

*“And so, my fellow classmates,
ask not what your classroom can do for you;
Ask what you can do for your classroom.”*



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**An Integrated Interdisciplinary
Thematic Second Grade Unit on the
Foundations of Democracy: Rules
and Authority in the United States**

Unit Title:

And so, my fellow classmates, ask not what your classroom can do for you; Ask what you can do for your classroom.

OVERVIEW

I. CONTENT:

In this unit students will learn that societies need to establish rules and laws in order to exist harmoniously and to meet the needs of individuals within the society. It is important because it teaches students at a young age the role of civics in our government. They will make the connection between rules and laws. Students are introduced to concepts like rights and responsibilities. They will also learn the importance of following rules/laws and the consequences involved when rules are not followed. They will develop an understanding that a democratic government is people and groups who have been given the authority to perform certain functions the society believes are necessary and useful. It is also important because students will learn about the foundation of democracy—how and why it works. The essential concepts are democracy, government, responsibility, and authority.

II. PROCESS:

Thinking skills will be developed when students must create classroom rules that are both fair and necessary for adequate classroom learning. They will also be creating team projects and individual projects in which problem solving will come into play. The students will also be asked to explain WHY, rather than just answer “knowledge” questions skimming the topic. The students will be using the 17 academic units, the six creative units, and brainstorming to master new information.

III. PRODUCT:

By the end of the unit, the students will know why rules are important in a community, from the home to school to larger communities (i.e. Neighborhood, city, and country). Students will also know who the authority is and how the rules are enforced. The student will be developing at least one I-Search to exhibit their comprehension of the making and importance of laws, rights and responsibilities in a democratic government.

**Unit Overview: Alignment with
National / State / District Pupil Performance Standards**

Overarching Benchmarks / Standards / Goals for COMPLETE unit of study:

Benchmark 1: Civics 1.1 Students know and understand what government is and what purpose it serves.

Benchmark 2: Civics 1.3 Students understand the principles* of the United States constitutional government*.
-- giving examples of rights protected by a constitution* (for example, U.S. Bill of Rights, the state constitution).

Benchmark 3: Civics 1.4 Students know the distinctive characteristics of the political culture* of the United States.
-- explaining the importance of respect for individuals, property, rule of law, and civic responsibility

Benchmark 4: Civics 1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.

--identifying traditional ideas of representative government of the United States (for example, individual rights*, common or public good, self-government, justice*, equality of opportunity)

Benchmark 5: Civics 2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.

-- identifying limits of authority* for the self, school, community, state.

Benchmark 6: Civics 2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.

--identifying people and groups who apply and enforce rules and laws as government (for example, police, judges, legislatures, mayors, principals);

- explaining why we have classroom and school rules; and
- identifying what makes a good rule or law.

Benchmark 7: Civics 4.1 Students know what citizenship is.

- explaining how students are citizens in the classroom, school, community, and state (for example, civic virtue, common courtesy, and honest and fair dealings).

Benchmark 8: Civics 4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.

- giving examples of civic responsibilities that are important to themselves, their families, community, and state

Benchmark 9: Civics 4.3 Students know how citizens can exercise their rights.

- identifying important individual economic, personal, and political rights (for example, freedom of religion, freedom of speech, right to own property).

Benchmark 10: Civics 4.4 Students know how citizens can participate in civic life*.

- identifying ways in which they could take an active part in improving their school and community; and
- identifying criteria useful in selecting leaders within school.

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS: PROJECT BASED LEARNING FOR MULTIPLE INTELLIGENCES

1. **PARADOXES:**

A common saying is, "Rules are made to be broken." Create a collage using magazine and newspaper clippings that illustrate rules being broken.

2. **ATTRIBUTES:**

The American flag has undergone several changes over the last 200 years. Create a timeline of the American flag and make an example of each flag.

3. **ANALOGIES:**

Classroom rules are very similar to school rules. How are school rules similar to community rules. Create a game that illustrates how school rules and community rules are similar.

4. **DISCREPANCIES:**

You can not follow rules that you do not know. Create a joke book of people breaking laws that they don't know exists.

5. **PROVOCATIVE QUESTIONS:**

There are three branches of Federal Government. Find out why and create a diagram of the three branches.

6. **EXAMPLES OF CHANGE:**

Laws in a democracy can be changed. Find a law that you think needs to be changed and write a letter to your State Representative asking that this law be changed and tell why.

7. **EXAMPLES OF HABIT:**

When we looked at the picture of the Signing of the Declaration of Independence we saw only white males. This was the effect of habit-bound thinking. Think of an example of habit-bound thinking in our school. Create a bumper sticker to encourage members of our school to change their thinking.

8. **ORGANIZED RANDOM SEARCH:**

Research laws from other countries or cultures. Use what you found to create a recipe for one common, compassionate law.

9. **SKILLS OF SEARCH:**

Research a time when education rules were unfair to a specific group. Document the current status of education in the United States now. Do a photo essay of the differences or the events that changed the status.

10. **TOLERANCE FOR AMBIGUITY:**

It has been proven that smoking is very bad for the health of the person who smokes and those around them, but millions of Americans continue to do it. Create a survey for adults whether or not a law should be made to outlaw smoking. Graph the outcome.

11. **INTUITIVE EXPRESSION:**

A law that is unfair to you has just been passed. Create a rap expressing how the law affects you.

12. **ADJUSTMENT TO DEVELOPMENT:**

Dr. King forced us to look at our way of dealing with people who are different from ourselves. At first we adjusted by changing laws. Write a poem that would teach us to develop fairness rather than adjust to inequality.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

The people who wrote the Declaration of Independence had to be creative. Choose one of the creators of the Declaration and write interview questions and write examples of what their answers would be.

14. **EVALUATE SITUATIONS:**

Research school rules from early days of education in the United States or from another culture. Create a diorama of what a class in that school would look like.

15. **CREATIVE READING SKILL:**

Read the entire Preamble to the Constitution. Create a power point slide show that would exemplify the five most important laws we should have based on the Preamble.

16. **CREATIVE LISTENING SKILL:**

Listen to the song, "It's a Grand Old Flag". Create a Museum Exhibit that demonstrates the symbolic meaning of the words.

17. **CREATIVE WRITING SKILL:**

Read the 12 Bill of Rights. Choose three and explain them in your own words as a Newspaper Story.

18. **VISUALIZATION SKILL:**

Think of a rule or law that directly affects you. Create a postage stamp that expresses your feelings about that rule or law.

ACADEMIC / CRITICAL THINKING SKILLS

ANALYZING HUMAN ACTIVITIES! (AHA!)

