

## 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](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](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 needed 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:** Why do we need rules?

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

**Materials Needed:** *Do Unto Otters: a Book about Manners* by Laurie Keller  
*Lesson can be adapted from other books about manners.*

**Engage:** Show students the cover of the book and read the title. Ask them what they think they will learn from reading the book. Watch a preview of the book (like a movie trailer) – *Do Unto Otters* - <http://safeshare.tv/w/sDuajLUKBa>

Ask students if they would like to change their answer based on the trailer (note: you may need to play the trailer a couple times).

**Explain:** After the students have made their predictions about the book's contents, explain the silliness of the book based on the, "Golden Rule: do unto others as you would have others do unto you." Explain what this means and ask if they have any ideas regarding the meaning of this saying.

**Explain:** Read the book out loud to the students. Pause periodically and discuss what is happening in the story.

**Evaluate:** Ask students to partner up and describe to their partner what they learned from listening to the book.



## Day 5

**Essential question:** Why do we need rules?

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

**Materials Needed:** *Do Unto Otters: a Book about Manners* by Laurie Keller, chart paper  
*Lesson can be adapted from other books about manners.*

**Engage:** Show students the video, *Do Unto Otters – Weston Woods* -  
<http://safeshare.tv/w/hXiPVsyjPc>

Ask students what this video clip reminds them of (key is to remember the book from yesterday). Help guide the discussion or hold up the book.

**Explain:** Remind students that we are learning about the Golden Rule and how we should treat one another.

**Elaborate:** Make a T-chart on chart paper to display before the students (or project on SMART Board). On one side write, “How I would like others to treat me...” and on the other side write, “How I should treat others...”

**Explain:** Ask students how they would like to be treated. Write their descriptions on the chart and fill in both sides. “So if we want to be treated this way...how should we treat others?”

**Evaluate:** Ask students to describe why we should follow the Golden Rule (answers can be elicited in group discussion, partner discussion, or written response).



## Day 6

**Essential Question:** Why do we need rules?

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

**Materials Needed:** *David Goes to School* by David Shannon, chart paper

**Engage:** Show students the cover of the book. Ask them to discuss with a partner what they think the book is about.

**Explain:** Read the book, *David Goes to School* to the students. Pause periodically and ask students what school rules they think David is breaking.

**Explain:** Discuss as the class the following questions: Is David following school rules; what were the consequences for David breaking the rules; is David a good leader?

**Explain:** Discuss the importance of rules. Ask students: Do you have rules at home; are there rules at school; where else are there rules; why is it important to follow rules; what would happen at school if we didn't have any rules?

**Elaborate:** Provide some cause and effect relationships with breaking a rule and what could happen (e.g. cause: running down the hall, effect: hurt yourself or someone else). Ask students to share some examples.

**Evaluate:** Ask students to write a response to the following question, "Why do we need rules?"



## Day 7

**Essential Question:** How are rules determined?

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.1)

**Materials Needed:** collage (visual display) of various documents with rules (e.g. school handbook, picture of the Class Constitution, picture of rules on display at a summer pool, etc.); PowerPoint with images of Kansas State Capitol, United States Capitol, government officials (e.g. Governor of Kansas, President of the United States, etc.); blank notecards.

**Engage:** Display visual with collage of rules. Ask students to describe the visual and what the images have in common.

**Explore:** Display images of various places and people involved in determining the rules of our state and nation. Ask students if they recognize any of these people or places. Allow students time to share their thoughts with others.

**Explain:** Inform the students that elected officials vote on the various bills that become the laws of our state and nation (rules). Make visual connections – show a picture of the Kansas State Capitol, a picture of the legislators, and then a picture of the Governor. Explain that elected officials determine the rules for the state of Kansas in the Kansas State Capitol. When showing the Governor, explain that the Governor is like the principal of Kansas, he has the final say in determining the laws (rules) of Kansas.

**Evaluate:** Discuss the following as a class: who determines the rules in our school; why are those rules established; how do those rules help us learn in school?



## Day 8

**Essential questions:** why do we need rules; how are rules determined?

- The student 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 Community* textbook, 12.2A & 12.2B Information Master of Community Leader Actions and Leader Headings (p. 83-85), interactive student notebook (p. 50-51).

**Engage:** Read the 12 action cards to the class. Some of these are actions community leaders can do and some of them they cannot. As you read them, direct students to display a “thumbs up” if they think leaders can do it, and “thumbs down” if they think leaders cannot. If students give a “thumbs up,” post the card in a pocket chart or onto the board. If they show a “thumbs down,” set the card aside. If there is a disagreement, set them in another area visible to you and the students.

**Explain:** Reference pages 83 – 85.

- Read page 83 and ask them to identify a class rule that keep them safe and the classroom clean.
- Read page 84 and ask them to identify who helps keep their school in good repair.
- Read page 85 and ask them if there are any new places they would like to see built in their school or community.

**Elaborate:** Review the action cards in the pocket chart. Ask the students if any cards should be removed or added. Then take the cards off the board and place the heading cards (*1. Make Laws, 2. Pay for Services, and 3. Decide What to Build*). Read each action card again and have the students hold up the number of fingers that represents the heading for the action you just read. Place the card under the appropriate heading.

**Evaluate:** Reference pages 50 – 51 from the interactive student notebook. Review the directions with the students. For each box, read all the sentences and then have children choose a phrase from the word bank to complete the final sentence.





## Day 9

**Essential question:** What makes someone a good citizen?

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

**Materials Needed:** *Social Studies Alive! My Community, Chapter 13 - Chapter Opener Transparency 1, Good Citizens* song from CD (track 8), projected lyrics to the song, page 53 of interactive student notebook, p. 87-91

**Engage:** Project transparency 13 and ask: what do you see; why do you think people are planting trees; which people are helping someone else; what are they doing to help? Explain that the people are working to make their community better. They are being good citizens.

**Explore:** Play “Good Citizens” on track 8 of CD and project the lyrics – play and sing along a couple of times.

**Explain:** Project page 53 of the interactive student notebook and ask students to look at the pictures and help you identify how these people are being good citizens.

**Explain:** Read and discuss pages 87-91 in chapter 13 of *Social Studies Alive! My Community*

- Page 88 – How can adults be good citizens? How do you think children can be good citizens?
- Page 89 – What might good citizens do when they see someone being teased? What might they do if someone says something mean to them?
- Page 90 – What are some ways you have helped or could help people in your community?
- Page 91 – What are some things you could do to make your school and community more beautiful?

**Evaluate:** Discuss as a class or ask students to respond in writing to the following: how do rules help us be good citizens; how do community leaders help us to be good citizens?



## Day 10

**Essential Question:** How does following the BV Virtues make you a better citizen?

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- 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 (3.1)

**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.

