer. It uses a keyword as well as a level search to find books related to your lessons.

<http://www.ideportal.com>

This website gives you access to IDE portal where you can locate many helpful resources along with project ideas. (Located on your desktop)

[www.webquest.org](http://www.webquest.org)

This website allows you to search web quest activities related to various topics. One is listed for this unit as a student activity.

[www.edhelper.com](http://www.edhelper.com)

This website gives you valuable ideas for many pieces of literature you may use.

### Audio-visual:

#### **Movies:**

#### **Pearson Scott Foresman Package:**

- Video Field Trip Package
- Songs and Music Audio CD
- Leveled Reader Database Online Access Pack

## Graphic Organizers

### **Suggested Student Activities:**

#### **Theme introduction activities:**

- Identify services that can be found in your community.
- Discuss prior knowledge of election and the procedures (KWL).
- Discuss the presence of American symbols in everyday life.

#### **Core text activities:**

- Listen to daily read alouds and discuss vocabulary words.
- Discuss literary elements including main idea, characters, plot, and setting.
- Discuss fact and opinion

#### **Short-term projects that could result in a long-term PBL:**

##### **~Conducting a Campaign and/or Running for Office:**

1. Pick a symbol of American values and beliefs, draw a picture and write a summary of why this symbol is important to you.
2. Decide on something that needs change in your school or neighborhood, write a petition to present your ideas.
3. Write a persuasive essay to your local newspaper explaining your reasoning for your petition.
4. Identify a position that you would like to run for and develop your platform.
5. Start your campaign by making campaign posters and a brochure to promote your position in the campaign.
6. Research the history of one of the principles of American Democracy (such as the Declaration of Independence).
7. Research services in your community and determine who is responsible for providing those services.

#### **Possible long-term PBL:**

1. Run a campaign with various candidates for various positions. Hold an election and give students various responsibilities that coincide with the positions throughout the campaign including what they may or may not have been elected for.
2. After researching the fundamental values of American Democracy make a PowerPoint presentation to portray and share your findings. Include the history and the impact it has today.
3. Use your local newspaper to monitor the local services of your community. Keep a record of your findings and compare them to another community.
4. Have different students research different points of view on various topics and have a debate defending their point of view.

### **Assessments:**

- Informal daily observations
- Writing conferences

- Anecdotal notes (guided reading and guided writing)
- Rubrics
  - Writing rubric
  - Speaking rubric
  - Oral presentation
  - Final project