

Day 1

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

Engage: Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"



Day 2

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart/visual from previous lesson, image of the Constitution

Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.

Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.



Day 3

Essential question: What are the similarities and differences in the rules and expectations of your family and school?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: Class Constitution, image of Constitution

Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a “Class Constitution” with plenty of room for students to sign it.

Engage: Display image of the Constitution, focus on signatures of the Framers:

http://www.archives.gov/exhibits/charters/constitution_zoom_4.html

Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain about signatures of consent on forms, signing receipts is an agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days' lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?



Day 4

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: *Social Studies Alive! My School and Family*, Activity 1.1
Adapted from “Two on a Task” (page 3) of Lesson Guide

Engage: Tell students they will be working in pairs for this activity because completing task with partners is often easier than working alone.

1. Assign partners and give them one crayon and one large piece of drawing paper.
2. Explain that partners will work together to complete a picture. Partners will use the same crayon at the same time. Both partners must have a hand on the crayon at all times. They must work in silence; no talking during the game.
3. Ask students to close their eyes and imagine a picture they want to draw. Do not allow pairs to talk or share ideas.
4. Have pairs draw for two to three minutes. Check out their reactions as they draw.
5. When pairs are finished ask: how did you feel; were you able to draw the picture you imagined; what made this task hard; what could we do to make this drawing activity easier?
6. Distribute another sheet of drawing paper to each pair. Repeat the actions but this time they can talk (note - they still have to have one hand on the crayon at all times). Allow them to draw two to three minutes.

Evaluate: Debrief and discuss with the class: How did you feel this time; how did your picture turn out; why do you think you had a better experience the second time; what did you learn about cooperating with one another during this activity?

Explain: Explain to students the importance of communication and cooperation, elaborate on how it's part of being a responsible citizen.

Evaluate: Discuss ways we can cooperate with one another in school: sharing, talking and listening to one another, and by taking turns. Provide students the opportunity to input ideas.



Day 5

Essential Question - What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: *Social Studies Alive! My School and Family*, Activity 1.2 (p. 4 of lesson guide), interactive Student Notebooks, p. 4-7

Explain:

- Read and discuss page 4, *We Share*. Ask: *What do we share?*
- Read and discuss page 5, *We Talk*. Ask: *When do we talk to others?*
- Read and discuss page 6, *We Listen*. Ask: *How do we listen?*
- Read and discuss page 7, *We Take Turns*. Ask: *When do we take turns?*

Elaborate: Tell the student to choose one idea about getting along and share it by making an illustration.

Explain: Read a book of your choice about getting along. Pause periodically to emphasize what we should do to get along with others (focus on the “should” as opposed to the “should not”).

Suggested examples:

- *We Share Everything* by Robert Munch
- *Talk and Work It Out* by Cheri Meiners
- *Share and Take Turns* by Cheri Meiners
- *Friends at School* by Rochelle Bunnett



Day 6

Essential Question - What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: *Social Studies Alive! My Family and My School*, Activity 2.1 (lesson adapted from “Getting to Know You”), bingo cards full of characteristics/descriptions

Set up: Create a bingo card with various characteristics students’ possess. Examples: likes to dance, 6 years old, likes to draw, likes to play sports, traveled to another state, traveled to another country, speaks another language besides English, likes to eat strawberries, lost a tooth, etc.

Engage: Ask students to define, “similarities” and “differences.” When they offer a definition, ask for an example to help describe the words.

Explore: Explain to students that today we are going to explore how we are similar and how we are different and how those similarities and differences can help us learn.

1. Provide each student with a bingo card and explain that they are to walk around the room asking each other questions that would help them fill out the bingo card, such as, “Do you like to dance; do you like to draw, are you 6 years old?” Whenever a student answers yes to a question, they write their name in the appropriate square on the bingo card. Rules: they are only allowed to ask each other one question and they can only get one signature per square (so each square needs to be answered by a different classmate).
2. Model the activity and guide students through tips on how to be polite when interacting with each other (e.g. say hello, shake hands, ask question, say thank you, do not interrupt conversations, etc.).
3. Provide students time to get up, walk around the room, and fill out their bingo cards.
4. Ask students to review their bingo cards and circle any that apply to them (they put their name on someone’s bingo card for or they could have put their name if asked).

Evaluate: Ask students how they are the same; how they are different and how will having similarities and differences among us this year help us learn?



