

Portland Public Schools Lesson Plan

Lesson Title: Social Justice

What is the meaning of social justice, to advocate for someone or value something?

Recommended grade level: Third

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| <p>Length of Lesson: 3 class sessions (30-45 minutes each)</p> | <p>Materials Needed:</p> |
| <p>Prior Knowledge: Students know what the word “help” means and what it means to “help” someone.</p> | <p>Notebook paper` Yellow crayon or highlighter (one per student) ` Handout 1: Coeur d’Alene Map (print one copy for educator background and display) ` Handout 2: Coeur d’Alene Tribal Seal (print one copy for educator background and display) Handout 3: Social Justice Advocates: Learning about the Coeur d’Alene Tribe (make one copy per student) Handout 4: Coeur d’Alene Tribal Seal Symbol Picture Cards (print and cut one copy for display) Handout 5: Coeur d’Alene Tribal Seal Symbols Student Activity Sheet (make one copy per student) Handout 6: Puzzle Piece Template (make one copy per student)</p> |

| Key Vocabulary: | Essential Question(s): | Differentiation: |
|---|---|---|
| <ul style="list-style-type: none"> -Social Justice -Advocate -Value -symbol | <p>“What do your values look like when you “act” on them? What would your list of actions be?” What is social justice? What does advocate mean? What does value mean?</p> | <p>Whole group discussion, small group discussion, independent activity, and partner activity</p> |

| Objective: | Common Core Standard Alignment: | Social Studies Practice(s): |
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| <p>` Students will be able to explain the importance of community and how working together and helping each other can change lives. ` Students will be able to compare feelings when helping someone else and when receiving help from someone else. ` Students will be able to explain that symbols on a seal convey important, relevant meanings and events. ` Students will be able to identify the many educational supports put in place by the Coeur d’Alene Tribe to increase student knowledge and skills</p> | <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics) 3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.</p> | <ul style="list-style-type: none"> -Studying another culture -Recognizing the values of people who are different than they are. -Learning about social justice |

Lesson:

Overview:

Students will Read, discuss, and determine what social justice, advocate and value means and learn about another cultures values.

Introduction/Building Background:

Students will have had experience having class discussions and determining

Group Activity

Day 1

Discussion About Helping Others

1. Tell students they are going to learn about a group of people who made a huge difference in the lives of others.
2. Direct students to fold a lined paper lengthwise. Have them list all of the ways they have been helped in the past week using only one side of the paper. Encourage them to think of home, school, visiting others, on the bus, etc. Allow five minutes. Ask them to write three words below that column to tell how being helped made them feel.
3. Direct students to use the second side and list all of the ways they have helped others in the past week. Allow five minutes. Have them write three words below that column to tell how helping others made them feel.
4. Ask students to compare the two sides. Ask the class which list is longer? Did they feel differently when being helped compared to when they helped someone else?
5. Ask students to share their feelings and comments about the results.

6. Tell students that today's lesson will be about an American Indian Tribe named the Coeur Discussion About Helping Others

7. Tell students they are going to learn about a group of people who made a huge difference in the lives of others.
8. Direct students to fold a lined paper lengthwise. Have them list all of the ways they have been helped in the past week using only one side of the paper. Encourage them to think of home, school, visiting others, on the bus, etc. Allow five minutes. Ask them to write three words below that column to tell how being helped made them feel.
9. Direct students to use the second side and list all of the ways they have helped others in the past week. Allow five minutes. Have them write three words below that column to tell how helping others made them feel.
10. Ask students to compare the two sides. Ask the class which list is longer? Did they feel differently when being helped compared to when they helped someone else?
11. Ask students to share their feelings and comments about the results.

12. Tell students that today's lesson will be about an American Indian Tribe named the Coeur d'Alene (pronounced "core-dah-lane") who helps American Indians and others in their community. Tell them they can decide if they think the feelings of the Tribe members were similar to their own feelings just listed on their papers. Leading the Lesson (25 minutes) Exploring the Coeur d'Alene Seal

13. Explain that the Coeur d'Alene Tribe has a history of always having had a commitment to the future, while honoring their past.

