

# Making Decisions Based on Best Information

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grade Four  
Suggested Duration:

## Stage 1 Desired Results

### Established Goals

**GLE 4.1.3** use information to support statements and practice basic group decision making strategies, in real world contexts (e.g., class elections, playground and classroom rules, running class projects, being a member of a group research project).

**GLE 4.2.1** Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns).

### Understandings

- Accurate information needs to be used to support statements when helping the group make a group decision.
- The steps of good decision making in classroom contexts involving rules enforcement, playground issues, listening skills, taking turns, resolving misunderstandings, understanding the other person's point of view.

### Essential Questions

- What is meant by "best information"?
- How is "best information" used to help make a decision?
- What is accurate information?
- What is a group decision?
- What steps are needed to make a group decision?
- How does effective communication help make a group decision?

### Students will be able to...

- demonstrate their knowledge of decision-making.
- work effectively within a group.
- discuss within a group.
- communicate effectively with others.
- demonstrate their understanding of the need for making informed decisions.



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- demonstrate their understanding of how different factors can affect the decisions we make.

Students will know...

- factors that cause conflict.
- factors that contribute to cooperation among groups.

## Stage 2 Assessment Evidence

Performance Tasks

1. Groups will write a group decision, based on information from a story. After the story is finished groups will evaluate their decision.

## Stage 3 Learning Plan

Learning Activities:

Pre-lesson preparation: Arrange tables and chairs in the classroom so students can sit in separate teams of three or four.

Have groups discuss essential questions. Work on one question at a time and then do some whole group sharing.

Ask students to think about all the different decision they have made during the day prior to the lesson. They may need some prompting to realize that making simple choices like what to have for breakfast, how to do their hair, or what to wear involve making decisions. In one minute have them write down as many of these decisions as they can.

Ask class to share a few of these decisions, and ask them how they came to these decisions. It may be difficult for them to explain why, saying they just felt like it. Ask if this is a good way to make big decisions. For example, a decision where someone's life was at stake. Brainstorm ideas students have for tackling making important decisions. Come up with a final list of ideas to help make good decisions (for example: make a list of pros and cons, using all information given/known).

Read any of the three book noted, to the following page only:

*Tallchief Americans's Prima Ballerina* - page 9

Maria and her people have to make an important decision – do they follow the law and give up traditional dancing and other native ceremonies or do they follow the way of their ancestors? Ask groups to use the list of ideas to help make a good decision and write up what decision they think Maria and her people made. Remind them to use information in the story to help them make their decision, and be ready to support their decision.

Have groups share their decisions and discuss similarities and difference among the groups.

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Finish reading the story, after which have groups evaluate their decisions.

*A Boy Called Slow* --page 18, Do Not Read: “Mitakola” he said, “my friend, we are ready to help protect the people.”

Slow has an important decision to make. Have groups come up with the decision he has to make and what they think he will decide based on best information from the story.

Have groups share their decisions and discuss similarities and difference among the groups.

Finish reading the story, after which have groups evaluate their decisions.

*The Story of a Mean Little Old Lady* - page 52

Mary Bent Nose has an important decision to make. Have groups come up with the decision she has to make and what they think she will decide based on best information from the story.

Have groups share their decisions and discuss similarities and difference among the groups.

Finish reading the story, after which have groups evaluate their decisions.

### Vocabulary

Conflict, Listening Skills, Misunderstandings, Taking Turns

### Teacher Resources

Arlee, Johnny. *The Story of a Mean Little Old Lady*. Pablo, MT: Salish Kootenai College Press, 2003.

Bruchac, Joseph. *A Boy Called Slow*. New York, NY: Philomel Books, 1994. ISBN 0399226923

Tallchief, Maria. *Tallchief American's Prima Ballerina*. New York, NY: Viking, 1999. ISBN 0670887560

\*\*Go to <http://www.oyate.org> to review all resources\*\*

