# This packet contains
# Free 3rd Grade Lesson Plans
## on the topics of

## · Choosing the Right Words · Political Cartoons ·
## · Opinion Pieces and Opposite Points of View ·
## · Election Day · MLK Jr. Day ·

This packet contains five free 3rd Grade lesson plans to support active student learning about fairness, democracy, and voting.

Created by early childhood educator Karen Keesling, the lesson plans use *Equality's Call* and other picture books to help students explore important civics concepts as well as SEL competencies.

The lesson plans can be used individually or as a series. The five plans in this packet center around the theme of the power of words.
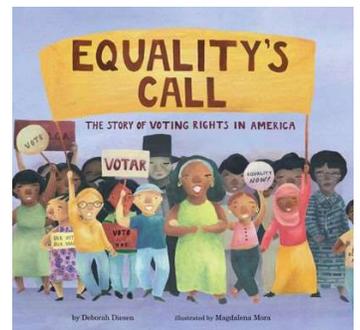
Topics covered are:

1. Choosing the Right Words
2. Analyzing Political Cartoons and Writing Opinion Pieces
3. Opinion Pieces and Opposite Points of View
4. Election Day
5. MLK Jr. Day

Each plan includes virtual learning adaptations.

You may make modifications to the lesson plans to tailor the plans to your students' needs. If you would prefer a Word document (rather than this PDF), please just email to request.

We welcome your feedback on these lesson plans. We'd love to hear about your students' responses to the activities, as well as your comments and suggestions. Please send your feedback and input to deborah@deborahdiesen.com. **Thank you!**

# 3rd Grade Lesson Plan 1:  Finding the Right Words

**Lesson Plan created by Karen Keesling**

1. Target Grade/Subject
   3rd Grade-Literacy

2. Common Core Standards
   CCSS.ELA-LITERACY.L.3.1.A
   Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3. Learning Objective (s)
   Students will practice using different parts of speech by completing fill-in-the-blank exercises using stanzas from *Equality's Call*.

4. Assessment (s)
   The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).

5. Description of Learning Activities:
   Introductory Activity (Connection)
   Teacher will explain that students will be writing their own versions of *Equality's Call*-with a twist.

   Teaching Point and Modeling
   Teacher will review functions of parts of speech (nouns, pronouns, verbs, adjectives, and adverbs) with students and ask for examples of each which teacher will color code on chart paper/board (e.g. verb is an action, run/see/spit). Teacher will leave notes up on board/chart paper for students to refer to. Teacher will then model part of the exercise with the students by asking for a student volunteer to read the first part of the list (see notes) and teacher will give answers. Student volunteer will write the words teacher supplies in the blank (see notes).

   Guided Practice (Active Engagement)
   Teacher will break up students into pairs and give each pair an 'A' and a 'B' worksheet so that all students will get to have a turn asking for and supplying answers.  After both students in each pair have filled out their worksheets, they will take turns reading them aloud to each other.

   Share

Teacher will call class together and then read *Equality's Call*. Teacher can teach into point of how important context and finding the "right" words in writing are.

<u>Virtual Learning Adaptations</u>
Teacher should follow plan as above and either share screen or write on board while online with students. Instead of pair work, teacher should use worksheets A & B as an individual exercise while teacher asks for words. Teacher will ask students to share one at a time (either by typing in answer, showing written work or speaking into microphone) as teacher goes down the list and fills in words in the blank. Teacher will then read the completed versions of worksheets A & B (*Equality's Call*) with the student supplied answers. Teacher should then read the actual story of *Equality's Call*. Again, teacher may want to elicit how important context and finding the "right" words for writing are.

<u>Teacher Note</u>
Worksheet A and B use stanzas from *Equality's Call*. Teachers should note that similar to MadLibs, this exercise will come out sounding very silly-that's okay. It is a great way to create active student engagement and help drive the purpose of the importance of choosing the right words.

**Worksheet A:**
*First, choose some words:*
[noun - plural]        _____
[verb – past tense] _____
[noun]            _____
[noun]            _____

*Now fill them in:*
        Our [noun - plural] _____ declared
        When our country [verb – past tense] _____
        That consent of the [noun] _____
        Was part of the [noun] _____.

