

Grade/Course	K	Unit	Political Science\Civics	Lesson Title	Rules, Rights, and Responsibilities
Essential Questions	What are rights and responsibilities of people at home and at school?				
Enduring Understanding	People that are members of homes, schools and communities have roles, rights, and responsibilities.				
State Standards	SS.K.1.C.1: Describe the roles, rights, and responsibilities of being a member of the family and school				
Common Core Standards	CC.K.RI.2: With prompting and support, identify the main topic and retell key details of a text. CC.K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text. CC.SS.K.SL1: Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups				
Connections	K1.C.1.a: , technology standards and links, WSS.V.C: Citizenship and Government (Demonstrates awareness of the reason for rules)				
Student Outcomes	Students will be able to <ul style="list-style-type: none"> • identify the need for rules • identify rules for home and school • identify key points and supporting details in text 				
Summative Assessment	Through drawing, dictation, or age-appropriate writing students will identify an important school rule.				
Materials	“Kevin Knows the Rules” by Molly Dowd “If Everybody Did” by Jo Ann Stover, “Know and Follow Rules” by Cheri J. Meiners “I Just Forgot” by Mercer Mayer “Rules” by Karla Kuskin Scissors Glue Drawing materials (markers, crayons, drawing paper, paint)				

	Writing paper Pencils
Vocabulary	Tier 2 – (academic language): fair, responsible, community, order, safety, behavior, roles
	Tier 3 – (content language): citizens, rights, rules, responsibilities, neighborhood,
Prior Knowledge	People have rules.
Pre-Assessment	

Lesson Procedure – Day 1

	Teacher Action:	Students Action:	Suggested Modifications:
Engagement	<ul style="list-style-type: none"> - Explain what a community is, that it can be large or small, and share examples of a community (school, home, city, state, or country) - Explain that each community has a set of rules. Using some of the communities that students are a part of, guide discussion about what would happen if there were no rules in that community 	<ul style="list-style-type: none"> - Students will share communities that they are apart of - Students will share thoughts on the importance of having rules in their communities 	<ul style="list-style-type: none"> - Allow students to view “Rights and Responsibilities” http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/
Procedure Steps	<ul style="list-style-type: none"> - Tell the class that you have made up some rules for the class. Read “Rules” by Karla Kuskin (http://www.learningtogive.org/lessons/unit62/lesson1_attachments/1.html) and guide discussion on whether those rules are good or bad and why. - Break students into 5 teams. Guide each team in writing and illustrating one classroom rule that they think will make their classroom better 	<ul style="list-style-type: none"> - Students will share ideas on why we have rules and why they are important. - Students will share opinions about the poem. They will also share what they want the classroom to look and feel like and the rules they feel will achieve that look/feel - Students will work in teams to create and illustrate a classroom rule - Students will also identify what will happen if rules are not followed 	<ul style="list-style-type: none"> - Homelink – Make a class set of the rules drawings and explanations. Encourage students to share the rules and drawings with their families.
Closure	<ul style="list-style-type: none"> - Gather students together and combine rules to 3 or 4 rules. Guide discussion about why rules are good/bad for the classroom 	<ul style="list-style-type: none"> - Students will draw and explain (in writing or by dictation) why it is important to have rules in a community 	

Lesson Procedure – Day 2

	Teacher Action:	Students Action:	Suggested Modifications:
Engagement	<ul style="list-style-type: none"> - Teacher will share responsibilities that he/she may have at home or in school - Ask students what responsibilities they have at home (clean their room, complete chores, etc); what responsibilities they have at school (complete class work, follow the rules, help other, etc.) 	<ul style="list-style-type: none"> - Students will draw pictures of responsibilities they have at home and school 	
Procedure Steps	<ul style="list-style-type: none"> - Read <u>I Just Forgot</u> by Mercer Mayer - Share that having responsibility means that you can be trusted to do what is expected of you - Share that showing that you are responsible will help them in the future. - Share with students that they will draw a picture of themselves being responsible. The teacher will model drawing a picture of being responsible. Add many details and point them out to the 	<ul style="list-style-type: none"> - Students will give examples of ways they are responsible at home and at school - Students will draw a picture of themselves being responsible at home and at school 	<ul style="list-style-type: none"> - Have students sing the lyrics of the responsibility song. See site below for ideas (http://www.songsforteaching.com/charactereducationsongs.htm)
Closure	<ul style="list-style-type: none"> - Ask students to explain what being responsible means. 	<ul style="list-style-type: none"> - Students will share their pictures with the class. They will explain what the picture is and how it is an example of responsibility. 	<ul style="list-style-type: none"> - Send home a copy of the lyrics to the responsibility song. Encourage students to share the song with their family members.

Lesson Procedure – Day 3

	Teacher Action:	Students Action:	Suggested Modifications:
Engagement	<ul style="list-style-type: none"> - Share the difference between rights and responsibilities. Share the rights of citizens with students. Explain rights in age appropriate language - Organize role play situations with selected students to model violation of rights (voting, free speech, public education, etc). Read pre-written situations and assist students in acting out the scenarios 	<ul style="list-style-type: none"> - Students will role play violations of right with teacher guidance - Students will identify what's wrong with the scenario and what right is being violated 	<ul style="list-style-type: none"> - Rights are privileges given to citizens and written into laws. Responsibilities are duties or obligations that are accepted and put into practice. - Teacher can show excerpts from "Citizenship in the Community" (http://player.discoverededucation.com/index.cfm?guidAssetId=9A0C4E3C-0E99-477A-824B-A2CAA4E225FC&blnFromSearch=1&productcode=US)
Procedure Steps	<ul style="list-style-type: none"> - Teacher will distribute art materials and model selecting and drawing a picture of a right that a citizen has. - Teacher will work with students to write about their illustrations - Teacher will assist with unfamiliar vocabulary 	<ul style="list-style-type: none"> - Students will draw a picture of a right they have at home or at school - Students will write about (tell about) their picture and the right it represents 	
Closure	<ul style="list-style-type: none"> - Teacher will name a right and give some key words or phrases 	<ul style="list-style-type: none"> - Students will guess/select a right that fits with the keywords or phrases that the teacher gives 	<ul style="list-style-type: none"> - Teacher may want to provide a written list of rights on chart paper so the students have a guide or an idea bank