

Rules and Responsibilities: Step-by-Step Activities to Teach Young Children about Rules, Individual Responsibility, and More!

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Acknowledgements

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Notes from the Author

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Changes – Now and Long Ago
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Unit Overview: Rules and Responsibilities

Grade 1, Standard 1: Students describe the rights and individual responsibilities of citizenship, in terms of:

1. the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group makes the rules); examples of both in their classroom, school and community
2. the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule”

Compelling Question: Why do we have rules?

Supporting Questions

Lesson 1: What is a rule? What are the consequences of breaking a rule?
What steps can be taken to solve a problem?

Lesson 2: What is a law? What are some of the individual responsibilities of citizens in a community and of students in the classroom?

Lesson 3: Why do people vote? Who makes our laws?

Lesson 4: What is the meaning of the “Golden Rule”?

Lesson 5: What makes a “fair” or “good” rule? What are the rules our class needs?

Significance of the Topic

Schools are one of the first institutions that children encounter that set standards for their behavior. Learning how to cope with school rules helps students develop social skills and a sense of individual responsibility. They learn the elements of fair play, good sportsmanship, and respect for the rights and opinions of others.

The day to day interaction of a classroom social setting demands continual decision making for students. They become aware of the consequences of their actions, and they learn to make informed decisions about their behavior. Students learn that problems are a normal and recurring feature of social life and that they have the capacity to examine and solve problems.

The classroom is a forum for students to learn about the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group makes the rules). The major outcome expected is that student representatives will establish classroom rules that are appropriate, clear, and fair.

Common Core State Standards

A variety of strategies and activities are included in the lesson that support and develop reading, writing, language, speaking, and listening standards.

Reading Standards for Informational Text

RI1.1 Ask and answer questions about key details in a text.

RI1.7 Use the illustrations and details in a text to describe its key ideas.

RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards for Literature

RL1.1 Ask and answer questions about key details in a text.

RL1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

RL1.3 Describe characters, settings, and major events in a story, using key details.

Writing Standards

W1.1 Write opinion pieces in which they introduce the topic...they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration from peers.

W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards

L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*.

Speaking and Listening Standards

SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in small and larger groups.

SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL1.3 Ask and answer questions about what a speaker says in order to get information or clarify something that is not understood.

SL1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL1.5 Add drawings or other visual displays to description when appropriate to clarify ideas, thoughts and feelings.

Lesson 1: Rules and Consequences

Supporting Questions: What is a rule? What are the consequences of breaking a rule? What steps can be taken to solve a problem?

Activity # 1 *Mary Had a Little Lamb*

Step 1: Read the poem *Mary Had a Little Lamb* by Sarah Josepha Hale (Handout # 1.1, page 10). Written in 1830, this poem became Lesson XLVII in *McGuffey's Reader* and has been recited by school children ever since.

After reading the poem, ask students to describe the characters, the setting, and the major events in the poem using key details (RL1.3).

Step 2: Ask students some questions about details in the poem (RL1.1)

- Why did Mary's lamb come to school?
- What happened when the lamb came to school?
- Why do you think it was against the rule to have a lamb at school?
- Is it a "good" rule to not allow lambs at school? Why?

Step 3: Have students retell the story of the poem, including key details, and demonstrate an understanding of the central message or lesson (RL1.2)

Activity # 2 Modeling Appropriate Behavior

Step 1: Provide students with the following definition of a rule: *an instruction that tells people how to act*. Ask students to share examples of rules they are familiar with—rules from school, rules from home, rules at other places, rules for kids, and rules for adults.

Note: Students tend to word rules in a negative form, such as "*Don't run on the blacktop.*" It is recommended that classroom rules be written in the positive form, such as "*Walk on the blacktop.*" This makes it easier to "model" the appropriate behavior.

Create a T-Chart as shown below. As students list rules for school and for home, have them identify the basic similarities in and differences between the two sets of rules (RI1.9).

Rules at School	Rules at Home

As various rules are discussed, ask several students to model the appropriate behavior for following the rule. Keep the focus on the appropriate behavior rather than the undesirable behavior. Provide guidance as needed to help students think of a way to model the appropriate behavior.

It is important to discuss the reason for specific rules. You might ask, "Why is it important for us to speak softly in the classroom?" Help the students state reasons for the rule, such as "We speak softly in the classroom because....." Other questions include:

- Why do we need this rule?
- Is this a good rule? Why?
- Is the rule fair? Why?

Step 2: As an option, have students change each rule into a question and then have them provide details to answer the question (RI.1.1). For example, a rule might be that students keep their hands to themselves. Model writing a question: “What should I do with my hands?” Then, encourage students to create an answer: “I should keep my hands to myself.”

Activity #3 What if We Had No Rules?

Step 1: Play the game “silent ball.” Without providing **any** rules or directions, give students a rubber ball and tell them to play the game. Spend a few minutes “playing” and then analyze what went well and what went wrong. Discuss how the game could be improved.

Step 2: Develop a list of rules to make the game more enjoyable. Play the game again using the rules. Discuss and review the differences between the two games. Which game was “better?” Ask students, “What if we never had any rules?”

Step 3: Have students work in small groups to create a new game. Provide poster paper and markers for them to write rules for their game. Have each group present their game and play it following their written rules. Encourage students to ask each group any questions they have about the details of the game. Discuss the importance of each rule. After each group has presented their game, have students evaluate the games and vote for their favorite game.

Activity #4 Some Rules Are Made for Us

Step 1: Explain to students that some rules are already established or predetermined. For example, everyone at school must participate in fire drills. Because there is little opportunity for students to contribute to the rules of the fire drill, discuss the following questions:

- Why do we have fire drills?
- Are there rules to follow for a fire drill?
- Does anyone know the rules for a fire drill?
- Who do you think made the fire drill rules?
- Why do you think these rules were made?
- Why is it important to follow the fire drills rules?
- What would happen if no one followed the rules?
- What could we do if we wanted to suggest a change to one of the fire drill rules?

Step 2: Children *must* follow other types of established rules. Have students list the rules that should be followed on the playground for safety. Write each on a separate sentence strip. Have students illustrate the sentence strips or make posters listing the details of each of the playground rules (RI.1.7).

Step 3: Ask what other rules we have at school to protect us. Discuss areas that involve rules for safety, e.g., rules for riding the bus and for following traffic laws.