*Select some more words:*
[pronoun]            _____
[noun]            _____
[noun]            _____
[adjective]            _____

*Fill those in:*
        But [pronoun] _____ heard in the [noun] _____
        Equality's call:
        A [noun] _____ isn't [adjective] _____

Till it's granted to all.

**Worksheet B**

*First, choose some words:*

[noun]　　　　　　　_____

[adjective]　　　　　_____

[noun – plural]　　　_____

[verb]　　　　　　　_____

*Now fill them in:*

The rules about [noun] _____

Were the [adjective] _____ thing to go.

As more were enfranchised,

Their [noun – plural] _____ could [verb] _____.

*Select some more words:*

[adjective]　　　　　_____

[noun]　　　　　　　_____

[noun]　　　　　　　_____

[adverb]　　　　　　_____

*Fill those in:*

The journey's not [adjective] _____.

The [noun] _____ hasn't ended.

Democracy's [noun] _____

Must be [adverb] _____ tended.

# 3rd Grade Lesson Plan 2: Analyzing Political Cartoons

**Lesson Plan created by Karen Keesling**

1. Target Grade/Subject
   3rd grade-Literacy

2. Common Core Standards
   CCSS.ELA-LITERACY.W.3.1
   Write opinion pieces on topics or texts, supporting a point of view with reasons.
   CCSS.ELA-Literacy.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).

3. Learning Objective (s)
   Students will practice analyzing a political cartoon and write an opinion piece on their point of view.

4. Assessment (s)
   The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).

5. Description of Learning Activities:
   <u>Introductory Activity (Connection)</u>
   Teacher will show students political cartoon (see note) and ask students what they notice. Teacher should then ask students what they think the point of the cartoon is (teacher should elicit questions of whether kids are too dependent on technology? Should schools continue to teach students to write papers/read books etc. when most things are being done with newer technology nowadays?).

   <u>Teaching Point and Modeling</u>
   Teacher will explain that students will write their own opinion about the cartoon and will need to write at least 2-3 reasons why they hold that opinion. Teacher will model making bullet points for key reasons (teaching students to handwrite papers is like teaching them to use an abacus, it will soon be outdated/technology sometimes fails, you need to know how to read a book/ write a paper, it's an important skill etc.) and then writing opinion sentences (I think children should/shouldn't learn how to write a paper because it takes too long and sometimes the handwriting is really hard to read/it's an important skill and one that you will always use in your life . Another reason why students should/shouldn't

learn to write a paper is because_____.  Technology will always change so we should/shouldn't change with it).

Guided Practice (Active Engagement)
Students will be given some thinking time to make bullet points for thinking out their main reasons for their point of view. Then after brainstorming, they will move on to writing their paragraphs about why they hold their opinion.

Share
Teacher will ask students to find a partner who wrote an opposite or different view to their own (if groups aren't even, that's okay). Teacher will then ask students to read their opening sentences, their main argument point and their conclusion sentences. After both sides of the argument have shared with each other, teacher will bring together whole group and ask students if anyone changed their minds after hearing their partners views and ask if anyone can share one thing that they remember from their partner's arguments. Teacher should encourage students to write down notes on what their partner said. Teacher should explain that sometimes finding the perfect way to phrase something can make all the difference in making an argument and may want to summarize article (see notes).

Virtual Learning Adaptations
Teacher should introduce lesson plan by either doing a share screen of the cartoon, holding up a print out of it to the screen or sharing it the night before. Teacher should then follow same steps as in-class lesson plan for analyzing meaning of cartoon and modeling and guided practice segments. For share segment, teacher should ask students if they would be willing to read aloud what they wrote, trying to ensure to pick students from differing points of view. (Teacher may also choose to use a learning platform like Flipgrid where each student can record their own opinion piece and teacher may be able to highlight specific pieces that really show persuasiveness.) Teacher should encourage students to take notes on what their classmates have said. After at least 4 students have shared, teacher can ask if anyone has changed their minds and explain the importance of the right phrasing.

Teacher Note
For added engagement teacher may want to take a poll and ask "who supports learning to save time writing by learning cursive?" And then ask "who supports learning an old form of handwriting that you can easily type on a computer?" Teacher can explain that the question asks the same thing but how you phrase it makes all the difference.