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STATE STANDARD #_Civics 2.3___ STUDENTS WILL BE ABLE TO _____ explain why we have classroom and school rules and identify what makes a good rule or law.

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

What is the purpose of having rules or laws in the family, school, and community?

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Show students a clip from the movie “Kindergarten Cop”

<http://youtube.com/watch?v=fYU-uQNKQI8&feature=related>

Students will: describe what they saw happening in the classroom and what behaviors they saw and why the kids are acting that way.

Formative Assessment: Turn and talk, answer on sticky notes, group discussion, observation

COMPREHENSION:

Short-term / Cumulative Assessment: Students will get in groups and discuss what the classroom needs (rules, someone in charge, etc) and why rules are needed.

APPLICATION:

Anchoring Activity / Anticipatory Set: Read Never Spit on Your Shoes by Denys Cazet.

Students will create a (class / team product): list of rules for the classroom and share their lists with the class.

Formative Assessment / Rubric for Product: Observation during the work period, listening to the students share and explain why they chose those rules.

Multicultural and/or ESL and/or Bilingual Link: Research rules in other countries.

Mathematics/Science Link and/or Humanities Link: Discuss rules for the environment.

School-to-Career/Tech Prep Link: Interview a teacher or principal about rules they need to follow in school.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Read the chant “Rules” by Jan Nigro.

Class/team/individual product: Sit and discuss the movie clip and how it is different from our classroom. Create a Venn diagram comparing the classroom in the movie to our classroom.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will choose a rule that they have a hard time following and write about how they will try to work on that throughout the year.

HOMELINK:

Discuss with family rules they have to follow.

STATE STANDARD # Civics 2.3 STUDENTS WILL BE ABLE TO identify people and groups who apply and enforce rules and laws.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Why are there rules for transportation and whose responsibility is it to enforce the rules?

2. TRANSPORTATION

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing the song “The Wheels on the Bus” with hand motions

Students will: Discuss different modes of transportation and rules that go along with each mode.

Formative Assessment: Students will answer the question, “What are other modes of transportation?”

COMPREHENSION:

Students will predict what happens when people do not follow the rules for transportation (for pedestrians, bikes, cars).

Short-term / Cumulative Assessment: Students will show what happens if people do not follow the rules, using role play (drama), art, debate, list, etc.

APPLICATION:

Anchoring Activity / Anticipatory Set: Read Night Ride by Bernie and Mati Karlin.

Students will create a (class / team product): Students will be broken into groups. Each group will be responsible for one mode of transportation. They will create verses to the tune of “Wheels on the Bus” for their mode of transportation.

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link: Discuss the traffic rules in other countries (i.e. driving on the opposite side of the road, higher speed limits).

Mathematics/Science Link and/or Humanities Link: Experiment with model cars on ramps, testing how speed affects the outcome when hitting a wall.

School-to-Career/Tech Prep Link: Classroom visit from a police officer or school wide bike safety course by local officers.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Read the Onion article

http://www.theonion.com/content/news/dot_creates_new_lane_for_reckless

***NOTE: Article will need to be edited before reading aloud.**

Class/team/individual product: Break class into 3 groups. Each group will draw a debate topic—hallways with more rules, hallways with the same rules, hallways with less/no rules. Together students will create an argument for their topic (using posters, speeches, etc.) and present it to the class.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Reflect on a time when you were affected by someone not following the rules in school, on a bike, or in a car.

HOMELINK:

Ask a family member to share about a time when he or she didn't follow a traffic rule and tell what happened.

STATE STANDARD # Civics 4.4 STUDENTS WILL BE ABLE TO **identify ways in which they could take an active part in improving their school and community**.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Why is it important to be able to communicate ideas to people in a community?

3. COMMUNICATIONS

Textbook or Database: Foundations in Democracy and Social Studies Alive

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Show students the classroom rules in German

http://wsgfl.westsussex.gov.uk/ccm/cms-service/stream/asset/?asset_id=2325998&file=/instructions%201.doc

Students will: Discuss what they think the rules mean and how it feels not to understand.

Formative Assessment : Observations of children's reactions

COMPREHENSION:

Students will draw posters for the school that uses pictures instead of words. For example, drawing a picture of a sink and soap to show washing your hands after the bathroom.

Short-term / Cumulative Assessment: Observe the students' posters for relevance.

APPLICATION:

Anchoring Activity / Anticipatory Set: Show clip from The Terminal showing break down in communication.

Students will create a (class / team product): picture using pattern blocks from directions from their partner. With a partner, students will sit back to back. One partner will give the step by step directions while the other student makes the creation without reading or seeing the picture. When finished, students will compare and talk about the process.

Formative Assessment / Rubric for Product: Observation

Multicultural and/or ESL and/or Bilingual Link: Imbedded in lesson with the German rules.

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link: Research who makes the signs for the city

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show clip from school board or city council meeting.

(Example: <http://www.youtube.com/watch?v=3KCbENyag8o>)

Students will: will turn and talk about what they saw on the film clip

Class/team/individual product: As whole group or small groups, students will create a format for morning meetings on how classroom communication will take place.

Summative Assessment: Chart of morning meeting format.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about how it felt to only listen to the directions and what happened during the process.

HOMELINK:

Ask family how major decisions are made. Discuss how to I can bring any issues I have to my family.

STATE STANDARD # Civics 2.3 STUDENTS WILL BE ABLE TO identify the difference between power and authority.

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

What is the difference between power and authority?

4. PROTECTING AND CONSERVING

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Show two pictures, one showing power and showing authority. Norman Rockwell- The Police Officer and The Bully

Students will: write a definition of power and a definition of authority.

Formative Assessment: Observation

COMPREHENSION:

Short-term / Cumulative Assessment: Students will act out scenes and decide if that scene portrayed power or authority.

APPLICATION:

Anchoring Activity / Anticipatory Set: Show clip from Matilda showing the headmaster forcing the child to eat chocolate cake. Discuss whether that was power or authority.

<http://youtube.com/watch?v=5WLxQpAIcqA&feature=related>

Students will create a (class / team product): a collage of power and a collage of authority.

Formative Assessment / Rubric for Product: Check for clear understanding of the difference of power and authority.

Multicultural and/or ESL and/or Bilingual Link: Find the origin of the words power and authority and/or

Mathematics/Science Link and/or Humanities Link: Discuss the wolf pack hierarchy.

School-to-Career/Tech Prep Link: Invite a judge or local enforcement into the classroom.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: show clip from “Jumangi” showing rules.

Students will:

Class/team/individual product: Create a Venn diagram comparing and contrasting power and authority.

