

JUSTICE

Grade: **Second**

Character Trait:

Fairness

Week:

24

Curriculum Standards Addressed:

1. **History and Social Studies: Civics 2.10c** – The student will explain the responsibilities of a good citizen, with emphasis on describing actions that can improve the school and community.
2. **English: Oral Language 2.2a** – The student will expand understanding and use of word meanings by a) increasing listening and speaking vocabularies.
3. **English: Oral Language 2.3a** – The student will use oral communication skills, such as a) using oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.

MATERIALS NEEDED:

- Promethean Flipchart for Grade 2 or a white board and dry erase markers
- Illustration materials
- *Susan Laughs* by Jeanne Willis

LEARNING GOAL:

Students will identify what makes the design of different spaces accessible or not accessible and be able relate this discussion to the concept of justice.

LESSON SUMMARY:

Francine Frog will introduce today's lesson about justice. The teacher will provide a definition and example of justice, making connections to prior knowledge and the previous week's lesson. Next, the instructor will read aloud the text *Susan Laughs* by Jeanne Willis. The instructor will lead a discussion about the design of spaces to support equal access as a form of justice. If time allows, students will walk around the school looking at the various spaces for their ability to provide equal access to all students. Students will compare two photographs of different playgrounds and discuss the ability of all students to play in the different options. Next, students will design a space so that it is more inclusive of students who are differently abled. Lastly, the teacher will guide students to make the connection between their designs and justice.





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LESSON PLAN:
(Est. length 30 min)

*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the grade 2 file.

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Greet** students with Francine Frog.
2. **Remind** students of the character trait Francine represents: fairness.
3. **Explain** that today Francine is going to help us learn about justice. *

Step 2: Direct Discussion (I Do)

1. **Define** justice. Justice is another way to describe acting fairly. Some ways to practice justice with our fellow citizens are:
 - Treat people the way you want to be treated
 - Take Turns
 - Be Fair
 - Tell the truth
 - Play by the rules
2. **Relate** to student's prior knowledge by referencing last week's lesson on fractions.

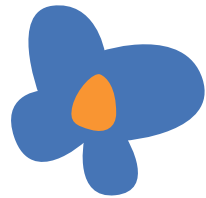
Step 3: Guided Practice (We Do)

1. **Read** aloud the text *Susan Laughs* by Jeanne Willis. As you read, lead a discussion about the design of spaces to support each access and justice for all.
 - a. If time allows, have students walk around the school looking at various spaces for their ability to accommodate equal access.
2. **Present** two photographs of different playgrounds.* Discuss the ability for all students to play in these two spaces.

Step 4: Independent Practice (You Do)

1. **Ask** students to design a space that is more inclusive of students that are differently abled in their Character Journals.
2. **Help** students make the connection between their designs and justice.





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LESSON PLAN:
(cont.)

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Step 5: Assessment

1. **Review** student participation for evidence of understanding justice.

Extension Activity

- Discuss justice and equitable distribution in other ways such as in work assignments. Is it fair to give everybody a similar assignment? Would it be just to have some students stand up while letting other students sit down during the class? Would it be just to give timeouts for talking to some students, but not to give them to other students?
- Read stories from literature or personal examples from the classroom and the school where these issues are relevant.
 - *Through My Eyes* by Ruby Bridges
 - *My Name Is Maria Isabel* by Alma Flor Ada
 - *We Are All Born Free: The Universal Declaration of Human Rights in Pictures* by Amnesty International

