

Interest Level: Grades K-2

Reading Level: Grade 1

LERNER  **SOURCE™**

Titles in this series:

What Are Elections?

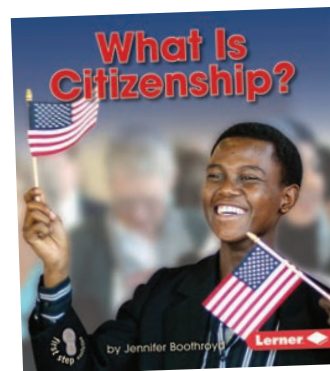
What Are Rules and Laws?

What Are the Branches of Government?

What Is a Democracy?

What Is Citizenship?

Who Are Government's Leaders?



Standards

National Curriculum Standards for Social Studies

- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

Common Core State Standards

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- SL.1.5 Add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings.
- W.1.2. Write information texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Multiple Intelligences Utilized

Bodily-kinesthetic, interpersonal, intrapersonal, linguistic, visual-spatial

Lesson 1

Words and Pictures

Purpose

Students will sort information they get from pictures and from the text.

Materials

- Exploring Government series
- Words or Pictures? p. 6

Pretest

- Why do we read books?
- What can we learn from books?
- What can you learn from a book's words?
- What can you learn from a book's pictures?

Read

- Explain to students that when we read, we learn new information. Sometimes the information comes from the words we read, and sometimes it comes from the pictures we see.
- Read any book from the Exploring Government series.
- Ask students to think about things they learned from the book. Make a list on the board of things that students learned.
- To prompt discussion, you may ask one or more of these questions:
 - Who can be a leader?
 - Who can vote?
 - How do we vote?
 - How do people learn about the government?
 - How can you be a good citizen?
 - What does a president do?

Model

- Pass out Words or Pictures? p. 6. If possible, project a blank copy of the sheet on the board.
- Tell students you want to figure out if the things you learned came from the words or the pictures in the book.
- Look at the list of things students learned from the book. Choose an item from the list and write it on the first line of Words or Pictures? p. 6.
- Then open the book and model looking at each page to find the source of information.
- For example, students might have learned that both men and women can be government leaders. As you page through the book, you should look for text or pictures that prove that both men and women can be leaders.
- If you are able to find text that supports the information, check the Words? box on Words or Pictures? p. 6. If you are able to find a picture that supports the information, check the Pictures? box.
- Ask students to write down the same information and check the same boxes that you are checking.

Guided Practice

- After you model two searches, allow a student volunteer to

choose an item from the list.

Write this in the third blank. Then slowly reread the book to students, showing them the pictures and text. Ask students to raise their hands when they find a picture or word that supports the information they learned. Then lead the class in checking the correct box.

- Repeat this process to fill in the fourth blank.
- Finally, move to the fifth blank. Allow students to choose any of the facts from the list. They should write this fact in the fifth blank.
- Then reread the book one last time. When students see the picture or word that supports the fact, they should silently check the correct box.
- When you finish, ask students to share examples of pictures and words they found to support their fact.

Discuss

- Did you learn more from pictures or words? Why?
- What pictures gave us the most information? Why do you think that is?
- What pages had the most helpful text?

Evaluate

- Review students' completed Words or Pictures? pages.

Lesson 2

Rules and Laws

Purpose

Students will be able to explain the purpose of rules and laws.

Materials

- *What Are Rules and Laws?*
- *Thinking about Rules* p. 7

Pretest

- What is a rule?
- What is a law?
- Why do we have rules and laws?
- What happens if you don't follow rules?

Read

- Read *What Are Rules and Laws?* to the class.

Discuss

- What is a rule?
- What is a law?

- What is the difference between a rule and a law?
- What is a rule we have in the classroom?
- What is a law we have in our country?
- Transition into a think-pair-share activity, where students think about the answer, talk to another student, and then volunteer their answers to share with the class.
- Why do we have these rules and laws?
- Are all rules good? Why or why not?
- What can you do if you think a rule isn't good?

