



# My Cup Overflows, Does Yours?

## Part 1

| <b>Introduction</b>   |  |
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| <p>In this lesson set students will explore the concept of justice. The Justice Cup from China will be the artifact used as a provocation to the IB themed unit, How We Express Ourselves- an inquiry into the diversity of voice, perspectives, and expression. The second part of this lesson set students will analyzes the function and design of the Justice Cup through a STEM activity on how siphons work.</p>  |  |
| <p><b>Indiana Standards Connections:</b></p> <p><b>Social Studies:</b><br/><b>3.C.5:</b> “Explain the role citizens have in making decisions and rules within the community, state, and nation, such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.</p> <p><b>ELA:</b><br/><b>3.RC.1:</b> “Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers.”</p> <p><b>3.RC.2:</b> “ Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.”</p> <p><b>Social Justice:</b><br/><b>AC.3-5.16:</b> “I pay attention to how people (including myself ) are treated, and I try to treat others how I like to be treated.”</p> | <p><b>Compelling Question(s):</b></p> <p>What are the attributes of justice?</p> <p>When does a good thing become too much of a good thing?</p> <p>At what point do our choices have unintended consequences?</p> <p>When does our ambition hurt us?</p> |
| <p><b>Lesson Objectives:</b></p> <ul style="list-style-type: none"><li>● Students will understand that justice is a balance between choices and rules.</li><li>● Students will understand that greed can lead to loss.</li></ul>  |  |
| <b>Materials</b>  |  |

iPads/tablets

Sticky notes

Pencils

Chart Paper

The Fisherman and His Wife by Brothers Grimm (see W2W folder for PDF)

## Learning Plan

### Activities

## Session I

**Provocation 1 of 3:** What is justice? Have students turn to their neighbor and discuss. Have students share their ideas as you write them on chart paper.

**Artifact Introduction:** Show image of the Justice Cup provided by Windows to the World. Do not tell students what it is called or its function.



Ask students the following questions to generate discussion about the artifact. What details do you see in this image? Do you recognize anything that looks familiar to you? What might be the function of this item? How is it used?

**Provocation 2 of 3:** Tell students the name of the artifact. Why do you think this cup is called the justice cup? Have students write their ideas on a sticky note and post them on a white board or wall. Once students have posted their ideas, ask volunteers to share their thoughts with the class.

## Session II

You may stop the lesson at this point and continue the next day or continue on with the reading of The Fisherman and His Wife by Brothers Grimm.

**Review:** Go over the chart paper on justice as a review. Do the same with students' thoughts on the Justice Cup.

**Read Aloud Introduction:** Share with students that they will be reading a folktale by the Brothers Grimm titled, The Fisherman and His Wife. It is about a married couple whose wife is not satisfied with her life. As we read the story, think about the concept of justice as discussed in our previous provocation and how it applies to the story and the characters.

**Read aloud The Fisherman and His Wife:** As students listen to the story, have them jot down any questions, thoughts, and/or connections that come to mind.

**Justice Cup & The Fisherman and His Wife Discussion:** After the reading, have students share their thoughts, observations, questions, connections etc. from the story. Next, allow students to logon to the Windows to the World website and read about the Justice Cup. Students may be placed in pairs or groups of three. [Justice Cup](#)

**Follow Up Story and Artifact Discussion:** Allow students to share their questions, thoughts, and connections. Ask questions for understanding. Introduce the concept of greed. Have students refer to the text and look for examples of greed.

**Provocation 3 of 3:** What connections can you make between the Justice Cup and the story? The wife? The husband? The fish?

### **Assessment Suggestions**

Use the Justice Cup as the moral of a story you write.

Create a word cloud in the shape of a cup using words to describe the effects of greed.

### **Extensions**

Research idioms about cups and make an idiom book.

Make a playlist of songs about greed. I.e. *You Can't Always Get What You* by The Rolling Stones