

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 how need their parent/guardian’s signature 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 people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: black and white maps of the United States (outline, make sure compass rose is included), crayons or colored pencils

Engage: Ask the students if anyone traveled outside the state of Kansas over the summer. Invite them to share where they went and why. After students share, explain that today we are going to take a little tour of the United States.

Play *Tour of the States – Official Music Video* - <http://safeshare.tv/w/MiPEudcQBs>

At the end of the video, pause (time should be about 3:51). Ask students to make some observations about the United States. After students have shared general observations about the map, ask them to describe where Kansas is located.

Explore: Provide students with a map of the United States, key feature to include is the state boundaries and national capital (note: you can create maps from National Geographic's Education website –

<http://education.nationalgeographic.com/education/mapping>)

Ask them to color the state of Kansas with their favorite color. Then ask them to color any other states they have visited with a different color.

Evaluate: Provide students time to share their maps with a partner and discuss where they have traveled and why. Collect maps from students and store them until next day's lesson.



Day 5

Essential Question: Why do people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: four signs to indicate the cardinal directions (north, south, east, and west), put on display in classroom, four signs to indicate intermediate directions (northwest, northeast, southwest, and southeast) ready to put on display in the middle of the lesson, CD from *Social Studies Alive: My Community and Beyond*, maps students colored during the previous days' lesson

Lesson adapted from Activity 2.1, Social Studies Alive: My Community and Beyond

Engage: Ask students to stand up. Play CD Track 9 from *Social Studies Alive: My Community and Beyond*, Lesson 2, "North, South, East, and West." Tell students to face and point to the appropriate cardinal direction when they hear each one mentioned in the song (note if you do not have the song, you can either make up a song or randomly call out directions and have students point).

Explain: Inform students that there are four directions found between the cardinal directions that are called intermediate directions. Ask students to guess the names of these directions. Pull out the signs for the intermediate directions and place them in their appropriate position in the classroom. Once signs are placed, ask students to stand up and point to the various directions in the classroom when you call them out (note: begin by calling out the intermediate directions, then mix it up and add cardinal directions).

Elaborate: Have students identify the direction between two places in the classroom. Select a common reference point, such as the teacher's desk or the door. Have students select another item, such as the flag, cabinets, etc.

Ask one student to walk slowly from the teacher's desk to the other item. Ask the class to identify the cardinal or intermediate direction in which the student is walking. Repeat 2-3 times with different students and items.

Evaluate: Distribute maps students colored previously. Ask students to look over their maps. Discuss as a class, how might knowing our cardinal and intermediate directions help us read this map of the United States? Why might it be important to know how to read a map? What can we learn from maps?



Day 6

Essential Question: Why do people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: image of a compass rose, direction signs from previous day's lesson on display, colored maps of the United States, image of a map of Kansas

Engage: Display a picture of a compass rose. Ask students to describe the picture and predict its purpose.

Ask them if anything on the compass rose matches up to items in the classroom (help students make the connection to the direction signs posted throughout the room).

Explain: Ask students to get out their colored maps of the United States and identify where the compass rose is on the map. Explain to the students how the compass rose helps us locate items on the map and give directions. Model for the students how to use the compass rose (e.g. Kansas is to the north of Texas and to the east of Colorado, etc.).

Evaluate: Partner students up and ask them to identify the cardinal and intermediate directions from the places they have traveled (note they should be colored on the map) to Kansas.

Explain: Display an image of the state of Kansas. Star or point on the image where their community would be located in the state of Kansas.

Evaluate: Ask students if they can use their cardinal and intermediate directions to describe the location of their community.



Day 7

Essential Question: Why do people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: image of Johnson County with elementary school boundaries highlighted (<http://maps.jocogov.org/ims/>), colored maps of the United States

Engage: Display map of Johnson County with school districts and elementary schools displayed - <http://maps.jocogov.org/ims/>

Ask students to make some observations about the map. Discuss: what does this map tell us; how can we use our directions to read this map?

