

**Lesson Plan By:** Leanne Rakestraw

**Lesson:** Government-social studies

**Length:** 45-60 minutes (3 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.2 Explain why it is necessary for a community to have a government

**Performance Objective:**

After learning about the government of the community, students will run for various offices with 100% accuracy.

**Assessment:**

The teacher will observe to make sure students are creating campaigns.

**Advanced Preparation:** information about local government

**Procedure:**

**Introduction:** Dress up like a politician and pretend to be running for an office. Tell the students why they should vote for you.

**Step-By-Step:**

1. Explain what government is
2. Explain what type of government the local community has
  - a. Winonia Lake – town council
3. Tell the students they are going to run for class council members
  - a. 8 members with different titles
  - b. Need campaign managers
4. Over next 2 classes, have students create campaigns
  - a. Propaganda
  - b. Music
  - c. Speeches

**Closure:** Have an election

**Adaptations:**

There is a built in adaptation of working with other students to campaign.

**Enrichments:**

If students finish early, have them practice their speeches.

**Lesson:** Government-art

**Length:** 45 minutes (2 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.2 Explain why it is necessary for a community to have a government

**Performance Objective:**

Given supplies, students will create campaign posters for the class election.

**Assessment:**

- 3-4 poster made by each group
- Each poster must have a different positive message to say about the candidate. Why should the other students vote for them?

**Advanced Preparation:** construction paper, markers, crayons, glue, scissors, magazines, examples of campaign posters/signs

**Procedure:**

**Introduction:** show the students real examples of campaign posters/signs and ask what they are.

**Step-By-Step:**

1. Explain what the posters/signs are and what they are used for
  - a. Have students seen them in yards? In stores?
  - b. Talk about TV ads
2. Tell students they will work with their campaign groups to make posters for their election.
  - a. 3-4 posters
  - b. Positive messages about the candidate
  - c. Why should other students vote for them?
  - d. Make materials available

**Closure:** hang posters around the room and in the hallway outside the room

**Adaptations:**

Allow students to use a computer. Or, have a template made and allow students with special needs to use those.

**Enrichments:**

Allow students to use a computer.

**Lesson:** Government

**Length:** 30 minutes (2 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.2 Explain why it is necessary for a community to have a government

**Performance Objective:**

After learning about campaign music, the students will come up with their own campaign music.

**Assessment:**

The teacher will observe to make sure the students are talking about different types of music they might use.

Some form of music must be used in the campaign and somebody in the group must explain why they picked that particular piece of music.

**Advanced Preparation:** background information about campaign music

**Procedure:**

**Introduction:** Have some form of campaign music playing when students enter the classroom or are in transition.

**Step-By-Step:**

1. Talk about campaign music
  - a. It's importance
  - b. Why it is used
  - c. Example of music used by politicians
2. Have the students pick or compose a campaign song
  - a. Make sure it is appropriate for school
  - b. Have them write out why those chose/composed that particular piece

**Closure:** Share music with the class

**Adaptations:**

Students can choose a song already composed.

**Enrichments:**

Student can compose their own music.

**Lesson:** Government-writing

**Length:** 30 minutes (3 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.5 Explain the roles people in the community have in making and changing laws.

**Performance Objective:**

Given directions, the students will write a letter to the town council voicing a concern they have.

**Assessment:**

The teacher will observe the writing of the letters.

The teacher will also grade the letters for content (an issue/situation/concern the student would like to see changed).

**Advanced Preparation:** sample letter, computer, pencils, paper

**Procedure:**

**Introduction:**

1. Using voice, the teacher will read the sample letter written

**Step-By-Step:**

1. Talk about the letter that was written
  - a. Point out issue/situation being addressed
2. Have the students write their own letter to the town council
  - a. Brainstorm ideas with them to write about
  - b. Have the write a draft on paper
    - i. Post sample so students can refer to it
  - c. The teacher will proof read and make corrections
3. Have students type final drafts on computer.

**Closure:**

1. Have the students share what they have wrote
2. Send the letters to the “town council”
  - a. This can be done for real if they are really good or arrange with members before hand that they will be receiving letters

**Adaptations:**

If students need more time, allow them to take it home.

**Enrichments:**

On the computer, students can create pictures, such as a watermark, on the background of their letter.

**Lesson:** Government-math

**Length:** 30 minutes

**Age/Grade:** 2nd

**Academic Standard:**

2.1.8 Recognize fractions as part of a whole or parts of a group

2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs.

2.2.5 Explain the roles people in the community have in making and changing laws.

**Performance Objective:**

Given the results of the election, students will use fractions to determine the winner of the election.

Given the results of the election, students will make a bar graph displaying the results with 100% accuracy.

**Assessment:**

With teachers help, the students will determine the winner of the election by writing the fraction of the votes each campaign received during the election on the board.

Each group will create a bar graph, with the teacher's help, and turn it in.

