

EC Social Studies Lesson Plan

Lesson Plan by Danielle Moeller

Lesson Plan adapted from Dana L. Craig @

<http://www.lessonplanspage.com/SSLAImportanceOfVoting-UsesTrue3LittlePigsK2.htm>

Lesson: “Piggy Tale Election”

Length: 25-30 minutes

Age or Grade Intended: 2nd grade

Academic Standard(s):

- **2.2.5** Explain the roles people in the community have in making and changing laws.
Example: People in the community vote in elections, run for office, attend community meetings, and voice their opinions.

Performance Objective(s):

- After a class discussion about “The Three Little Pigs” and “The True Story of the Three Little Pigs,” students will cast a vote for the side of the story that they believe is true.

Assessment:

- As the students bring their ballots to the front of the room to cast their votes, the teacher will check each name off on a class list to replicate the check in process and make sure that each student votes.

Advanced Preparation by Teacher:

- Materials needed:
 - "The True Story of the Three Little Pigs" By Jon Scieska
 - Crayons
 - Paper
 - Voter's box
 - Graph
 - Pig and wolf stickers

Procedure:

Introduction/Motivation:

- “How many of you have read *The Three Little Pigs*?” (*Blooms-Knowledge*)
- “What did the wolf do to the houses of the three little pigs?” (*Blooms-Knowledge*)
- “After the original story was published, the big bad wolf got upset because he did not agree with the three little pigs’ side of the story. So, he decided to write a book to tell everyone what really happened. Today I am going to read you his book; as I read, I want you to think about whether you believe the three little pigs’ side of the story or whether you think that the wolf is telling the truth.

Step-by-Step Plan:

- Read “The True Story of the Three Little Pigs.”
- “Alright, now that you have heard each side of the story, you should be able to pick which one you think is true. I want you to think about which side of the story you believe tells what really happened. Don’t tell anyone which side you picked, but just remember it while we talk about voting. Who can tell me what it means to vote?” (*Blooms-Knowledge*)
 - Write their responses on the board.
- Explain to the children that voting is a chance for them to speak up, share their opinion, and have their opinion taken into account.
- “What types of things might we vote for?” (*Blooms-Comprehension*)
 - Write their responses on the board.
- “Ok. Let’s go back to the story that I read to you. Did you believe the wolf’s side of the story, or did you side with the three little pigs? What we are going to do right now is vote to see which side of the story was believed by the most people. I want you to take the ballot that I gave you and cast your vote by drawing a picture of which character you believed. Once you have finished with your ballot, bring it up to the front of the room, place it in the voter’s box, and return to your seat. Remember not to show anyone which side you are voting for because voting is done in secret.” (*Blooms-Application*)
 - As the students bring their votes to the voter’s box, check off their name on a class list to resemble checking in to vote.
- “Now that I have all of the ballots, I am going to tally them on this graph that I have hung on the board. Each time that I read a vote, I will place the corresponding sticker on the graph above the name. For example, if the ballot has a picture of a pig on it, I will place a pig sticker on the graph above the word pig.”
- Read each of the ballots and place the stickers on the graph.

Closure:

- “After looking at each of the votes, it looks to me like (the wolf or the three little pigs) has won the election. How did I figure out that (the wolf or the three little pigs) won?” (*Blooms-Comprehension*)
- “What were some of your reasons for voting the way that you did?” (*Blooms-Knowledge*)
- “Voting is important because it gives people the opportunity to be heard. Voting for the person that you agree with and believe will do the best job is your way of having a say in how the local government is run. However, it is important to remember that only one person can win, as we saw with our election. Just because your character did not win does not mean that your vote did not make a difference. Without all of the votes that they received, the winner could not have won. Voting is important to make sure that each person’s ideas and values are represented. It is now lunch time, so please line up at the door.”

Adaptations/Enrichment:

- For those students in my classroom that need a challenge, I would have them write a sentence or two either underneath their picture or on the back of their ballot telling me why they chose that side of the story.

- An adaptation for this lesson would be allowing the student to use the stickers and put the sticker of the side that they want to vote for on their ballot instead of making them draw or write.

Self-Reflection:

Rubric:

- **Checklist:**

- Use the class list to check off each child's name as they turn in a ballot.

Gardner: Visual-Spatial /Intrapersonal Intelligence

Sample Ballot:



The image shows a sample ballot template. At the top, there are two cartoon illustrations: on the left, three pig characters (two red, one blue) with the text 'WeirdSpace.dk' below them; on the right, a black and white wolf character with a blue hat and the text 'WeirdSpace.dk' below him. In the center, the title 'The Three Little Pigs vs. The Big Bad Wolf' is written in a decorative, serif font and underlined. The rest of the ballot area is a large, empty rectangular box for writing.