Summative Assessment: Check diagrams for understanding.

INDIVIDUAL JOURNAL ASSIGNMENT:

Would you rather have power or authority? Why?

HOMELINK:

Students will find 3 pictures showing/illustrating/portraying power and authority.

STATE STANDARD # Civics 4.4 STUDENTS WILL BE ABLE TO explain why information is important when choosing leaders.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

How does being educated help you choose a good leader?

5. PROVIDING EDUCATION

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Read aloud Duck for President by Doreen Cronin or The Class Election from the Black Lagoon by Mike Thaler and Jared Lee.

Students will: Explain what makes a good candidate.

Formative Assessment: *Check the students' list for valid understanding of leadership qualities.*

COMPREHENSION:

Short-term / Cumulative Assessment: Students will create a slogan for their own "campaign" completing the sentence stem "I am the best candidate because...."

APPLICATION:

Anchoring Activity / Anticipatory Set: Watch clip from "Napoleon Dynamite"

Students will create a (class / team product): a set of questions to ask a candidate for a class election.

Formative Assessment / Rubric for Product: Do the questions cover areas of honesty, dedication, past experience, and knowledge of the job for which they are running?

Multicultural and/or ESL and/or Bilingual Link: Research how political education is directed in other countries, such as Russia, China, India, etc.

Mathematics/Science Link and/or Humanities Link: Research how people are influenced by looks when making decisions about people.

School-to-Career/Tech Prep Link: Invite an elected official to the class to talk about the process of being elected.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show the political cartoon <http://crimlaw.blogspot.com/voting.gif>

Students will: discuss why each person voted in the cartoon.

Class/team/individual product: After filling out 3 mock answers to the student's questionnaires, the teacher will present 3 candidates (stuffed animals, stick figures, etc). Students will listen to the candidates' views and then vote in a class election.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about what the most important issue was when voting.

HOMELINK:

What issues does your family find most important?

STATE STANDARD # Civics 4.3 STUDENTS WILL BE ABLE TO tell what tools supports their efforts to exercise their rights.

ESSENTIAL QUESTION: How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: What tools do we use to exercise our rights?

6. MAKING AND USING TOOLS AND/OR TECHNOLOGY

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Read Paths to Peace; Dr. King biography

Students will: Discuss what happened in the story (summarize).

Formative Assessment:

COMPREHENSION:

Short-term / Cumulative Assessment: Students will make a list of the different ways (tools) Dr. King used to express his civil rights.

APPLICATION:

Anchoring Activity / Anticipatory Set: Listen to a clip of Martin Luther King Jr.'s "I Have Dream Speech" The teacher will then enforce an unfair rule (for example, brown haired kids can play while blond haired kids do a worksheet).

Students will create a (class / team product): speech discussing why the rule is unfair.

Formative Assessment / Rubric for Product: Assess the persuasiveness of the speech.

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show class newspaper articles about past voting experiences.

Students will: participate to list similarities and differences of the articles.

Class/team/individual product: Students will work in groups to create a fail safe way to vote (ex. Ballot, raise of hands, etc.)

Summative Assessment: Watch.

INDIVIDUAL JOURNAL ASSIGNMENT:

How would you feel if your vote didn't count?

HOMELINK:

Watch the TV with your family and see if there is anything about the upcoming election

STATE STANDARD # 1.1 STUDENTS WILL BE ABLE TO explain why communities have rules and how those rules affect daily life and activities.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Why are there rules in Recreational activities and whose responsibility is it to enforce the rules?

7. PROVIDING RECREATION

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Listen to a read-aloud book, Summer Olympics by Bob Notts

Students will: Create a list of recreational activities in which they, or someone they know, participates in for recreation.

Formative Assessment: Students will be divided into groups of their choice, picking a recreational activity they know a lot about, examples: soccer, tennis, football, dance class, spectator viewer of a sport, going to the library, painting a picture, etc. (depending on list generated by students earlier)

The focus of the groups' work will be to make a large poster showing their activity, then add with words, the rules associated with their activity.

COMPREHENSION:

Students will present for the rest of the class, their poster and explain the activity and how the rules associated with it will affect the activity and how successful it will be with and without the rules.

Comprehension will be assessed by determining if explanations and directions are complete.

Short-term / Cumulative Assessment: Assess the poster for clarity.

APPLICATION:

Students will create a (class / team product): See student created board game below

Formative Assessment / Rubric for Product: Assess the board for ease of play as well as information shared.

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link: Play an Every Day Math team game in a responsible manner.

School-to-Career/Tech Prep Link: Physical Education Teacher will visit the class and share about education needed to teach sports and wellness.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anchoring Activity / Anticipatory Set: Read-Aloud People by Peter Spier. Discuss after reading as a whole class, what students notice about other cultures and games that they play.

Class/team/individual product: Create a board game that up to 4 people can play, complete with directions and rules.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Share about a time you played with someone that did not follow the rules in a respectful manner and explain how it made you feel to play under those conditions.

HOMELINK:

Interview an adult family member or friend about a recreational activity they enjoy and include questions for the interviewee asking how rules matter in influencing the quality of this activity.

School-to-Career/Tech Prep Link: Invite a martial arts instructor, soccer coach, etc.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anchoring Activity / Anticipatory Set: Read-Aloud People by Peter Spier. Discuss after reading as a whole class, what students notice about other cultures and games that they play.

Class/team/individual product: Create a board game that up to 4 people can play, complete with directions and rules.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Share about a time you played with someone that did not follow the rules in a respectful manner and explain how it made you feel to play under those conditions.

HOMELINK:

Interview an adult family member or friend about a recreational activity they enjoy and include questions for the interviewee asking how rules matter in influencing the quality of this activity.

I Search for Recreation:

Students will: Do an "I Search" about an activity of their choosing and research how students from another culture participate in this activity. They will compare and contrast the activity of their choosing and how it is played in this culture in comparison to our culture.

STATE STANDARD # Civics 1.3 STUDENTS WILL BE ABLE TO give examples of documents that protect rights; Declaration of Independence, Preamble to the Constitution, and the Bill of Rights ____.

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

What is the Declaration of Independence, Preamble to the Constitution, and the Bill of Rights?

8. ORGANIZING AND GOVERNING

Textbook or Database: Foundations of Democracy and Social Studies Alive

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Show students examples of each document (Declaration of Independence and Bill of Rights) and read aloud We the Kids by David Catrow.

Students will: Students will look for and highlight key words (i.e. freedom, rights, protect)

Formative Assessment: Assess if the majority of the students understand the key words of democracy.

COMPREHENSION:

Short-term / Cumulative Assessment: Students will write in their own words that the key words mean.

