



Unit of Study: *Citizenship*

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 2

The National Council for Social Studies believes that the core mission of social studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens.

Source:<http://www.socialstudies.org/positions/effectivecitizens>

An effective citizen:

- ✓ Embraces core democratic values and strives to live by them.
- ✓ Accepts responsibility for the well-being of oneself, one's family, and the community.
- ✓ Has knowledge of the people, history, and traditions that have shaped our local communities, our nation, and the world.
- ✓ Has knowledge of our nation's founding documents, civic institutions, and political processes.
- ✓ Is aware of issues and events that have an impact on people at local, state, national, and global levels.
- ✓ Seeks information from varied sources and perspectives to develop informed opinions and creative solutions.
- ✓ Asks meaningful questions and is able to analyze and evaluate information and ideas.
- ✓ Uses effective decision-making and problem-solving skills in public and private life.
- ✓ Has the ability to collaborate effectively as a member of a group.
- ✓ Actively participates in civic and community life.

GENERAL INFORMATION TEACHER NEEDS TO KNOW

- ★ The lessons in this unit are geared toward the 2nd grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.**
 - ★ Lessons can be integrated into the reading/writing workshop schedule during the following times; poetry, independent reading & writing times, read aloud, and social studies content time (15 min.). See the suggested components of balanced literacy in iXplore.
 - ★ Resources from the new social studies adoption, **Exploring Social Studies**, are included in this unit.
 - ★ Please see **Dates of Remembrance & Heritage PPTs** document in iXplore for required days to recognize as stated by CFISD policy.
 - ★ Vocabulary & current events resources are located in iXplore **in INSS Year-round Resources.**
 - ★ In the **Unit Overview**, the Bloom's verbs have been underlined and critical skills have been color coded.
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Unit 1 - Citizenship Week at a Glance

| Week | Instructional Focus | Reading WS | Writing WS | *R & E |
|-------------|--|---|---|--|
| 1 | Classroom Citizenship | Launching w/Fiction | Launching Unit | Capitalize Proper Nouns |
| 2 | Digital Citizenship | Launching w/Fiction | Launching Unit | Capitalization & Punctuation of Sentences |
| 3 | Civic Duties & Responsibilities | Launching w/Fiction (IRL) | Launching Unit | Complete Simple Sentences |
| 4 | Citizenship Models | Launching w/Fiction (DMP Begins) | Launching Unit (BOY Writing DPM) | Sentence Types & Ending Punctuation |

* Revising & editing skills can be practiced during writing activities.

Grade 2 Integrated Social Studies Curriculum

Unit 1: Citizenship

Unit Length: 4 Weeks

Social Studies

TEKS:

2.13(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting

2.13(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship

2.13(C) identify other individuals who exemplify good citizenship

Strand 5: Digital Citizenship TEKS

The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.

Unit Overview:

Students will learn about citizens' positive character traits, the rights and responsibilities of citizens, and what it means to be part of a community.

Literature Selections

Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. Some suggestions can be found in Appendix A.

Citizenship Overview: Week 1 & 2

| Enduring Understandings/Generalizations | Guiding/Essential Questions |
|---|--|
| <p>Citizens demonstrate positive character traits that affect other citizens.</p> <p>Citizens are part of a school, campus, and district community.</p> <p>Digital citizen and are part of a global community.</p> | <p style="text-align: center;">Incorporate these into your RA discussions</p> <ul style="list-style-type: none"> • What are some positive traits that citizens might demonstrate? • How can citizens use these traits to help others? • Why is it important for citizens to help others? • What does it mean to be part of a classroom community? • What does it mean to be part of the CFISD community? • What does it mean to be part of a digital community? |
| Students will. . . | |
| <ul style="list-style-type: none"> • participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions. • understand key vocabulary terms • use primary and secondary sources to locate information • <u>identify</u> characteristics of a good citizen | |

