**Grade Level/Subject:** 4th grade, Social Studies

**Topic:** Tolerance and acceptance of different views through debating and collaboration.

**Rationale:**  Students need to gain an understanding of how and why it is important to justify their way of thinking and how to accept others’ points of views, even if they are completely different.

**CCSS / Essential Standard:** 4.E.2 Understand the economic factors when making personal choices.
4. E.2.1 **Explain how personal financial decisions** such as spending, saving, and paying taxes, **can positively and/or negatively affect everyday life**CCSS.ELA-Literacy.SL.4.**1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearlyCCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points

**Behavioral objective:** The students will be able to collaborate with group members and write reasons to support their view on a given subject.

**Prerequisite Knowledge & Skills:** The students will need to have an understanding the monetary values of America’s currency and have cooperation and communication skills in group work.

**Materials/Resources:** Each student will need a copy of Time for Kids magazine and pennies to examine.

**Focus/Review:** *How many of you know what this is?* Teacher will hold up a penny for the students to see, or she will place it on the mimio doc cam for the students to see a larger representation of the penny. *How much is this penny worth? Can I buy anything with just a penny? How about 50 pennies?* Teacher will ask these questions to activate students’ prior knowledge of pennies when related to real life situations or when compared to other coins.

**Objective (as stated for students):** Today we are going to read an article in Time for Kids magazine. This article is about pennies. After we read the article, I am going to ask you all a question and we are going to give our opinions and take a poll to see what everyone else thinks too. We are also going to have a mini debate over a certain topic!

**Teacher Input:** We all have opinions on certain topics, no matter what they are! For instance, some of us may think it is better to wait our turn in line, while others think it is better to skip ahead. Some of us may think it is better to have a dog than to have a bird. No matter what our opinion is on a certain topic, we must be able to have reasons for why we think the way we do. If I think it is better to have a dog than a bird, then I need to tell you a few reasons why. The first reason is because I cannot train a bird the same way I can a dog. Another reason might be that I can’t pet or love on a bird the same way I can a dog. By telling you the reasons why I think this way, I have justified my opinion. Remember that every story has two sides! So just because we are super excited about our opinion, and have reasons why we think we are right, we need to respect someone else’s opinion about the same topic. Especially if they disagree with us.

**Guided Practice:** *I am going to give you a topic. I want you to write on a piece of paper what your opinion about the topic is, and why you think that*. Teacher will read the students a prompt about a school related issue and the students will need to take a stance and write at least three reasons why they have decided to take the stance they chose. After they write their justifications, they must think about the situation from their opposition’s point of view and list one justification from the other point of view. The teacher will also give her own stance and justifications on this topic. It is very important for the teacher to let the students know that it is perfectly fine to have a view or opinion different than that of the teacher. Just because they chose a different stance, it doesn’t mean they are wrong. Teacher will model her justifications for the students and then ask the students what their opinions are. On a large t-chart, the two different sides to the issue will be represented. One at a time, students will be called on to come up front and write their justification on the t-chart. After 3 responses are listed for each side, the t-chart will be discussed among the whole group.

**Independent Practice:** Teacher will instruct the students to turn to page 4 in their copy of Time for Kids. As a class, they will read the story aloud and talk aloud to make sure the students fully understand the article. Next, the students will be asked if they think the government should get rid of the penny. Individually, the students will write reasons to support their stance on this issue. The teacher will take a poll of the students’ responses. With a show of hands, the teacher will create a bar graph using mimio votes (or simply use tally marks on the white board if mimio still isn’t working properly) to visually represent the students responses to the question. The graph will be briefly discussed.

**Closure:** Sometimes other people have views that may be a little different than that of our own, but does this mean that they are wrong? We need to accept others’ points of view in addition to being able to justify our own.

**Evaluation:**  The article “Waiting for Change” will be revisited. The students will then be broken up into groups according to what their response was to the given question. (If the votes end up being extremely uneven, the group with the most students will be divided in half to make three groups instead of one very large group and one very small group. If no one votes for a certain option, the teacher will select students to defend the opposing side to create discussion). The students will be given time to share their ideas, which they have already written down, with their group members. Two spokes persons will be elected from each group to represent the collaborative views of the group. The teacher will lead a mini debate which will allow the students to present their opposing ideas to other classmates. Students will be assessed on their participation and on their written responses to the question. If they have 3 justifications for their choice of stance, full credit will be earned. If they have listed less than three justifications for why they chose this stance, full credit cannot be obtained. Partial credit may be earned for anything less than three justifications.