

**Topic:**

The Little House

**Time**

Two 45-minute sessions

**Grade:**

2-6

**Core:****Objectives:**

1. Students will identify the difference between majority and minority.
2. Students will understand the difference between the Constitution and the Bill of Rights.

**Procedure:**

1. Read The Little House to the students and have them think about whose rights are more important - the city or the house? Why? Form a value line by having each student stand on the left side if he/she felt the house should have the most consideration or on the right side if he/she felt the city should have the most consideration, or in the middle if he/she has reasons for both.
2. Discuss the advantages and disadvantages of voting with the majority or the minority.
3. Discuss and list some real life experiences when the majority has ruled or the minority has ruled. If the house had been a person being relocated, would the rights that were important have changed or been the same?
4. Define and discuss current majority or minority court cases. Compare with past cases. Have our decisions changed over time?
5. Set up a new ending to the story. What if the house had been torn down? At which places in the story could the majority v. minority ruling have been different?
6. Have each student describe, in writing, a personal experience where he/she was the minority but still won or an experience in which he/she was the minority but the majority won. For example, class elections, sports events, or competition.

**Additional Resources:****Author:**

Sharon Butterfield