Day 7

Essential Question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart paper, hand out from Teaching Tolerance

(http://www.tolerance.org/sites/default/files/general/tt_everyones_a_helper_k.pdf)

Adapted from: <http://www.tolerance.org/supplement/everyone-s-helper-primary-grades>

Engage: Ask students: What is a strength? As a class, make a list on chart paper of STRENGTHS students think they have. Define strength: these are things you are really good at. Once the list has been generated, have students turn and talk to a partner about how you each might use your strengths during the school day.

Ask students: What is a struggle? As a class, make a list on a separate piece of chart paper of STRUGGLES students think they have. Define struggle: these are things you might have a hard time with. Once the list has been generated, have students turn and talk to a different neighbor about times during the school day you might struggle, and how a classmate could help you.

Explain: Display the two charts and provide each student with the handout - [Sometimes I HELP, Sometimes I NEED Help](#)

Ask students to complete the hand out (students write a sentence and draw a picture to illustrate their sentence).

Once all students are done with their, “Sometimes I help; Sometimes I need help” sentences and drawings have students share their work. Circle students up and have them share.

Evaluate: Ask students how we can help each other using our strengths; why is it important to ask for help; how is it being a good citizen to help others?



Day 8

Essential Question: What would happen in your family and school community if there were no rules?

- The students will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

Materials Needed: *Social Studies Alive! My School and Family*, Activity 3.1, tennis balls
Adapted from “Experiencing how rules help us” (p. 21).

Engage: Divide the class up into four teams. Explain to the students that we are going to play a game. Give each team a ball and inform them that the fastest team wins. Be evasive when children ask for clarification. When students press for the game's objective, simply say: *The fastest team wins*.

Tell students to play. Expect some students to be excited and energetic and others to be concerned and confused. Provide no other rules or directions.

Pause and debrief: Ask students: how did you feel; was this a good game; why or why not; how could this be a better game? Students will express confusion and frustration. Encourage them to state what was missing from the game.

Play again, and this time around provide direction/rules. Establish a set of rules and inform the students how the team wins. Suggestion: students have to pass the ball to each team mate twice with their hands behind their back.

Debrief: Ask the students, how did you feel this time; which game did you like better?

Evaluate: Discuss the following questions as a class (or in partners): where do rules help us; do you think it is important to have rules at school; why or why not? Ask students to describe what school would be like without rules. Note: refer to Class Constitution created in previous lessons.



Day 9

Essential Question: What would happen in your family and school community if there were no rules?

- The students will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

Materials Needed: Social Studies Alive! My School and My Family, Activity 3.3, scratch paper, book of choice illustrating the importance of following the rules

Engage: Lead a class discussion asking students to review the class and school rules they have been asked to follow. Refer to the Class Constitution. Ask: what rules help us get along in our classroom; what rules help us be safe in our classroom; what rules help us be fair in our classroom; what rules help us learn?

Explain: Provide each student with a piece of paper. Ask students to choose one school from the discussion and write it down. Have them draw a picture of what happens when we follow the rule. Then ask them to flip over the paper and draw a picture of what happens when we do not follow the rule. Have them share and explain their drawings to a partner.

Explain: Choose a book to read to the class that illustrates the importance of following the rules. Pause periodically and focus on what students should do as opposed to what they should not do.

Suggestions:

- *David Goes to School* by David Shannon
- *Do Unto Otters* by Laurie Keller
- *Never Spit on Your Shoes* by Denys Cazet
- *Officer Buckle and Gloria* by Peggy Rathmann
- *What If Everybody Did That?* By Ellen Javernick

Evaluate: Ask students what they learned from the book.



Day 10

Essential Question: How does following the BV Virtues make you a better member of your class and family?

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations

Materials Needed: chart paper

Engage: Ask students to define the word “virtue.” After a couple students have shared, define it.

Explain: Write each BV virtue at the top of a piece of chart paper - respect, responsible, honest, compassionate, self-disciplined, courageous, perseverance (each virtue has its own paper). Underneath each virtue, write a definition. Read the definition out loud to the students.

Provide an example of each virtue and write a brief description of the example on the appropriate piece of chart paper.

Elaborate: Ask students to come up with an example for each virtue. As students come up with an example, write it on the chart paper.

Evaluate: Ask students, “How does following these virtues make you a better member of your class; how can following these virtues at home make you a better member of your family?”

Optional extension – hang the chart papers up in the room. Every time a student exemplifies a virtue, write it down on the chart paper. Reinforce these virtues on a daily basis throughout the school year.