**Advanced Preparation:** election results, paper for bar graphs, markers for bar graphs, mini lesson on fractions (if needed)

**Procedure:**

**Introduction/Motivation:**

1. Start by telling the class the election results are in!
  - a. Already have the votes tallied

**Step-by-Step Plan:**

1. Give each campaign group their individual results
  - a. Tell the group how many votes there were total
2. Have each group write down the fraction of the votes they received on the board
  - a. Maybe do a mini lesson on fractions?
3. The top six votes are the winners
4. Next, have each group create bar graphs displaying the election results

**Closure:**

1. Each group will display their graphs

**Adaptations/Enrichments:**

Adaptations: Model how to do fractions and a bar graph. Also, allow students to do these on a computer.

Enrichment: Allow students to do a pie graph instead of a bar graph. Allow students to work on a computer.

**Lesson:** Government-storytelling

**Length:** 30 minutes (8 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.3 Identify community leaders, such as the city council and town board.

2.2.5 Explain the roles people in the community have in making and changing laws.

**Performance Objective:**

After interviewing different town council members, the students will write/draw pictures about what they learned in a journal.

**Assessment:**

The teacher will read what the students have written in their journals, looking for things that each town council member said.

**Advanced Preparation:** meet with town council members and have each of them talk about a different aspect of government

**Procedure:**

**Introduction:**

1. Have each student take a turn guessing who the town council member on the bulletin board is
  - a. Have them write down questions to ask

**Step-By-Step:**

1. Introduce the guest speaker
2. Have each speaker say a little about themselves
3. Have them talk about different subjects pertaining to government
  - a. Elections
  - b. Campaigns
  - c. Voting

**Closure:**

3. Have the students ask their questions
4. Have them write/draw about 1 important aspect the guest talked about

**Adaptations:**

If students need it, the teacher can give them a list of pre-made questions.

**Enrichments:**

Give students a subject and tell them to ask questions on that subject.

**Lesson:** Government-Reading

**Length:** 45 minutes

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.5 Explain the roles people in the community have in making and changing laws

2.5.3 Write a friendly letter complete with the date, salutation, body, closing, and signature

**Performance Objective:**

After reading about local concerns in the newspaper, students will write a letter to the principal voicing concerns they have about their school.

**Assessment:**

Since the parts of a friendly letter will have already been addressed, the teacher will be looking that those are in the student's letters (date, salutation, body, closing, and signature). Also, the teacher will be looking for a concern that the students raise.

**Advanced Preparation:** newspapers, paper for the letters

**Procedure:**

**Introduction:**

1. Start by reading from the newspaper a concern a member of the community has
  - a. Ask the students what the citizen is concerned about
  - b. Tell them that by voicing their opinions and voting, citizens have a role in changing/making laws

**Step-By-Step:**

1. Allow for students to read about concerns in the local newspapers
  - a. Point out that citizens voice their opinions when they don't like the way things are being run.
2. Tell the students they are going to write a letter to the principal about a concern they have for the school
  - a. Lunch, recess time, not enough P.E., etc
3. Have them write it in friendly letter format
  - a. Remind them of what the format is
  - b. It is important they do it correctly because they will be assessed on the format

**Closure:**

1. Arrange a time to meet with the principal
  - a. Allow each child an opportunity to read their concerns to the principal
  - b. After assessing the letters, give them to the principal
    - i. Some students may need to do some revision

**Adaptations:**

If students need to, they can type their letters on a computer.

**Enrichments:**

After the initial draft, allow students to use a computer to type a final copy.

**Lesson:** Government-cooking

**Length:** 30 minutes (2 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.2 Explain why it is necessary for a community to have a government

**Performance Objective:**

After looking at pictures of different government buildings, students will design their own building out of graham crackers and icing.

**Assessment:**

This activity will be assessed through observation. The teacher will assess how well the students worked on their project and if their building was finished on time.

**Advanced Preparation:** pictures of government buildings

**Procedure:**

**Introduction:**

1. Show the students different pictures of government buildings
  - a. Ask:
    - i. How are they the same?
    - ii. How are they different?

**Step-By-Step:**

1. Have the students design their own buildings using graham crackers and icing
  - a. Have them draw their plans
    - i. Name the building
    - ii. What it is used for
  - b. Make their buildings

**Closure:**

1. Have a shower and tell
  - a. Ask:
    - i. Tell the name of building and what it is used for.
    - ii. Why did you make your building the way you did?

**Adaptations:**

If a student can't make one on their own, have them work with a partner.

**Enrichments:**

Have students create a list of what they will find inside their buildings.

**Lesson:** Government-science

**Length:** 30 minutes (3 days)

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.5 Explain the roles people in the community have in making and changing laws.

**Performance Objective:**

Given highlighted news articles, students will write about a science issue that is being talked about in the government.

**Assessment:**

The teacher will read the journals to see if students wrote about the science issue from their article.

