

Day 1

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: 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 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: 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 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 similarities and differences in the rules and expectations in your family and schools?

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

Materials Needed: Activity 3.1 *Social Studies Alive! Me and My World*, book of your choice about getting along

Engage: Discuss as a class if the following are examples of getting along or not:

- Bobby and Sarah are pushing each other.
- Emma and Juan are working on a puzzle together.
- Rose is crying and Monique is running away from her.
- Jeremy and Aidan are reading quietly next to each other.
- Chandrish and Maria are talking about a funny story they read.
- *Insert your examples.*

Explain: Discuss as a class what it looks, feels like, and sounds like when people are getting along. Ask, what does it look like when we get along (playing together, working together, being friendly, helping someone, being kind to each other); what does it feel like when we get along (happy, nice, safe); what does it sound like when we get along (speaking kind words, laughing, no yelling, no crying); why is it important for us to get along?

Explain: Read about getting along. Select a book you enjoy that demonstrates the importance of getting along. Pause periodically and focus on what students can learn from the characters regarding what they should do as opposed to what they should not.

Suggestions:

- *Enemy Pie* by Derek Munson
- *Days with Frog and Toad* by Arnold Lobel
- *George and Martha* by James Marshall
- *The Name Jar* by Yangsook Choi
- *You are Friendly* by Todd Snow and Melodee Strong



Day 5

Essential Question: What are the similarities and differences in the rules and expectations in your family and schools?

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

Materials Needed: Activity 3.2 *Social Studies Alive! Me and My World*, music

Engage: Ask students if they remember what they learned about getting along with others. Explain that when we work or play with others, talking can help us get along. The key is to talk at the appropriate time, use a polite and friendly voice, provide others with the opportunity to talk, and listen to what others have to say.

Explore: Tell the students that you will describe a talking situation. For each situation, they will decide whether it is time for them to talk. Explain that they are to put their hands in their laps if they think it is not a time to speak or form a circle with their hands like a mega phone and place them around their lips if they think it is time to speak.

- The teacher is giving directions (hands in lap).
- The teacher asks a question and calls on you for the answer (hands around lips).
- You want to tell a friend about your new kitten, but he or she is talking to someone else (hands in lap).
- At the beginning of recess, a friend asks what you would like to play (hands around lips).
- A classmate is telling about a drawing in front of the class (hands in lap).
- *Insert your own examples.*

Explain: Discuss as a class:

- How do you know when it is time to talk? Point out that a person's body language such as someone turning to face you or looking at you can give clues to when it is time to speak.
- Why is it important to take turns when talking? Remind students it is part of getting along and creating a happy learning environment. Point to the Class Constitution if applicable.

Elaborate: Provide students time to practice taking turns when talking (stand up, hand up, pair up). Ask them to all stand up and put their hand up in the air. Tell them you're going to play some music and then when the music stops they are to find a partner by locating someone with their hand up. Once they have their partner, give each other a high five. Tell students that they are to share with their partner an activity they did over the summer. Explain they will have one minute each to share and the person with the longest hair will go first. Set a timer and tell the first person to go. At one minute, inform them it's time to stop talking and let their partner have a turn. Time them for one minute. Once the conversation is over, model for students how to thank their partner for sharing and have students return to their seats. Activity can be repeated with different questions; for each new question, change partners.



Day 6

Essential Question: What are the similarities and differences in the rules and expectations in your family and schools?

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

Materials Needed: *Activity 3.3 Social Studies Alive! Me and My World*

Engage: Ask students how talking can help us get along with each other (previous days' lesson). Inform them that today we will focus on the importance of knowing when to talk and the volume of our voices.

Explain: Demonstrate the various voices used in the school setting: whispering, talking quietly, and speaking up voice.

Ask students how these voices differ from the voices they use at home. Dig deeper and ask them why we might need different voices at school (e.g. whispering).

Give examples of when different voices are used (e.g., whisper in the library, talk quietly when working with a partner, speak up when asked a question). Brainstorm more examples with the class.

Evaluate: Explain that you will read some statements for them to practice pair share. One partner is a speaker with hands around his/her lips and the other is the listener (hands in lap). After each statement, the speaker will put their hands around their lips and repeat the sentence using the same kind of voice you used.