Step 4: Introduce the **compelling question**, “Why do we have rules?” Guide students as they meet in groups to participate in a collaborative conversation to discuss the question (SL1.1). Help students understand that rules and laws are established by people to provide for safety and order. Rules are important to keep people safe. Explain that rules and laws are always changing as new experiences help improve the old rules.

Activity # 5 Consequences

Step 1: Introduce the word **consequence** (L1.4). Discuss the consequence of breaking rules. Ask students: “What can happen if a rule is broken? What are some of the *consequences* if rules (playground, bus, fire drill and traffic) are not followed?”

Working in small groups, have students participate in a collaborative conversation to select a rule and determine possible consequences (SL1.1). Using a sentence frame, have each group write “Our rule is _____. The consequence for breaking it is _____. Have groups share.

Step 2: To extend the activity and make it fun, use “silly” examples of rules rather than serious ones. For example:

EXAMPLES OF RULES	CONSEQUENCES OF NOT FOLLOWING THE RULE
Don't leave the water running in the bathtub.	The water can overflow and flood the house.
Don't wash your ears.	Plants may begin to grow in your ear.
Don't leave your toys outside.	The toys could run away.

Step 3: In small groups, encourage students to create their own “silly” rule and the consequence of not following the rule. Provide a sentence frame:

Our rule is _____. The consequence for breaking it is _____.

Have students orally describe their rule and its consequence with relevant details, expressing their ideas clearly (SL1.4). If desired, have them clarify their ideas by adding drawings or other visual displays to their rule and its consequence (SL1.5). Have fun!

Activity # 6 Cause and Effect

Step 1: Write the following sentence frame on the board: _____ because _____.

Have students practice using this frame to describe cause/effect relationships. For example, *I wore my coat because it was cold.* A *cause* is what makes something happen. What happens is the *effect*.

Cause	Effect
It was cold outside.	I wore my coat.

Step 2: Write the following sentence frame on the board: _____ so _____.

Explain that “so” is often a signal word that connects a cause/effect statement. Have students practice using this frame to describe a cause/effect relationship.

For example, *I walked on the blacktop so I wouldn't fall.* Or, *Anna puts her things away so they do not get lost.* Or, *schools have rules so people can be safe.* A cause is what makes something happen. What happens is the *effect*. Refer to the chart below.

Cause	Effect
I walked on the blacktop	(so) I wouldn't fall.
Anna put her things away.	(so) her things do not get lost.
Schools have rules.	(so) rules help people get along better.

Create additional examples of cause/effect relationships. Provide either the cause or the effect and have students fill in the missing part. For example:

We write our name on our papers.	(<i>The teacher knows each person has completed the paper.</i>)
(<i>We raise our hands to speak.</i>)	Each person has a turn to speak.

Explain to students that knowing the cause of certain things can help us plan ahead and even prevent something bad from happening again. Provide some examples such as:

If you lean back and tip your chair, it might fall

- What might happen (**the effect**)? The chair might fall.
- What is the **cause**? Leaning back and tipping the chair
- How can you plan ahead and prevent the chair from falling? Don't lean back and tip the chair

If you do not study for a spelling test (**cause**), you might not pass (**effect**)

What is the cause? Not studying for the spelling test

What is the effect? Might not pass the test.

How can you plan ahead and pass the spelling test? Study for the test.

Activity # 7 Steps to Solve a Problem

Step 1: Provide students with “*What if...?*” problems to solve. Because young children have difficulty placing themselves into unfamiliar roles or the roles of others, all “what-if” problems or situations should be real and related to the children’s own experiences.

Problem: What if there is only one pencil and several children want to use it?

Organize students into groups of three or four. Give each group a sheet of paper and one pencil. Ask groups to make a list of their favorite colors. After a few minutes ask, “How did your group decide who would write the list?” Have them share their solutions.

Provide students with the following **Steps to Solve a Problem**

1. First identify the problem.
2. List and consider solutions for solving the problem.
3. Talk about what is good (the advantages) and what is bad (the disadvantages) about each proposed solution.
4. Make a decision and then act on it.
5. See how well the solution works. Evaluate the effectiveness of the chosen solution.

Use the *Steps to Solve a Problem* to review what happened when each group had “limited resources” of a single pencil.

Step 2: Present another “*What if...*” problem. *What if* you are waiting your turn at the slide and someone pushes ahead of you?

Discuss the behavior in the situation. Following the *Steps to Solve a Problem*, have students think about alternative solutions and then discuss their solutions. Guide students to accept their *responsibility* to work together collaboratively and to listen to everyone’s ideas (SL1.1).

Continue to develop other “*What if...*” problems for students to solve. As classroom and playground problems inevitably arise, use these problems to provide opportunities for students to develop critical thinking and to refine their problem-solving skills.

Because young children need help in analyzing problems, help them consider 1) why the problem arose, 2) alternatives that might be tried in coping with the problem, and 3) how alternative behaviors might bring different results.

It is helpful to have students practice social skills through role-playing activities in which they act out each problem and propose various solutions. As real problems occur, coach students how to select pro-social behaviors instead of antisocial ones. Help students develop vocabulary and verbal skills so they can communicate more easily. The goal is to help students express ideas and use language to communicate their feelings, ideas and thoughts.

Activity # 8 *The Day the Crayons Quit*

The following activity will help students interpret evidence, make an argument, and analyze its effect. Finally, they will write an opinion piece and supply a reason for their opinion (W1.1).

Step 1: Explain to students that in the story *The Day the Crayons Quit*, a boy named Duncan opens his crayon box and finds letters written to him by his crayons. Read the story stopping to ask questions and have students restate why each crayon is unhappy (RL1.1). What was the consequence of having the crayons quit??

Step 2: Provide students with crayons. Ask them to choose their favorite color from the box and complete the following sentence frames:

(OPINION) I like _____ the best (REASON) because_____.

(EXAMPLE) I can use _____ to draw _____.

(CONCLUSION) _____ is the best crayon in the box.

Assessment

The supporting questions provide a framework for assessment of the lesson. Students should be able to:

- After reading the poem *Mary Had a Little Lamb*, use key details to describe the characters, the setting, and the major events in the poem.
- Participate in a collaborative conversation to discuss the compelling question, “Why do we have rules?”
- State an example of a rule and its consequence if broken. (The rule is _____. The consequence for breaking it is_____).
- Work together collaboratively in small groups to identify *What if....* problems; gather information about a problem; list and consider options for solving them; and, consider advantages and disadvantages for each solution and evaluate the chosen solution.
- Write an opinion piece about their favorite crayon.

