



## **Lesson 5:** ***Point of View: School Uniforms***

### **Objectives:**

1. Students will be able to listen to and discuss pros and cons of a given issue or topic.
2. Students will be able to complete a graphic organizer outlining different perspectives of an issue or topic.

### **Materials:**

Book: *Hey, Little Ant* by Phillip Hoose

Book: *Should We Have Pets?* By Sylvia Lollis

Graphic Organizer Worksheet

**We the Civics Kids** student magazine for Lesson 5

Activity: *Examining Points of View*

*Student Voices Bulletin Board* Activity

Literacy Link book with bookmark: *The Real Story of the Three Little Pigs* by Jon Scieszka

### **Common Core Standards:**

- CCSS-ELA-Literacy RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS-ELA-Literacy RL 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- CCSS-ELA-Literacy RL 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- CCSS-ELA-Literacy SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - SL 4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

### **National Standards for Civics and Government**

#### **NSS-C. K-4.5 Roles of the Citizens**

What are the Roles of the Citizens in American Democracy?

- What are important responsibilities of Americans?
- What dispositions or traits of character are important to the preservation and improvement of American democracy?



## **Lesson 5:**

### ***Point of View: School Uniforms***

#### **Lesson Procedures: Session 1**

1. Read *Hey, Little Ant* by Phillip Hoose to the class.
2. Introduce looking at topics or issues from different perspectives. Relate to the boy and the ant in the book.
3. Ask students to share their ideas about school uniforms.
4. Distribute the **We the Civics Kids** student magazine for Lesson 5. Discuss the cover and title captions. Read and discuss the School Uniforms narrative. Pause to seek reactions after each pro or con. Ask students to share some pros or cons which were not mentioned in the narrative.

#### **Lesson Procedures: Session 2**

1. Introduce the topic “Should children have pets?” Ask students to discuss in their groups or with a partner.
2. Distribute graphic organizer. As a class, list the pros and cons on the organizer. Discuss the ideas listed.
3. Ask each student to record his/her decision or conclusion on his/her organizer. Ask for a raise of hands to share student decisions.
4. Read the book *Should We Have Pets?* Compare the ideas in the book with ideas generated by the students.

#### **Lesson Procedures: Session 3**

1. Distribute and review the activity sheet *Examining Points of View*.
2. Working in small groups or independently complete the pros and cons of the stated topic.
3. Review students’ reasons. Ask class to vote by a raise of hands on each topic after listening to both sets of reasons.

#### **Other Suggested Readings:**

- Literacy Link book with bookmark: *The Real Story of the Three Little Pigs* by Jon Scieszka
- *Believe Me, Goldilocks Rocks: The Story of the Three Bears as Told by Baby Bear (The Other Side of the Story)* by Nancy Loewen: Supplementary literature

#### **Tech Connections:**

- **Mock Trial of Humpty Dumpty :**  
<http://www.classbrain.com/artteensm/uploads/humpty.pdf>