**Group Names:** Krystal, Dayna, Momi, Justine, and Trevor

**Title:** Good Versus Evil

**Students that this lesson was designed for (grade, subject, area, class, description of student population)**

**Grade:** Fourth

**Subject Area:** Reading

**Description of Student Population:** 18 fourth grade students in an ethnically diverse school. There is a range of learning levels but no students with special needs.

**Standards & Benchmarks addressed**

CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

**Inquiry topic/concept/big idea**

Good vs. Evil

What does it mean to be good and what does it mean to be evil?

**P4cHI strategies selected**

* Community Ball
* Good Thinker’s Toolkit

**Objectives**

* Students will explore what it means to be good and what it means to be evil.
* Students will utilize the Good Thinker’s Toolkit to formulate meaningful, thought-provoking questions for a discussion.
* Students will practice and maintain intellectual safety throughout the lesson with the use of the community ball.
* Students will compare and contrast the themes of good and evil through the analysis of two stories and a video.

**Assessments**

Poster boards and Plain Vanilla discussion

|  |  |
| --- | --- |
| Good | Evil |
|  |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Questions: |

**Room set up**

There will be three sections in the classroom.

Station One is a reading: “The Fox and the Goat” with a poster board

Station Two is also a reading: “The Fisherman and the Kaha Bird” with a poster board

Station Three is a video: “60-Minutes ‘The Baby Lab’ 1 of 2” with a poster board

<https://www.youtube.com/watch?v=8LIb22-5Lwg>

The poster board is a graphic organizer for each station where students can record their thoughts of what is good and evil and formulate questions.

- Each group is required to formulate one question using the Good Thinker’s Toolkit.

**Student grouping:**

At the beginning of class, students will be “labeled” as good, bad or neutral as they walk in. Their labels will place them in one of 3 groups with 5-6 students in each group.

**Materials Needed**

* Labels (6 “Good”, 6 “Bad”, 6 Neutral)- Different color post its → Krystal
* Poster boards (3) → Momi
* Tape
* Markers
* A computer for the video station
* Readings- “The Fox and the Goat” and “The Fisherman and the Kaha Bird” (6 Printed Copies per story)

**Technology needed**

* Laptop computer

**Agenda**

1. Prompt: What does it mean to be good and what does it mean to be evil? (5 min.)
2. Stations (30-35 mins.)
   1. “The Fox and the Goat”-- TREVOR
   2. “The Fisherman and the Kaha Bird”-- KRYSTAL
   3. “60-Minutes ‘The Baby Lab’ 1 of 2”-- JUSTINE

DAYNA & MOMI: Floaters

*[Students are required to use the GTTK and formulate 1 question per group]*

1. The last group in each station shares the poster board. From this, the group will need to pick one question. (5-7 mins.)

*[Put all graphic organizers on the board. Using the community ball, have the last group in the station share the poster board and the one question they picked to talk about]*

1. Voting (2 mins.)

*[Three questions chosen. Record on poster board. Come to one question. One vote per person.]*

1. Short Discussion on question picked (20 mins.)
2. Closure with the Community Ball
   1. Have students share one thought or new perspective based on P.O.D. (10mins.)

**Annotated Agenda (including facilitation questions)**

* Grabber: Label people as they walk into the classroom- Good, evil, or neutral. This is to set groups, have students sit together.
* Ask students: “How did it feel to be labeled? Is it reasonable to assume someone is good or evil based on their appearance?” (explain intellectual safety)
* Share the prompt of the day: *What does it mean to be good and what does it mean to be evil?*
* Go over the agenda and the community ball rules with the students.
* Introduction: … We have three stations today: two with stories and one with a video. In your groups (good, evil and neutral) you will discuss and write one example of good and evil from your story or video. After you find examples that reflect good and evil, together as a group you will need to formulate one questions using your Good Thinker’s Toolkit. There is a graphic organizer poster board at each station for you to write your findings. You will have 10 minutes in each station and then we will switch. Good group goes to Station One (The Fox and the Goat), Evil group goes to Station Two (The Fisherman and the Kaha Bird) and the neutral group goes to the last station with the video. Remember to be Intellectually Safe…”
* As students work in their groups, one facilitator will be tracking the time and cueing students to switch in 10-minute increments. Other facilitators will be monitoring groups at each station ensuring groups don’t write the same information twice and to ensure that each group generates a GTTK question.
  + Anticipated Questions per Group:
    - **“The Fox and the Goat”-- TREVOR**
* Should the Goat have thought twice about the action?
* How do we determine who we can trust?
* What makes a person trustworthy?
* Is being too trustworthy a downfall?
  + - **“The Fisherman and the Kaha Bird”-- KRYSTAL**
* Is money the root of all evil?
* What other factors besides greed can influence evil behavior?

Ex: greed, jealousy, pride

* Why are people sometimes not satisfied with what they have?
  + - **“60-Minutes ‘The Baby Lab’ 1 of 2”-- JUSTINE**
* Are people born good or evil?
* Is being evil or good a choice we make or is it something that its taught?
* Does environment play a factor

**DAYNA & MOMI: Floaters**

* At the end of the rotations, the groups will be asked to stay at their last station. Say “Read over what other groups wrote for examples of good and bad. After that review the three questions at the end. Then as a group I want you to select the question that your group feels is the most interesting for a discussion. Once you have selected a question, please select one group member to write it on the board.”
* BREAK
* After the groups write their questions on the board, one facilitator will start the voting process. Say, “You will each receive one vote. We will pass the community ball around in a circle. When you receive the community ball please tell us which question you are voting for” (If there is a tie between two questions, re-vote on the top 2 questions by simply having students raise their hands to vote. The question with a majority of hands raised will be selected)
* Once the question has been selected, the plain vanilla discussion will begin. Have students sit in a circle. Facilitators Dayna and Trevor will be leading the discussion. However, other facilitators are welcome to chime in their thoughts.

Plain Vanilla Facilitation Questions/Instructions:

* Start the plain vanilla by stating the rules of the discussion and ensuring Intellectual safety for all involved.
* During the discussion take time to synthesize what has been said throughout the discussion (approx. every 5 min., or when the topic of discussion has shifted). Make sure to readdress the main point of the discussion and steer the conversation back to the philosophical question that is the main topic. Try to remain unbiased, and reflective of all that is being said. Ask questions that stimulate thoughts and ideas that have been shared, and direct the future points of the discussion back to chosen question. “Knowing what we now know, and what has been said, how can we use that to answer the question at hand?...How does this new knowledge affect our thinking or opinion about the question at hand?”
* After the plain vanilla, students will be asked to self-reflect quietly by thinking about the discussion and referring back to the POD at the beginning of class. Say, “I want you to take a few moments to quietly collect your thoughts on our discussion and relate it to the POD we had at the beginning of class.”
* Give students 3-4 minutes of silence
* Closure: Say “We will be using the community ball to share one final thought about our lesson today. Thinking back to the POD: ‘What does it mean to be good and what does it mean to be evil?’, do you see a new perspective or does your perspective remain the same?”
* Students will share in a circle either counterclockwise or clockwise.
* Dismissal.

**Everyone’s Jobs During Lesson:**

1. Agenda & Community Ball- Momi
2. ‘How did you feel when you entered the classroom?’ & Intellectual safety- Justine
3. Introduction & GTTK- Krystal

Transition- Sharing & Questions- Dayna

**BREAK!**

1. Voting
2. Short Discussion- Clarify and Summarize- Dayna & Trevor
3. Closure- Momi (Explain Community Ball again)