

This packet contains

Free 2nd Grade Lesson Plans

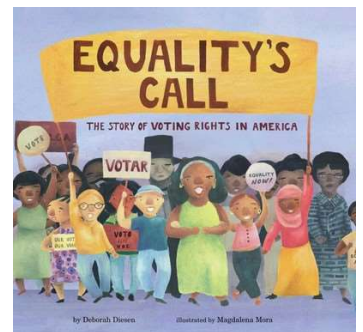
on the topics of

- Truth in History • Point of View •
- Election Day • MLK Jr. Day •

This packet contains five free 2nd Grade lesson plans to support active student learning about fairness, democracy, and voting.

Created by early childhood educator Karen Keesling, the lesson plans use *Equality's Call* and other picture books to help students explore important civics concepts as well as SEL competencies.

The lesson plans can be used individually or as a series. The five plans center around the themes of truth, point of view, and expression.



Topics covered are:

1. Truth in History
2. Point of View – Part 1
3. Point of View – Part 2
4. Election Day
5. MLK Jr. Day

Each plan includes virtual learning adaptations.

You may make modifications to the lesson plans to tailor the plans to your students' needs. If you would prefer a Word document (rather than this PDF), please just email to request.

We welcome your feedback on these lesson plans. We'd love to hear about your students' responses to the activities, as well as your comments and suggestions. Please send your feedback and input to deborah@deborahdiesen.com

Thank you!

2nd Grade Lesson Plan 1: Truth in History

Lesson Plan created by Karen Keesling

1. Target Grade/Subject
2nd Grade-Literacy
2. Common Core Standards
CCSS.ELA-LITERACY.RI.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
3. Learning Objective (s)
For students to discuss what is true and question history
4. Assessment (s)
The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).
5. Description of Learning Activities:
Introductory Activity (Connection)
Teacher will explain that students what the word true means and then explain that they need to be truth detectives. Teacher will read aloud different sentences (see notes) and ask students to make the letter T with their hands if they think they're true. Teacher will ask for a volunteer note-taker to write how many students made a T next to each sentence (e.g. if four students made the letter T when the statement was read, the note take will write the number 4).

Teaching Point and Modeling

Teacher will then read Equality's Call and ask students to see if the book is fiction (not true) or non-fiction (true). How do they know?

Guided Practice (Active Engagement)

Teacher will then read the introductory sentences again and ask where in the book it answers it. What surprised the students the most and why? Teacher will then explain some of the reasoning behind the statements.

Share

Teacher will ask students to do a turn-and-talk and ask them to share if they learned anything new, and how it felt to hear what was/wasn't true.

Virtual Learning Adaptations

Teacher will ask students what true means. Teacher will then read statements and have them typed up on screen for students to look at. Teacher will have students type in T or give a thumbs up if they think statement is true. Teacher will tally votes and put the number next to each statement on screen. Teacher will then read Equality's Call and ask students to find answers in the book to the statements, stopping as they go along to pull out the answers. Teacher will ask students what surprised them and why? Teacher can then discuss talking points and ask students to share what they know about them and how it feels to hear about them.

Teacher Note

To engage students more, teacher can read the talking points instead of the sentences to see what students think (e.g. Women weren't allowed to vote because they're too emotional, they didn't think rationally). For extension activities, teacher may want to find sections from old newspapers and read them aloud to see what students think, like <https://bigsofhistory.com/why-women-shouldnt-be-allowed-to-vote/> compared with a satirical other point of view: <https://adamsbrady.files.wordpress.com/2014/05/oppostiontomenvoting-aliceduer-1915.jpg>

Sentences:

Only rich men were allowed to vote

(Talking point, wealth and ownership were pre-requisites for voting)

Women were only allowed to vote in some places

(talking point, women were considered too emotional or not smart enough to understand politics to be allowed to vote)

Black Men weren't allowed to vote

(talking point, 3/5ths compromise, that black men were considered 3/5 of one white man)

You had to take tests to vote

(talking point, talk about meaning of a right. Should you have to take a test to drive, to get married, to get into a school. Why, why not?)

2nd Grade Lesson Plan 2: Point of View (Part One)

Lesson Plan created by Karen Keesling

1. Target Grade/Subject
2nd Grade-Literacy

2. Common Core Standards
CCSS.ELA-Literacy.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

3. Learning Objective (s)

Students will compare and contrast two different points of view of the folktale of the 3 Little Pigs. Students will see how narrator often determines what we think is true. This lesson plan should take course over two days.

4. Assessment (s)

The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).

5. Description of Learning Activities:

Introductory Activity (Connection)

Teacher will break up class into four small groups. Two groups will receive the folktale of The Three Little Pigs and two groups will receive The True Story of the 3 Little Pigs. Teacher will ask each group to decide 1) whose point of view is the story from 2) who is the “bad guy” and 3) whose fault is it for what happened.