Instructional Resources: Week 1 & 2

| Teacher Materials | Teacher Notes | Assessments (%) | Technology Resources |
|--|---|---|---|
| <ul style="list-style-type: none"> • Exploring Social Studies: <i>I'll Lead the Way</i> <i>You Can Count on Me</i> (reader, audio file, and lesson plan in iXplore) • Appendix A – Literature Resources for read-aloud • Appendix B-Character Trait Handout • Appendix C-Character Trait Activity –<i>Teacher From the Black Lagoon</i> , <i>Rainbow Fish</i> • Appendix D-Ways to Stay Bully Free • Appendix E-Bully Poems • Women's Ind. Day PPT (iXplore) | <p>Women's Independent Day- Texas House Bill 67 calls for August 26th to be celebrated as Women's Independence Day. It was on this day in 1920 that the Nineteenth Amendment to the United States Constitution became a law, which guaranteed women the right to vote.</p> | <ul style="list-style-type: none"> • character chart • Q&A for Effie Hobby • Brain Pop quizzes • Bullying Poem response | <ul style="list-style-type: none"> • Character Traits - AWESOME • Identifying Character Traits • Scholastic-Women's Suffrage • Women's Suffrage booklist • The Bully Project • S-Team Heroes : interactive bullying site • BrainPop Jr. video-Bullying • Bullying Poems http://circle.nypo.org/bully.html • BrainPop Jr. video: Internet Safety • Brain Pop video: Digital Etiquette • Women's Independence Day Resources site |

Classroom Citizenship Pacing Guide: Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday | | | | | | |
|--|--|-----------------------------------|-----------------------------------|---------|--------|--|--|---|---|---|
| 1 st Day Activities | Vocabulary Development | Read Aloud w/ Accountable Talk | Read Aloud w/ Accountable Talk | Writing | | | | | | |
| <p>Focus: Classroom Expectations</p> <ul style="list-style-type: none"> Teachers can take this opportunity to discuss classroom/campus expectations and traits of a good campus citizen. Use a read aloud from Appendix A to reinforce the idea of being a citizen of the classroom. Teacher should have students set-up their Integrated Social Studies Notebook for use during the year. | <p>Focus: Good Citizenship Characteristics</p> <ul style="list-style-type: none"> Brainstorm positive traits shown by a good citizen. Use chart paper or some other means to record the list. Let them use sticky notes to record their choices. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>Good Citizenship</u></th> </tr> <tr> <th style="text-align: center;">Home</th> <th style="text-align: center;">School</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> <p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ➤ citizen ➤ citizenship ➤ character trait ➤ community ➤ truthfulness ➤ justice ➤ equality ➤ respect ➤ responsibility ➤ suffrage | <u>Good Citizenship</u> | | Home | School | | | <p>Focus: Women's Independence Day</p> <ul style="list-style-type: none"> To commemorate the ratification in 1920 of the Nineteenth Amendment to the United States Constitution, this guaranteed women the right to vote. Use the Scholastic site, Women's Suffrage, to explain to students about the concept. Read the biography of Effie Hobby (Winning the Vote & A Lifetime of Voting). Use another read aloud resource from the Women's Suffrage booklist. | <p>Focus: Bullying – Our Classroom is a bully free zone.</p> <ul style="list-style-type: none"> Use Appendix D to build background knowledge. View the free BrainPop Jr. video, Bullying. In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) Use the collection of bullying poems in Appendix E to conduct a RA or use for independent reading and responding. | <p>Current Events</p> <ul style="list-style-type: none"> Students can respond to one or more of the guiding questions in their ISN. (%) See <i>25 Ways to Teach Current Events</i> in Year-round Resources in iXplore. |
| <u>Good Citizenship</u> | | | | | | | | | | |
| Home | School | | | | | | | | | |
| | | | | | | | | | | |

Digital Citizenship Pacing Guide: Week 2

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|
| Vocabulary Development | Read Aloud w/Accountable Talk | | | Writing |
| <p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ➤ cyber ➤ digital ➤ netiquette | <p>Focus: Internet Safety</p> <ul style="list-style-type: none"> • Remind students how a person's positive and negative traits could affect others. • District materials have been created for this topic or you can view the free BrainPop Jr. video, Internet Safety. • Discuss their responsibility of being a CFISD Citizen and how the traits discussed on Monday tie in to this. • In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) | <p>Focus: Bullying – Our Classroom is a bully free zone.</p> <ul style="list-style-type: none"> • Use Appendix D to build background knowledge. • View the free BrainPop Jr. video, Bullying. • In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) • Use the collection of bullying poems in Appendix E to conduct a RA or use for independent reading and responding. | <p>Focus: Netiquette</p> <ul style="list-style-type: none"> • Remind students how a person's positive and negative traits could affect others. • view the free BrainPop video, Digital Etiquette • Discuss their responsibility of being a Digital Citizen and how the character traits from Monday tie into this. • In their ISN, have students write the answers to the quiz afterwards. You have the option of printing the quiz using the online quiz as a whole group activity. (%) | <p>Current Events</p> <ul style="list-style-type: none"> • Students can respond to one or more of the guiding questions in their ISN. (%) |