Mary Had a Little Lamb

By Sarah Joseph Hale

Mary had a little lamb,
its fleece was white as snow,
And everywhere that Mary went,
the lamb was sure to go;

He followed her to school one day –
that was against the rule.
It made the children laugh and play
to see a lamb at school.

And so the Teacher turned him out,
But still he lingered near,
And waited patiently about,
Til Mary did appear;

And then he ran to her, and laid
his head upon her arm,
As if he said – ‘I’m not afraid –
You’ll keep me all from harm.’

“What makes the lamb love Mary so?”
The eager children cry –
“O, Mary love the lamb, you know,”
The Teacher did reply; -

“And you each gentle animal
In confidence may bind,
And make them follow at your call,
If you are always *kind*.”

Lesson 2: Laws and Individual Responsibility

Supporting Questions: What is a law? What are some of the individual responsibilities of citizens in a community and of students in the classroom?

Activity # 1 What is a Law?

Step 1: Explain that a **law** is like a rule because it tells people what they must or must not do. **Rules** may be for a certain group such as our classroom or our school, but **laws** are for everyone. For example, there may be a rule against chewing gum at our school, but it is not against the law to chew gum.

Some laws that people must follow in a community are wearing a seat belt or a helmet, stopping at a stop sign, and using a crosswalk. Discuss law using the following questions:

- Why do we need this law?
- Why is it important to follow these laws?
- Why do you think these laws were made?
- Who do you think made the laws?
- What would happen if no one followed the laws?

Step 2: Stoplights and road signs, such as “STOP” and “Don’t Walk,” are visual examples of familiar laws. Have several students pretend they are driving cars while two students pretend to be stoplights. Provide “stoplights” with red, yellow and green construction paper taped to craft sticks. Have the two students pretending to be stoplights alternate the red, yellow and green lights to indicate when the cars may go or stop. Ask questions such as, “What would happen if all traffic lights were green?” and “What if they were all red?”

Alternative Activity: Play *Red Light – Green Light* outdoors. Choose a student to be a “stoplight” and several students to be “police officers.” All other students are “cars.” The stoplight faces the cars that are lined up at a starting line. The stoplight shouts “Green Light,” and turns away as the cars begin to move. The stoplight then shouts “Red Light,” and the cars all stop. Police officers run out and tag cars that break the law by not stopping and send them back to the starting line. The first car to pass the stoplight, becomes the new stoplight.

If desired, students can make a construction paper stoplight. A variety of examples are available on www.pinterest.com. Help students label each colored circle with the word “stop,” “yield,” or “go” and explain the meaning of each color on the stoplight.

Activity # 2 Law Enforcement Officer

Invite a **law enforcement officer** to visit the class to explain why it is important to follow rules and laws. Before the speaker arrives, have students create questions to ask. During the presentation, encourage students to ask questions about what the speaker says in order to get information or clarify something that is not understood (SL1.3).

Activity # 3 Citizens Follow Laws in the Community

Step 1: Explain to students that a citizen is *a person who lives in and belongs to a community*. Following laws is an important responsibility for citizens in a community. Laws tell people how to live together safely. Some laws tell citizens to wear a seat belt, to stop at a stop sign, and to use a crosswalk when crossing a street.

Step 2: To help your students honor laws in the community, create a **Good Citizen Tree** for the bulletin board. On a sheet of butcher paper, paint a large tree trunk with several branches. Provide each student with a green sheet of paper shaped like a “leaf.” Make the leaves large enough so that each student can write and illustrate a sentence on the leaf.

With students, create a list of good deeds or laws they follow in the community. Use words that describe a specific *good citizen* action. Assign one good deed or law to each student to write on his/her leaf. Leaves are then attached to the tree. Keep the tree on display and continue to add leaves as students think of new good deeds.

As an alternative to the Good Citizen Tree, each student can create a poster to illustrate a law and then place a caption on the poster to tell why it is important to follow that law.

Activity # 4 Individual Responsibility

Step 1: Write the word **responsibility** on a piece of butcher paper. Cut the paper into the shape of a “life-size” person. Explain that a **responsibility** is *something that you should do*. In school, we have a responsibility to follow rules.

Ask students the following question, “What are some of the responsible behaviors you do in the classroom?” Record all responses on the “life-size person”. Examples might be: Keep my desk neat. Do my homework. Raise my hand before speaking. Line up quietly before leaving the classroom.

Step 2: Invite students to act out different ways to show individual *responsibility* in the classroom. If possible, take pictures of children role-playing.

Step 3: Students write an informative/explanatory text in which they name the topic, **individual responsibility**, supply some facts about the topic, and provide some sense of closure (W1.2).

Directions: Complete the following sentence frame and create an illustration to provide details and key ideas that show your individual responsibility at school or at home.

I show individual responsibility by_____.

Provide students an opportunity to share their work with partners or with the entire class. Assemble their work into a class book.

Assessment

The supporting questions provide a framework for assessment of the lesson. Students should be able to:

- State an example of at least two laws citizens must follow in a community.
- Using construction paper, construct a stoplight and correctly label a red circle as “stop,” the yellow as “yield,” and the green circle as “go.”
- Using a leaf-shaped piece of green paper, write and illustrate a sentence that tells something he/she has done to be a good citizen.
- Act out different ways to show individual *responsibility* in the classroom.
- Create a drawing to illustrate how he/she shows responsibility and write a sentence describing what he/she is doing to show individual responsibility.

Lesson 3: Who Makes Our Laws?

Supporting Questions: Why do people vote? Who makes our laws?

Activity # 1 Make a Choice by Voting

Explain to students that the act of voting is a way to indicate an individual choice. Each vote is a choice that gets counted. One way to cast a vote is to raise a hand to let the teacher know whether you agree or disagree. If the teacher asks “Which game would you like to play during P.E. today? Kickball or Dodge Ball? There are two choices. Students raise their hands for only the choice preferred. (Note: First graders often copy their friend’s vote or vote more than once. It will take time to get this point across.) The choice with the most “hands” is the game played during P.E. This is an example of a **direct democracy** because everyone’s vote was counted, and everyone helped to choose a game. (In a **representative democracy**, the students would elect a leader to choose a game for them.)

