

CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Lesson Plan: The Rule Paradox

Lesson Activity Steps:

- 1. Teacher reviews types of games played over the past days and/or in their past focusing on what makes games successful. Chart
- 2. Teacher breaks students into groups (selective homogenous grouping by teacher).
- 3. Teacher hands out a prepared box of materials (dice, scarf, yarn, measurement tool, bin) to each group of students. Allow exploration time. Teacher should be actively listening for comments to share with entire group.
- 4. Pose questions: What might I have given you these materials? Accept responses. Think about what we have been discussing and doing these past few days. Accept all responses.
- Teacher then brings groups together. Invites students to create a game of their choice using 4/5 objects. Each group will follow the same guidelines but all will have different outcomes. Refer to chart in #1.
- 6. Show game guideline (see attached)
- 7. Students will need plenty of time to explore, discuss, create, brainstorm, review, revise. Teacher moves from group-group gauging progress, facilitating as needed.
- 8. It may be wise to continue lesson over two days in order to let students have quality time to think about the project (Rome wasn't built in a day!)
- 9. Students complete game plan, share among the class with each group having the opportunity to play everyone else's game.

Special Needs of students are considered in this lesson:

Teacher model, visual aids,

References:

Live, Love, Play by Charles

VAPA standards SDUSD

(ie: H/SS Framework, websites referenced, books, videos, primary sources)

California State Standards: <u>http://www.cde.ca.gov/be/st.ss</u>

History of Us, Book Four, Joy Hakim, Oxford University Press, New York, 1993.

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