

## Daily Lesson Plan

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**Date:** TBD

**Subject:** Social Studies

**Grade:** Second

### Big Ideas:

- Being an active citizen means getting involved in your community.
- People can disagree about public issues in the community.
- It is important to listen to different points of view about public issues.
- Sometimes people disagree about public issues because one core democratic value is more important to them than another.

### Lesson Objectives:

- Students will be able to take a stance on a public issue that is important to them and be able to defend their position.
- Students will be able to engage in respectful debate with others and be open to different points of view.

### Standards Addressed:

#### Social Studies:

- 2-P3.1.1  
Identify public issues in the local community that influence the daily lives of its citizens.
- 2-P3.1.2  
Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2-P3.1.3  
Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.
- 2-P3.3.1  
Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

#### Reading:

- <http://www.corestandards.org/Math/Content/2/NBT/B/5/> CCSS.ELA-LITERACY.RI.2.5  
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RI.2.8  
Describe how reasons support specific points the author makes in a text.

**Writing:**

- CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

**Speaking & Listening:**

- CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

- CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Rationale:**

Part of my teaching philosophy states that as an educator, it is my job to prepare children for “active and responsible citizenship.” I have already taught my students how to play a role in our classroom community. Now, I am extending these experiences to translate into the communities of Walled Lake, Michigan, and the United States of America.

Teaching children about the purposes of government (make laws, promote safety, provide leadership, and provide public goods and services) will help them to better understand how our communities function. It will also provide them with a basis for understanding the upcoming election, which I already hear them bringing up in daily conversation. As students hear their families, community members, and politicians discuss public issues, this lesson will provide them with a better understanding of why debate happens and how they can get involved regarding issues that are important to them.

**Materials & supplies needed:****Day 1:**

- Chart paper
- Markers
- City Green* by Dyanne DiSalvo
- Water Pollution* text from SCoPE
- Slips of paper for assigning roles (Mayor/City Manager, council members/trustees, parents, local business owners, homeowners on lake, environmentalists, lawyers, librarians, swimmers, teachers)
- City meeting brainstorm paper

**Day 2:**

- Long table
- Role plaques (Mayor/City Manager, council members/trustees, parents, local business owners, homeowners on lake, environmentalists, lawyers, librarians, swimmers, teachers)
- Debate topic anchor chart
- Representative's report
- Red/yellow/green cups

**DAY 1-2**

**\*\*NOTE: Lesson may be broken into two-three days**

**Academic, Social and/or Linguistic Support during each event**

depending on how quickly writing/conferencing goes.

**Procedures and approximate time allocated for each event**

**LAUNCH: 15 minutes**

- Yesterday we talked about ways in which we can help out in our community.
- Today, we are going to talk about specific issues that communities may face.
- Begin by reading *City Green* and talking about the public issue involved and the role of community members in the story.
- Identify the following fictitious issue as the one that will be discussed during a town meeting:  
-We are all members of the same local community. Many residents near our local lake no longer feel safe swimming at the public beach. Some of the fish are dying because of water pollution. People are afraid that if fish are getting sick, they will get sick, too. Some people think that the fertilizer people near the lake are using on their lawns is polluting the lake. They also complain that some people are throwing trash into the water. All people in the community agree that something should be done to make sure the water in the lake is clean and healthy for both fish and people. The question the people in the community are asking is: What should be done about pollution in the local lake? (Display this narrative on an anchor chart as well).
- Work with the students to chart a list of suggestions on the easel.

**EXPLORE: 30 minutes**

- Share the informational text about water pollution with the students (in SCoPE binder).
- Then, share the imaginary chart about fish with students (also in SCoPE binder).
- Discuss and explain the core democratic values/constitutional principles of *individual rights* and the *common good* and how they might be connected to this issue.
- For example, if pollution in the local lake affects the health of swimmers at the public beach, then community members could say that pollution should be stopped for the *common good* of all citizens. In other words, everyone in the community has an obligation to work with other residents for the greater benefit of *all* the people in the community.
- Inform the children that the class is going to have a town meeting.
- Explain that a town meeting is an opportunity for the government officials and residents of a community to come together and share viewpoints about an

- I will be wearing a microphone throughout my entire lesson. The increased volume of my voice will accommodate auditory learners or any students with hearing difficulties, and will help keep students' attention on me.
- I have created several large, colorful anchor charts. This assists visual learners and serves as a reference point to reinforce directions and new concepts/ vocabulary.
- Instead of raising their hands, students will be asked to place their hands on their head, on their shoulders, etc. This will help eliminate students waving their hands, putting their hands in their mouths, and playing with their shoes. This will also accommodate my students who need to be moving constantly. I will also use these motions as total participation techniques at times, ensuring participation of all students.
- Students have assigned seats at their desks and at the gathering place. This ensures students are seated next to those they can work cooperatively with.
- Stamina Spray is utilized to assist students with sustaining independent tasks for an extended period of time.
- Quiet Critters are distributed to encourage a quiet and positive work environment.
- Students move between the gathering place and their desks. This allows students to move around and refocus themselves.
- Students will indicate that they are ready to speak by using color-coded cups. I will also serve as the moderator during the town meeting. This eliminates interruptions and encourages active listening and respectful

issue that concerns the community.

