



PM Statue Project Primary Division The Democratic Classroom (DRAFT)

1. Lesson Plan Information	
Subjects: Social Studies, Language	
Grade Level: 1-3	
Topic: Democratic Classroom	Length of Time: 60 minutes

2. Expectations and Learning Skills:
<p>GRADE 1:</p> <p>Social Studies: A1.1 describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times (<i>e.g., how and why a student's relationship with a teacher is different from that with a peer; how their parents' roles differ at home and at work; how a child's responsibilities at home may change as he or she gets older; why expectations for table manners may be different when they are home than when they are a guest in someone else's home</i>)</p> <p>Language: ORAL COMMUNICATION: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (<i>e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions</i>) 2.1 identify a few purposes for speaking (<i>e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems</i>) 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking WRITING: 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (<i>e.g., use pictures and words that project interest or enthusiasm</i>)</p> <p>GRADE 2:</p> <p>Language: ORAL COMMUNICATION: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (<i>e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about _____</i>) 2.1 identify a variety of purposes for speaking (<i>e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups</i>)</p>

3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking

WRITING: 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (e.g., *words that convey admiration for a character: a cool person*)

GRADE 3:

Social Studies:

A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day (e.g., *the roles of women, men, and children; challenges related to the environment, work, community life, the law*)

A1.3 identify some key components of the Canadian identity (e.g., *bilingualism, multiculturalism, founding nations, religious freedom*), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity (e.g., *with reference to Canada's official languages, cultural contributions, place names, observances such as National Aboriginal Day or Black History Month*)

Language:

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g., *demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas*)

2.1 identify a variety of purposes for speaking (e.g., *to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small group and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups*)

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking

WRITING: 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (e.g., *words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger*)

Learning Skills:

Collaboration: responds positively to the ideas, opinions, values, and traditions of others

Initiative: demonstrates the capacity for innovation and a willingness to take risks; approaches new tasks with a positive attitude

3. Content Knowledge:

Prior Knowledge:

- The rules of their own classroom
- Appropriate listening and speaking behaviour in the classroom

The students will learn:

- About the voting process and how it can be applied to the classroom
- About their role within the voting process

4. Assessment / Evaluation:

- The teacher will observe the students throughout the activity. Observations can be recorded in anecdotal notes for each student by commenting on the level of learning skills demonstrated. Also, the teacher may make formative assessments on the level of understanding demonstrated regarding the concept of democracy and voting. At the end of the lesson, the teacher may collect and review the 'Ticket out the Door' sheets that are submitted by the students. The teacher may provide feedback to each student and could also use the writing samples to assess language skills.

5. Learning Context:

A. The Learners

- Learners will be in groups for a majority of the lesson
- Read alouds and videos will benefit audio and visual learners
- Group work will benefit interpersonal learners

B. Learning Environment

- Students are expected to be in a whole-class environment (i.e. desks, carpet, etc.) for the minds on activity and discussion
- Students will be divided into groups for the application portion of the lesson and should sit in different places around the classroom
- Students are expected to be in a whole-class environment again during the voting process
- Students are expected to be at their desks when writing their exit cards

C. Resources/Materials

- Read alouds (see PM Statue Support Materials-Book List)
- Projector/SmartBoard
- Videos (here are some optional videos that can be shown to help explain voting and democracy)
 - Sesame Street: Vote Song: <https://www.youtube.com/watch?v=DkeGCa7IBNs>
 - Sesame Street: Steve Carrell - Vote: <https://www.youtube.com/watch?v=clwNdZggYcl>
 - How Canada Became a Democracy: Part One: <https://www.youtube.com/watch?v=YNMAasqiv9Y>
 - How Canada Became a Democracy: Part Two: <https://www.youtube.com/watch?v=eqV9LWie2bs>
- Scrap paper for brainstorming (if needed)
- Exit cards (see attached)

6. Teaching/Learning Strategies

INTRODUCTION (Minds-On/Activation) (10 minutes)

- Introduce the idea of voting and democracy to students by reading a story about the topic (see Support Materials Book List)
- Instead of a book or in addition to the book, play a video about voting and/or democracy. Provide an introduction to the book and/or video by asking students to think of a few words to describe the process of voting and concept of democracy.
- Grades 1-2:
 - Sesame Street: Vote Song: <https://www.youtube.com/watch?v=DkeGCa7IBNs>
 - Sesame Street: Steve Carrell - Vote: <https://www.youtube.com/watch?v=clwNdZggYcl>
- Grade 3:
 - How Canada Became a Democracy: Part One: <https://www.youtube.com/watch?v=YNMAasqiv9Y>
 - How Canada Became a Democracy: Part Two: <https://www.youtube.com/watch?v=eqV9LWie2bs>

MIDDLE: (Action) (10 minutes)

Teaching: *How does the lesson develop?*

- After the read aloud and video are complete, have a group discussion with the class on what they have learned
- If beneficial, define the term democracy and use that as a starting point for the discussion. Democracy can be explained as: People ruling by voting and majority of opinions.
 - Tweak the definition depending on how much the students know about democracy and voting
- Key questions:
 - How have you seen democracy in our classroom?
 - What can we do to make our classroom more democratic?
 - What can you do to make our classroom more democratic?
 - What would happen if our classroom weren't democratic?

Consolidation: (15 minutes)

- Explain to the class that they are going to be participating in a mock voting situation
- Divide the class into small groups (3-5 students) and depending on the class either assign them or let them choose a classroom rule or initiative that they will have to present
- Some examples of classroom initiatives are:
 - Allowing students to choose how they want to do a specific presentation or project
 - Introducing a new incentive program for the class
 - Introducing a self regulatory system of completed required work.
 - Having monthly meetings with the class and the teacher to see how to improve the classroom
 - Having students vote on what books are going to be read in class
 - Other
- Explain to the students that once they have determined their initiative/rule they must talk amongst their group about why they think the initiative should be implemented into the classroom.
- Explain that they are going to have to present their ideas to the whole class and then a vote will be conducted as to whether or not the initiative will be introduced to the classroom or not.

Application: (15 minutes)

- Allow groups to come up to the front one at a time and give brief explanation (no more than 2 minutes) of their initiative/rule and how it would work in the classroom.
- After each explanation, ask the class “Who would want this initiative/rule implemented into the classroom? Raise your hand. Who wouldn’t want this initiative implemented into the classroom? Raise your hand.”
- Keep track on the board or chart paper of which initiatives received a majority of votes.
- Repeat with the remaining groups
- It is up to the judgment of the educator as to whether or not the initiatives voted on are to actually be implemented in the class.
- NOTE: Provide periodic opportunities for student feedback regarding any initiatives that have been implemented in the classroom. Allow the class to cast new votes if an initiative is questioned whether it is working or not.

CONCLUSION: (10 minutes)

- Hand out the exit cards
- Explain to students the prompt or question depending on grade
- Encourage students, if they have time, to draw a picture with their piece of writing
- Possibly give students time in class to complete the exit card or assign as a take-home activity
- The teacher can collect the completed cards and make comments/observations of the student’s understanding and communication/language skills.

Exit Card: Grade 1

Name: _____

The most important point I learned today is...

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question above.

Exit Card: Grade 2

Name: _____

What is the most important idea you learned today?

Exit Card: Grade 3

Name: _____

Provide examples of democracy in your life and community.