APPLICATION:

Anchoring Activity / Anticipatory Set: Listen to the song or watch the movie “Preamble” from Schoolhouse Rock

<http://www.school-house-rock.com/Prea.html> (song)

http://www.youtube.com/watch?v=Q_TXJRZ4CFc&feature=related (movie)

Students will create a (class / team product): preamble for the classroom rules in small groups. After brainstorming, they will use sentence strips to help them. For example, We the people of room _____. We will bring the groups together and create one class preamble to display.

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link: Search for the constitutions of other countries or groups.

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link: Search the library for books on history or making laws.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show painting of The Declaration of Independence by Trumbull and analyze as a whole group what is going on in the painting.

Students will:

Class/team/individual product: Students will draw a picture of how it would look today and write a caption explaining how it’s different.

Summative Assessment: Assess the picture for the depth of understanding of the changes that have transpired since the Signing of the Declaration.

INDIVIDUAL JOURNAL ASSIGNMENT:

How is the Preamble to the Constitution and Declaration of Independence similar and different?

HOMELINK:

Bring in pictures of your family enjoying freedoms.

STATE STANDARD # Civics 1.5 STUDENTS WILL BE ABLE TO identify traditional ideas of representative ideas (for example: individual rights, common or public good, self government, justice).

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** creates mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

Are laws made for the benefit of individuals or for the good of the majority?

9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Read The Lorax by Dr. Seuss.

Students will: Discuss the story and understand why the Lorax stood up for the Truffala trees.

Formative Assessment: As students are discussing, teacher will walk around and listen for comprehension.

COMPREHENSION:

Short-term / Cumulative Assessment: The students will write and/or illustrate what would've happened if a law had been made to restrict the number of trees that could be cut.

APPLICATION:

Anchoring Activity / Anticipatory Set: Read The Table Where Rich People Sat by Byrd Baylor.

Students will create a (class / team product): dance that demonstrates the benefit of working together for the majority.

Formative Assessment / Rubric for Product: Observation and presentation of dance.

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link: How do you find a majority in a group?

School-to-Career/Tech Prep Link: Invite a state representative who speaks for a whole group (or another group representative).

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show clip from “Camp Nowhere”

<http://youtube.com/watch?v=IzPndiNF4Ro&feature=related>

Students will: watch the clip and discuss what was happening in the clip.

Class/team/individual product: In small groups, students will create a video or role play that demonstrates what would happen if everyone followed their own rules in different situations (i.e. playground, cafeteria, gym, classroom, etc).

Summative Assessment : Assess depth of student production

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a reflection from the interview in the home link

HOMELINK:

Interview a family member about someone they admire for making a sacrifice and tell why.

STATE STANDARD # Civics 4.4 STUDENTS WILL BE ABLE TO identifying ways in which they could take an active part in improving their school and community.

ESSENTIAL QUESTION: How does the Universal Theme of **Aesthetic Needs** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: How does meeting our aesthetic needs improve our community?

10. AESTHETIC NEEDS

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: “What a Wonderful World”, Louise Armstrong

Students will: design the “perfect” playground.

Formative Assessment: Watch the students and observe their participation and production of the playground.

COMPREHENSION:

Short-term / Cumulative Assessment: Defend their reason to have a perfect playground.

APPLICATION:

Anchoring Activity / Anticipatory Set: Clip from “The Sand Lot”, where boys are playing in a dirty dusty field.

Students will create (class / team product): posters to encourage keeping the school and playground clean.
Formative Assessment / Rubric for Product: Assess poster for selection of content and accuracy of assignment.
Multicultural and/or ESL and/or Bilingual Link:
Mathematics/Science Link and/or Humanities Link: Dimensions of playground.
School-to-Career/Tech Prep Link: Discuss parks and recreation.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Poem by Shel Silverstein, “The Dirtiest Man in the World”

Students will: partner share about why it is not pleasant being around dirty areas or people.

Class/team/individual product: create a song to encourage classmates to keep the environment clean.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about a place that is peaceful and relaxing.

HOMELINK:

Talk about the way you create beauty in your home.

STATE STANDARD # Civics 4.1 STUDENTS WILL BE ABLE TO explain how they are citizens in a classroom.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of Character Education __relate to mastery learning of cooperation _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: How does cooperation help us follow/recognize rules?

11. Cooperation

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Film clip from “The Sandlot”. Students will watch the section of the movie where the kids are working together to make a contraption to retrieve the ball from “The Beast’s” lair.

Students will: label and discuss the roles that the different children played in the clip.

Formative Assessment: Observe the students; rate the understanding of the individual children as the participant.

COMPREHENSION:

Short-term / Cumulative Assessment: Students will discuss classroom jobs and how the group is impacted when jobs aren’t done. Students will make predictions about what would happen if certain jobs aren’t done consistently – plants would die, no pencils to use, etc.

APPLICATION:

Anchoring Activity / Anticipatory Set: Cooperative partner game. Using empty cardboard boxes and other props, set up a ‘still life’ puzzle and take a photo of it. Then have individuals re-create the scene after moving all the items from one end of the playground to another. Time the individuals. Then put kids in groups of 3-4 and have them re-create the scene. Time the groups.

Students will create a (class / team product): Have the groups keep practicing, working together to improve their time.

Formative Assessment / Rubric for Product: Groups create a line graph to show the improvement in times when they worked in groups. Have groups discuss how their times improved as they cooperated and planned their strategies for what different kids will do.

Multicultural and/or ESL and/or Bilingual Link: Have English language learners describe the process of setting up the scene, “First we moved the boxes. Second, I made the square on the bottom.”

Mathematics/Science Link and/or Humanities Link: Compare graphing data from all the groups and discuss which group was the fastest and why. Predict what would happen to the times if with more or fewer people in the groups.

School-to-Career/Tech Prep Link: Junior Achievement

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Mad Libs

Students will: Work in groups of 2 to write a creative Mad Lib by working together to fill in the blanks.

Class/team/individual product: Share Mad Lib with the class.

Summative Assessment: Students will complete a written reflection about how they cooperated with their group and how their work helped the group as a whole.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write about a time when cooperation with others helped them complete something they couldn't have done themselves.

HOMELINK:

Discuss with your parents how cooperation is critical in their jobs and/or family life.

STATE STANDARD # Civics 4.1 STUDENTS WILL BE ABLE TO explain how students are citizens in a classroom, school, community and state (for example: civic virtue, common courtesy, and honest and fair dealings).

