

LESSON: Investigation Bulletin Board**GRADE:****3****OBJECTIVES:****Civic Literacy****SS.3-5.PSCI.1 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.**

- Understand why civic responsibility is important and know examples of civic responsibility.

MATERIALS & RESOURCES:

- Empty bulletin board
- Photo of young man with magnifying glass for center of bulletin board
- Information gathered during prior activities on--
 - Energy
 - Rain
 - Wind
 - Rocks and stones
 - Pollution
 - Water
 - Soil and Compost
 - Plants
- Yarn or string
- Bulletin board decorating materials such as oak tag, shapes, crepe paper
- Markers

PRESENTATION:

The best time to start this activity is at the beginning of the unit where you do an assortment of activities on the environment. Tell the kids that you are going to spend a period of time gathering and investigating different aspects of the environment in preparation for planning and carrying out a service-learning project. The bulletin board is going to help us organize what we find out, and keep it all in one place. It will be their job to add information, pictures, charts, and graphs to the bulletin board so that towards the end of the unit, we can decide what kind of a service project we're going to do.

DIRECTIONS:

1. Put the magnifying glass photo in the center of the bulletin board, with lengths of yarn or string coming out in several directions.
2. At the end of each piece of string, place titles of the lessons you're covering, from the following list—
 - Energy
 - Rain
 - Wind
 - Rocks and stones
 - Pollution
 - Water
 - Soil and Compost
 - Plants

Garden Unit Directions: Research these topics in relation to gardening. For example, how is energy used in the garden to turn or make soil, plant, sow, and harvest? What about solar energy and photosynthesis?

3. As you go through the lessons, or as a reflection activity, ask the kids to draw or write issues they find and put them on the bulletin board. For instance, in “Mapping for Ecology,” did each classroom have a recycle bin?
4. As the class learns about water pollution, energy, and soil, have them look for and bring articles from the newspaper or Internet that tell about local related issues. Look for articles that connect civic responsibility with the issues.
5. Once you've covered all the lessons, use the bulletin board as a discussion tool. Have the students discuss civic responsibility. How does being a responsible citizen relate to these environmental issues and the solutions?

TIME: Two class periods, one at the beginning of the unit to begin the bulletin board, and one at the end to decide on their service-learning project.

PROCESSING THROUGH THE SIX PILLARS

WHAT?

- What happened during this activity?
- How do you think the bulletin board will change as we learn more about the environment?

SO WHAT?

- How do you think the work we put on this board will show we are responsible citizens?

NOW WHAT?

- How can you let others know what you are learning and doing about the environment and environmental problems?