Civic Duties & Responsibilities Overview: Week 3

| Enduring Understandings/Generalizations | Guiding/Essential Questions |
|---|--|
| <p>Citizens have certain rights and responsibilities in a community.</p> | <p style="text-align: center;">Incorporate these into your RA discussions</p> <ul style="list-style-type: none"> • How can you get involved in your community? • How can you stay informed about issues in your community? • How can you make sure public officials are doing the right thing? • What are examples of opportunities when citizens can vote? |
| Students will. . . | |
| <ul style="list-style-type: none"> • participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions. • understand key vocabulary terms • use primary and secondary sources to locate information • <u>identify</u> characteristics of good citizenship | |

Instructional Resources: Week 3

| Teacher Materials | Teacher Notes | Assessments (%) | Technology |
|---|---|---|---|
| <ul style="list-style-type: none"> • Exploring Social Studies: (iXplore) <i>I'll Lead the Way</i> <i>You Can Count on Me</i> (reader, audio file, and lesson plan in iXplore) • 2011 Teacher Friendly SS TEKS (iXplore) • Appendix F-<i>Imogene's Last Stand</i> read aloud script (iXplore) • <i>Imogene's Last Stand</i> Activity Book (PDF in iXplore) • <i>Texas 1st Responder's Day</i> PPT (iXplore) • Appendix F- I'm An Author writing activity (%) • Appendix G-<i>Imogene's Last Stand</i> quotation cards | <p>September 11: Texas First Responders Day, in honor of the bravery, courage, and determination of Texas men and women who assist others in emergencies. Texas First Responders Day shall be regularly observed by appropriate ceremonies in the public schools to honor Texas first responders. The District may determine the appropriate ceremonies by which Texas observes Texas First Responders Day.</p> | <ul style="list-style-type: none"> • Read aloud discussion and participation • I'm An Author writing activity | <ul style="list-style-type: none"> • PBS Kids Voting Information • Congress For Kids Voting Activities • Ben's Guide: Elections - updated • Rights and Responsibilities |

How Citizens Can Get Involved

| | | | |
|----------------------------|---------------------------|--|---|
| Imogene's Character Traits | What issues did she face? | What actions did she take to solve her issues? | How did she deal with Public officials? |
|----------------------------|---------------------------|--|---|

Civic Duties & Responsibilities Pacing Guide: Week 3

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--|---|--|--|
| Holiday | Vocabulary | Read Aloud w/ Accountable Talk | | |
| Labor Day | <p>Teacher can conduct activities using suggested vocabulary words to build background knowledge.</p> <p>Suggested Vocabulary Terms</p> <ul style="list-style-type: none"> ➤ Issue ➤ Public Official ➤ Vote | <p>Focus: Getting Involved</p> <ul style="list-style-type: none"> • Prior to the lesson, create a 4 column content frame similar to one above. This can be used during the next few days to collect data about the book. • Conduct a RAWAT using <i>Imogene's Last Stand</i>. If you don't have a copy of the book, choose another book from Appendix A. There is a read aloud script attached in Appendix F. • During the RA, have students listen for examples of how Imogene exercised her rights as a citizen of a community and concentrate on the character traits Imogene possessed. | <p>Focus: What are the issues?</p> <ul style="list-style-type: none"> • Revisit <i>Imogene's Last Stand</i>. • Complete the middle columns on the content frame. ✓ What where some of the issues Imogene faced in the story? ✓ What actions did she take to try and resolve her issues? | <p>Focus: Holding public officials to their word in a respectful manner</p> <ul style="list-style-type: none"> • Revisit <i>Imogene's Last Stand</i>. • Complete the last column of the content frame. ✓ What challenges did Imogene face with the mayor of her town and how did she deal with them? <p>Reading Response: (%)</p> <ul style="list-style-type: none"> ✓ What are some government officials we have the opportunity to vote on? (president, mayor, governor, school board members, etc.) <p>Today is Texas 1st Responder's Day. See PPT in iXplore.</p> |