Activity

- Pass out *Thinking about Rules* p. 7.

- Ask students to think about a rule that they think is a good rule. Lead students in writing this rule on the first line.
- Then have students think about why they think the rule is good. Lead them in writing one sentence that explains why the rule is good.
- Next, ask students to think about a rule they think isn't so great. Ask them to write it down.
- Finally, ask students to write a sentence sharing one way the rule could be better.

Evaluate

- Review students *Thinking about Rules* sheets for evidence of understanding and thoughtfulness.

Lesson 3 Leaders

Purpose

Students will identify qualities of good leaders.

Materials

- *Who Are Government's Leaders?*
- *What Is Citizenship?* (optional)

Pretest

- What is a leader?
- What does a leader do?
- Who are leaders you know?

Read

- Read aloud *Who Are Government's Leaders?*

Discuss

- What is a leader?
- What does a leader do?

- Who are leaders that you know?
- What do good leaders do?
- How can you tell if someone is a good leader?

Optional

- Read *What Is Citizenship?*
- Discuss the qualities of a good citizen and how those qualities can help someone be a good leader.

Activity

- Pass out unlined paper to students.
- Have students think about leaders they know. Then choose student volunteers to share their answers.
- Using students' responses, make a list of leaders on the board.
- Ask students to think about the

kind of leader they might want to be, such as a teacher, a mayor, or a scoutmaster. Have students write this down at the top of the page.

- Then ask students to write three sentences on why they want to be their chosen leader.
- Finally, tell students to draw a picture of themselves as the leader.
- If time permits, allow students to share their chosen leaders with nearby classmates or the whole class.

Evaluate

- Read students' leader paragraphs and review their drawings for understanding.

Lesson 4

What Is Government?

Purpose

Students will be able to explain the role of rules and leaders in government.

Materials

- *What Is a Democracy?*
- *What Are Elections?* (optional)
- Elections p. 8

Pretest

- What is government?
- Who works in the government?
- What does a government do?
- What is voting?

Read

- Read aloud *What Is a Democracy?*

Discuss

- What is a democracy?
- What is voting?
- How do people vote?
- What do people vote for?
- What do leaders do?
- Who are leaders in our government?

Practice

- Have students imagine that they

are forming a government for your classroom.

- Ask students to think about the type of leaders they might need, such as a teacher, a class president, and a supplies captain. You might refer to current classroom jobs for ideas. Write students' ideas on the board.
- Next, hold a class vote. Ask students to vote for the job that they think is most important. Erase the job that gets the most votes. Add this job to a new list titled *Class Government Jobs*. Repeat the voting process with the remaining jobs until the class has selected three to five crucial jobs.
- Then ask students to think about the types of rules the classroom should have. Repeat the voting process to determine which rules should be used in the classroom.

Extension

- Read *What Are Elections?*
- Pass out Elections p. 8. Read

through the rules and guidelines with students.

- Choose a day to hold class elections for the class government jobs they selected.
- Allow students to spend time (anywhere from an hour to a full day) operating with their chosen jobs and rules in place.
- Then lead a discussion about how the rules and jobs changed the classroom.

Discuss

- If you choose not to use the extension, ask students to think about the jobs and rules they've just voted on.
- What would the classroom look like with these jobs and rules in place?
- Would they make the classroom a better place? Why or why not?
- How would the rules change the current classroom?

Name _____

Date _____

Words or Pictures?

What did you learn from the book?

Words? Pictures?

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Date _____

Thinking about Rules

1. What is an example of a good rule?

Why is it a good rule?

2. What is an example of a rule that isn't good?

How can you make the rule better?

Name _____

Date _____

Elections

In our class, we've learned about rules, leaders, and democracy. Now it's your turn to be a leader! Follow these directions to run for classroom government.

What classroom government job are you running for?

Why should other students vote for you?

How will you make the classroom a better place?

Use the space below to plan an election poster. Then make a large poster to bring to class!