Political Cartoon(s) to start lesson:
Here are two different ones that basically touch on the same ideas. Teacher may choose to use one or both for the exercise.

Cartoon 1:
**https://bit.ly/3ihfM6M**

https://bloximages.chicago2.vip.townnews.com/heraldextra.com/content/tncms/assets/v3/editorial/4/28/428d0c70-d298-5677-8e74-147f5ba6f681/5b6e3eec591f6.image.jpg?resize=1200%2C894

Cartoon 2:
**https://bit.ly/33daKlr**

http://www.intoon.com/toons/2010/KeefeM20100820.jpg

Article that supports the concept that finding the right words makes a lot of difference- either just for teacher reference or to be read as a whole class.
**https://nyti.ms/3h851C3**

https://www.nytimes.com/2017/02/07/upshot/one-third-dont-know-obamacare-and-affordable-care-act-are-the-same.html

# 3rd Grade Lesson Plan 3: Opposite Points of View

**Lesson Plan created by Karen Keesling**

1. Target Grade/Subject
   3rd grade-Literacy

2. Common Core Standards
   CCSS.ELA-LITERACY.W.3.1
   Write opinion pieces on topics or texts, supporting a point of view with reasons.
   CCSS.ELA-Literacy.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.

3. Learning Objective (s)
   Students will use notes on peers' opinion pieces from LP2 and practice writing for a viewpoint opposite to their own

4. Assessment (s)
   The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).

5. Description of Learning Activities:
   Introductory Activity (Connection)
   Teacher will explain that students will have a class debate about whether schools should teach students to handwriting or not. Teacher may choose to show political cartoon (see notes) to see what students understand and think of it or just jump into modeling point.

   Teaching Point and Modeling
   Teacher will explain that students will now have to argue the opposite viewpoint that they did from the last lesson. Teacher should model using notes taken from share session of LP2 and then expanding on them. Teacher will model (e.g. even though this isn't what I really think, here are some arguments I can use to support the other point of view: schools are wasting everyone's time by forcing students to learn how to write; it would be like us having to learn how to make fire from rubbing sticks together instead of using a match; everyone uses computers and in the future there may be a new technology that will make writing even more irrelevant).

   Guided Practice (Active Engagement)

Teacher will break up students into group of 3 or 4 (based off of the point of view they chose in LP2) and give them time to come up with bullet points to support the opposite point of view to their own. Teacher should encourage students to begin list based off of notes they took from LP2 but then must come up with at least 2 points that aren't in their notes. Teacher should go around and check in with each group, making sure that all students understand what the bullet points refer to. In their groups, students should each take one bullet point and be responsible for explaining it.

Share
Students will then leave their group and pair up with a student from another group. Students will practice debating their bullet points off of each other. After students have had time to debate, teacher should bring whole group together and ask them what they noticed/felt/learned from debating the other side. Teacher should try to tie lesson to the fact that often in political debates candidates will make promises that they can't keep or wind up changing their viewpoints on.

Virtual Learning Adaptations
Teacher should follow same intro and modeling point as above (if teacher chooses to use political cartoon, teacher can either send out ahead of time, hold up print-out to screen or do shared screen). For guided practice, teacher should have students work individually to make bullet points, or divide class ahead of time and lead two separate online small-group lessons. For the share portion, teacher can ask for two students from each group to volunteer arguing their points back and forth, so whole class can hear (teacher will have to moderate speaking times). At end of debate teacher can ask students what they noticed/felt having to argue for the opposite side to their own beliefs. Teacher can tie lesson to fact that often candidates make promises that they can't keep or change their minds on.

Teacher Note
Cartoon:
**https://bit.ly/3bE42Zx**

https://mediadc.brightspotcdn.com/dims4/default/9dcbff1/2147483647/strip/true/crop/2400x1800+0+0/resize/2400x1800!/quality/90/?url=https%3A%2F%2Fmediadc.brightspotcdn.com%2F7c%2Ff1%2Fbd2c9e1549e29b852d95323ec249%2F977242daacf26d5ce44aa6656bd56943.jpg

# 3rd Grade Lesson Plan 4: Election Day

**Lesson Plan created by Karen Keesling**

1. Target Grade/Subject
   3rd grade-Literacy

2. Common Core Standards
   CCSS.ELA-Literacy.RL.3.4
   Determine the meaning of words and phrases as they are used in a text,
   distinguishing literal from nonliteral language.

