Rules, Laws, and Authority Figures

Lesson Synopsis:
This is the second lesson in the 4th Unit for First Grade: Interacting with Others: Community. This lesson has 2 components: 1) identifying the roles authority figures contribute to home, school, and their community and 2) recognizing the need for rules in the home, school, and community. Students determine who authority figures are at home, school and in the community and determine the need for rules and laws in those places as well.

TEKS:

| 1.9  | Economics. The student understands the value of work. |
| 1.9A | Describe the requirements of various jobs and the characteristics of a job well-performed; and |
| 1.10 | Government. The student understands the purpose of rules and laws. The student is expected to: |
| 1.10A| Explain the need of rules and laws in the home, school, and community; and |
| 1.10B| Give examples of rules or laws that establish order, provide security, and manage conflict. |
| 1.11 | Government. The student understands the role of authority figures and public officials. The student is expected to: |
| 1.11C| Identify the responsibilities of authority figures in the home, school and community. |
| 1.13 | Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: |
| 1.13C| Use voting as a way of making choices and decisions; and |

Process TEKS:

| 1.17 | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: |
| 1.17C| Sequence and categorize information; and |
| 1.18 | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: |
| 1.18B| Create visual and written material including pictures, maps, timelines, and graphs. |

GETTING READY FOR INSTRUCTION

Performance Indicator(s):
- Create game cards that show authority figures at home, school and in the community and rules and laws that must be obeyed at those locations. Play the match game and verbalize the rule and the need for the rule (establish order, provide security, manage conflict). (1.10A, 1.10B; 1.11C) E; 2C; 3D

Key Understandings and Guiding Questions:
- People in the community contribute to the community.
  - Who helps keep us safe in the community?
  - What would our community be like if everyone did not contribute to the community?
- Jobs must be done well in order to be valued.
  - What are the characteristics of a job well done?
  - What happens when someone does not do their job well?
- Rules and Laws are necessary for a home, school and community to function.
  - Why do we need rules and laws?
  - What happens when rules and laws are not followed?
  - Who enforces the rules and laws?
  - Are all rules and laws the same for home, school and community?
  - How are rules and laws alike and different?

Vocabulary of Instruction:
- Community
- Community helpers
- Contribution
- Safe environment
- Authority figure
- Responsibility
- Rule
- Law
- Consequences
Materials:
- Chart Paper
- Markers
- Clip art or pictures
- Overhead projector

- Textbook
- Transparency: Traffic
- Transparency: Authority Figures
- Blank index cards (6 per student)

Resources:
- Transparency: Stop Sign/Traffic Light
- Transparency: Authority Figures
- Teacher Resource: Sample Matching Cards
- Teacher Resource: Sample Rules and Laws
- Teacher Resource: Rubric
- Power Point: Lesson Two

Advance Preparation:
1. Create the graphic organizer for authority figures on chart paper or make a transparency to be used during this lesson. (see attached sample)
2. Arrange for mayor or police officer or principal to come and talk to the class about their job as an authority figure for the community.
3. Obtain a picture or bring in a traffic signal or sign.

Background Information:
In this lesson the responsibilities of an authority figure are to make and enforce rules that establish order, provide security and manage conflict.

Consequence: the result of one’s actions, good or bad
Rule: regulates society by providing a framework for correct conduct or action. Rules can be dictated, suggested or self-imposed.
Law: is a regulation or custom which is formally recognized as binding by a controlling authority, and implies the obligation of obedience on the part of all subjects to that authority.

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT
Instructors are encouraged to supplement and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at www.cscope.us/sup_plan_temp.doc. If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

INSTRUCTIONAL PROCEDURES

**ENGAGE**
**Day 1**
- Show students the PowerPoint of authority figures attached to this lesson. Key questions are noted in the note portion of the last slide. “Who are these people? What do they have in common? Why do we need them? What would happen if they did not do their job well?”