Characteristics and Models of Good Citizenship Overview: Week 4

| Enduring Understandings/Generalizations | Guiding/Essential Questions |
|---|---|
| Historic figures have changed communities by exemplifying their good citizenship characteristics. | <p style="text-align: center;">Incorporate these into your RA discussions</p> <ul style="list-style-type: none">• What are some positive traits that citizens might demonstrate?• How can citizens use these traits to help others?• Why is it important for citizens to help others?• What actions did they take to right a wrong?• How did they help change their community or society with their actions? |
| Students will be able to . . . | |
| <ul style="list-style-type: none">• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions.• understand key vocabulary terms• use primary and secondary sources to locate information• <u>identify</u> characteristics of good citizenship• <u>identify</u> historic figures who have exemplified good citizenship | |

| Instructional Resources: Week 4 | | | |
|---|---|--|---|
| Teacher Materials | Teacher Notes | Assessments (%) | Technology |
| <ul style="list-style-type: none"> • Exploring Social Studies: (iXplore) <i>Sojourner Truth</i> reader <i>Amazing Americans-Paul Revere</i> <i>Amazing Americans-Abigail Adams</i> (reader, audio, lesson plan in iXplore) • 2011 SS TEKS (iXplore) • 2nd Grade Biographies (iXplore) • Biographies PPT (iXplore) • Constitution & Citizenship Day PPT (iXplore) • Appendix A–Literature Resources • Appendix B-Character Trait Handout | <ul style="list-style-type: none"> • Teacher may choose to use the lesson that accompanies the new leveled readers. • September 17th Constitution Day & Citizenship Day - To commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens. The President may issue each year a proclamation inviting the people of the United States to observe Constitution Day and Citizenship Day. The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities and opportunities as citizens of the United States and of the State and locality in which they reside. | <ul style="list-style-type: none"> • Flipbook Activity • Appendix H is a writing prompt that can be used with the Writing WS lessons | <ul style="list-style-type: none"> • Teaching Guides for Good Character http://www.goodcharacter.com/ESTopics.html |

Characteristics and Models of Good Citizenship Guide: Week 4

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|---|
| Read Aloud | Read Aloud | Read Aloud | Read Aloud | Read Aloud |
| <p>Spotlight Person: Paul Revere</p> <p><i>Thanks for the warning, Mr. Revere.</i></p> | <p>Spotlight Person: Abigail Adams</p> <p><i>Thank you for standing up for women's rights Mrs. Adams.</i></p> | <p>Spotlight Person: Sojourner Truth</p> <p><i>Thank you for helping out with the abolition movement.</i></p> | <p>Spotlight People: WASPs</p> <p><i>Thank you for your contributions during WWII.</i></p> | <p>Spotlight People: Navajo Code Talkers</p> <p><i>Thank you for helping us win the war.</i></p> |
| | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Extension Activity: compare/ contrast Abigail Adams & Sojourner Truth </div> | | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Extension Activity: compare/ contrast the WASPs & the Code Talkers </div> | |



- Using the leveled readers for Teacher Created Materials, 2nd Grade Biographies, the Biography PPT, or biographies from the class or campus library, conduct a RAWAT that focuses on the Spotlight Person/People of the day. You can research all of the historic figures, choose a few or add your own.
- Teachers may want to model the RA the first two days and then allow students to read about the historic figures during independent reading time. Using their ISN, allow them to take notes. These notes can be used for the end of the nine weeks technology project.

Culminating Activity (%): Students can create flip booklet that includes characteristics of a historic figure who exemplified good citizenship. They can choose a person or the teacher can assign one. This can be done individually or with a partner.

