



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

JUSTICE
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Teacher's Guide

Lesson Overview

This lesson develops the concept that justice and fairness mean the same thing. Fairness problems can be classified as fair ways to share, fair ways to respond to a wrong, and fair ways to find things out or to make decisions. The children will read Chapter One of *Fair Bears Learn About Justice*, which introduces the three types of justice, and respond to questions. They will also read the nursery rhyme "Jack Spratt." They will use questions provided in Lesson 1 to enhance their understanding of the concept of fairness as presented in the chapter and nursery rhyme. The class will create a three-column graphic organizer about justice. They will use the information from the organizer to create small group reader's theater skits.

Suggested Grade Level

Primary

Estimated Time to Complete

45 minutes each for three days

Lesson Objectives

Upon completion of the lesson, students will be able to

- explain that the terms *justice* and *fairness* mean the same thing;
- describe the three types of justice (distributive, corrective, procedural) using appropriate grade-level vocabulary.

Materials Needed

- "Jack Spratt" nursery rhyme pre-written on chart/poster paper
- A three-column chart labeled with the terms *distributive justice*, *corrective justice* and *procedural justice* or fair ways to share things, fair ways to respond to a wrong, and fair ways to find out things or make decisions
- Markers

Lesson Procedures

1. On the first day, start working on Lesson 1. This lesson explains to the students that justice and fairness mean the same thing. It also describes three kinds of justice/fairness: distributive (fair ways to share things), corrective (fair ways to respond to a wrong) and procedural (fair ways to find out things or make decisions). Teachers will introduce the concept of justice by reading and discussing pages 1–3 in Lesson 1 in the activity book.

Then read and discuss Chapter One of *The Fair Bears Learn About Justice*, asking the questions on pages 4–6 in the activity book. Read “Ideas for You to Learn” on page 7 of the activity book and make a chart demonstrating the three kinds of problems of fairness. You may use the terms *distributive*, *corrective*, and *procedural* along with the age-appropriate language provided on page 7, or just the terms on that page. Hang the chart so students can use it as a reference throughout their study of justice.

2. On the second day, review with children that justice and fairness mean the same thing. The teacher might also wish to review the “Ideas for You to Learn” on page 7 of the activity book, pointing to the chart created the day before. Children are encouraged to share injustices they have seen in each category.

Read the nursery rhyme “Jack Spratt,” which should be preprinted on a poster. Point to and read the title, counting the words in the title and identifying the beginning letters of each word. Distinguish and circle j’s (use a red marker) and s’s (use a blue marker). As letters are identified, children may practice writing the letters in the air with magic pencils (their fingers).

Read and echo the nursery rhyme line by line, clapping the rhythm as it is read. Identify and circle the rhyming words which are contained in the nursery rhyme.

The teacher may use the following questions in a discussion of “Jack Spratt:

- Why might Jack want to keep all of the food on the platter?
- Why might Jack want to share the food on the platter?
- What do you think Jack should do?

Ask the children to explain why the nursery rhyme is an example of distributive justice/fair ways to share things.

Put yesterday’s three-column chart on the board which is pre-labeled with the terms *distributive justice*, *corrective justice* and *procedural justice* or fair ways to share things, fair ways to respond to a wrong, and fair ways to find out things or to make decisions. Explain to children that since “Jack Spratt” showed distributive justice, you would write his name under that column, asking the children to repeat the letters to you as you write.

Ask the children to brainstorm events in their lives that are examples of each category of justice. Review the discussions from the nursery rhyme “Jack Spratt,” or refer back to problems that the Fair Bears experienced in Chapter One to get students started. Record the children’s suggestions on the chart.

3. On the third day, review the brainstormed list of examples the students provided the day before.

Divide students into equal small groups. Have each group to choose a different kind of justice from the brainstormed chart and create a short skit about their chosen topic. Allow the children time to practice their skit. If possible, record the skits for future viewing by other students and/or parents.

Common Core State Standards

SVPDP: What are the roles of the citizen in American democracy?

What are important rights in the United States?

Literature: With prompting and support, ask and answer questions about key details in a text.

Reading: With prompting and support, ask and answer questions about unknown words in a text.

Foundational Skills: 1. Demonstrate understanding of the organization and basic features of print.

3. Know and apply grade level phonics and word analysis in decoding words.

Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening: Participate in collaborative conversations with diverse partners in small and large groups.

Language: Identify new meanings for familiar words and apply them accurately.

Correlations to SVPDP Curricula

Foundations of Democracy lap book, K–2 level

The Fair Bears Learn About Justice, Chapter One; activity book, Lesson 1