**EXPLORE**
- In today’s lesson we will identify the roles the people we have just talked about have at home, at school and in our community. They are all AUTHORITY FIGURES who make and enforce rules that establish order, provide security and manage conflict at home, school and in the community. Laws are rules that people must obey.”
- Introduce a graphic organizer matrix (Authority Figures sample provided) with the headings HOME, SCHOOL, and COMMUNITY. Have students

**Notes for Teacher**
**NOTE:** 1 Day = 30 minutes
Suggested time: 1/6 Day (5 min)
Note: to be able to read the notes for the slides, download PPT to your computer.
Power Point: Lesson Two

Suggested time: 1/3 Day
This can be done as a shared writing experience with the students.

The teacher may include drawings of the places (a house, a school, and several buildings) on the graphic organizer to aid in comprehension of words.
Instructional Procedures

determine under which category the picture of the parents and a teacher would belong.

- Next, give a student a scenario and ask which authority figure would be responsible for seeing that the rule or law is followed.

- Ask the students what happens if the authority figures at home, parents, do not do their jobs well. Refer back to the scenarios given earlier in the lesson. (Ex. What might happen if toys are left out on the floor of a room at night?) The students will turn and talk about the consequences of this happening. Why do parents make you pick up your toys before going to bed?

- Continue providing scenarios and asking students guiding questions to determine why the authority figures at home and at school enforce rules and laws.

EXPLAIN

- Once students have had the opportunity to discuss several scenarios and determined that the authority figures (parents and teachers) must enforce the rules and laws to keep them safe, manage conflict, and maintain order, place students into small groups of 4 or fewer. Have students pick a rule from home or school and determine the consequence of not following the rule.

- Students in the group work together to demonstrate to the class how the rule is to be followed and a consequence of not following it and how the authority figure enforces the rule. (possible role playing of parent or teacher)

EXPLORE

Day 2

- Introduce the word COMMUNITY to the student – the place where you live and work. Review the authority figures already placed on matrix then show the other pictures left from the PowerPoint and place the picture of the police officer or fireman on the matrix under community.

- Begin by reviewing yesterday’s learning. (This is a continuation of the Explore from the day before.)

- Show students a traffic signal or a stop sign and ask where they would find these located, at home, school or in their community. (sample pictures attached)

- Ask students what would happen if a car did not stop at a stop sign? And whose job is it to make sure we are safe in our community? What would happen if a police officer did not do his/her job well?

- Read a book or poem aloud such as the ones suggested.

EXPLAIN

- Next, ask students to think of other authority figures in the community. Have students work in groups of 4 or 5 and determine additional community authority figures and how they help keep them safe, establish order, and manages conflict in the community and what would happen if they did not do their job well.

- Students will share their understanding of additional community authority figures with class.

Notes for Teacher

Scenarios could include:
1) Toys being left out in a room.
2) A bike being left in the driveway
3) Running in the hallway
4) Throwing food in the cafeteria.

Transparency: Authority Figures

Suggested time: 1/2 Day
Possible rules:
1) Do not play with matches.
2) Carry scissors with the tips pointing down when walking.
3) Treat others with respect.
4) Do not go to bed with gum in your mouth.
5) One at a time on the slide.
6) Do not walk in front of the swings when someone is swinging.
7) Wash your hands before eating dinner.

Suggested time: 1/2 Day
Arrange for a police officer, principal or parent to come in and speak to your class about his/her job and responsibility as an authority figure. Possible questions to ask speaker to cover: What is your job? How do you help establish order, provide security and manage conflict? How do you know if you’ve done a good job?

Possible literature connections:
Officer Buckle and Gloria, Peggy Rathmann
Lilly’s Purple Plastic Purse, Henkes, Kevin
Possible Read Aloud:
Signs by D.G. Chester

Transparency: Traffic Light/Stop Sign

Suggested time: 1/6 Day
Possible authority figures: fireman, garbage collectors, city officials, doctors, dentists.
Instructional Procedures

ELABORATE

- The class will create a class letter to an authority figure from the school or the community to tell them thank you for doing their job. Have the class participate in a vote to determine who the letter will be written to. (1.13C) Remind students of the 3 responsibilities of an authority figure and state you want them to frame their statements to the authority figure around them.

- Seal the letter in an envelope and deliver it to the person either in person or by mail.

EVALUATION

Day 3

- Create game cards that show authority figures at home, school and in the community and rules and laws that must be obeyed at those locations. Play the match game and verbalize the rule and the need for the rule (establish order, provide security, manage conflict).

