

# Lesson Plan

Copper Country ISD June 19, 20, and 21, 2012

## Title

Values and Principles of American Democracy  
Fairness

### Lesson Overview:

The students will hear stories about treating other fair. They will learn what they need to do and why it is important to understand the reason that we don't have the right to do whatever we want. They will hear stories, play games, draw pictures and later learn about voting to decide on what is fair for the class. As a class we will work together to make classroom rules that are fair. We will also learn about how our government works and as a country we need rules to treat everyone fair.

### Objectives:

To help the students understand the values and principles of American constitutional democracy.

### Standards:

Civics and Government

K - C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety)

K - C2.0.3 Describe fair ways for groups to make decisions.

### Time Required:

4 class periods

### Recommended Grade Level(s):

K

### Topic(s):

Fairness, maintain safety, play, common good, voting, US Government

### Era:

Present

## **Preparation:**

Gather materials

### **Materials:**

The Sand Box by Don Rowe

Art paper

Crayons

Pencils

Copies of the Constitution and Bill of Rights

### **Resources:**

Chart paper/marker

Computer with Internet connection

Overhead Projector or Document Camera and Projector

Picture

## **Procedure:**

### **Activities**

#### **Day 1**

1. To begin the lesson I will talk to the students about being fair and what it means. We will discuss with the students about their experiences of being treated unfairly in school and on the playground. Share their own experiences; also have the students describe how it felt to be treated unfairly.
2. After I will read the story *The Sand Box*, by Don Rowe, to the students. This story is about children who treat another child unfairly.
3. As the book is read to the students I will ask the following questions.
  - Was it fair for Tim and Johnny to tell Kylie she couldn't join the game in the sandbox?
  - Why or Why not?
  - What else could the children do?Allow the students' time to discuss their answers.

4. Discuss other ways they were treated unfair and how they felt.

#### **Day 2**

5. Ask the students to brainstorm ideas about why it is important to do things fairly. As the students brainstorm and/or come up with ideas, record the student responses on a piece of chart paper.
6. I will show them the slide show "Ben's Guide: "Our Government"
7. We will discuss the rules that govern our country and who is in charge.

8. I will show them the Constitution and Bill of Rights and let them hold copies to get a sense of rules that govern all of us.

### **Day 3**

9. We will have a classroom discussion about the rules we need to be safe and treat everyone fair.
10. We will make classroom rules.
11. I will develop pictures to help the students understand the rules for our class.
12. The students will vote on the best rules.

### **Day 4**

13. Practice our rules in class.
14. Discuss the rules to see if they are fair after reviewing.

### **Extension Activities:**

The students will learn about voting and deciding ways to be fair.

### **Evaluation:**

Discussion about ways we can act fair to each other

Draw a picture about being fair

## Resource Table

Image	Description	Citation	Permanent URL
	Ben's Guide to US government for Kids	A service of the Superintendent of Documents, <a href="http://www.gpo.gov">U.S. Government Printing Office</a> .	<a href="http://bensguide.gpo.gov/k-2/index.html">http://bensguide.gpo.gov/k-2/index.html</a>
<p>Kindergarten Social Studies: Myself and Others</p> <p><b>Unit 4: How Do I Get Along With Others?</b></p>	Worksheet from Michigan Citizenship Collaborative Curriculum Kindergarten Social Studies: Myself and Others	Created by the following Intermediate School Districts: Oakland Schools, Ottawa ISD, and Kent ISD	<a href="http://members.scope.oakland.k12.mi.us/unit.aspx?unit=276">http://members.scope.oakland.k12.mi.us/unit.aspx?unit=276</a>
Rowe, Don. <i>The Sand Box (Making Good Choices)</i> . Mankato, MN: Picture Window Books, 2005.	The Sand Box, a book that involves children treating another child unfairly.	Mankato, MN: Picture Window Books, 2005. ISBN 1404806652, 9	
Constitution of the United States	Copy of the "Constitution of the United States"	Constitution of the United States of America In Convention, May 29, 1790	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+1670010a))">http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+1670010a))</a>
Bill of Rights	Copy of the "Bill of Rights"	A bill of rights as provided in the ten original amendments to the constitution of the United States in force December 15, 1791	<a href="http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&amp;fileName=rbpe24/rbpe244/24404400/rbpe24404400.db&amp;recNum=0">http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&amp;fileName=rbpe24/rbpe244/24404400/rbpe24404400.db&amp;recNum=0</a>

# Kindergarten Social Studies: Myself and Others

## Unit 4: How Do I Get Along With Others?

Question: <b>Why we don't have the right to do whatever we want?</b>		
Previous Lesson	This Lesson	Next lesson
How Do I Get What I Need and Want?	<b>Why we don't have the right to do whatever we want?</b>	Voting on their favorite activity
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">                     Why can't we do whatever we want?                 </div> </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin-top: 20px;">  </div>		
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none"> <li>Why can't I do whatever I want?</li> <li>Why is it important to act fair and responsible in getting along with others?</li> </ol>		<u>Types of Thinking</u> Compare/Contrast Analyzing Data Generating Hypothesis