3. Learning Objective (s)
   Students will experience why it's important to choose "the right words"

4. Assessment (s)
   The teacher will gauge participation and understanding by using a combination of
   techniques (e.g. modeling, questioning/observation, guided practice, oral
   responding, independent practice, etc.).

5. Description of Learning Activities:
   Introductory Activity (Connection)
   Teacher will introduce that today is Election Day and ask students about who they
   think is going to win. Teacher will explain that people often use polls as a way to
   predict how people will vote but that it's important to find the right words (if
   teacher did LP1, can refer back to it), some polls are misleading.

   Teaching Point and Modeling
   Teacher will ask students if they ever heard of the word bias and what they think it
   means (and elicit from them, it means already having an opinion). Teacher will ask
   students to fill out poll (see notes) but caution them that every question in the poll
   has a wording problem. It is the students' job to determine what is the problem with
   the poll question. Teacher may give an example:

   Question: "How many days a week do you read?

   - Every day,
   - 5-6 days,
   - 4-5 days,
   - 3-4 days
   - 1-3 days." Teacher should circle problem of days overlapping (e.g. write)

   Teacher should ask what students would think if they heard most kids in the class
   only read 1-3 days a week vs. 3-4 days a week. Teacher should explain that this

question can lead to bias in a poll because even though most kids might read 3 days a week, it sounds like a lot less to say 1-3 days. The question isn't written well so people can announce it to show that kids hardly read at all during the week, instead of what they actually might be doing.

Guided Practice (Active Engagement)
Students will fill out questionnaire that teacher has given students. Students will circle or write a note about problem with each question for bias. Teacher will then have students check their work against each other in pairs.

Share
Teacher will call class together to discuss what they notice. Did anything seem biased? Class can figure out how to re-word polls to have the "right" words. Teacher will explain that even polls that are worded well, can come out wrong.


Virtual Learning Adaptations
Teacher should introduce lesson same as above, but for guided practice and share sections teacher should have students work individually. After students have completed poll and decided the problem with each of the questions, teacher should ask students to share what wording problems found for each question. Teacher can then explain what teacher noticed and link to how important it is to have the "right" words. Teacher should explain that even if polls are worded well, they can predict the wrong outcome. It is important to go to the actual materials/source and look at many different sources for information.

Teacher Note

Here's a sample poll. Answers are in red.

1. Where do you like to skateboard?
   a) In the air b) at the skatepark/street
   Assumes you skateboard, you might not know how.
2. Should students have to do stupid homework?
   a) Yes b) no
   Establishes bias, homework is stupid
3. Do you think polls really predict outcomes and are they biased, and do you use them?
   a) Yes b) no
   Asks a lot of questions, hard to give answers to all of them
4. What do you think of this poll?
   a) It's great b) it's okay c) it's good
   Doesn't leave possibility for anything that's not positive. No room for no opinion.
5. Isn't my teacher not the best?

a)  No  b) yes
Wording with double negative, very confusing.

Bonus question: What do you notice about all of the answers?
They're all set up so the answer is b.  Structure of answers or poll will often change how people think. If they see they're circling the same answer all the time, they might change it.

# 3rd Grade Lesson Plan 5:  MLK Jr. Day

**Lesson Plan created by Karen Keesling**

1. Target Grade/Subject
   3rd grade-Literacy

2. Common Core Standards
   CCSS.ELA-LITERACY.SL.3.4
   Report on a topic or text, tell a story, or recount an experience with appropriate
   facts and relevant, descriptive details, speaking clearly at an understandable pace.

3. Learning Objective (s)
   Students will practice giving speeches

4. Assessment (s)
   The teacher will gauge participation and understanding by using a combination of
   techniques (e.g. modeling, questioning/observation, guided practice, oral
   responding, independent practice, etc.).