Point out that paper ballots are another way to vote. Provide students with a choice such as, “Which one of these two books would you like me to read out loud?”

Procedure for Using Paper Ballots:

- Post the two choices and label them Choice A and Choice B.
- Provide ballots with an A and a B printed on them and a pencil or a single-hole punch for students to mark the ballot next to the letter of their choice.
- Have one group of students count and tally the ballots and a second group do a recount to check the results.

Explain to students that this ballot system of voting is used by adults in our country to choose our leaders and to decide on laws. (Note: In some places, people use counting machines and computers rather than paper ballots.) Explain that voting is an important right and an individual’s responsibility in the United States.

For the next several days, have students vote to decide on how to handle various details of the classroom routine or make choices on a class pet, a class flower, team names, etc....

Activity # 2 Direct Democracy and Representative Democracy

Note: This activity may be completed here or in conjunction with Grade 1, Standard 3.)

Step 1: Review from Lesson # 2 the definition of a law as *a rule that all people in a community must follow*. Explain to students that within a community there are many decisions to make. It would not be possible for every person in the community to make every choice. As a result, only some decisions are voted on by everyone. For the other decisions, citizens in the community vote for community leaders who in turn make the decisions. (When all qualified people vote it is called a **direct democracy**. When elected representatives vote on behalf of many others, it is called a **representative democracy** (L1.4).

Once the people who make our laws have been chosen (elected) by the citizens, the elected representatives form a government. This form of government is called a **representative democracy** because the people choose (elect) representatives who make our laws.

Activity # 3 Who Makes Our Laws?

Preparation: Make 9 index cards with the words: City Council, Indio (substitute the name of your city), Mayor, State Legislature, Sacramento, Governor, Congress, Washington D.C. and President. It is strongly recommended you **find a photo** to illustrate each index card.

Construct an enlarged copy of **Handout #3.1, page 16**, or use a pocket chart. As you discuss law-making in your community, the state, and the country, place an index card and its accompanying photograph into the proper section of the chart. A completed version of the chart is shown below. It is recommended you make a copy of Handout #3.1 for each student to write in the information as it is presented (W1.8).

Note: “Techie tots” can use a variety of digital tools to produce and publish Handout #3.1 with guidance and support from adults and in collaboration with peers (W1.6).

Who Makes Our Laws?

	Local Community	State of California	United States
Who makes the laws?	City Council	State legislature	Congress
Where	Indio	Sacramento	Washington D.C.
Who carries out the laws?	Mayor	Governor	President

Step 1: Explain that there are local governments, state governments and national governments. Each type of government has its laws and people who make the laws.

The laws of our community are made by community leaders who are called the **city council**. The members of the City Council meet in a building called **city hall**. The person who carries out the laws is called the **mayor**. On a map, show students the location of your city. If you have a city map, show the location of city hall (L1.4).

Place the appropriate index cards on the enlarged copy of Handout #3.1 or in the pocket chart. If possible, include a photograph of the city council, city hall and the mayor. (Your city’s website is a good source for photographs.)

Invite a **local government leader** to visit the class to explain how the laws are made. Before the speaker arrives, have students create questions to ask. During the presentation, encourage students to ask questions about what the speaker says in order to get information or clarify something that is not understood (SL1.3).

Step 2: Each state within the United States has a special place called the capital. The laws for the State of California are made by members of the **state legislature** who are elected by the citizens of the state. The members of the state legislature meet in a building called the **capitol**. It is located in **Sacramento**. The person who carries out the laws is the **governor**. On a map, locate Sacramento. Note the symbol * that shows Sacramento is the capital of the State of California (L1.4).

Place the appropriate index cards on the enlarged copy of Handout #3.1 or in the pocket chart. If possible, include a photograph of the state legislature (or your local representatives), the capitol building, and the governor. (Your state's website is a good source for photographs.)

Step 3: Explain that to make laws for the United States, the citizens in each of the 50 states elect two senators and one or more representatives to the **Congress**. The Congress meets in **Washington, D.C.** in the **Capitol building**. Show Washington, D.C. on a map of the United States. Note the symbol used to show that Washington D.C. is the capital of the United States. The **president**, the elected leader who carries out the laws of the country, lives and works at the White House (L1.4).

Place the appropriate index cards on the enlarged copy of Handout #3.1. If possible, include photographs of your local representatives to Congress, the Capitol building in Washington, D.C., the president, and the White House. (The internet is a good source for photographs.)

Step 4: Divide the students into groups of 9. Pass out one of the index cards to each group. Have the groups take turns placing their index card (and photographs of elected representatives, if available) on the proper location on the enlarged version of Handout #3.1.

Students ask and answer questions about the key details of the information presented orally or through other media (SL1.2).

Step 5: Review the leadership positions you have in your classroom, including student helpers, line leaders, greeters, etc.... Discuss how the jobs they do help to keep the classroom running smoothly. Tell students that in Lesson 5 they will choose (elect) representatives and these representatives will meet together to make rules for the whole class.

Assessment

The supporting questions provide a framework for assessment of the lesson. Students should be able to:

- Use a paper ballot with an A and a B printed on it and a pencil or a single-hole punch, to mark the ballot next to the letter of their choice
- Complete the chart *Who Makes the Laws?* (Handout #3.1)

Who Makes Our Laws?

	Local Community	State of _____	United States
Who makes the laws?			
Where?			
Who carries out the laws?			

Lesson 4: *The Golden Rule*

Supporting Question: What is the meaning of the *Golden Rule*?

Activity # 1 What is the “*Golden Rule*”?

Step 1: Provide a definition of the *Golden Rule*: ***One should behave toward others as one would have others behave towards oneself.*** Clarify the meaning of the phrase (L1.4).

Step 2: Read the poem by Babs Bell Hajdusiewicz, “**The Rudes**” (Handout #4.1, page 18). Discuss the behaviors described in “Rudes.” Were the behaviors pleasant, acceptable and appropriate? Did the behaviors show fair play, good sportsmanship? Did the behaviors follow the Golden Rule? Why or why not?

Provide students with a copy of “The Rudes.” On the left side of a large, folded sheet of paper, have each student illustrate a phase from “The Rudes.” On the right side have students illustrate the appropriate behavior using the Golden Rule. Put the illustrations into a class book and place the class book into the library to reread and enjoy (RI1.7).