- At a workstation, I whisper.
- In a small group, I talk quietly.
- In a large group, I speak up.
- In the library, I whisper.
- Insert own examples



Day 7

Essential Question: What are the similarities and differences in the rules and expectations in your family and schools?

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

Materials Needed: Activity 3.4 *Social Studies Alive! Me and My World*, chart paper

Engage: Introduce the concept of being a good listener. Ask students what they know about being a good listener? Explain to students in order to get along with others and when we talk to each other, it is important to be a good listener. Ask students, how do you know someone is listening to you; what do good listeners do? Record student answers on chart paper.

Explain: Describe how all of their ideas fit into the following categories:

- Face the speaker
- Be still
- Listen carefully
- Don't interrupt

Demonstrate and practice each of them.

Elaborate: Practice being good listeners. One student goes to the front of the class and gets a topic from the teacher. That student says a couple of sentences about the topic. The rest of the class listens to the speaker. When the speaker is finished, classmates repeat what they heard to show how well they listened.

You might repeat this activity over time as a refresher and to allow all students be the speaker. Each time a new speaker comes up to the front of the class, change topics.

Evaluate: Ask the students how it felt to listen carefully and how it felt to be listened to (heard). Practice listening skills using stand up/hand up/pair up (see directions from Day 5). Ask students to discuss how they can be a good listener at school and at home.



Day 8

Essential question: How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe?

- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

Materials Needed: Activity 3.6 *Social Studies Alive! Me and My World*, map of the school (blank), crayons (four colors)

Engage: Provide students with blank copy of a map of the school. Ask students to make observations about the map. Inform them that over the next couple days we are going to learn about maps and how they keep us safe.

Explore: Place students in groups of four. Provide each group with four different colored crayons. Explain to the students that they need to color their maps using all four colors. Ask students to brainstorm how they might get all four colors on the maps if they only have four crayons per group and not 16 (one of each color per students). Direct the conversation to taking turns.

Ask students how they can take turns using the crayons so that everyone can get all four colors on their maps. Record their answers.

Have the class select a plan (e.g. rotating the crayons every two minutes, etc.). Provide them time to execute the plan and color their maps.

Evaluate: Debrief the activity with the students once the maps have been colored. Ask them to share how taking turns helped them accomplish their goal of coloring the map with all four colors.

Discuss as a class why it is important to take turns (e.g. helps us get along, helps us be equitable and fair, etc.).



engage



explore



explain



elaborate



evaluate

Day 9

Essential question: How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe?

- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

Materials Needed: student colored maps of the school from previous day's lesson

Engage: Ask students to get out the maps they colored from the previous day's lesson or distribute maps if you collected them.

Discuss as a class why maps are important. Ask students, "Why do we have maps; what is the purpose of a map; when is a time that you used a map or someone you know used a map?"

Explain: Describe how maps help us locate the places we need to go and how they can help keep us safe. Connect to how sometimes we create maps in our minds of familiar places, like how to get to around our house, go the park, or our best friend's house. Inform students that by the time they graduate they will have created a mental map of the school.

Inform students that today we're going to use our print maps to help start the process of building our mental maps of the school.

Explore: Take a tour of the school. Students are to bring their colored maps and a pencil as they tour the school and place a check mark on or star places they need to know (e.g. office, library media center, counselor, etc.). Remind students which voice they need to use when talking in the halls and how to carefully hold their pencils while they walk.

Evaluate: Once the tour is over, ask students to describe their experience walking around the school and locating items on the map. Collect the maps from students to use for the next day's lesson.



Day 10

Essential question: How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe?

- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

Materials Needed: student colored maps of the school, scavenger hunt items (placed strategically throughout school in advance)

Set up: Scavenger Hunt - place 3-5 items throughout the school for students to locate using their maps. On each item include a clue to help students locate the next item.

Engage: Ask students what they remember about the tour of the school they took yesterday.

Inform them that they are they going to use the knowledge they gained from their tours and their maps to participate in a scavenger hunt. Explain how a scavenger hunt works.

Elaborate: Participate in a scavenger hunt. Provide students with clues that require them to refer to their maps to locate items throughout the school (e.g. use phrases such as the room by the front of the school where visitors can enter = office).

Evaluate: Once all the items have been found, take students back to the class and discuss how the maps helped them figure out the clues and locate the items.