Example:

| |
|---|
| <p>(cover) Citizen Name: _____</p> <p>Student Name: _____</p> |
| <p>(flip 1) Characteristics</p> |
| <p>(flip 2) Drawing/ Picture of Citizens</p> |
| <p>(flip 3) How did this citizen improve their community?</p> |

| Topics | Suggested Literature |
|--|--|
| Internet Safety Bullying Cyber bullying | <ul style="list-style-type: none"> • Goal!, Mina Javaherbin (bullying) Goal! Book Trailer • Say Something, P. Moss (bullying) • Internet Safety by Josepha Sherman (Watts Library) • Cyber Bullying by Nick Hunter • eBully by Dave Conifer • The Savvy Cyber Kids at Home: The Defeat of the Cyber Bully by Ben Halpert |
| Citizenship Traits | <ul style="list-style-type: none"> • Piggybook, Anthony Brown (family responsibilities) • What If Everybody Did That?, E. Javernicke (fiction, character traits) • Being a Good Citizen, Adrian Vigliano • Being a Good Citizen: A Book About Citizenship • The Kindness Quilt, N.E. Wallace • Of Thee I Sing: A Letter to My Daughters, Barack Obama video • Miss Rumphius, B. Cooney • Ordinary Mary's Extraordinary Deed, Emily Pearson • We Live Here Too!: Kids Talk About Good Citizenship • The Teacher from the Black Lagoon by Mike Thaler • Yertle the Turtle, Dr. Seuss • Poem: Sometimes I Feel This Way, John Ciardi from Another Jar of Tiny Stars • Amazon search on citizenship • Rainbow Fish (lesson included) |
| Biographies (see 2nd grade biographies in iXplore) | <ul style="list-style-type: none"> • Paul Revere - Paul Revere's Ride, Shana Corey • Abigail Adams: First Lady of the American Revolution, Patricia Lakin, • WASPs • Navajo Code Talkers • Sojourner Truth's Step-stomp Stride, by Andrea Davis Pinkney • Women's Suffrage booklist |
| Civic Duties and Responsibilities | <ul style="list-style-type: none"> • Imogene's Last Stand, Candace Fleming (civic responsibility)- read aloud script, and activity book available • Vote!, Eileen Christelow • Duck for President, Doreen Cronin • Grace for President, Kelly DiPucchio • If I Ran for President, Catherine Stier • Voting and Elections, Patricia J. Murphy • D is for Democracy: A Citizen's Alphabet, Elissa Grodin • The Day Gogo Went to Vote, Eleanor Batezat Sisulu • The Kid's Guide to Social Action, Barbara A. Lewis |

| | |
|---|--|
| | <ul style="list-style-type: none"> • <i>Everyone Counts: A Citizen's Number Book</i> – Elissa Grodin • <i>Voting and Elections</i> – Patricia J. Murphy • <i>What are my Rights and Responsibilities?</i>, Jane Pearson • <i>Jason Takes Responsibility</i>, Virginia Kroll • <i>The Snooze Brothers: A Lesson in Responsibility</i>, Cindy Kenney |
| Journeys Main Selections, Vocabulary and Leveled Readers | <ul style="list-style-type: none"> • Main Selections Heroes Then & Now – Book 2, p. 174 • Vocabulary Readers/ Leveled Readers: Good Citizen <p> You can access online copies of these readers through the Think Central website.</p> |
| TFK Readers | <ul style="list-style-type: none"> • Building a Better Community • Paul Revere and Historic Boston |
| (New) Exploring Social Studies: Leveled Readers | <ul style="list-style-type: none"> • <i>Sojourner Truth</i> leveled reader • <i>You Can Count on Me!</i> • <i>I'll Lead the Way</i> • <i>Amazing Americans-Paul Revere</i> • <i>Amazing Americans-Abigail Adams</i> <p> You can access online copies of the readers, audio files, and lesson plans through the Teacher Created flash drive you received or iXplore.</p> |
| Teacher Resources and Trade Books | <ul style="list-style-type: none"> • Every Book is a Social Studies Book , Andrea S. Libresco, Jeannette Balantic, Jonie C. Kipling <ul style="list-style-type: none"> ✓ p.10 – Piggyback ✓ p. 145 – We the Kids ✓ p. 220 - Yertle the Turtle ✓ p. 225 – The Day GoGo Went to Vote • Differentiating Instruction With Menus: Social Studies, Laurie E. Westphal <ul style="list-style-type: none"> ✓ P. 95-97: Leaders and their Qualities ✓ P. 98-99: Citizenship |

