

## Activity 3

# Why Do Good Deeds?

9/11

9<sup>TH</sup> THROUGH 12<sup>TH</sup> GRADE

<b>Goals</b>	<ul style="list-style-type: none"> <li>Define “good deed.”</li> <li>Write an argument essay about why we should do good deeds.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.W.9-12.1</li> <li>CCSS.ELA-Literacy.SL.9-12.1</li> <li>CCSS.ELA-Literacy.SL.9-12.3</li> <li>CCSS.ELA-Literacy.SL.9-12.4</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Chart paper and marker (optional)</li> <li>Journal: Good Deeds printable</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Print a copy of Journal: Good Deeds printable for each student.</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>In the days after 9/11, people across the country felt united by a desire to help and support one another, creating an extraordinary spirit of empathy and resilience.</li> <li>Many Americans stopped thinking about the differences that often separate us, at least for a while.</li> <li>For those who lived through the tragedy of 9/11, that time of caring and helpfulness remains an important reminder that we are stronger as people, and as a nation, when we work together</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Ask students to share their definition of a good deed.</li> <li>Share that a good deed is a deliberate act of kindness, service, or sacrifice that is carried out for the benefit of others. It is not about receiving recognition or praise, but about making a positive impact on the world and helping those who are less fortunate. Good deeds require courage, compassion, and a strong sense of social responsibility.</li> <li>Have 4 or 5 students provide examples of good deeds they have witnessed or participated in (as the one doing the deed or as the beneficiary of it – or both).</li> <li>Ask students to describe the impact they believe these good deeds had and to imagine all the people who were affected by the good deed. (Encourage them to be creative in imagining how far the effects of a good deed can spread beyond the initial receiver.)</li> <li>To help visual learners, you may wish to create a concept web of their examples on the board or chart paper.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>Invite students to reflect on their own experiences with good deeds by completing Journal: Good Deeds.</li> <li>Ask volunteers to share the good deeds they mentioned in their journal.</li> <li>Ask students to write a short argument in support of doing good deeds.</li> <li>As time permits, ask students to share their essays.</li> </ul>



Name \_\_\_\_\_ Date \_\_\_\_\_

## Journal: Good Deeds

Write about three good deeds someone did for you. If you can't think of three examples, you can write about a good deed you saw someone do.

If you still need ideas, think back to the good deeds your group thought of during your brainstorming session. You can look at your Concept Web to help you remember.

### Good Deed #1

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### Good Deed #2

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### Good Deed #3

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