

PROHUMAN CURRICULUM - GRADE 3

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 7: FAIRNESS

LESSON 3: WRITING AN INFORMATIVE TEXT ABOUT FAIRNESS

SUMMARY:

The Prohuman Grade 3 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

Unit 7, Lesson 3, “Writing an Informative Text about Fairness,” reinforces the vocabulary word fairness. Students will write an informative text about a person who worked for civil rights. This informative text will examine a topic and convey ideas and information clearly.

SUGGESTED TIME: 40 minutes

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Introduce a topic and group related information together
- Develop the topic with facts, definitions, and details
- Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information
- Provide a concluding statement or section
- Demonstrate understanding of standard English sentence structure and grammar

REQUIRED MATERIALS:

- Prohuman Grade 3 Unit 7 Worksheet 3: Writing an Informative Text about Fairness

VOCABULARY:

Civil Rights Movement: A time in America in the 1950s and 1960s when Black Americans fought for equal rights, like the right to vote, go to the same schools, and use the same places as everyone else.

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-LITERACY.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓
CCSS.ELA-LITERACY.W.3.2.B	Develop the topic with facts, definitions, and details.	✓

CCSS.ELA-LITERACY.W.3.2.C	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	✓
CCSS.ELA-LITERACY.W.3.2.D	Provide a concluding statement or section.	✓
CCSS.ELA-LITERACY.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓
CCSS.ELA-LITERACY.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-LITERACY.L.3.1.B	Form and use regular and irregular plural nouns.	✓
CCSS.ELA-LITERACY.L.3.1.C	Use abstract nouns (e.g., <i>childhood</i>).	✓
CCSS.ELA-LITERACY.L.3.1.D	Form and use regular and irregular verbs.	✓
CCSS.ELA-LITERACY.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A3	Understand and explain the expression “I have the courage to stand up for what is wrong or unfair”	✓
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Moral Character B3	Provide an example of a friend or role model who “stood up” for what he or she thought was wrong or unfair	✓
Civic Character A1	Understand the idea of fairness and the consequences of not being fair, as it relates to breaking rules, playing favorites, or taking advantage of others	✓
Civic Character A4	Explain why it is important for everyone to serve and contribute to their family, school, community, nation, globally	✓
Civic Character B1	Describe how a role model exemplifies fairness	✓
Civic Character B6	Describe how a role model volunteers and contributes to the common good	✓
Social-Awareness A2	Describe how a person will likely feel when being bullied or left out of an activity or group	✓
Social-Awareness A3	Recognize examples of stereotyping, discrimination and prejudice	✓

LESSON PROCEDURE

Today you will write an informative text about a person who interests you who worked for Civil Rights.

- 1.) Write Civil Rights Movement on the board.
- 2.) Ask students what the Civil Rights Movement means.
- 3.) Give students the definition: A time in America in the 1950s and 1960s when Black Americans fought for equal rights, like the right to vote, go to the same schools, and use the same places as everyone else.
- 4.) Look at this website and choose one person who interests you to write about in your informative text: [Civil Rights Leaders \(NAACP\)](#)
- 5.) Your informative text should do three things:
 - First, the informative text should develop the topic with facts, definitions, and details.

- Second, it should use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - Finally, it should provide a concluding statement or section.
- 6.) Now you will look at the website, choose a person who interests you, and write your own informative text.

NOTE: Collect and keep the worksheet on the following page for the next day's lesson in which students will share their stories with a partner.

GRADE 3 UNIT 7 WORKSHEET 3: WRITING AN INFORMATIVE TEXT ABOUT FAIRNESS

Civil Rights Movement: A time in America in the 1950s and 1960s when Black Americans fought for equal rights, like the right to vote, go to the same schools, and use the same places as everyone else.

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ACTIVITY:

Write an informative text of 5 sentences about a person who interests you who worked for civil rights from this website: [Civil Rights Leaders \(NAACP\)](#).

Your informative text should:

- Include 3 facts about what the person did
- Uses linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*)
- Provides a concluding statement or section about how they worked for fairness