Explain: Describe to the students the difference between states, cities and counties. Suggestion – define each and then ask the students to identify for themselves their state, county, and city. When they get to city, there might be differences. Ask students to discuss the differences.

Explore: Brainstorm as a class some of the benefits of living in the state of Kansas (may want to display a map of Kansas), then brainstorm as a class some of the benefits of living in Johnson County (may want to display a map of Johnson County or display the Johnson County website - <http://www.jocogov.org/>).

Finally, make a list of all the cities represented in your class and have students brainstorm the benefits of living in their city (e.g. pools, soccer fields, museums, etc.).

Evaluate: Ask students to review the lists, as well as the map of the United States and write a response to the following question: why do people choose to live in my city?



Day 8

Essential Question: Why do people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: scratch paper, colored pencils/crayons

Engage: Provide each student with a blank piece of scratch paper and some colored pencils or crayons. Ask them to draw a picture of their community.

Explain: Partner students up and have them share their drawings. Ask them to describe their community to their partner.

Explain: As a class, develop a definition of the word community.

- 1) Ask students how they would define the word community (group discussion)
- 2) Have students examine the drawings of their community, would their definition match their drawing (individual reflection & group discussion)?
- 3) As a class develop a definition of the word community (display).
- 4) Review the definitions of a state, county, and city from previous days' lesson.
- 5) Discuss the differences between those definitions and the definition of community. How are the definitions similar; how are they different? Can you be part of multiple communities?

Evaluate: Draw a visual for the students of the state of Kansas. Inside the state, place Johnson County, and the cities represented (or display a map). Ask students to walk up to the image and point to their community.



Day 9

Essential Question: Why do people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: students' colored map from previous' lessons, community promotion chart, access to images, colored pencils/crayons, blank paper

Lesson Adapted from Social Studies Alive: Our Community and Beyond, Lesson 3.6

Engage: Ask students to get out their colored maps of the United States (or distribute). Discuss how we used this map initially to show where we have traveled. Today we are going to discuss why people from other communities or places around the United States might choose to travel to us. Ask students a series of questions (can edit to preference):

- 1) Why might someone living in Colorado want to travel to our community? Which direction would they have to travel (review directions)?
- 2) Why might someone in New York want to travel to our community? Which direction would they have to travel (review directions)?
- 3) Insert your own.

Elaborate: Provide students with a "My Community" chart (adapted from p. 30 of Interactive Student Notebook).

Physical geography of my community:	Natural resources found in my community:	Climate of my community:	Things to do in my community:
(examples: river, grassland, mountains)	(examples: wood, fish, wheat)	(examples: temperature, weather)	(examples: ride bikes, attend sporting events)

Define each category and provide examples using the teacher's community.

Provide students time to brainstorm with a partner or in small groups and complete their charts. Extension option – provide opportunity and means for students to research to complete their charts.

Ask students to take their charts home and brainstorm with their families any other items that should be included on their charts. Note: they need to bring their charts back to school for the next lesson.



Day 10

Essential Question: Why do people choose to live in my community?

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

Materials needed: community promotion chart from previous day's lesson, colored maps of the United States, access to images, colored pencils/crayons, and blank paper

Evaluate: Students are to make a travel brochure promoting their community. Provide students with a blank sheet of paper, folded into thirds.

Suggested items to include:

- Name of community and state
- Outline of the state and a dot/star where community is located in the state
- List of communities, states and their relative location to your community (e.g. the mountains in Colorado are west of my community)
- Drawing or pasting of a picture highlighting a physical geographic feature of the community (labeled)
- Drawing or pasting of a picture highlighting a natural resource of the community (labeled)
- Drawing or pasting of a picture highlighting the climate of the community (labeled)
- Drawing or pasting of a picture highlighting the things to do for the community (labeled)
- List of favorite things about the community (or drawings)