**Advanced Preparation:** newspaper articles about science issues, journals

**Procedure:**

**Introduction:**

1. Watch a video about a science issue that is current
  - a. Ask students
    - i. What the main issue is?
    - ii. Do you think it's wrong or right?
    - iii. What can you do if you think it's wrong?

**Step-By-Step:**

3. Tell the students they will be reading about science issues in the newspaper
  - a. Hand out an article to groups of 4 students
4. Have them read the article together
  - a. Have key ideas and words highlighted
5. Individually, have them write in their journals
  - a. Journals should include:
    - i. Main idea
    - ii. In their opinion, wrong or right?

**Closure:**

5. Have students share what they have wrote

**Adaptations:**

If needed, read the article out loud to students.

**Enrichments:**

Allow students to write a letter telling what they think about the article they read.

**Lesson:** Government-Drama

**Length:** 45-60 minutes

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.5. Explain the roles people in the community have in making and changing laws

**Performance Objective:**

After discussing the roles of citizens in changing laws, students will discuss the rules in their classroom.

After discussing rules of their classroom, students will write a rule they wish was in their class.

After writing a rule they wish was in their classroom, the students will vote on which of the rules their fellow students came up with will become new classroom rules.

**Assessment:**

The teacher will make sure each student has written down a rule they would like to be in their classroom. Also, the teacher will observe the voting process to make sure each student votes.

**Advanced Preparation:** examples of different laws, pieces of paper to vote, different roles for students

**Procedure:**

**Introduction:**

\*This might be a fun way to make rules up for the classroom at the beginning of the year!

1. Start by giving students examples of different laws, some good, some bad
2. Ask:
  - a. Would you like these laws?
  - b. What can you do to change them?

**Step-By-Step:**

1. Explain that citizens have a say in changing laws
2. Students will now get a chance to change classroom laws
  - a. Have each student write a “law” they would like to be implemented into their classroom
  - b. Have each student share their “law” with the class
    - i. Have them displayed around the room
    - ii. Number each of the laws
  - c. Students can take on different roles
    - i. Judge
    - ii. Politicians
  - d. Have each student vote for their top 3 picks
  - e. The top 3 are then implemented into the classroom rules

**Closure:**

1. Announce the laws that will be implemented
2. Wrap up the discussion

- a. Make sure you discuss why its important to vote!

**Adaptations:**

Students can work in groups to come up with rules.

**Enrichments:**

Students can do some research about different laws that have been passed (teacher will modify readings for students)

**Lesson:** Government-Fine Motor

**Length:** 45 minutes

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.3. Identify community leaders, such as the city council or town board.

**Performance Objective:**

Given newspapers, students will find 2 pictures of local community leaders.

After pictures of local community leaders are found, students will create a collage with their pictures to be displayed around the room.

**Assessment:**

The teacher will collect each collage and see if they have at least 2 community leaders on their collage.

**Advanced Preparation:** paper for collage, newspaper including pictures of local leaders (enough pictures so each student can have at least 2)

**Procedure:**

**Introduction:**

1. Show pictures of national leaders
  - a. Show the students a collage the teacher made
  - b. Ask students:
    - i. Do you know these people?

**Step-By-Step:**

3. Inform students they will be making their own collages of local leaders
4. Pass out newspapers
  - a. Students will need to share
  - b. Instruct students to cut out 2 pictures of local leaders that have visited their class
5. Have students make a collage
  - a. Glue the picture on their paper
  - b. Write the name of the leaders on their paper

**Closure:**

1. Have each student share their collage with the class
2. Hang them around the room

**Adaptations:**

Students can work in groups.

**Enrichments:**

Have students look for pictures of national leaders

**Lesson:** Government-Gross Motor

**Length:** ½ to ¾ of day

**Age/Grade:** 2<sup>nd</sup>

**Academic Standard:**

2.2.2 Explain why it is necessary for a community to have a government

**Performance Objective:**

After visiting government buildings in the community, the students will write about what they learned.

After visiting government buildings in the community, the students will draw a picture of what they saw.

**Assessment:**

The teacher will look for 1-2 sentences about what each student learned.

**Advanced Preparation:** make field trip arrangements

**Procedure:**

**Introduction:**

1. The day before the field trip, introduce students to government buildings in Washington D.C
  - a. White House, Pentagon, U.S. Capital Complex
    - i. Show pictures online
  - b. Ask what they think each building is used for?
  - c. Why do you think each building is important?

**Step-By-Step:**

4. Tour government buildings in the community
  - a. Ask students if they are different from the buildings in Washington?
    - i. Why might that be?
2. Point out where the town council members meet

**Closure:**

1. Have a discussion once you are back in the classroom
  - a. What did you see?
  - b. Did you think that's what the local government buildings would look like?
2. Have each student write 1-2 sentences about what they learned
  - a. Have them draw a picture

**Adaptations:**

If students need to, they can type their letters on a computer.

**Enrichments:**

Take a virtual tour of buildings in Washington online.