Guided Practice (Active Engagement)

Students in their groups will read the stories assigned to their group and as a group work together to answer the 3 questions on the board.

Share

On one end of the room, teacher should place label/picture of the 3 pigs and on the other side of the teacher should place label/picture of the wolf. Teacher will ask class to stand in middle of the room and then walk to the side with the picture that represents their answer. Teacher should ask each of the three questions (above) and after each question, call on select students to share their thinking of why they

chose the pig or the wolf. Teacher may then switch texts for the groups so that all groups get to read both perspectives (this may take course over 2 days). At the end of the activity, teacher should call class together and ask what they noticed. Teacher may want to ask if anyone changed their minds as a result of the activity or during the activity. Teacher will then have students vote on who is the “bad guy” by putting the word Pig or Wolf in a “locked” secret ballot box (teacher should hold on to this for Lesson Plan 3) . Teacher should elicit from students that often we only get one view of the way things are, and we side with the view we’re given as opposed to questioning what other views are out there.

Virtual Learning Adaptations

For online learning, teacher may either send links of people reading the story or send synopsis of each story to half the class. Teacher should then give students a few minutes to think of their answers to the questions. For the Share portion, teacher can ask students to type in Awoo or Oink for their answers or have students draw and hold up to the screen their picture (pig, wolf or ? if it needs further explanation) to show the answers that best represent them. Teacher will then ask students to private message teacher to vote on who they think is “bad guy”. As teacher gets votes, teacher will write down what each child says on a piece of paper and put it into a secret ballot box (teacher should do this on screen so children can see votes being cast. Teacher should save this for Lesson Plan 3). On Day 2, teacher may then choose to switch texts, so that all students get a chance to see both perspectives. Teacher should then ask students if their opinions changed about who is the ‘bad guy’ and call on different students to explain their thinking. Teacher should elicit the ideas of what we often think is based on whose point of view we hear it from.

Teacher Note

If having students walk across the room to answer the questions isn’t possible, teacher may have students make up signs on two pieces of paper, one with the word pig and one with the word wolf (and if teacher wishes, a 3rd sign of a question mark which would mean student needs to explain e.g. both pig and wolf, neither of them etc). Students can hold up the paper that represents their answers.

Another excellent folktale that supports the point above is the ancient Indian folktale of The Elephant and the Three Blind Men. Teacher may want to use this as homework or as supplementary text.

An extension activity may be to have students think of a time they had an argument and then write what happened from their point of view and from the other person’s point of view.

2nd Grade Lesson Plan 3: Point of View (Part Two)

Lesson Plan created by Karen Keesling

1. Target Grade/Subject
2nd Grade-Literacy
2. Common Core Standards
CCSS.ELA-LITERACY.RL.2.6
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3. Learning Objective (s)
For students to hear multiple points of view to analyze information. Students will each get one small point of view of a different character and share it with their group to decide who is responsible for stealing the voting ballots
4. Assessment (s)
The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).
5. Description of Learning Activities:
Introductory Activity (Connection)
Teacher will show students empty ballot box from Lesson Plan 2 and tell students to do some investigative work to determine what happened to all the ballots (if teacher wants to add some theater, can turn over garbage can, have some desks turned over, make it look like a burglary). Teacher will then break up students into 6 groups of about 5 students (or whatever works for your class size) and assign each of those students in the group a number of 1-5.

Guided Practice (Active Engagement)

One of the groups will get the roles of Pig(1) Pig (2) Pig (3) Wolf (4) and Narrator (5) instead of numbers. Teacher should give the group with the roles sometime to learn their parts and discuss with them how to answer (look at Teacher Note). Students should be encouraged to speak in the voice appropriate for their character and think the way their character would answer yes/no questions about the ballots. There is no right or wrong way to do it, students are free to answer as they think their character would (if teacher wants to add more theater, can have some props). Teacher will explain to other groups that they will only get to interview the person who goes with their number (so all the 1s will go to Pig 1, all the 2s will go to Pig 2 etc.) They can start thinking of yes or no questions to ask their person.

When groups have had enough time to prepare, students will go to their selected character (teacher may want to spread out characters at the corners and middle of the room so no place gets too crowded). The characters will tell their point of view of what happened to the ballots and answer 1 or 2 questions.

Share

Students will go back into their original groups of 5 and share what information they learned from each of their characters. Each group will have to decide what happened to the ballots and what the truth is. Each group will share with the whole class what they think happened. Teacher should elicit ideas that we tend to follow whoever's point of view we hear the most. We should question what other points of view are, consult different texts/accounts etc. out there and decide things for ourselves.

Virtual Learning Adaptations

For online learning, teacher should assign the roles of the 3 Little Pigs, Wolf and Narrator to different students in the class (and give them the information about their role encourage them to act like their character). Teacher will then give each student the microphone and the chance to share their information with the whole class. After each student speaks, teacher should poll class to see who they think stole the ballots. At the end, teacher should ask class to vote on or write what they think happened.

Teacher Note

This is essentially like a murder mystery party game. The purpose is really to encourage students to understand that there are many different viewpoints out there, so the specific texts can be changed for any folktales that students may be familiar with (e.g. Goldilocks and the 3 bears, Cinderella, Anansi etc.). It may be helpful to keep all 5 roles handy so you can help your students remember their roles if they need help. Additionally, this plan was intentionally written without a clear answer of what happened to the ballots. Teachers may choose to make up their own version of what happened to satisfy their students' curiosity at the end of the lesson.

Fig 1:

My house had just blown down so I just wanted to make sure that the ballots wouldn't get blown away too. I opened the box so that I could move them into a sturdier box but I couldn't find any other boxes. So I decided to leave them there and just walk away, but I guess I forgot to lock them.

Fig 2:

My brother's house and my house were blown down by that Wolf. I knew if us, pigs were voted by the class, there's no way we would get new houses. I mean who would help us if

they thought we were guilty? I saw the ballot box was opened, so I just counted up the votes to make sure that we weren't guilty. I put them all back though as soon as I was done.

Pig 3:

I knew my brothers were worried about the votes. I saw that they both had snuck out of the house in the middle of the night and then came back. My 1st brother must have accidentally gotten one of the votes stuck in his coat pocket when he tried to put them in the new box. I didn't want anyone to think we did something wrong, so I took the vote back to the school to put it in the box. When I got to the school, all the votes were missing and the box was open. I kept that vote at home in case the other ones showed up I could later add it in and no one would think we did anything wrong.

Wolf:

Everyone always blames the Wolf! I know everyone will automatically think I'm guilty, but I'm not. I went to the school just to make sure that those pigs didn't do anything sneaky. When I got there, I saw the box was open and it looked like a few votes were missing! I was going to call (teacher's name) but just then, I had a terrible sneeze. The votes went all up in the air and some blew out the window. I left as quick as I could because I knew I'd get blamed for the missing votes.

Narrator:

The box with the votes was definitely locked last night before (teacher's name) left the building. This morning, the box was unlocked, the votes were missing and no one knows what happened. There was one vote found at the Little Pigs' house. There was one other vote found outside the school entrance this morning. No one knows what happened to the rest.

2nd Grade Lesson Plan 4: Election Day

Lesson Plan created by Karen Keesling

1. Target Grade/Subject
2nd Grade-Literacy
2. Common Core Standards
CCSS.ELA-Literacy.RL.2.4
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-Literacy.SL.2.5
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
3. Learning Objective (s)
For students to create a rap/song/rhyme in the style of *Equality's Call*.
4. Assessment (s)
The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).
5. Description of Learning Activities:
Introductory Activity (Connection)
Teacher will explain that today is Election Day, the day that we vote for President/representative etc. and that it was a long tough road to get here (teacher may draw students memory back to Lesson Plan 1 if they did it). Teacher will then read *Equality's Call*.

Teaching Point and Modeling

Teacher will point out how the rhythm style of reading the rhyme "*a right isn't right til it's granted to all*" changes from the previous rhymes and ask students what it reminds them of (ideally elicit, shouting, a slogan protest etc). Teacher will then point out the rhyme

"The journey's not over.
The work hasn't ended.
Democracy's dream
must be constantly tended"

ask students what they think that means. Teacher should elicit ideas of more work that needs to be done (e.g. getting rid of racism, make schools safer, or whatever ideas the students can think of etc.)

Teacher may want to show some typical chants/slogans that people use e.g.

“The people!
United!
Will never be defeated!”

“El pueblo
Unido
Jamás será
Vencido”

“We’re in
A fight
For what
Is right”

Guided Practice (Active Engagement)

Teacher will ask students to work in pairs to write rhyme/poem/rap/or chant in similar vein to *Equality’s Call* or emphasizing at least one of the techniques of rhyme/rhythm/repeated line about something that they think still needs to be done, a chant for the classroom or something that is important to them.

Share

Students will then perform their writing in front of the class. Teacher may choose to record students so they can all see their performances later.

Virtual Learning Adaptations

Teacher will follow same plan as above. For Guided Practice, students can work individually or if teacher does small group learning online, students can share ideas working together in small group. Students should record themselves reading/chanting/rapping and send video to teacher. Teacher can compile all videos together and send to whole class.

Teacher Note

For added engagement, teacher can have students come up with a chant/slogan/poem for the class and begin/end the day with the chant that the students created.

2nd Grade Lesson Plan 5: MLK Jr. Day

Lesson Plan created by Karen Keesling

1. Target Grade/Subject
2nd Grade-Literacy
2. Common Core Standards
CCSS.ELA-Literacy.RI.2.9
Compare and contrast the most important points presented by two texts on the same topic.
3. Learning Objective (s)
To compare songs from the 1960s civil rights movement
4. Assessment (s)
The teacher will gauge participation and understanding by using a combination of techniques (e.g. modeling, questioning/observation, guided practice, oral responding, independent practice, etc.).
5. Description of Learning Activities:
Introductory Activity (Connection)
Teacher will explain that today is Martin Luther King Jr. Day. (It is anticipated that prior to this lesson teacher will have spent time teaching into who MLK Jr. was, the civil rights movement and segregation laws and read *Equality's Call*). Teacher can ask students what they know about Martin Luther King Jr.

Teaching Point and Modeling

Teacher will explain that music is a powerful way of conveying an important message. Teacher will play 2 different civil rights song. Teacher will ask students what message they thought the song was trying to get across and what they noticed about the two songs. Teacher will model circling similarities in the songs (e.g. teacher might highlight similarities in mention of Mississippi River in “If you miss me at the back of the bus” and I was born by the river in “A Change is Gonna Come” circle the word “river.”) Teacher should explain that word doesn’t have to be the same in both songs, just that the idea should be the same so similarly, teacher could model circling “change” in “Change is Gonna Come” and circling “front” in “come on up to the front of the bus” that even though the words are different the idea is both the same of change of law/no longer being scared etc. Teacher may want to model using color coding (e.g. red crayon for river, blue crayon for change and front) so students can keep track of similarities.

Guided Practice (Active Engagement)

Teacher will break students up into groups and have each group look at the pre-printed-out lyrics of each of the two songs. Teacher will ask students to circle words or highlight themes that are similar in the songs and explain why they chose those words/themes. Teacher should check in with different small groups and ask questions about students' thinking.

Share

Groups will share back to the whole group what similarities they found. Teacher will write keywords that each group shares. Then class will read the words and see if they can make their own song or poem using the keywords circled.

Teacher may want to relate to current Black Lives Matter (BLM) movement and elicit how history often repeats itself, that now 60 years later, we're still fighting for many of the same things, and refer to *Equality's Call* that "Democracy's dream/ must be constantly tended." Teacher may choose to repeat exercise with BLM songs or compare BLM songs and Civil Rights movement songs (see notes).

Teacher should also elicit multiple viewpoints have multiple different views of history (e.g. some people may think that the Civil Rights Act in 1964 means that there is equality now, while others may think that there isn't).

Virtual Learning Adaptations

Teacher will do same intro as above and then either do a share screen of the lyrics or send out lyrics and links of songs to students the night before. Teacher will then ask students to work individually to circle key words from both songs that are similar and why those chose to circle them. Teacher will then ask students to type in one common word they chose (or speak it) and teacher will type up words on shared screen (or write out on paper as students speak and show to the whole class). Class can then read all the words they selected and as homework or individual work, teacher can ask students to write their own verse to one of the songs (using the song's melody) and the words they generated for inspiration or write their own complete verse.

Teacher Note

These are suggested songs, but of course, teacher is free to use any others. As with any resource, check these out ahead of time to decide what language is appropriate for your class. You may choose to only use some lyrics instead of the whole song.

Civil Rights Songs:

- "If You Miss Me at the Back of the Bus" by Charles Nesbett
<https://www.metrolyrics.com/if-you-miss-me-at-the-back-of-the-bus-lyrics-thea-gilmore.html>
- "We Shall Overcome" Louis Armstrong

- <https://www.azlyrics.com/lyrics/louisarmstrong/weshallovercome.html>
- “A Change is Gonna Come” by Sam Cooke,
<https://www.azlyrics.com/lyrics/arethafranklin/achangeisgonnacome.html>
- “Say it Loud-I’m black and I’m proud” by James Brown.
<https://www.azlyrics.com/lyrics/jamesbrown/sayitloudimblackandimproud.html>

Black Lives Matter songs:

- “I Cry” by Usher
<https://www.azlyrics.com/lyrics/usher/icry.html>
- “Glory” by Common & John Legend
<https://www.azlyrics.com/lyrics/common/glory.html>
- “Freedom” by Kendrick Lamar & Beyonce
<https://www.azlyrics.com/lyrics/beyonceknowles/freedom.html>
- “Better Days” by Victoria Monet feat. Ariana Grande
<https://www.azlyrics.com/lyrics/victoria-monet/betterdays.html>