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of Character Education relate to mastery learning of Honesty _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

12. Honesty

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set:

Students will:

Formative Assessment:

COMPREHENSION:

Short-term / Cumulative Assessment:

APPLICATION:

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # Civics 4.1 _____ STUDENTS WILL BE ABLE TO explain how students are citizens in a classroom, school, community and state (for example: civic virtue, common courtesy, and honest and fair dealings)

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of Character Education relate to mastery learning of Respect? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

13. Respect

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: R-E-S-P-E-C-T (song)

Students will: listen to the song

Formative Assessment: Discuss what respect is.

COMPREHENSION:

Short-term / Cumulative Assessment: Students will create a list of people in their community that they respect.

APPLICATION:

Anchoring Activity / Anticipatory Set: Officer Buckle and Gloria by Peggy Rathmann

Students will create a (class / team product): In small groups act out school rules in an interesting way. Your classmates have to be able to tell what rule your group is acting out.

Formative Assessment / Rubric for Product: The teacher will observe for clarity of understanding.

Multicultural and/or ESL and/or Bilingual Link: Learn what police officers are called in other countries.

Mathematics/Science Link and/or Humanities Link: Think of Scientific Laws that we need to be aware of to live safely. For example: heat transfers or fires oxygen.

School-to-Career/Tech Prep Link: Have a police officer come to visit the class.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Clip from “Babe”: male dog talking to Babe about his appropriate status in life.

Students will: Will turn and talk about feelings on both sides.

Class/team/individual product: Create a Word Search in which there are at least 6 people in the community that you need to respect. Use positions not people’s names.

Summative Assessment: Check to make certain there are at least 6 community workers or representatives in each word search.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about a time that you did not feel respected.

HOMELINK:

Ask your family what it means to be respected or tell of someone they respect.

STATE STANDARD # Civics 4.1 STUDENTS WILL BE ABLE TO explain how students are citizens in a classroom, school, community and state (for example: civic virtue, common courtesy, and honest and fair dealings)

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ Character Education _____ relate to mastery learning of _____ Responsibility?
State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

14. Responsibility

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set:

Students will:

Formative Assessment:

COMPREHENSION:

Short-term / Cumulative Assessment:

APPLICATION:

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

STATE STANDARD # Civics 4.1 _____ STUDENTS WILL BE ABLE TO explain how students are citizens in a classroom, school, community and state (for example: civic virtue, common courtesy, and honest and fair dealings).

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ Character Education _____ relate to mastery learning of _____ Compassion _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

How do you know if rules/laws are fair?

15. Compassion

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Read Shel Silverstein poem "My Rules"

Students will: begin to understand that rules are made to maintain a peaceful and cohesive society.

Formative Assessment: Students will describe a time they when they were treated unfairly.

COMPREHENSION:

Short-term / Cumulative Assessment: Students will give examples of rules/laws they think are unfair.

APPLICATION:

Anchoring Activity / Anticipatory Set: Read aloud The Other Side by: Jacqueline Woodson

Students will create a (class / team product): Role play scenes from the book. After the role playing, in the group, discuss feelings.

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link: imbedded in lesson

Mathematics/Science Link and/or Humanities Link: imbedded in lesson

School-to-Career/Tech Prep Link: Invite a congressman to speak about fairness or take a field trip to the state congress building.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Select one character biography from Paths to Peace by Jane Breskin Zalben.

Students will: listen to the story.

Class/team/individual product: Students will create a rubric to assess if a rule is fair or not.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

What would an unfair rule for our classroom be and what would it look like if that rule was in place?

HOMELINK:

Ask families about an unfair rule/law they experienced.

STATE STANDARD # Civics 4.1 _____ STUDENTS WILL BE ABLE TO explain how students are citizens in a classroom, school, community and state (for example: civic virtue, common courtesy, and honest and fair dealings)

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ Character Education _____ relate to mastery learning of Integrity _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

16. Integrity

Textbook or Database: Foundations of Democracy

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Read aloud Teammates by: Peter Golenbock.

Students will: begin to understand the concept of integrity.

Formative Assessment: Share a time when you stood up for someone or someone stood up for you.

COMPREHENSION:

Short-term / Cumulative Assessment: Illustrate or write about how PeeWee Reese demonstrated integrity to his teammate Jackie Robinson in the story Teammates and share how it would have felt.

APPLICATION:

Anchoring Activity / Anticipatory Set: Read aloud Don't Laugh At Me by: Steven Seskin.

Students will create a (class / team product): Create a class pledge completing this saying "We are a class of integrity because we...." Students will then sign the pledge.

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link: imbedded in lesson

Mathematics/Science Link and/or Humanities Link: Make a graph of students who have or know someone who has cheated.

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show a clip from the movie “Horton Hears a Who” when Horton faces the dilemma of keeping his promise of holding the clover and getting kicked out of the kingdom or getting rid of the clover and getting to stay in his kingdom.

Students will:

Class/team/individual product: In small groups, students will act out how they would react to Horton’s dilemma and what they would decide to do.

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

Write to the prompt “What would you do if you saw your friend bullying someone else?”

HOMELINK:

STATE STANDARD # Civics 4.1 STUDENTS WILL BE ABLE TO explain the importance of respect for individuals, property, rule of law, and civic responsibility.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____Character Education_____relate to mastery learning of Tolerance _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

Why is it necessary to be tolerant and understanding of other people’s differences?

17. Tolerance

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Listen to the tolerance song “Something For Me, Something For You” by J.D. Steele and Larry Long and discuss the meaning of tolerance.

***NOTE:** If you can’t get the audio of the song, write the lyrics and do a chant.

Students will: draw a picture of tolerance.

Formative Assessment: Observation, picturing sharing

COMPREHENSION:

Short-term / Cumulative Assessment: Students will give examples of differences in people.

APPLICATION:

Anchoring Activity / Anticipatory Set: Read aloud, A Bad Case of Stripes by David Shannon. Discuss how the students made fun of her because she was different.

Students will create a (class / team product): The students will create a skit demonstrating how they would act if a new student came to school that had a “bad case of the Stripes”.

Formative Assessment / Rubric for Product: Observation of the skits.

Multicultural and/or ESL and/or Bilingual Link: Research clothes or actions that are not acceptable in other cultures.

Mathematics/Science Link and/or Humanities Link: Collect data and graph how many people have been made fun of and why.

School-to-Career/Tech Prep Link: Invite a person from the ACLU or NAACP to visit your class.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Give students party hats and tell them we’re having a party. Allow 5 minutes for students to celebrate. Each hat will have a number 1-5 on it.

Students will: begin to understand a political party and show tolerance for different views.