Step 3: Introduce the words to the Red Grammar song, “**Use a Word**” (Handout #4.2, page 19). Have students read it with you or, if the audio CD is available, sing along. Discuss what to do when you are angry. Ask the students, “Is it acceptable to hit someone or to use *bad* words?” Discuss what to do instead. List some “good” words to use to demonstrate fair play, good sportsmanship and the Golden Rule.

Ask students to describe how they like to be treated by their friends. Review the definition of the *Golden Rule*: *one should behave towards others as one would have others behave towards oneself.* Provide a few examples of the Golden Rule. Have students role play situations that demonstrate the use of the Golden Rule. During the activity, discuss the importance of each person’s ***individual responsibility*** to treat others with respect.

At the end of the activity, use “The Golden Rule” as one positive way to remember how to treat others well. If desired, have students memorize and recite the Golden Rule.

Activity #2 A Class Book, *The Golden Rule*

Ask students, “***What can you do to practice the Golden Rule?***”

Directions: Write an informative/explanatory text in which you introduce the topic of the *Golden Rule*, write and illustrate some examples of things you do to follow the *Golden Rule*, and provide some sense of closure (W1.2). Assemble into a class book, “*The Golden Rule.*”

Assessment

The supporting question provides a framework for student assessment of the lesson. Students should be able to:

- Role play situations that demonstrate the *Golden Rule*.
- Illustrate inappropriate behavior from the poem “The Rudes,” and on the opposite side of the page, illustrate the appropriate behavior.
- Identify behaviors that they use to follow the *Golden Rule* and then write and illustrate some specific behaviors they do.

Rudes

The Rudes don't know or even care
When they are getting in your hair.
they interrupt when you are talking;
Their behavior is absolutely shocking!
They pinch, they hit;
They scratch, they spit.
They don't play fair when they are "it."

The Rudes, they are so terribly rude!
They open their mouths when their food's half-chewed.
They pick their noses in public places;
They stick out their tongues and make ugly faces.
They bite, they fight;
They seem to delight
in showing you how to be impolite.

Rudes love to eat soup, but how they slurp!
There's never "excuse me" whenever Rudes burp!
They don't remember a "thank you" to say
When you give them a gift on their special day.
Rudes stare, they swear;
They seldom share.
They make fun of you and pull your hair.

They'll call you names like stupid and dumb.
You know, Rudes are really quite troublesome!
And that's not all! Listen carefully now:
Rudes try real hard to get you somehow
To join their club
And be a Rude;
If you say "no," you'll be pursued.

They'll try their best to get your attention.
To them, rude behavior is a nifty invention.
They'll teach you all the tricks of the trade
So you can march in their Rude parade.
They're crude, they're shrewd;
They want you as a Rude.
Will you join their club? Will you be a Rude?

USE A WORD

When someone makes you slip
And you want to bruise their lip,
Use a word.
When someone grabs your book
And you go for your left hook,
Use a word.

Chorus:

**Cause we can work it out,
That's what words were
invented for.
We can work it out
It's the best way there is for
sure.
To fight over something is
absurd,
So for Pet's sake...use a word!**

When someone steals your ball
And you want to make them fall,
Use a word.
When someone play a trick
And you're winding up to kick,
Use a word.

Chorus

There's so many different words,
They do all kinds of things.
Some can make us smile and
laugh,
While others hurt and sting.

We get to choose the words we
use each and every day.
So when it's turn to use a word,
Be careful what you say.

Chorus

When someone hurts your pride
And you want to run and hide,
Use a word
When someone thinks of you
In a way that isn't true,
Use a word

Everybody's different, take a look
around and see.
You're the only one you know,
and I'm the only me.
Because we're all so different,
There'll be times we disagree.
But I just want to say my friend,
That that's all right with me.

Chorus

So for Pete's sake, and Jamie's,
and
Nikki's, and Juan's, and Jamal's,
and Crystal's, and Erin's, and
David's, and Andy's...use a word!

Source: Kathy Grammer, Monica Grismer, &
Leslie Rennie, *Teaching Peace* Teacher's Notes,
page 2

Grammer, Red. *Teaching Peace Audio CD*
contains songs and activities for use in the
classroom. Keyed for children's voices.
Available from www.amazon.com

Lesson 5: Rules for Our Class

Supporting Questions: What makes a “fair” or “good” rule? What are the rules our class needs?

Activity # 1 Recess Rules

Step 1: Read the poem by Carol Diggory Shields, “**Recess Rules**” (Handout # 5.1, page 23). As you discuss the rules listed in the poem, ask students questions such as:

- Why do you think these rules were made?
- What are the potential consequences of breaking these rules?
- Are the rules fair? Why or why not?
- Who do you think made the rules?
- Do we have any of the same rules for our playground? Why or why not?

Step 2: Generate a list of problem situations experienced on the playground when someone does not follow the rules. Have students work in 2 sets of pairs to re-enact the problem situations. One pair should demonstrate an inappropriate response. The other pair should demonstrate an appropriate response. After the students’ role play, compare and contrast the inappropriate and appropriate behavior.

Activity # 2 Test for a Good Rule

Step 1: Explain to students that not all rules are appropriate or “good” rules. Sometimes a rule is not a “fair” or “good” rule. From the book *Authority* developed by the Center for Civic Education, introduce the activity “**Thinking About Rules**” (Handout # 5.2, page 24). Read the rules to the class and ask if students can find something wrong with each rule. Evaluate the rules using questions such as:

- What is the rule?
- Why does the person think that the rule is needed?
- What might be another way to deal with the problem instead of making the rule?
- What seems to be wrong with this rule?
- What things might happen because of this rule?
- Would you change this rule or keep it as it is? Why?

Step 2: Thinking about what is wrong with these rules helps students understand what it takes to create a good rule. Use **Evaluating Rules (Handout #5.3, page 25)** to chart student responses.

Post and discuss the following “Test for Good Rules.”

- A rule should be easy to follow.
- A rule should be simply stated.
- A rule should include only activities students are able to perform.
- A rule must be enforceable.
- A rule must not go against another rule.
- A rule should have a penalty for breaking it.
- A rule must be stated positively.

(Source: American Bar Association Special Committee on Youth Education for Citizenship)

Step 3: Return to each of the rules in “**Thinking about Rules**” (Handout # 5.2). Evaluate each of the rules according to the “Test for Good Rules.”

