



Grade 1–6
Social Studies

Developing
Self-Esteem

Living
Respectfully

Preventing
Prejudice

Respecting
Diversity

Unit 8: Ordinary People; Extraordinary Impact

Subject(s) and Level

This unit relates to the Grades 1–6 social studies curriculum and can easily be integrated into each of the grades. However, the curriculum outcomes listed in this lesson are specific to Grade 6.

Contributor

Pamela Clark, Calgary Board of Education, Calgary, Alberta

Unit Objective

To introduce students, and thereby enable them, to the roles they play in their community, their rights and responsibilities as citizens, and the impact they can have on their local and global community through their actions.

Time

This unit comprises five lessons of two to three hours duration per lesson.

Lesson 5: We are Extraordinary Kids!

Objective

To celebrate students' understanding that people can have extraordinary impact on the lives of others around them and in their global community, and to share that knowledge with fellow students through a literary circle.

Materials

- Fiction Story: *Ordinary Mary's Extraordinary Deed*, by Emily Pearson. Illus Fumi Kosaka. Layton, Utah: Gibbs Smith, 2002.
- Tree of Impact
- Four-by-six-inch pieces of paper
- Booklets, collated with lined paper and room for illustration

Getting Started

Knowledge Now

- Review the six pillars of character and what they mean (refer to Lesson 2).
- As you record student answers, write them one on top of the other so they form a mountain.
- Explain that these qualities are human qualities that unite us as a global community.

Engaging Interest

- Hand out two to three small pieces of paper four-by-six-inches to each student. Explain that we are going to write affirmations to a classmate. Students will be familiar with affirmations as they verbally expressed them in an earlier lesson.
- Ask students to record the kindest thoughts they can about the person sitting next to or behind them, or whatever works best for your class dynamic. Ideas may include what they like about that person, when they noticed them being kind to others, and so on.
- Provide time and remind students to be caring, fair and respectful in their words.
- At time's end, have students swap affirmations. Each student should receive at least two to three affirmations from their fellow students.
- Ask students to share how they felt during this activity.

Learning Activities

- Gather students together to read the book, *Ordinary Mary's Extraordinary Deed*.
- Pre-reading: From their work in this unit, have students share hypotheses about what the story may be about. What do you think Mary will be like? What kinds of deeds do you think Mary would do?
- Read the book to the students.
- Post-reading: what is the impact of this story? Have students share what they enjoyed about this story.
- How did they feel hearing the story?
- Did it remind them of anything?
- Dwell on the math concept of one person impacting 6.1 billion—the world population.
- Ask students to take out their Trees of Impact from Lesson 1. Review the impact and chain reaction they realized they had with their actions with this activity.
- Explain to students that they will be writing their own version of *Ordinary Mary's Extraordinary Deed* only they will be using their own name instead of Mary's and their story and their deeds will be uniquely their own.
- Demonstrate to students on the board how they may start with one deed they did for someone on their Tree of Impact and move down until that one deed has come full circle to them.
- Spend time on story structure, as required, and remind students to use any knowledge learned in this class including the pillars of character and Millennium Development Goals.

Assessment/Analysis

- Have students write their stories as personal celebrations of their extraordinary qualities.
- Guide students in editing/peer editing process.
- Hand out booklets, already collated, for students to write and illustrate their stories.

Application

- Students will share their stories with the kindergarten and Grade 1 classes in a literacy circle format. This is best done with one child reading the story and showing the pictures to one or two reading buddies. After discussion of story, the reader can rotate to another literacy group.
- Encourage discussion of stories in the literacy circles as the “readers” are the experts and can share their knowledge with their schoolmates.

Activities for Extension and/or Integration

- See other lessons in this unit.
- These mini-books can be compiled into a class celebration of the unit and provided to each student at the end of the year. “Extraordinary Kids!”

Subject and Level Learner Outcomes for Subject and Level

Grade 6 Language Arts General Outcomes

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

6.1: Respond to Text

- explain own point of view about oral, print, or other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- construct meaning from texts by identifying or inferring reasons for a character’s actions or feelings

6.2: Understand Form and Genre

- discuss connections among plot, settings, characters in oral, print and other media texts

6.3: Elaborate on Expression of Ideas

- select and use visuals that enhance meaning of oral, print and other media texts
- produce narrative that describes experiences that reflect personal responses

Grade 6 Social Studies General Outcomes

6.1: Communication Skills

- draw conclusions about rights and responsibilities of citizens

6.2: Participation Skills

- demonstrate respect for rights/opinions of others
- participate in a small group discussion by following established rules

Safe and Caring Topics and Concepts

Living Respectfully

- Examining Rights and Responsibilities

Developing Self-Esteem

- Taking Responsibility for Language and Actions

Respecting Diversity

- Recognize and Appreciate that Individuals, Families and Cultures are unique

Teaching Strategies

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> Think-pair-share 	<ul style="list-style-type: none"> Cognitive Coaching: affirmations 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> Literature Class Book 	<ul style="list-style-type: none"> Student Mentors (multiple grades) 	<ul style="list-style-type: none"> Story Circle Journal 	<ul style="list-style-type: none"> Affinity Charting

Supplementary Resources

Literature Recommendations and Bibliographies

- www.albertahumanrights.ab.ca/publications/Bibliography/bib_.asp
- www.actsofkindness.org/classroom