- Give each student six blank index cards. Students write their names on the back of each card.

- Students to write “Home” on the bottom of two cards, “School” on the bottom of 2 cards, and “Community” on the bottom of 2 cards.

- On three of the cards (one each Home, School, Community) have students create “trading cards” for authority figures at each place and label the cards correctly.

- After authority figures are complete and labeled, students draw a picture of a rule or law being followed on the other cards.

- Students play a game of Memory (also called Concentration) with the 6 cards.

- When students make a match, they tell the purpose of the rule and why the rule or law is needed. (safety, order, manage conflict)

- As students play the game, the teacher monitors and assesses student knowledge.

Notes for Teacher

Suggested time: 1/3 Day

This may be a shared writing experience with your class as well as a lesson on letter writing.

Students may write a letter to their parents on their own time (perhaps in the writing center) telling them thank you for doing their job.

Suggested time: 1 Day

Note: Make sure to demonstrate the game before having students play on their own.

There is a sample of the cards attached to the lesson.

Extension: students exchange their set of trading cards with another student and play again.

Teacher Resource: Rubric

Teacher Resource: Sample Matching Cards

Teacher Resource: Sample Rules & Laws

Game rules: Turn the cards over so the backs are up. Student turns one card over and then turns another card over, trying to match the first card. If they do not match, turn them both back over and begin again. If they match, student picks up both cards for a point. Continue until all matches are made. Working with a partner is a variation. Using two or more students’ cards together is another variation.
Stop sign

Traffic Light
AUTHORITY FIGURES

HOME

SCHOOL

COMMUNITY

MOM AND DAD

TEACHER

POLICE OFFICER
Sample Matching Game Cards

The teacher is an authority figure in school.
The school rule is to stay in line and don’t push.
It is a safety rule.

Images from Jupiter images. Printed with permission.
## Sample Rules and Laws

<table>
<thead>
<tr>
<th>HOME</th>
<th>SCHOOL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make your bed before leaving the house</td>
<td>Listen to adults and do what they ask you to do the first time</td>
<td>Drive the speed limit</td>
</tr>
<tr>
<td>Pick up toys before going to bed</td>
<td>Have supplies ready when class begins</td>
<td>Obey all road signs</td>
</tr>
<tr>
<td>Brush your teeth when you wake up and before you go to sleep at night</td>
<td>Arrive on time</td>
<td>No smoking in buildings</td>
</tr>
<tr>
<td>Be nice to your brother and sister</td>
<td>Walk in the hallways</td>
<td>Put litter in the proper place</td>
</tr>
<tr>
<td>Do not play in the area someone is mowing in</td>
<td>Inside voices used in the classroom</td>
<td>Keep animals on leash</td>
</tr>
</tbody>
</table>
**Rubric**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create game cards that show authority figures at home, school and in the community and rules and laws that must be obeyed at those locations. (1.10A, 10B, 11C, 17C, 18A, 18B)</strong></td>
<td>Student does not create game cards that show authority figures at home, school and in the community.</td>
<td>Student attempts to create game cards that show authority figures at home, school and in the community, but does not correctly follow the multi step directions.</td>
<td>Student creates game cards that show authority figures at home, school and in the community, following the multi step directions correctly. Work shows clear understanding of task.</td>
<td>Student creates more than six game cards that show authority figures at home, school and in the community, following the multi step directions correctly. Work shows clear understanding of task.</td>
</tr>
<tr>
<td><strong>Play the match game and verbalize the rule and the need for the rule (establish order, provide security, manage conflict). (1.10A, 10B, 11C, 17C, 18A, 18B)</strong></td>
<td>Student does not play the game or try to verbalize the rule and the need for the rule.</td>
<td>Student plays the game, but does not follow directions or cannot verbalize the rule or the need for the rule.</td>
<td>Student plays the match game and verbalizes the rule and the need for the rule.</td>
<td>Student plays the match game and verbalizes the rule and the need for the rule. It is very clear from the explanation the student understands the purpose of the rule and the need for the rule.</td>
</tr>
</tbody>
</table>
Bibliography

Officer Buckle and Gloria, Peggy Rathmann, The Penguin Group.
Signs John Searcy, DK Publishing, Inc.
Jupiter Images