

Lesson Title: Affects of Prejudicial Attitudes

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Second Grade, Social Studies

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Lesson Overview: This lesson helps students explore the concept of cultural assimilation; expand his/her knowledge of the affects of prejudice on the authors of Curious George (Margret & H. A. Rey).

Essential Question: How do prejudicial attitudes affect ones rights and freedoms?

Objectives: After completing this lesson the student will be able to:

- Communicate ideas and opinions of the rights and responsibilities of citizens in a democratic society

Missouri Social Studies Grade Level Expectations

Principals of Constitutional Democracy

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

B (2) Citizens have both rights and responsibilities.

- Develop and apply pre-reading strategies to aid comprehension
 - set a purpose for reading
 - access prior knowledge
 - preview
 - predict and confirm or reject

Missouri Communication Arts Grade Level Expectations

Develop and apply skills and strategies to the reading process
F Pre-Reading

Materials: Items needed for this lesson are as follows:

- 1 copy of the non-fiction resource book entitled: The Journey That Saved Curious George-The True Wartime Escape of Margret and H. A. Rey by Louise Borden
- Prior to the lesson collect a large variety of Curious George books
- 1 KWL chart per student
- 1 Copy of the Rights Comparison Sheet attached
- <http://www.goodcharacter.com/pp/citizenship.html>

Class Time: Two 30-minute Social Studies class periods, divided into Day 1 and Day 2 experiences for the student.

Teacher Input: This lesson will begin in the following manner:

Day 1

- 1) Prior to the lesson the teacher will divide students into two groups (right-handed and left-handed students). As the lesson begins the **right-handed group** will be given better treatment by the teacher such as; they will be first in line, called upon to be helpers, allowed to do less work, and play games. On Day 2 of the lesson there will be a roll reversal with the left-handed students being given preferential treatment. This activity will allow all students in the class to feel in some small way what so many others have experienced in reality from the injustices of prejudiced treatment.
- 2) A picture walk will take place for the following resource material: The Journey That Saved Curious George-The True Wartime Escape of Margret and H. A. Rey. Students will use visual cues to predict what will take place in the text.
- 3) After the picture walk the teacher will read The Journey That Saved Curious George-The True Wartime Escape of Margret and H. A. Rey to the class. The book used for

this lesson acts as a background resource to build upon the students prior knowledge.

- 4) Upon completion of the book the teacher will conduct a Guided Question Session to enable the students to express their understanding of the material that was presented and expound upon the thoughts of their classmates. Examples of this might include questions to bring out the main ideas of the lesson:

Q. What would it be like to have to leave your home as the Rey's had to do?

A. Student answers will vary with some saying: I wouldn't like it, It would make me sad, or That would make me mad.

Q. Why was it so important that the Rey's and their manuscripts escaped from Paris and made it to the United States?

A. If they hadn't we might not have any Curious George books to read.

- 5) Day 1 of this lesson will continue in the Activities section.

Day 2

- 1) Prior to the lesson the teacher will divide students into two different groups as was done yesterday (left-handed and right-handed students). As the lesson begins today the **left-handed group** will be given better treatment by the teacher such as; they will be first in line, called upon to be helpers, allowed to do less work, and play games. This activity will allow the right-handed students in the class face what their left-handed counterparts felt like yesterday.
- 2) The main lesson will begin with the teacher asking the following:

Q: What do you think prejudice means?

A: Answers will vary from student to student as this is their personal feelings about the subject.

- 3) A class discussion about the affects of prejudicial attitudes will take place. This will entail that the students express their thoughts about what the Rey's went through and if they feel they too have experienced prejudicial treatment themselves.
- 4) Day 2 of this lesson will continue in the Activities section.

Activities:

Day 1

The teacher will give each student a United States Citizenship Rights K-W-L Chart. The first two sections (What I Know, What I Want To Know) of the chart will be filled out on Day 1. The teacher will model the first two sections with the third portion of the chart being filled out on Day 2 of the lesson (an example of the KWL Chart is included at the conclusion of this lesson plan).

Day 2

After the discussion of prejudicial attitudes the students will fill out the Rights Comparison Sheet (an example of the Rights Comparison Sheet is included at the conclusion of this lesson plan). This will allow the student to do a comparison of life with and without freedoms.

Questions for review: These questions will take place periodically throughout the lesson and are as follows:

Q: How can we protect our rights?

A: One of the major ways we can protect our rights is by taking advantage of our right to vote (in a prior lesson we discussed the voting process and how it allows us to pick and

choose representatives and voice our opinions on issues).

Q: How do you think those who experience acts of prejudice feel when this happens to them?

A: There will be a variety of answers to this question such as: frightened, unhappy, and angry.

Closure: The teacher will inform students this lesson will carry over tomorrow so they can better see what the final product was that the Rey's protected so lovingly over their journey to freedom.

Assessment: For a final assessment the students will fill in the What I Have Learned portion of the United States Citizenship Rights K-W-L Chart (Day 1 the first two portions were completed). Students will also compare their individual rights to those of people who have been discriminated against.

Extension: If the students finish early they may choose to read one of the many Curious George books that have been compiled for this lesson.

Future ideas for lessons might include the following:

- The teacher will read, Shh! We're Writing the Constitution by Jean Fritz to the class.
- Students will then brain storm and create their own Classroom Bill of Rights.

Name: _____ Date: _____

United States Citizenship Rights K-W-L Chart

What do you already know about the rights of U.S. citizens? Are there things about these rights that interest you? Complete the first two columns of the table below to start your study of rights of a free and democratic people.

| What I Already Know About The Rights of U.S. Citizens | What I Would Like to Learn About The Rights of U.S. Citizens | What I Have Learned About The Rights of U.S. Citizens |
|--|---|--|
| 1) | 1) | 1) |
| 2) | 2) | 2) |
| 3) | 3) | 3) |
| 4) | 4) | 4) |

ASSESSMENT GUIDE

United States Citizenship Rights K-W-L Chart

The teacher will conduct a walk around as an informal assessment for strengths and weaknesses to determine understanding for this activity.

Name: _____ Date: _____

Rights Comparison Sheet

Student

Jewish People

| What rights do I have as a U.S. Citizen | What rights were taken away from the Jewish People |
|--|---|
| 1) | 1) |
| 2) | 2) |
| 3) | 3) |
| 4) | 4) |

SCORING GUIDE

Rights Comparison Sheet

1 point is given for each correct answer for a total of 8 points

Name: _____ Date: _____

| What rights do I have as a U.S. Citizen | What rights were taken away from the Jewish People |
|--|---|
| 1) Freedom of speech | 1) Being able to talk freely. |
| 2) Freedom of religion | 2) Not able to practice their religion. |
| 3) Freedom of the press | 3) Press is controlled by government. |
| 4) Freedom to gather | 4) Not able to meet freely. |