Activity #3 Rule-making in the Classroom

When students are involved in determining rules for the classroom, including the consequences for breaking the rules, they tend to take ownership of the rules and follow them. Teachers have a variety of options for involving students in rule-making. Some teachers begin with a basic set of rules. These rules can then be revised with student input. Some teachers wait until a problem arises so that rule-making stems from efforts to solve real problems. For example, if too many students are trying to speak out at the same time, the teacher could ask, “*What guidelines do we need for taking turns when we speak?*” The class can then discuss the need for such a rule and propose a solution. The teacher may then ask, “*How will this rule help us?*” “*What should be the consequence if someone does not follow the rule?*”

Many different rules are possible. Examples of some common classroom rules include:

- Be polite and helpful.
- Respect other people’s property.
- Listen quietly while others are speaking.
- Respect and be polite to all people.
- Obey all school rules.

In the following activity, students participate in a representative democracy. First, each group of 4 students works together to propose some class rules. All of the proposed rules are listed on the whiteboard or chart paper. Each group selects a representative. The representatives meet together, review all of the proposed rules, and then vote on rules for the class. The rules become part of the class constitution.

Procedure:

1. Briefly review the concept of laws, why we have them, and who makes them in today’s world. Explain to students that in America, citizens age 18 and older vote for people to make the laws (rules) for us. This is called a **representative democracy**.
2. Students meet in cooperative groups of 4 to write a list of rules that they think might be needed for the whole class.
3. Groups read their list of proposed rules to the entire class. The teacher records all of the suggestions. Even duplications are recorded at this point. Without making a judgment on the value of each proposed rule, the teacher asks questions such as:
 - Why do you think we might need this rule?
 - Describe the behavior when someone follows this rule. (Focus on the behavior.)
 - What should be the consequence if someone does not follow this rule? Why?
4. Each group of students elects a representative for their group. While the rest of the class watches, the representatives meet to read and discuss the proposed rules. At this point, combine and eliminate duplicate rules.

5. Representatives check each rule with the “**Test for Good Rules**” to see if it passes the criteria.
 - Put a star next to each rule that passes the test.
 - Representatives decide whether rules without a star should be rewritten or eliminated.
6. Refine the “Rules for Our Classroom” into a final set of proposed rules. Then, the teacher ask the following questions:
 - Is the rule fair? Why?
 - Is this rule a good rule? Why?
 - Why do we need this rule?
 - Is the rule clear?
 - Will the rule result in a safer and more predictable learning environment?
7. After the discussion, the teacher “calls for a vote” by just the representatives. Conduct a “roll call” for each proposed rule. As each representative’s name is called, a response of “yes” or “no” is recorded. Tally the votes. Each rule that receives a majority vote becomes a class rule. The final set of classroom rules becomes the official rules for the classroom. Display the final list.
8. Optional – This following activity may be completed here or during Standard 5. Explain to students that America has a set of rules called the **constitution** and all Americans are expected to follow these rules. Briefly tell the story of writing the Constitution of the United States. Write the word **preamble** on the board with the following definition: “An introductory part of a constitution that states the reasons for and the intent of the law”. Have students state reasons for their class rules and then incorporate their reasons into a preamble for a class constitution. For example:

We the students in Room ____, have decided that we will work, learn, and play together this year. We will be super citizens and will follow the rules listed below:

- *Work quietly and remember to use indoor voices.*
- *Raise hands so everyone has a chance to talk and be heard.*
- *Be safe by always walking quietly in the school.*
- *Respect everyone’s ideas and opinions.*

Once the classroom’s Constitution has been established, each representative and the teacher signs the document signifying that they all agree to live by this constitution.

Assessment

The supporting questions provide a framework for assessment of the lesson. Students should be able to:

- Generate and re-enact a list of problem situations experienced on the playground.
- Compare and contrast the inappropriate and appropriate behavior.
- Evaluate the rules listed in “Thinking About Rules” (Handout # 5.2) using the “Test for Good Rules” (Handout #5.3).
- Work together in a group to brainstorm ideas for class rules, select a representative who will evaluate rules for fairness and vote on a list of rules.

Recess Rules
by
Carol Diggory Shields

No sliding down the handrails

No climbing up the slide.

No bouncing on the seesaw.

No throwing sand outside.

No twisting on the swings.

No climbing up the trees.

No jumping from the fences.

No hanging by your knees.

From *Lunch Money* (New York: Dutton Children's Books, 1995)

Thinking about Rules

Directions: Each of the following examples has a description of a problem and a rule that might help deal with the problem. As you read the rules, see if you can find something wrong with each one. Thinking about what is wrong with these rules should help you understand what it takes to make a good rule.

1. Mrs. Abenathy was angry because some students were coming to school late. So she made the following rule: **“Anyone who is late for school must stay after school two hours every day for a month.”**
2. Some first-grade students were always getting out of their seats and disturbing those who were working. So Mr. Terranova read this rule to his first grade class: **“Ambulatory privileges are henceforth revoked pending further notification.”**
3. There was not enough room on the playground for everyone to use it at the same time. So the principal made this rule: **“Boys may use the playing field on Mondays only. Girls may use it the rest of the week.”**
4. There were many problems in the country. So the President made a new law which said: **“All people must behave themselves.”**
5. Some students had been speaking too loudly at lunch time. So the following rule was made: **“No students may speak during the lunch hour.”**
6. To help students become physically fit, the following rule was made: **“During recess, each student is to jump over the school building three times.”**

Evaluating Rules

RULE	WEAKNESS:	A GOOD RULE SHOULD:
1		
2		
3		
4		
5		
6		

Source: *Authority*, Level III, Student Book (Calabasas, CA: Center for Civic Education).

Extended Activities for Rules and Responsibilities

- ***Never Spit on Your Shoes*** by Denys Cazet is a book is about a puppy’s first day in first grade. Each double-page shows the rambunctious students in action. The teacher has the students create rules for their classroom and takes them on a tour of the school. Each page includes an inset depicting Arnie telling his mom about his school day while having cookies. Show students the cover of the book and ask them to predict where they think the story takes place. Have students describe what is happening in the picture. Locate the title, name of the author, and name of the illustrator.

