

# Social Studies

## Unit 1:

### Follow the Rules

This unit is meant to encourage an understanding of rules through discussions of different rules and why we have rules. Furthermore, they study people in American and world history who exhibit the characteristics of good citizenship.

#### Big Ideas:

- Students understand that being a good citizen involves acting in certain ways.
  - Follow rules such as sharing and taking turns, and know the consequences of breaking them.
  - Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
  - Know beliefs and related behaviors of characteristics in stories from times past and understand the consequences of the characters' actions.

## Lesson 1

### Stop! Why Do We Have Rules? A Kindergarten Lesson Plan

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Don't run in the hallway! Be quiet in the library! Stop at the stop sign! Why do we have all of these rules and laws? Even kindergarten students will understand the reason why when you introduce a few simple and fun ideas.



**Stop!**  
Why Do We Have Rules?  
Lesson Plan  
for Kindergarten

Imagine if you asked Sweet Suzie to be the line leader every day of the school year. It would not take long for you to hear the cries, "That's not fair!" from your students. Use this Social Studies lesson plan to show your students why rules and laws are used to create a safe and fair environment. Included are activities and a printable worksheet.

#### Objective:

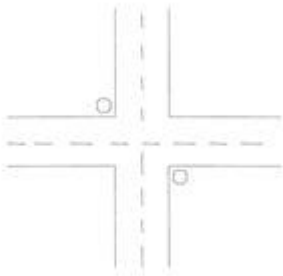
1. Students will identify purposes for having rules and ways that they provide order, fairness, security, and safety in the home, school, and community.

#### Materials and Preparation:

- Book: *Signs in Our World* by John Searcy or (get images of signs on the internet)
- Worksheet: [Download the printable worksheet](#) and provide a copy for each child.

- Sidewalk chalk or masking tape: On the playground, in the multi-purpose room or the classroom create a simple street scene. Include an intersection and a stop sign or traffic light. It does not need to be fancy just an outline on which the students can move.

- **Procedure:**



Gather your children close to the street scene that you have created. Assign a few children to pretend to be driving cars on the street. Tell them to follow the rules and laws by driving on the correct side of the street and stopping at the stop sign. Then introduce a few students into the scene who are not following the laws. They can drive on the wrong side of the road and ignore the stop sign and speed limit.

Stop the scene after a few minutes and ask these questions:

1. Even though it seemed like fun to break the rules on our little roadway, what would happen with real cars on a real street?
2. Why are laws important when driving? To keep us safe and orderly.
3. Would it be fair to the drivers on one road if the drivers on the other road never stopped at the traffic light or the stop sign?
4. If you were a pedestrian on our street what rules would you need to follow?

Next divide the students into small groups and assign each group a topic: bus, playground, home, classroom or cafeteria. Instruct each group to think of two rules or laws that are specific to their topic. For this age group allow 5-10 minutes maximum.

Then gather the students together and ask each group to tell the rest of the class the rules that they discussed for their topic. Emphasize the fact in each case that the rules keep the situation safe, orderly and fair.

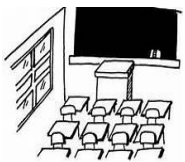
Use parts of the book *Signs in Our World* to show the children samples of all of the signs in our world. There's even a kangaroo crossing sign!

**Assessment:**

Worksheet: The children will write one rule for each topic: bus, playground, home and classroom.

Name \_\_\_\_\_

Write a safety rule for each:



## Lesson 2

### **My Classroom at home**

There should be a different set of rules for home versus your **Home Classroom**. Create rules with your students for your Home Classroom by following the lesson below. For example, no watching T.V. during designated school time.

**Note:** In the previous assignment they wrote 1 preexisting rule for the different places listed. This lesson asks students to co-create rules for their new environment the Home Classroom.

### **Overview:**

This lesson is most appropriately taught at the very beginning of the school year. Explain that being in a classroom is different from being at home and that we will need to develop classroom rules so that we can operate in a democratic and efficient manner.

### **Purpose:**

To encourage students to consider the effect their individual actions have on the group. To encourage students to brainstorm and develop ideas for classroom rules.

### **Duration:**

Thirty minutes

### **Objectives:**

*The learner will:*

- determine and interpret classroom rules.
- explain why classroom rules are important.
- state three reasons for classroom rules.

### **Materials:**

- Chart paper
- Markers
- Journals

### **Instructional Procedure(s):**

- Explain that the class is going to develop classroom rules, but that it is important to know why we have rules. We have rules for three reasons:
  - To help keep us safe
  - To help us get along and work together
  - To help us learn.

- Explain that students will be helping to write the classroom rules so that our classroom will be a pleasant place for all of us. We will talk about how we should treat each other and how we can all get along and not hurt each other.
- Students will brainstorm room rules and teacher will write them on the chalkboard.
- Encourage students to state the rules positively, saying what the children should do as opposed to what they should not do as much as possible.
- After the students brainstorm ideas, finalize the list making sure that the rules are stated in language that the students can understand. A small picture next to each rule will help the students decipher the words.
- Copy the room rules onto a chart and display in classroom.

## **Lesson 3**

### **Rules Scavenger Hunt**

#### **Materials:**

- camera
- homemade rules journal – take sheets of paper, fold them in half and staple them along the spine.

**Objective:** Students will identify rules posted in their everyday life and record images of the rules their data collection in a homemade rules journal

#### **Prior Knowledge:**

Student understands different places have different rules. For example, pool rules state, “No Running.” Park rules do not include this rule. Running in a pool area presents a safety risk which is not the same at parks.

#### **Activity:**

1. As your students go to everyday places, have to students look for rules that are posted. Everything from don't walk signs to pool rules at your community pool. Have students take picture or a draw a picture of the sign.
2. Have the student put all the data they collected which is images of the rules in their homemade rules journal.
3. Have a discussion about why they think certain places posted certain rules.

These images were taken at Oceanside Harbor where feeding the birds presents a health risk. Other places do not have to post such sign. Unlike most places a reason for the rule was also posted. 😊 Collect and compare data from place to place. Have fun!!!!