Sample Character Traits

| | | | |
|--------------|---------------|---------------|-------------|
| able | demanding | hopeless | restless |
| active | dependable | humorous | rich |
| adventurous | depressed | ignorant | rough |
| affectionate | determined | imaginative | rowdy |
| afraid | discouraged | impatient | rude |
| alert | dishonest | impolite | sad |
| ambitious | disrespectful | inconsiderate | safe |
| angry | doubtful | independent | satisfied |
| annoyed | dull | industrious | scared |
| anxious | dutiful | innocent | secretive |
| apologetic | eager | intelligent | selfish |
| arrogant | easygoing | jealous | serious |
| attentive | efficient | kindly | sharp |
| average | embarrassed | lazy | short |
| bad | encouraging | leader | shy |
| blue | energetic | lively | silly |
| bold | evil | lonely | skillful |
| bored | excited | loving | sly |
| bossy | expert | loyal | smart |
| brainy | fair | lucky | sneaky |
| brave | faithful | mature | sorry |
| bright | fearless | mean | spoiled |
| brilliant | fierce | messy | stingy |
| busy | foolish | miserable | strange |
| calm | fortunate | mysterious | strict |
| careful | foul | naughty | stubborn |
| careless | fresh | nervous | sweet |
| cautious | friendly | nice | talented |
| charming | frustrated | noisy | tall |
| cheerful | funny | obedient | thankful |
| childish | gentle | obnoxious | thoughtful |
| clever | giving | old | thoughtless |
| clumsy | glamorous | peaceful | tired |
| coarse | gloomy | picky | tolerant |
| concerned | good | pleasant | touchy |
| confident | graceful | polite | trusting |
| confused | grateful | poor | trustworthy |
| considerate | greedy | popular | unfriendly |
| cooperative | grouchy | positive | unhappy |
| courageous | grumpy | precise | upset |
| cowardly | guilty | proper | useful |
| cross | happy | proud | warm |
| cruel | harsh | quick | weak |
| curious | hateful | quiet | wicked |
| dangerous | healthy | rational | wise |
| daring | helpful | reliable | worried |
| dark | honest | religious | wrong |
| decisive | hopeful | responsible | young |

THE TEACHER FROM THE BLACK LAGOON

Learning Objectives:

1. Students will analyze the teacher in the book, comparing her to real teachers.
2. Students will compile a list of qualities of a good teacher.
3. Students will make suggestions to solve problems in the classroom

Materials Needed: *The Teacher From the Black Lagoon* by Mike Thaler or [video of it being read aloud](#), paper, markers and/or crayons, pencils







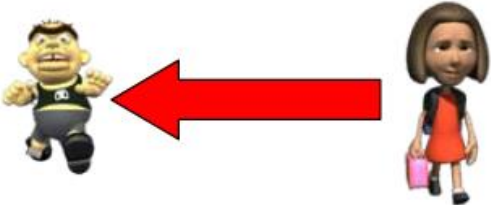





Procedure:

1. Introduce lesson by asking students to describe concerns that some students have at the beginning of school.
2. Assemble the students in order for them to see the illustrations of the book, *The Teacher From the Black Lagoon* as it is read aloud to them.
3. Introduce book by telling students that this book is about some real worries that one student experienced on the first day of school. Read book, asking for responses to each situation.
4. Ask students to tell about:
 - a. similar concerns they may have had at one time, perhaps when they were younger or when they started to a new school
 - b. a teacher they knew of that upset some students on the first day of school.
5. Ask students to brainstorm a list of qualities of a good teacher. How did Mrs. Green compare to this list? Did she have any good qualities?
6. Remind students that first year teachers also experience some of the same fears that students feel. In fact, many are worried about "The Student From the Black Lagoon."
7. Ask students to describe "The Student From the Black Lagoon."
8. Ask students to write a half page paragraph, with an illustration, of an event that might occur between "The Student From the Black Lagoon" and a new teacher.
9. Allow each student to read his or her paragraph. Ask students what the teacher ought to do to deal with the disruptive student.
10. Use this lesson as an introduction to the creation of classroom rules.