Read the book to the students, stopping to enjoy the dialogue between Arnie and his mother and the accompanying fanciful illustrations. Because Arnie and his Mother share cookies together in the story, for fun you might provide a cookie for each student too. Return to page 4 and point out the “**School Rules**” list on the chalkboard. Rule number 1 is *Don’t run in the hall*. Ask students:

1. Why do you think this is a rule?
2. How could we reword this rule so that it is more positive? (*Walk in the hall.*)
3. What else do you think the teacher and the students may include on their list of rules?
4. What do you think the title of the story means?

Introduce the words “fact” and “fiction”. Ask students:

1. Do you think that *Never Spit on Your Shoes* is a true story or a make-believe story?
2. How do you know? What clues do you have? Discuss how verification of story elements/characteristics (i.e., names, dates, places, and behavior/actions) help establish factual stories from fictional ones.

On a sheet of chart paper, create and display a **Fact/Fiction Chart**. Record the name of this book under the fiction category. Keep the chart so that you may add other books and story titles from your reading series.

Note: The Historical and Social Sciences Analysis Skills include Research, Evidence and Point of View. One skill in this category states that “students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.”

- ***Goldilocks and the Three Bears***. Read the story of *Goldilocks and the Three Bears*. Explain that when people break a rule, there are consequences. Discuss appropriate consequences for Goldilocks. Many other familiar fairy tales lend themselves to a discussion of following rules and the consequences of breaking them. For example, you might consider reading and discussing *Little Red Riding Hood*.
- **Behavior of Characters in Stories**. As you discuss various stories, help students to identify the behavior of characters in the stories so students may observe the following: the **effect** of a specific behavior upon others as well as the reasons why characters behave as they do. Take time to let students consider whether other behavior choices would have changed the results.

- **Lily's Purple Plastic Purse** – Read *Lily's Plastic Purse* by Kevin Henkes. Lily has a new purse that she takes to school. She plays with the purse in class and her much loved teacher takes the purse. Discuss Lily's reaction to the situation. Rules might not always be to your own advantage, but for the benefit of the group as a whole.
- **Feathers in the Wind** – Sing the song, *Feathers in the Wind* from Red Grammer's audio CD, *Teaching Peace*. Words are like feathers in the wind--you don't know where they will land. Ask students, "How do you feel when a feather word is kind and gentle, bad or rude?" Students write a kind word or message on a paper that is feather-shaped and give it to another child. Invite another class, perform the song for them and give kind feathers to each child.
- **Constitution Bulletin Board** - It is recommended that you call your class rules the "Class Constitution." Explain that our country has a set of rules called the constitution. Place a copy of the U. S. Constitution and a picture of the founding fathers signing it on one side of the bulletin board. Place a copy of the class constitution and a picture of the students signing it on the other side of the bulletin board. Place a map of the United States showing the original thirteen states and Philadelphia.
- **Using Children's Literature to Learn About Manners** - To extend the study of "decent behavior," read some or all of the following recommended stories.

"Please" by Alicia Aspinwall from *The Children's Book of Virtues* by William J. Bennett - Share and discuss the story about a little boy who can't say please. Ask what changed to make the boy be able to say please. Ask if the story is fact or fiction.

Friends - "Why Frog and Snake Never Play Together" from *The Children's Book of Virtues*, by William Bennett, is a delightful African folk tale about friends.

- **George Washington** - Introduce George Washington to the students. Show students a picture of Washington on the dollar bill. Why would our country honor Washington? Why is he so famous? Tell students some information about his life and when he lived. Explain that Washington was a military leader, he helped write the *Constitution of the United States* that established the basis for our laws, and he was the first president of the United States. Explain that George Washington is called the "father of our country." Also inform students that he was known since childhood for his good manners and honesty. Show students where Virginia is on map and compare this to where the students live.
- **George Washington's Rules of Civility and Decent Behavior** - As a fifteen-year-old boy living in Virginia, George Washington copied from a seventeenth-century book of etiquette the ***Rules of Civility and Decent Behavior*** (Handout EA.1, page 29). These rules greatly influenced Washington's behavior throughout his life. The rules deal with conversations, listening, choosing friends and eating. Rule 4 states "When another speaks be attentive yourself and disturb not the audience. . ."

Focus on appropriate rules. Discuss the "strange" wording of the rules and translate them into today's "language." Have students "role play" some of the rules. Ask students questions

such as: What do these rules tell us about George Washington? Why do you think the rules were developed? What are some rules for decent behavior today?

Working in small groups, students develop a set of two or three rules for decent behavior today. Discuss the rules reported by each group and create a new set of rules of “Civility and Decent Behavior” for your class. Do these rules differ from those copied by George Washington?

- **“George Washington and the Cherry Tree”** - Read the story “George Washington and the Cherry Tree” from *The Children’s Book of Virtues*. Stop reading the story midway on page 85 where Mr. Washington asks George if he knows who chopped down the tree. Ask students what George should say. Ask students, “What has happened? What is the problem? How can George solve the problem? What are possible consequences of telling the truth? What are alternative actions available? What are the possible consequences of the alternative actions? Finish reading the story.

Ask students “Why did George tell the truth?” Discuss the consequences of George’s actions. Did he show individual responsibility for his actions? How did he feel? How did his Father feel? What was his punishment? Was his punishment fair? What other punishment could he have received? If he had been whipped or spanked, would he have wanted to tell the truth? Discuss whether story is fact or fiction. Ask, “Can there be fictional stories about factual people?”

Note: Parson Mason Weems, an Episcopal minister from Maryland, wrote a popular biography of George Washington which included the cherry tree story. Weems first published his biography of Washington in about 1800, but the story of George chopping down the tree did not appear until the fifth edition of the book was published in 1806. Since the publication of this edition, the story has become part of American folklore, but it is believed to be fictional.

Have students retell the story from the viewpoint of George and from the viewpoint of Mr. Washington. Make sure they explain their feelings and actions. Discuss with the class what George and his father learned from this event.

Ask students if it is important to be honest, to tell the truth. Do they always tell the truth? Is there ever an occasion when it is permissible not to tell the truth? Should children always tell the truth to their parents? How truthful do they need to be to other adults?

Selected Rules of Civility and Decent Behaviour
Copied by George Washington

Rule 4 In the presence of others sing not to yourself with a humming noise, nor drum with your fingers or feet.

Rule 14 Turn not your back to others especially in speaking; jog not the table or desk on which another reads or writes. . .