- Write various roles for the children to play at the meeting on small pieces of paper and place them in a bag.
  - Mayor/Supervisor/City Manager
  - Council members/Trustees
  - Parents
  - Various local business owners
  - Homeowners on the lake
  - Environmentalists
  - Lawyers
  - Librarians
  - Swimmers
  - Fishermen
  - Teachers
- Have students draw to identify their roles in the town meeting.
- Explain that the students will be assuming these roles, or pretending to have these jobs as a citizen of our fictional community for our town meeting simulation.
- Record everyone's roles on chart paper and display it in a prominent place.
- Review elements of persuasive/opinion writing, as previously discussed during writers' workshop.
- Students will have independent work time to brainstorm up to three reasons with specific examples defending their opinion about the lake pollution.
- As students write, call them up to conference about their views based on the roles they are playing. Help each student write a statement to express at the town meeting.

**SUMMARIZE: 5 minutes**

- Once all students have created a statement for the town meeting, regroup at the gathering place.
- Let the children know that tomorrow we will have our town meeting and that I am very excited to hear them voice their opinions.

**TRANSITION:**

- Invite groups of students to line up for bathroom break.

**DAY 2-3**

**\*\*NOTE: Lesson may be broken into two-three days depending on how quickly writing/conferencing goes.**

**LAUNCH: 15 minutes**

- Yesterday we worked extremely hard to brainstorm ideas to share at our town meeting.
- Review the chart that displays the various roles each student is playing.
- Let the children know that as each individual

debate.

speaks, he/she must identify his/her role and then give his/her prepared statement.

-For example a child playing the role of a lawyer could say, "As a lawyer in town I can tell you there are no laws that say people can't put fertilizer on their lawns to make grass green. Still, we know the fertilizer runs into the lake which could be a cause of pollution affecting the health of swimmers at the public beach."

-Post a sentence starter at the front of the room.

- Invite the students back to their seats and give them five minutes to reread and practice their opinion statements.
- Regroup at the gathering place to review rules for respectful talk and debate. (Display anchor chart).

### **EXPLORE: 30 minutes**

- Show the children how the meeting table is set up. (Set up students' colored cups and plaques ahead of time).
- There is assigned seating. You will now where to sit based on where your plaque and cups are. Your plaque says your name and your role.
- The government officials will be in front of the audience of citizens.
- I will act as the moderator of the meeting, meaning I will give you permission to speak.
- If you would like to share your opinion for the first time, put your cup on red. If you would like to respond or ask a question to another community member or government official, put your cup on yellow. If you do not have anything to say at the moment, your green cup goes on top. (Display anchor chart denoting what each color means).
- Invite the students to their places at the meeting table.
- Begin the town meeting:
  - Welcome the citizens to the meeting and thank them for attending.
  - State the issue (displayed on anchor chart) and make sure that every community member contributes to the meeting.
  - Remind the students to use the sentence starter displayed at the front of the room to introduce themselves while speaking.
- Call on students (red cups displayed) to participate in the meeting.
- Allow for additional comments/questions (yellow cups displayed) as appropriate.

### **SUMMARIZE: 5 minutes**

- At the conclusion of the town meeting, thank everyone for their input and explain that in real life the government officials would meet again to consider all of the comments from the community

<p>members and decide what to do.</p> <ul style="list-style-type: none"> <li>• Commend the children for taking their first step towards active citizenship!</li> </ul> <p><b>TRANSITION:</b></p> <ul style="list-style-type: none"> <li>• Invite groups of students to line up for bathroom break.</li> <li>• Upon reentering the room, regroup at the gathering place and give instructions for the assessment.</li> </ul>	
<p><b>ASSESSMENT: 15 minutes</b></p> <ul style="list-style-type: none"> <li>• The assessment for today's lesson is formative.</li> <li>• Students will respond to the writing prompt in at least one paragraph: Do you think it is important for a community to hold town meetings? Why or why not?</li> <li>• Students will regroup at the gathering place and share their responses with a partner via Think-Pair-Share.</li> <li>• Call on volunteers to share their opinions with the whole class and discuss the importance of town meetings as a group.</li> </ul>	<p><b>Academic, Social, and/or Linguistic Support during assessment</b></p> <ul style="list-style-type: none"> <li>• Students will be provided with oral instructions.</li> <li>• Students have the freedom to write as much as they would like to.</li> <li>• Students have learned about opinion/persuasive writing in writers' workshop. The OREO persuasive writing method anchor chart will be displayed if they need assistance getting started.</li> <li>• There are a variety of correct responses to the writing prompt.</li> <li>• Students have the opportunity to share their thoughts with a partner. This accommodates students who struggle with public speaking who may not want to volunteer to talk in front of the entire class.</li> <li>• Calming music will play while the students are writing. This encourages a peaceful and focused work environment.</li> </ul>