Alternate Read Aloud Selection:

- Introduce book *The Rainbow Fish*
- Ask students inferring questions about what may happen to Rainbow Fish?
- Read *The Rainbow Fish* or watch the [video](#) of the book being read.
- Create a Graphic Organizer documenting student responses:
 1. Why do you think Rainbow Fish changed his mind about giving away his scales?
 2. Continue to explain the word “citizen.”
 3. Discuss other words
 4. How did Rainbow Fish change as a citizen of his fish community?
 5. How can you be a good citizen?

Ways to Stay Bully Free

| | | |
|--|---|---|
| <p>Avoid Bullies</p>  | <p>Look & Act Confident</p>  | <p>Be Observant</p>  |
| <p>Tell a Friend or Teacher</p>  | <p>Be Assertive</p>  | <p>Stay Calm</p>  |
| <p>Keep a Safe Distance</p>  | <p>Walk Away</p>  | <p>Say "Stop it!" "Leave me alone!"</p>  |
| <p>Use Humor and "I" Messages</p>  | <p>Join & Travel in a Group</p>  | <p>If you're in danger, RUN</p>  |

What's Really Happening To Me

by Alyssa

Every day I come to school,
I have to deal with you.
Okay, you want to know
what's really happening to me?
I will tell you:
All you like to do is
sit there telling me this and that
but it's just not really cool.
You think you're cool but
I know who you really are inside!
So don't pretend to be everything
because you're not.
You just need to stop and listen once
Just because you are one of them
doesn't mean you can't change
Turn around and you'll
find your true self.
Who really cares if your cool,
it doesn't mean you have to be a bully!

Stop Bullying

by Char

Please do not
Make the little girl across the road cry.
Please do not
Snatch the toy of that little boy.

You are not different from us
You are not better.
Please keep this in mind
It really matters.

Do you want to know
Why children run when you're near?
Do you wish to be friends
With us, who are so full of fear?

So stop bullying
Stop being a little tyrant.
For nobody likes a bully
Which you've always been.

Safe Place

by Charlotte C

Safe place is a safe place
Anyone is welcome
For bullies or for victims
Everyone is welcome
People will understand you
Lets sort out your problem
All you have to do is ask
Come and see us

Bullies Beware

by Hannah D.

bullies beware
bullies swear

they do not care
bullies scare you
they won't spare you

if you're a bully beware
others are starting to care

The Bullies

by Louise Chick

They say I'm the school geek,
They throw my school bag around the room,
They think I'm a right freak,
I feel like I'm hiding in this tiny tomb,
With no friend alone in the gloom,

But quietly, I say to myself, why me...

Stop

Baby Angel

There's too much pain to gain

Because of all the bullies who cause so much pain

They don't seem to understand

how much they're making people sad

Beat Bullying

Craig Bagwell

Think of life as one big plate
one side they love, one side they hate

for all the rubbish you give us, all day and all night
we never get the chance to defend or fight

so now it's our chance to stand up and say "NO!"
maybe you'll have to leave without us having to go!

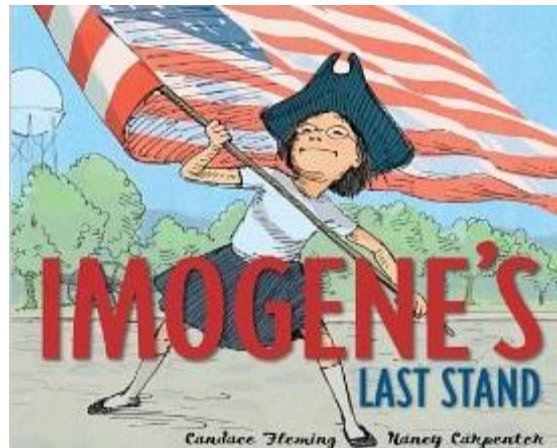
Source: <http://circle.nypo.org/bully.html>

Me

by Caroline

They tease me constantly
Because I am just me.
I am excluded and they talk
Just loud enough for me to hear
Their plans.
They burn fear into my heart.
To hurt me worse, to push me harder.
My depression that had gone away
When I had switched schools
To get away from Bullying
Came back.
I wanted to scream.
I didn't care about school,
Or my Leadership Positions.
Only about running,
Away, far away.
The coach knows
And will talk to them,
But it will get worse and go on
And there will be no escape.