Class/team/individual product: In groups, the students will come up with a name and animal symbol for their “party.” Using sentence strips, students will take a stand on ideas concerning the school (i.e. “I think recess should be...,” “I think the time school starts should be...,” “I think we should have gym...,” etc). Students will then present their ideas to the class. In the end, we will discuss how we felt about each group’s ideas and why it’s important to tolerant everyone’s ideas.
Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # _____.

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA: You are only allowed to watch PG movies but your best friend can watch PG-13 movies. When you are over at his house, he wants you to put a PG-13 movie in. Do you? Why or why not?

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA: You are on your way to school in a carpool. One of the drivers is smoking with you in the car. What do you do?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA: A yearbook has been stolen from the classroom. During the class meeting, the teacher says that the yearbook needs to be returned or there will be no class pizza party. You know who took it. What do you do?

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA: A bully is always pushing you on the playground. Your family told you to push back. Your teacher has told you to tell an adult. What are you going to do?

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA: Your best friend is nominated for “Super Citizen” because they are popular. The other person nominated is nice to everyone, hard working, and respectful and has helped you in math to learn your addition facts. This student isn’t popular. Who are you going to vote for and why?

6. **Making and Using Tools and/or Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

DILEMMA: Your class is going to vote to choose what activity the class is going to do for a reward—go to a movie or go to the park. You want to go to the park but your friend wants to go to the movies. Your friend said she won't be your friend if you don't vote to go to the movies. Your class is voting by raising your hands. What are you going to vote for?

7. Providing Recreation

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

DILEMMA: Someone in your class was cheating in four square. When you told the teacher about it, NO ONE was allowed to play four square for the whole week. That same person is cheating again. If you tell on him, you know that four square will be cancelled. What do you do?

8. Organizing and Governing

ESSENTIAL QUESTION: How does the **Human Activity** of **Organizing and Governing** create moral/ethical dilemmas?

DILEMMA: You are a boy. In your classroom, the teacher always chooses the girls to be helpers. Your favorite thing to do is organize the class library (or any other classroom job). How are you going to deal with the situation?

OR

You are a girl. In your classroom, girls are not allowed to be line leaders. How are you going to deal with the situation?

9. Moral, Ethical and Spiritual Behavior

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** creates moral/ethical dilemmas?

DILEMMA: Your teacher is on the phone and her back is turned. A threatening note is passed to your neighbor and you read it. What are you going to do?

10. Aesthetic Needs

ESSENTIAL QUESTION: How does the **Human Activity** of **Aesthetic Needs** create moral/ethical dilemmas?

DILEMMA: You and your friend go to the bathroom. Your friend brings a marker and wants you to draw on the wall with them. What do you do?

PRODUCTIVE THINKING SKILLS DIVERGENT / CREATIVE THINKING

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE _____.

AHA #1: places that need rules.

AHA #2: rules of the road.

AHA #3: different forms of communication.

AHA #4: different people in authority in our communities/country.

AHA #5: different forms of voting. Different issues to vote on.

AHA #6: rights you have at school/home/community.

AHA #7: games you play with rules

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

AHA #8: rights we have

AHA #9: rules you've broken

AHA #10: beautiful things

AHA #11: to cooperate

AHA #12: to be honest without hurting someone's feelings

AHA #13: ways to show respect to your parents

AHA #14: responsibilities that a seven year old could have

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

AHA #15: show compassion to your grandparents

AHA #16: test someone's integrity

AHA #17: express tolerance

2. **VIEWPOINT MODEL (Human or Animate) USE CULTURAL LITERACY TERMS**

A. HOW WOULD _____ LOOK TO A(N) _____?

AHA #1: our classroom look to Arnold if he walked into our classroom.

AHA #2: our hallway look to a bus.

AHA #3: our alphabet and words look to a dog?

AHA #4: power look to an ant?

AHA #5: voting look to a lizard in a cage?

AHA #6: a right look like to a pencil?

AHA #7: your favorite game look to an alien

AHA #8: the Bill of Rights look to a mermaid

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?

AHA #9: rule mean from the viewpoint of a dog

AHA #10: perfect playground mean from the viewpoint of a dog

AHA #11: cooperation mean from the viewpoint of a two years old

AHA #12: dishonest action mean from the viewpoint of a teacher

AHA #13: respect mean from the viewpoint of a police officer

AHA #14: responsible action mean from the viewpoint of a seven years old

AHA #15: compassionate act mean from the viewpoint of a homeless person

AHA #16: integrity mean from the viewpoint of a principal

AHA #17: tolerant act mean from the viewpoint of person in a wheelchair

C. HOW WOULD _____ VIEW THIS?

(Use one person from history here)

1:

2:

3:

4:

5:

6:

3. **INVOLVEMENT MODEL (Personification / Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE _____?

AHA #1: you were a pencil in our classroom, bitten or broken?

AHA #2: a car speeding down the hi way?

AHA #3: a microphone in a board meeting?

AHA #4: the most powerful person in the universe?

AHA #5: a voting booth?

AHA #6: a violated right?

AHA #7: a soccer ball?

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

AHA #8: Declaration of Independence, what would you feel?

AHA #9: tree getting cut down, what would you feel?

AHA #10: slide what would you smell?

AHA #11: piece of paper being thrown in the trash

AHA #12: lie that someone told

AHA #13: piece of furniture that someone wrote on

AHA #14: rule that had been broken

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

AHA #15: a wall in the school that people kicked and wrote on

AHA #16: toy that had been broken and hid

AHA #17: if you were a book that was laughed at

4. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE _____ . WHAT _____ .

AHA #1: your teacher did not come to school one day and no one knew. What would happen?

AHA #2: there was no speed limit on the hi way. What could happen?

AHA #3: people were unable to speak. What other ways would they communicate?

AHA #4: kids had authority over adults. What rules would you make for your parents?

AHA #5: campaign buttons could talk. What would they say?

AHA #6: Dr. Martin Luther King had not spoke up for his rights. What would America be like today?

AHA #7: the Olympics had no one enforcing rules. What would happen?

AHA #8: you were asked to sign the Declaration of Independence. What would you do?

AHA #9: the Once-ler asked you to help him cut down the trees? What would you say to him?

B. YOU CAN _____ . WHAT _____ ?

AHA #10: only have one thing on your playground. What would it be?

AHA #11: have anything you want at home.

AHA #12: tell a lie and no one would know

AHA #13: you can start a rumor about your best friend

AHA #14: you can get your sibling in trouble by telling on them

AHA #15: give a secret gift to someone in the class

AHA #16: take some money that does not belong to you

AHA #17: be someone else for a day

5. FORCED ASSOCIATION MODEL USE CULTURAL LITERACY TERMS HERE

A. HOW IS _____ LIKE _____ ?

AHA #1: How are classroom rules like a kite?