14. Write the terms, "Social Justice" and "Advocate" on the board and ask students what they think the two terms mean. Call on a few volunteers to share their answers. Then, build on their answers in order to explain the two terms to the class. (Possible responses: Social justice is the view that everyone deserves to have the same economic, political, civil, human, and social rights and opportunities, regardless of race, socioeconomic status, gender or other characteristics. To advocate means to support or work for the cause of another person or group.)

Days 2

Review what social justice and advocate mean.

1. Distribute Handout 3, reference the article on the handout, and call on a volunteer to read the article aloud. Ask the class, "What do you think this article will be about?" Call on a few volunteers to share their answers and guide the discussion to reflect the definitions of social justice and advocate that were just discussed, and to learn more about the Coeur d'Alene American Indian Tribe.
2. Direct students to read the article and answer the questions on Handout 3 with a partner. Assign partners and allow 5-10 minutes for students to read and answer. As students are working together to answer the

questions, have them cite the place in the text where they found the answer or that provided the necessary information to make an inference. Both students in each partnership should record the answers on their own handouts.

3. Discuss the answers as a class.
4. Introduce the Coeur d'Alene Tribal Seal (prompt students to recall that the seal was mentioned and shown in a picture in the article on Handout 3). Ask students what they think the purpose is of a tribal seal.
5. Invite a few students to share. Then, building upon what they have said, explain what the seal embodies (see the Coeur d'Alene Lesson Introduction and Background and Handout 2).
6. Discuss the term "symbol" and name the symbols on the seal (using Handout 4).
7. Distribute the Coeur d'Alene Tribal Seal Symbols Student Activity Sheet (Handout 5). Give directions and have students complete the activity sheet.
8. Ask for a few volunteers to tell the class what they think the meaning of each item is by sharing the word or phrase that they have recorded under each symbol title.
9. Write the term, "Value" on the board beside the terms "Social Justice" and "Advocate." Call the group back together and reinforce the concept that the items on the Tribal Seal emphasize what is important to the Coeur d'Alene Tribe or in other words what they value.

Day 3

Remind students about what "value" means.

1. Call students' attention to the Open Book and Quill Pen and Ink symbol and discuss how it represents the Tribe's long history supporting and valuing education. Emphasize that education is such an important value to the Coeur d'Alenes and such a big piece of who they are that it has its own symbol on their seal. Next to the term "Value" write a colon and the term "Education" on the board.
2. Divide student into small groups. Direct the groups to look back at the article they read about the Tribe on Handout 3. Have each group pick one student to be the group recorder and give that student a highlighter. Have students work in their groups to identify examples in the article of how the Tribe supported and advocated for education and student success. Have the recorder highlight the examples the group finds on his or her copy. After a minute or two, have the groups decide which top two items they feel made a major difference to increase student progress and stood out the most to them.
4. Call the whole class back together. Draw a short arrow next to the words "Value: Education" and write the word "Actions" on the board.
5. Ask for a volunteer from each group to share their group's top two items. Record the items that are shared under the term, "Action." (If an item is shared more than once, place a checkmark beside it to indicate each time it has been mentioned.)
6. Direct students to look at the list of actions on the board and think to themselves about how those actions are evidence of the Tribes values (e.g. Social Justice and Education).
7. Ask the class to silently think about these questions, "What do your values look like when you "act" on them? What would your list of actions be?" Give students a few moments to independently consider your questions and then share with a partner.

Closing

Helping Others Puzzle Picture Activity.

1. Ask students to look again at the list of things others had done for them and the list of what they had done for others during the week. Have them circle the item on each side that they considered to be the most significant. Ask if those two items made a difference for them and for others. Ask students to think about the feeling they have about both items.
2. Help students to make the connection that action and responsibility can make a huge impact, and the start to making a difference is taking one step.
3. Give each child a blank puzzle piece. Instruct each child to draw an illustration on the puzzle piece representing the action he or she would like to take in serving the community and to write a two to three word phrase explaining it below the piece. Make a bulletin board or display with all the finished puzzle pieces.
4. Explain that all their talents combined do something for the common good of their neighborhood. Write a heading for the display that says, "We Are Neighbors Working Together for Our Community"

Assessment:

Check for understanding on Handouts 3 and 4 ` Informal observation during small and whole group discussion `

Check for understanding on Handout 6