



Lesson Plan: How do we solve our problems?

¿Cómo resolvemos nuestros problemas?

Context of the lesson within the unit:

This lesson follows a lesson introducing the 3 branches of government. Students already have an understanding of how laws are made and applied. Also, students have an understanding of the purpose of a system of government. A lesson connecting problem resolution to treaties and our government will follow this lesson.

Standards Addressed:

H.S 3.2.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

H.S. 3.2.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Grade 2nd Students

Objective(s):

- Students will understand how countries, like people, experience conflicts/problems.
- Students will understand how countries, like people, work together to resolve their problems.



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Big Idea(s):

- The strength of a democracy is equal to the strength of its citizens
- E Pluribus Unum: Out of many, one

Essential Questions/Issues:

- Is Citizenship a right or a responsibility?

Higher Order Thinking Questions:

1. Why is it important to “work together” and resolve conflicts?
¿Por qué es importante que trabajemos juntos?
2. What could happen if an understanding/resolution is not reached?
¿Qué pudiera pasar si no pueden llegar a un acuerdo?



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Assessment: Students will be evaluated through informal checks for understanding, teacher observation and performing an authentic task evaluation by the rubric provided.

GRASPS:

	Your Mission
GOAL	Your mission is to create and present a “tratado”/contract in partners, resolving a problem/issue within the classroom or school.
Role	You are a “diplomático”/diplomat representing your classroom/school.
Audience	Peers
Situation	You will present and sign your treaty/contract to your peers
Performance	Your performance will be evaluated using the scoring rubric listed: <ul style="list-style-type: none">• You will present the problem and the solution reached by you and your partner.

Quality Criteria:

Necessary Components of Strong Treaty/Contract:

- Are problems easily identifiable?
- Are solutions reached identifiable?
- Are solutions terms reached acceptable by both signing parties (diplomats)?



Behavior- Working With Groups/Partner: 2nd Grade

CATEGORY	3- Advanced	2- Proficient	1- Basic
Manners/Behavior	<ul style="list-style-type: none"> *Treats everyone with respect *Listens to everyone’s ideas and suggestions 	<ul style="list-style-type: none"> *At times treats members with respect *Listens on occasion to others ideas and suggestions 	<ul style="list-style-type: none"> *Does not treat members with the appropriate amount of respect *Listens to others very rarely
Productivity/Input	<ul style="list-style-type: none"> *Gives a variety of ideas and suggestions *Completes all assigned work 	<ul style="list-style-type: none"> *Offers some ideas and suggestions *Completes most assigned work 	<ul style="list-style-type: none"> *Offers very few ideas and suggestions *Completes a minimal amount of assigned work
Attention Span	<ul style="list-style-type: none"> *Pays full attention to group *Does not get off topic or task 	<ul style="list-style-type: none"> *Pays some attention to group *At times gets off topic or task 	<ul style="list-style-type: none"> *Pays very little attention to group *Gets off topic or task a great deal
Voice Tone	<ul style="list-style-type: none"> *Maintains an appropriate voice tone throughout the activity 	<ul style="list-style-type: none"> *Becomes loud very few times 	<ul style="list-style-type: none"> *Becomes loud frequently and is disruptive to others in group



Treaty/Tratado de problema y solución

CATEGORY	Acceptable	Not Acceptable
Title	The Treaty has an appropriate title.	The Treaty has no title or the title has nothing to do with the purpose of the Treaty
Problems	The Treaty outlines the problems and rights of the individuals. (They are easy to understand.)	The Treaty does not outline the problems or rights of the individuals.
Responsibilities/ Solutions	The Treaty outlines the responsibilities/Solutions agreed upon by both signing parties.	The Treaty does not outline agreed upon responsibilities/solutions.
Organization	Information is organized with well-constructed paragraphs.	Information is disorganized. *Paragraphs are not well constructed.
Writing- Mechanics	Capitalization and punctuation are correct throughout the poster.	There are several capitalization or punctuation errors in the poster even after feedback from an adult.
Attractiveness	The poster is attractive in terms of design, layout and neatness.	The poster is distractingly messy or very poorly designed.



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Activity Steps:

Purpose	Teacher	Students
<p>Hook <i>Engage Students</i></p> <p>10 minutes</p>	<p>Read “Make Someone Smile.” Connect to “The Great Chicken War” pointing out the idea that sometimes people can be too silly (“chicken in the book) to talk out their problems and fight instead, Segue into ...conflicts that they have experienced.</p>	<p>Listen, observe, ask questions</p>
<p>Into</p> <p>Through</p> <p>20 minutes</p>	<p>Chart out problems that they have noticed within the classroom (no names) in one column. Chart Column 2: How do they affect you? How do you feel?</p> <p>Model using teacher observation and draw up an example treaty between teacher/class. (ex. too much noise). Present possible sentence frames that can be used in writing up a treaty. (see Special Needs)</p> <p>Partner selection</p>	<p>Add to discussion</p> <p>Turn and talk. Add ideas to discussion.</p> <p>Add to discussion</p> <p>Students choose a partner randomly from name jar.</p>



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<p><i>Draw up treaty in pairs</i> 25 minutes</p>	<p>Review “planning” steps (rough draft to be done in partners): Problem, solution, agreement. Review rubric</p> <p>Pass out large paper (17x11in), rulers and other art supplies at table groups.</p>	<p>Discuss conflict with partner and draw up a treaty.</p> <p>Individually, each student designs and creates a copy of the Treaty (contract).</p>
<p>Beyond 10 minutes</p>	<p>Broaden/Connect to current events: What are some problems within our community? Problems that countries may have?</p> <p>Discuss as a whole group. Bring in clippings from newspapers or Student current even magazines.</p>	
<p>Next Lesson</p>	<p>Presentation and signing of contracts</p>	<p>Students present their contracts and sign.</p>

Special Needs of students are considered in this lesson:

Students can be put into flexible grouping scenarios that will benefit learning for all types of learners and special needs. Plenty of visuals, opportunities for verbal, written and nonverbal expression, and multiple learning modalities are available within the context of this lesson. The opportunity for student choice also gives students ownership of learning.

Extension Ideas:

Students can find current local articles that discuss problems within the community/nation and discuss solutions.



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Materials and Resources Needed:

- Book: “ The Great, Great, Great Chicken War” by David De La Garza (to be read beforehand and reviewed)
- Book “Make Someone Smile: And 40 More Ways to Be a Peaceful Person” by Judy Lalli
- construction paper, colored pencils, rulers, craft/scrapbooking scissors
- examples of treaties (pictures, Book: “America’s Presidents”)

References:

- Make Someone Smile: And 40 More Ways to Be a Peaceful Person, Judy Alli, Picture book teamed with black-and-white photos to demonstrate the benefits of negotiating and cooperating, rather than fighting.
- The Great, Great, Great Chicken War, David De La Garza, Picture book that presents a child's interpretation of how silly people can be when they fight.



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Student Handouts:

Tratado de (room or their name)

Yo (nombre de escritor) encuentro el siguiente problema en la clase C-2. (Persona) (problema) causando (como te hace sentir).

Deseo resolver/solucionar este problema. En regreso, yo trataré de arreglar cualquier problem que (Persona) tiene conmigo.

1.

Hemos llegado a un acuerdo este día del _____, 2008.

Juntos/as decidimos:

ENGLISH TRANSLATION

I, _____, find the following problem in Room C-2. _____ is _____ causing me _____.

I hope to resolve this problem. In return, I agree to fix whatever problem that bothers them.

1.

We have come to an agreement this day _____, 2008. Together we have decided: