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Topic: Democratic Principles in American Communities

Grade Level/Subject: Second Grade Social Studies

Essential Question(s)	
<ul style="list-style-type: none">○ How does the government's decision affect American society and citizens?○ What does a democratic society look like? How do we uphold this society?○ How do democratic principles encourage equality in American society?<ul style="list-style-type: none">■ Sub question: Do they guarantee equality for all individuals?	
Daily Learning Objectives/Skills/Dispositions (SWBAT)	Corresponding Assessments <i>(e.g., graphic organizer, exit slip, written assessment, guided observation)</i>
<ol style="list-style-type: none">1. SWBAT identify the core foundations of a democratic society2. SWBAT converse about information presented to them and whether or not it properly reflects American values of freedom and equality.3. SWBAT explains why it is important to hold our American values true for all groups of people,	<ol style="list-style-type: none">1. Objective 1: At the beginning of the lesson, there is an anchor chart of American values.2. Objective 2 : Class “turn-and-talk” conversation after both reading and creation of timeline chart.3. Objective 3: This will be assessed through the exit ticket provided to students at the end of the lesson
Curricular Standards Associated with your Objective(s) listed above	
<ul style="list-style-type: none">● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.	
Student Prior Knowledge	
My students will have prior knowledge of American symbolism (the flag and the bald eagle) and the values of American patriotism from the previous two lessons. Misconceptions they will have is that	

these patriotic values they have learned previously have carried themselves out throughout American history for all people. This is a vital lesson for both student's education and emergence into society.

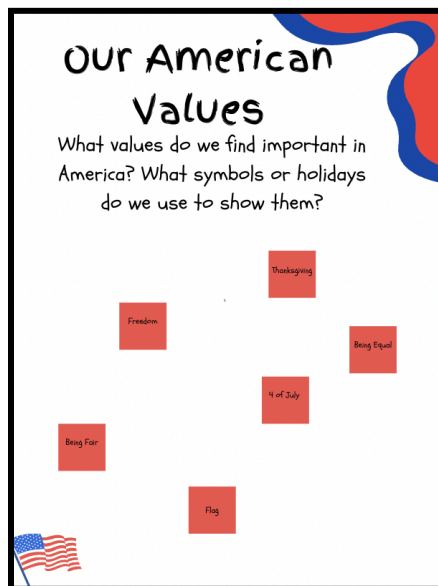
Beginning (/Opening/Hook)

Begin the lesson by having students sit at their desks where an anchor chart will be set up on the board in front of them reading "Our American Values" at the top. Pass around a sticky note to every student in the class. Tell students that they can write an American value, symbol, or holiday from the day before and put them up on the board one by one. As each student puts their note on the board, the teacher will ask gauging questions to see why students found these symbols/values/holidays important

- Example Questions:

- Student answers "The flag", and the teacher responds "Why was the flag so important to American people?"
- Student answers "freedom", and the teacher responds "What does it mean to be free in America?"
- Student answers "Fourth of July", and the teacher responds "When we celebrate the fourth of July, what American value are we celebrating?"

**Example Anchor Chart



Lesson Activities (Include key questions & examples)

Bring students to the carpet

5 Minutes: After students complete this chart bring students to the carpet and have listed the values and symbols, begin to ask students if they believe that these values apply to all American people. After allowing students to answer collectively, begin to explain to students that not all people in America have always had not always been included in American values.

- Say to Students: “Even though we know America values the idea of freedom and fairness for everyone in the country, not everyone in the United States has always been treated fairly. Different groups of people in America got the same rights that you and I have all at different times!”

3 Minute: Tell students that we are going to begin to learn about how different people in America were given their rights at different times, one of these being voting. Ask students if anyone can tell you what voting is. After calling on 1-2 students, provide a kid-friendly definition and say to students “Voting in America is what allows all Americans to have a voice in the choices the government makes for the country. Voting is a right we all have as Americans, however, the country wasn’t always equal and some people were not given the right to vote solely because of the color of their skin”.

10-15 Minutes: Read aloud to students *Lillian’s Right to Vote*. During the reading of the book, pause and ask students the following questions or make the following statements.

- After the 2nd page where slavery is mentioned: “Slavery was when White Americans would buy and own Black Americans and force them to work for them. They did not treat their slaves kindly or fairly and the slaves did not have the same rights as other Americans. We will learn more about it as the book goes on”.
- After page 6: “We know that even though the law said Lillian’s grandpa and uncle could vote legally, we can see that some people were trying to stop them from voting by making them take super hard tests or pay money they did not have even though White voters didn’t have to do that. Why would people do that? Is that upholding the American value of being fair? Turn and talk with your partner.”
- After page 11: “What we see on this page is a peaceful protest where Black citizens marched through towns in Alabama to show that they were not going to back down until they had the right to vote. They were standing up for what they believe in!”

1-2 Minutes: After finishing reading the book, explain to students that it was so important for Lillian to be able to climb the hill and vote because she had lived through so much to be able to even have the same right that her fellow White Americans have had for years.

Send students to their desks

5 Minutes: Ask students “After reading Lillian’s story, do you think America has always treated all Americans fairly, or the same way? Turn and talk to your partner”. After this allow about 2 minutes to turn and talk to each other and then 3 for different student pairings to share their answers.

5 Minutes: Redirect students back to the anchor chart we have filled out before, and specifically draw students' direction back to the "values" section. Explain to students that in cases like Lillian's, all Americans have not always been treated with the same values as each other. Say to students "By not letting people of color vote, they were not equal to White Americans because they did not have a say in the decisions the government was making! The only reason people did this was because of the color of their skin. Is that very fair?"

Tell students this is not the only time people of color or other people like the LGBT+ community or women had to fight for their right to be equal. Ask students "If all people are not being treated fairly and equally are we really being true to our American values?". Allow students to give a thumbs down or thumbs to show their "yes" (thumbs up) or "no" (thumbs down) answer. As they do this, put a thumbs down and say no to reinforce the answers.

Finalize by telling students that as American citizens, we must treat everyone fairly and equally to hold to America's values. After saying this say

End/Conclusion of the Lesson

The teacher will hand out an exit ticket (shown to students) to allow them to explain the importance of our values in America when it comes to the treatment of other Americans.

Name: _____
Date: _____

Exit Ticket

Why is it important to you that all Americans are treated with the American values of equality and fairness?



Materials

List any materials you need for the lesson.

- [Lillians Right to Vote](#) by Jonah Winters
- Anchor-Chart
- Markers
- Exit Ticket

- Pencils
- Class Agreement

Differentiation for Specific Children

One of the main issues that may occur during this lesson is a disconnect between students and the range of information about the civil rights movement as they may have yet to learn it. This is why throughout the read-aloud, the teacher is to pause and briefly explain certain moments in history in a way that connects back to the idea of American values, which will be visually presented for students on the anchor chart created in the beginning of class. Students will also be able to refer back to the anchor charts made on unit day 1 and 2 as they will be hung up in the classroom as well if they were struggling to recall information or absent for one of the preliminary lessons.