AHA #2: How are the roads like a piece of string?

AHA #3: How is our voice like money?

AHA #4: How is authority like a dictionary?

AHA #5: How is campaigning for an office like going on a family vacation?

AHA #6: a right like a diamond?

AHA #7: field day like the Olympics?

B. GET IDEAS FROM _____ TO IMPROVE _____ .

AHA #8: the Bill of Rights to improve the school rules.

AHA #9: The Table Where Rich People Sat to improve how you treat someone you don't like.

AHA #10: the principal to improve the playground you have.

AHA #11: the kindergarten class to improve cooperation in your class

AHA #12: Sponge-Bob Square Pants to improve telling the truth

AHA #13: the movie "Matilda" to improve showing respect

AHA #14: your parents to improve your responsibility

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15: how to care for my pet. Explain compassion to me.

AHA #16: telling the truth to my teacher. Explain how not telling the truth could hurt to me.

AHA #17: how I feel when I my feelings are hurt. Explain how you feel when your feelings are hurt to me.

6. REORGANIZATION / SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF _____ ?

AHA #1: our rules were more strict?

AHA #2: the speed limit was slower?

AHA #3: every country had the same rules?

AHA #4: no one had power over anyone else?

AHA #5: no one asked questions of political candidates?

AHA #6: no one had rights?

AHA #7: the Olympics were every year instead of every four?

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8: no one wrote the Bill of Rights?

AHA #9: the Once-ler never saved a truffle seed

AHA #10: someone drew on the slide

AHA #11: the workers building a house did not cooperate

AHA #12: the weatherman on T.V. quit being honest about the weather

AHA #13: you are in a school where learning is not respected

AHA #14: you went to a doctor who did not feel responsible for his/her actions

C. WHAT WOULD HAPPEN IF THERE WERE NO _____ ?

AHA #15: compassionate people

AHA #16: more people who stood up for what they thought was right

AHA #17: "Golden Rule"

Random: What would happen if there were no differences in people?

Random: What would happen if there were no persons who accepted you as you are?

Random: What would happen if there were no rules to clearly define what was right and wrong?

CULTURAL LITERACY

1. Dates:

July 4, 1776

2. Names:

government	flag
community	transportation
law	candidate
citizen	vote
leader	ballot
majority	environment
respect	

3. Proper Names:

The Constitution	United States of America
Colorado	Declaration of Independence
Preamble	Bill of Rights
Dr. Martin Luther King, Jr.	Olympics
Rosa Parks	Jackie Robinson
PeeWee Reese	

4. Ideas:

democracy	power
responsibility	authority
election	

5. Phrases

rules and laws	rights and responsibilities
I Have a Dream	We the people

RESOURCES

I. **BIBLIOGRAPHY**

1. Foundations of Democracy by Theresa Richard
2. Social Studies Alive! By Bert Bower & Jim Lobdell
3. US History Through Children's Literature from Colonists to WWII by W. Miller
4. Children of Character: A Parent's Guide
5. The Green Book of Songs by Jeff Green
6. Everything You Need to Know About American History by Anne Zeman and Kate Kelly

II. **BIBLIOGRAPHY**

1. Never Spit on Your Shoes by Denys Cazet.
2. Night Ride by Bernie and Mati Karlin
3. Duck for President by Doreen Cronin
4. The Class Election from the Black Lagoon by Mike Thaler and Jared Lee
5. The Lorax by Dr. Seuss
6. Table Where Rich People Sat by Byrd Baylor
7. The Other Side by: Jacqueline Woodson
8. Don't Laugh At Me by: Steven Seskin
9. Officer Buckle and Gloria by Peggy Rathmann
10. Summer Olympics by Bob Notts
11. People by Peter Spier
12. We the Kids by David Catrow
13. Paths to Peace by Jane Breskin Zalben
14. Teammates by: Peter Golenbock
15. Election Day by Patricia J. Murphy
16. Voting (True Books: Civics) by Sarah De Capua
17. If You Were There When They Signed the Constitution by Elizabeth Levy
18. The U.S. Constitution and You by Syl Sobel
19. We the Kids: The Preamble to the Constitution of the United States by David Catrow
20. The Berenstain Bears and the Golden Rule by Stan and Jan Berenstain

III. **Educational Films / Videos**

1. Schoolhouse Rock—Preamble
2. News clips of board meetings
3. Schoolhouse Rock—Fireworks
4. "The Speeches of Martin Luther King"
5. "U.S. Constitution and the Bill of Rights" VHS
6. Clips from the movie "Ghandi"
7. Clips from "Kid Nation"
8. American Citizenship
9. "What is Government?" Stonehouse Productions
10. Ssssh! We're Writing the Constitution

IV. **Commercial Films / Videos**

1. Kindergarten Cop
2. Napoleon Dynamite
3. The Sandlot
4. The Terminal
5. Matilda
6. Horton Hears a Who
7. Jumangi
8. Camp Nowhere
9. The Big Green
10. Kicking and Screaming
11. House Arrest
12. Big
13. Blank Check

14. Don't Tell Mom the Babysitter's Dead
15. Alvin and the Chipmunks
16. Lion King
17. This is America, Charlie Brown: The Birth of the Constitution
18. Finding Nemo
19. This is America, Charlie Brown: The Smithsonian and the Presidency
20. Remember the Titans
21. The Jackie Robinson Story
22. The Cat in the Hat
23. Babe
24. Antz
25. Adventures in Babysitting
26. Happy Feet
27. Cop and 1/2
28. Night at the Museum
29. Ghandi
30. Shrek

V. **Literature / Language Arts** (on reserve in Media Center for interest reading)

Fiction

1. Never Spit on Your Shoes by Denys Cazet.
2. Night Ride by Bernie and Mati Karlin
3. Duck for President by Doreen Cronin
4. The Class Election from the Black Lagoon by Mike Thaler and Jared Lee
5. The Lorax by Dr. Seuss
6. Table Where Rich People Sat by Byrd Baylor
7. The Other Side by: Jacqueline Woodson
8. Don't Laugh At Me by: Steven Seskin
9. The Berenstain Bears and the Bad Influence by Stan and Jan Berenstain
10. The Berenstain Bears and the Golden Rule by Stan and Jan Berenstain
11. The Berenstain Bears and the Double Dare by Stan and Jan Berenstain
12. Robin Hill School Election Day by Margaret McNamara
13. The Berenstain Bears and The Big Election by Stan Berenstain and Jan Berenstain
14. Officer Buckle and Gloria by Peggy Rathmann
15. The Long Way to a New Land by Joan Sandin
16. The Golden Rule by Ilene Cooper
17. Know and Follow Rules by Cheri Meiner
18. Grace for President by Kelly Dipucchio
19. Letters from the Campaign Trail: LaRue for Mayor by Mark Teague
20. My Teacher for President by Kay Winters
21. Summer Wheels by Eve Bunting