5. Description of Learning Activities:
   Introductory Activity (Connection)
   It is intended that prior to this lesson, class will have spent time learning about Dr.
   Martin Luther King Jr. and the civil rights movement of the 1960s.
   Teacher will begin by asking class what they know/remember about MLK Jr.'s "I
   Have A Dream Speech." Teacher will introduce show some video of Dr. King
   speaking to 250,000 people (see note). Teacher will ask students what they thought
   Dr. King felt. Teacher will explain that he didn't even have the text fully ready the
   night before he delivered it and the phrase "I have a dream" was not in the written
   text (though he had said it in prior speeches). Teacher will ask if students have ever
   waited to the last minute to do something or came up with an idea on the spot.

   Teaching Point and Modeling
   Teacher will explain that students will be doing "extemporaneous" speeches,
   speeches that are done on the spot. Teacher will ask students to brainstorm
   different topics that teacher will write down on board (e.g. racism, bullying,
   homework, Climate Change, what is fairness etc.) Teacher will explain that students
   will be timed to do 30 second speeches about the topic that they pick. Teacher will
   keep time. Teacher should put up rules on the board for the speech and model
   breaking them: 1. No going off topic-deviation 2. No hesitation-using filler words or
   just taking too long to talk.

   Teacher should tell students to stop teacher anytime teacher goes off topic (e.g.
   climate change is bad, but let's talk about other bad things like slavery) or hesitates

by taking too long or uses filler words like "umm, uh, er." Teacher will try to do speech but then deviate-go off topic so that students stop teacher. When students stop teacher, teacher can ask if another student will be willing to take over the speech.

<u>Guided Practice (Active Engagement)</u>

Teacher will break up partners into pairs and tell them to select one of the topics from the board to begin giving a speech on. Once every pair is settled, teacher will set a timer for 30 seconds and tell partners to start. Teacher may want to use a signal like turning off the lights to let partners know when 30 seconds is up and it is time to switch (so other partner begins).

<u>Share</u>
Teacher will ask students to share how it felt to give speeches on the spot, what they noticed. Teacher will then ask students to imagine giving their speech in front of 250,000 people. Teacher should link to previous lessons (about finding the right wording) that sometimes the right words can make all the difference, and sometimes they just come to you. Teacher should explain that Dr. King used many important words like using wording similar to Abraham Lincoln's speech (with five score years ago) and that his words helped change the country. A word can be a very powerful tool.


<u>Virtual Learning Adaptations</u>
Similar to above, teacher should open discussion about what students know about MLK Jr. and the "I Have A Dream" speech. Teacher should either show clip on computer through shared screen or send out video for students to watch the night before. After teacher explains that Dr. King didn't have his speech written out til midnight the night before giving it and that the words "I have a dream" were never even in the written draft, teacher should explain that students will do their own speeches. Teacher will ask students to type in possible topics for speech that teacher will then either write on paper and hold up to screen or put in a shared screen document. Teacher will then explain the rules of no going off topic and no filler words like um, uh etc. Teacher will model picking a topic from the list and start speaking. Teacher will instruct students to raise their hand or type in "O" for off-topic and "F" for filler words.  Once teacher has been stopped, teacher will pass microphone over to first student to stop teacher and teacher will ask for another student to volunteer taking over the speech until time is up.

Teacher can ask students to record themselves on Flipgrid doing an extemporaneous speech of their choice. Teacher should then ask students how it felt, and if they could imagine doing it in front of 250,000 followers. Teacher should link to previous lessons and how important the right words are.

<u>Teacher Note</u>
Martin Luther King Jr.'s "I Have A Dream" speech video (watch and decide how much of the clip you want to show to your class).
**https://binged.it/3bEasrn**

https://www.bing.com/videos/search?q=I+have+a+dream&docid=608050885369988173&mid=452484E4D44A30445F96452484E4D44A30445F96&view=detail&FORM=VIRE

Background information on I Have A Dream Speech
**https://bit.ly/3jSEg6o**

https://www.history.com/topics/civil-rights-movement/i-have-a-dream-speech#:~:text=The%20%E2%80%9CI%20Have%20a%20Dream%E2%80%9D%20speech%2C%20delivered%20by,King%20used%20universal%20themes%20to%20depict%20the%20struggles