Rule 24 Do not laugh too much or too loud in public.

Rule 56 Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone than in bad company.

Rule 65 Speak not injurious words, neither in jest or earnest; scoff at none although they give you occasion.

Rule 81 Be not curious to know the affairs of others; neither approach those that speak in private.

Rule 96 . . . Keep your fingers clean and when foul, wipe them on a corner of your table napkin.

Rule 97 Put not another bit into your mouth till the former be swallowed. Let not your morsels be too big.

Rule 98 Drink not, nor talk with your mouth full; neither gaze about you while you are drinking.

Reprinted from George Washington, *Rules of Civility and Decent Behaviour in Company and Conversation* (Bedford, Mass.: Applewood Books, 1989).

Resources for Rules and Responsibilities

- Bennett, William J. *The Children's Book of Virtues*. New York: Simon and Schuster, 1996. This collection of timeless stories and poems from around the world teaches children about virtues. It is a good read aloud book. The stories selected to introduce the essentials of good character: courage, perseverance, responsibility, work, self-discipline, compassion, faith, honesty, loyalty, and friendship.
- Brett, Jan. *Goldilocks and the Three Bears*. G.P. Putnam's Sons Books for Young Readers, 1992. This traditional folktale is enjoyed by all children and helps generate discussion about respect for other people's property.
- Cazet, Dennis. *Never Spit on Your Shoes*. Orchard Paperbacks, 1993. In a small inset on the page, Arnie, a puppy, tells his mother about the first day of school while the rest of each double-spread is wide open to the chaos that occurred in first grade.
- Daywalt, Drew. Illustrated by Oliver Jeffers. *The Day the Crayons Quit*. Penquin Young Reader Group, 2013. Duncan wants to color, but when he opens his crayon box he finds a stack of letters written to him by his crayons. They quit! How can he get them back to work? Good book for opinion writing and discussions of multiple viewpoints.
- Flack, Marjorie. *The Story of Ping*. Illustrated by Kurt Wiese. Gosset & Dunlap, 2000 (1933). Ping is curious and resents getting a smack when he is the last to return to his owner's boat. His adventuresome spirit almost costs him his life when he decides to stay out on his own.
- Fritz, Jean. *George Washington's Mother*. Illustrated by DyAnne DiSalvo-Ryan. Gosset & Dunlap, 1992. The biography of Mary Ball Washington provides many details and a fascinating glimpse of the relationship between a stubborn, eccentric woman and her famous son.
- Galdone, Paul, illustrator. *Jack and the Beanstalk* (Folk Tale Classic). Penquin Young Readers, 2013. The story of courage and perspicacity is retold by a favorite illustrator.
- Galdone, Paul, illustrator. *The Three Little Pigs*. HMH Books for Young Readers, 1984. This is the popular story of three porcine siblings and one wily wolf, the building of different kinds of houses, the wolf's various attempts to lure the smart pig from his brick house, and the satisfying denouement, where the wolf lands in the pot of boiling water as the main course for the pig's supper.
- Henkes, Kevin. *Lilly's Purple Plastic Purse*. Greenwillow Books, 2006. Lilly loves everything about school, especially her teacher, but when he asks her to wait a while before showing her new purse, she does something for which she is very sorry later.
- Lionni, Leo. *Swimmy*. Dragonfly Books, Reissue 1992. The small red fish are afraid to go anywhere because the big fish will eat them. Swimmy organizes the fish to swim together so that they look like one big fish. This book illustrates the importance of teamwork.

- Naylor, Phyllis Reynolds. *King of the Playground*. Illustrated by Nola Langner Malone. Atheneum Books for Young Readers, 1994 reprint. With his dad's help, Kevin overcomes his fear of a bully known as "king of the playground." Through the episodes in the book, students examine problem solving techniques.
- Opie, Iona, Editor. *My Very First Mother Goose*. Illustrations by Rosemary Wells. Cambridge MA: Candlewick Press, 1996. This beautifully illustrated collection of magical rhymes includes many of the classic Mother Goose tales that help children learn about the behavior and actions of others.
- Potter, Beatrix. *The Tale of Peter Rabbit*. Frederick Warne & Co, 2002 reprint. The quintessential cautionary tale, *Peter Rabbit* warns naughty children about the grave consequences of misbehaving. When Mrs. Rabbit beseeches her four furry children not to go into Mr. McGregor's garden, the impish Peter naturally takes this as an open invitation to create mischief. He quickly gets in over his head, when he is spotted by farmer McGregor himself. Any child with a spark of sass will find Peter's adventures remarkably familiar. And they'll see in Flopsy, Mopsy, and Cotton-tail that bane of their existence: the "good" sibling who always does the right thing. Also available in the Board Book Version, 1999 or Penguin Young Readers Level 2, 2012.
- Stevens, Jan Romero. *Carlos y la planta de calabaza/Carols and the Squash Plant*. Illustrated by Jeanne Stevens. Multilingual version. A wonderful variation of the Pinocchio story. As Carlos blatantly lies about his bathing, each day a squash plant that has begun to grow in his ear, gets a little bigger! A humorous tale that will strike a note of empathy in many a young child who is too busy to wash.
- Trapani, Iza. *Mary Had a Little Lamb*. Charlesbridge, 2003. This expanded version of the traditional rhyme shows what happens when the lamb decides to go off alone. Children will have much food for thought as they explore school rules and the consequences of having a lamb follow Mary to school one day. It includes music on the last page.
- Washington, George. *Rules of Civility and Decent Behaviour*. Applewood Books, 1989. A book of one hundred and ten rules on manners and how to treat others in social relations written by George Washington at the age of 15. A book of the same name by CreateSpace Independent, 2012, is subtitled *A Most Merry and Illustrated Edition*.

Online Resources

- The online collection of Aesop's Fables is available at www.AesopFables.com. It contains over 600 Fables, indexed in table format with the morals.
- A variety of commercial and nonprofit programs are available to help teach the concepts of this lesson. For example, Character Counts (www.charactercounts.org) utilizes 'Six Pillars of Character' which include Trustworthiness, Respect for Others, Responsibility, Fairness, Caring, and Citizenship.

Visual and Performing Arts Resources

Grammer, Red. *Teaching Peace Audio CD* contains songs and activities for use in the classroom. Keyed for children's voices. Available from www.amazon.com