Non-Fiction

1. Summer Olympics by Bob Notts
2. People by Peter Spier
3. We the Kids by David Catrow
4. Paths to Peace by Jane Breskin Zalben
5. Teammates by: Peter Golenbock
6. Election Day by Patricia J. Murphy
7. Voting (True Books: Civics) by Sarah De Capua
8. What Are Elections? (First Guide to Government) by Nancy Harris
9. Voting in Elections (First Facts Our Government) by Terri Degezelle
10. Why Are Elections Important? (Know Your Government) by Jacqueline Laks Gorman
11. If You Were There When They Signed the Constitution by Elizabeth Levy
12. We the Kids: The Preamble to the Constitution of the United States by David Catrow

13. A Day With Police Officers by Jan Kottke
14. The World Book of America's Presidents by World Book Encyclopedia
15. Smart About Presidents by Jon Buller, Susan Schade, and Jill Weber
16. If I Ran for President by Catherine Stier
17. Vote! By Eileen Christelow
18. How the US Government Works by Syl Sobel
19. So You Want to be President? by Judith St. George
20. The US Constitution and You by Syl Sobel

VI. Poetry

1. "My Rules" Shel Silverstein
2. "Rules" Jan Nagro
3. "The World's Dirtiest Man" Shel Silverstein
4. "I Will Not Tease Rebecca Grimes" by Dave Crawley
5. "Rules for the Bus" by Eric Ode
6. "The Bus" by Robert Pottle
7. "All My Great Excuses" by Kenn Nesbitt
8. "Excuses, Excuses" by Joyce Armor
9. "My Favorite Fibs" by Neal Levin
10. "Crime and Punishment" by Patrick from <http://www.funny-poems.co.uk/kids/school-poetry/s05-crime.asp>
11. "The Bus" by Robert Pottle
12. "My Favorite Fibs" by Neal Levin
13. "I Pledge Allegiance" by Timothy Tocher
14. "The Principal is Missing" by Kenn Nesbitt

VII. Drama (Stage Productions)

1. 1776
2. Our Town
3. Paint Your Wagon
4. Rent

VIII. Art Works

1. The Police Officer (Norman Rockwell)
2. The Bully (Norman Rockwell)
3. The Declaration of Independence (Trumbull)
4. The Sleeping Gypsy (Henri Rousseau)
5. Entrance to the Harbor (Georges-Pierre Seurat)
6. The Storm (Edvard Munch)
7. Mother and Sister of the Artist Édouard Vuillard
8. Street, Dresden (Ernst Ludwig Kirchner)
9. Gas, (Edward Hopper)
10. Self-Portrait with Cropped Hair (Frieda Kahlo)
11. Civil War: Frederick Douglass (Mark Hess)
12. I Pledge (Diana Ong)
13. Golden Rule (N. Rockwell)
14. American Pride (David Doss)
15. Statue of Liberty (Sandra Baker)
16. We the People (Alva)

IX. Music

1. "Rules" by Jan Nigro
2. "The Wheels on the Bus"
3. "Something For Me, Something For You" by J.D. Steele and Larry Long
4. "I Fought the Law" by Bobby Fuller Four
5. "Honesty" by Billy Joel

6. "It's a Grand Old Flag"
7. "Authority" by John Cougar Mellencamp
8. "Open the Fear Door" Lazslo Slomovitz
9. Johnny Lang
10. "Stars and Stripes Forever" Boston Pops Orchestra
11. "America Will Always Stand" Randy Travis
12. "Old Glory" Bing Crosby
13. "Alvin for President" Alvin & the Chipmunks
14. "Animaniacs (Bill Clinton)" Animaniacs
15. "Abraham" Bing Crosby
16. "I Wanna Grow Up to be a Politician" Byrds
17. "They Like Ike" Ethel Merman
18. "4th of July" U2
19. "All American Dream" Moe Brandy
20. "Across the Lines" Tracy Chapman
21. "It's A Small World" The Walt Disney World Band
22. "Imagine" John Lennon
23. "Yellow Submarine (English and Spanish Version) by the Beatles
24. "It's In Every One of Us" John Denver
25. "Somewhere Over the Rainbow" Version by Iz
26. "Lean On Me" Bill Withers

X. Resource People / Mentors

1. Judge
2. Principal
3. Police Officer
4. State Representative (or other group representative)
5. Parks and Recreation

XI. Field Trips

1. Courthouse
2. Town Hall

XII. Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

1. http://www.theonion.com/content/news/dot_creates_new_lane_for_reckless
2. http://wsgfl.westsussex.gov.uk/ccm/cms-service/stream/asset/?asset_id=2325998&file=/instructions%201.doc
3. <http://www.youtube.com/watch?v=3KCbENyag8o>
4. <http://youtube.com/watch?v=5WLxQpAIcqA&feature=related>
5. <http://crimlaw.blogspot.com/voting.gif>
6. <http://www.mlkonline.net/video-i-have-a-dream-speech.html>
7. <http://www.constitution.org/billofr .htm>
8. http://www.archives.gov/exhibits/charters/declaration_zoom_2.html
9. <http://youtube.com/watch?v=IzPndiNF4Ro&feature=related>
10. www.kids.gov
11. www.disney.com
12. www.amazon.com
13. http://www.poetryalive.com/resources/student_resources/poetry_research.html
14. <http://www.theotherpages.org/poems/>
15. <http://www.funny-poems.co.uk/kids/school-poetry/s05-crime.asp>
16. www.amazon.com
17. www.unitedstreaming.com
18. <http://www.fizzyfunnyfuzzy.com/poems.php>
19. http://www.civiced.org/index.php?page=foundations_of_democracy_series
20. <http://bensguide.gpo.gov/k-2/index.html>
21. <http://www.whitehouse.gov/kids/index.html>
22. <http://www.americaslibrary.gov/cgi-bin/page.cgi>

23. <http://www.brainpop.com/socialstudies/>
24. www.history.gov
25. www.constitutionfacts.com
26. www.MoMA.org
27. <http://www.timeforkids.com/TFK/election08/>
28. <http://www.timeforkids.com/TFK/election08/candidates.html>
29. <http://www.timeforkids.com/TFK/election08/games.html>