Imogene's Last Stand Read Aloud Script



| Page | Think Aloud |
|---------------------------|---|
| Front and Back Cover | I think this must be a story that occurred during the beginning of our country based on the hat the girl is wearing (I think she must be Imogene). However, on the back cover is a picture of a man with a hard hat. He looks like construction workers I have seen today, so now I am thinking this story is set in the present. |
| Inside Front & Back Cover | I see there is a lot of information about different people and events in the past. I predict I may need to refer back to this information to help me comprehend the story more deeply. |

Turn to page 1-2 and read aloud.

| Page | Think Aloud |
|------|--|
| 2 | I see Imogene is riding a bike like people used to ride when bikes were first invented. Yet, everything else looks current like the policewoman, the kid with a helmet on the tricycle, and the ladies under blow dryers in the beauty shop. Now I am thinking that Imogene is a girl who just loves old things. |

Read page 3

| Page | Think Aloud |
|------|---|
| 3 | I remember seeing "Four score and seven years ago" and something about the Oregon Trail inside the front cover. |

Turn to front cover and read aloud first two sections.

| | |
|--------------------|--|
| Page | Think Aloud |
| Inside Front Cover | Now I see how this information fits in with the story and helps me comprehend. |

Read pages 3-5

| | |
|------|--|
| Page | Think Aloud |
| 4-5 | This reminds me of the time I used to spend exploring my grandparents' attic and my great-grandparents' basement. Both were filled with items that told the history of our family and helped me understand my place in that history. |

Read pages 6-9 and inside front cover about William Morris

| | |
|------|--|
| Page | Student Turn & Talk |
| 9 | Think about the words said by William Morris that Imogene quoted. Turn and Talk to your partner about what you predict will happen next and why. |

Listen in to students' conversations and share any important thoughts you heard.

Read pages 10-15

| | |
|------|---|
| Page | Student Turn & Talk |
| 15 | Think about all the things Imogene has done to call attention to what the mayor wants to do to the Historical Society house. Now Turn and Talk with your partner about how you think she must be feeling and what you predict she will do next. |

Read pages 16-17 and section on Chief Joseph on inside back cover.

| | |
|------|--|
| Page | Student Turn & Talk |
| 17 | Think about what Chief Joseph meant when he said "My heart is sick and sad." Turn & Talk to your partner about why you think Imogene quoted him. |

Read pages 18-31 (end)

| | |
|------|---------------------|
| Page | Student Turn & Talk |
|------|---------------------|

| | |
|----|---|
| 31 | Think about what Imogene did to save the historic house. Think about why it is important to stand up for what you believe in. Turn and talk to your partner about that. |
|----|---|



NAME: _____

I'M AN AUTHOR!

Use Candace Fleming's C-L-A-P-S method to write your own original story. Use this sheet as your outline.

C = CHARACTER

What is his/her name? What does he/she look like?
How does he/she act?

P = PROBLEM

What is the problem your character faces?

L = LOCATION

Where does your story take place?

S = SOLUTION

How does your character solve his/her problem?

A = ACTION

What is your character doing at the beginning of the story?



| | |
|------------------------------------|---|
| Dr. Martin Luther King, Jr. | "We are made by history." |
| Davy Crockett | "Ain't nobody comin'." |
| William Morris | "Old buildings do not belong to us; they belonged to our forefathers, and they will belong to our descendents." |
| John Paul Jones | "We have not yet begun to fight." |
| Theodore Roosevelt | "Balderdash!" |
| Vietnam War Protesters | "Heck no. I won't go!" |
| Abraham Lincoln | "A great oak is only a little nut that held its ground." |
| President Martin Van Buren | "I am OK." |
| Eleanor Roosevelt | "You must do the thing you think you cannot do." |
| Imogene Tripp | "That was totally fun!" |

How is this showing good citizenship?

A blank sheet of white paper with horizontal blue lines for writing. A vertical red line is drawn on the left side, creating a margin. The paper is otherwise empty.