

Lesson Plan: Research Proposal Presentations for Social Justice and Civic Engagement in my Community: Fairness and Equality

Grade Level: Pre-K, K, 1, 2

Early Learning Objectives Options

Children will be able to:

Develop sensitivity, empathy, fairness, and advocacy as interrelated to social Justice and civic engagement; related to rights through discussion after reading High-Quality Children's Books

Engage in multiple art projects related to Amanda Williams's Redefining Redlining, a joint tulip-planting project, as it relates to colors and how it is defined throughout our peers' communities and neighborhoods.

Introduce an array of new vocabulary related to Amanda Williams's Redefining Redlining, a joint tulip-planting project, such as equality, fairness, community, etc.

Help young children understand the importance of fairness, advocacy, and equality in the community (housing, health, safety, etc.) through a carefully selected variety of high-quality books, storytelling, and role-play.

Discuss ways we become more active in our community and classrooms by defining them through oral presentations and

Illinois Early Learning Standards

Language Arts:

- 1.B.ECa Use language for a variety of purposes.
- 1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in small and large groups) about age-appropriate topics and texts.
- 1.B.ECc Continue a conversation through two or more exchanges.
- 1.D.ECc Understand and use question words in speaking.
- 1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.
- 1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.
- 2.B.ECa With teacher assistance, ask and answer questions about books read aloud.
- 2.B.ECb With teacher assistance, retell familiar stories with three or more key events.
- 2.D.ECa With teacher assistance, discuss book illustrations and make personal connections to the pictures and story.
- 2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.
- 14. A.ECb Contribute to the well-being of one's early childhood environment, school, and community
- 17. A.ECa Locate objects and places in familiar environments.
- 17. A.ECb Express beginning geographic thinking.
- 18. A.ECa Recognize similarities and differences in people.
- 25. A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.
- 25.B.ECa Describe or respond to their creative work or the creative work of others
- LEARNING STANDARD 27. Analyze how the arts function in history, society, and everyday life
- LEARNING STANDARD 27. B Understand how the arts shape and reflect history, society, and everyday life.

ILLINOIS SOCIAL EMOTIONAL COMMON CORE LEARNING STANDARDS GOALS 1, 2 AND 3

- A. Recognize Personal qualities and external supports
- B. Recognize Individual and Group similarities and differences
- C. Use communication and social skills to interact effectively with others
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
 - 2A.1a. Recognize that others may experience situations differently from themselves.
 - 2A.1b Use Listening Skills to identify the feelings and perspectives of others.
 - 2C.1b Demonstrate social and classroom Behavior
 - 2D.1b Identify approaches to resolving conflicts constructively
 - 3A.1a. Explain why unprovoked acts that hurt others are wrong

VISUAL ART STANDARDS

- Engage in self-directed creative art-making.
- Create and tell art that communicates a story about a familiar place or object.
- Create artist statements using art vocabulary to describe personal choices made in art making.
- Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
 - a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society