

Standard 1: Rules and Responsibilities

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”

Suggested Time for Standard 1: 8 weeks

Sample Topic for Standard 1:

Suggested Time:

Rules and the ways in which rules are made,
Rules in schools, now and long ago.
Coordinates with Standard 1.4.1 –
the structure of schools in the past
and with Standard 1.3.3 – essential
documents such as the U.S.
Constitution.

6 weeks

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Significance of the Topic

As long as people have lived within groups, there have been rules and laws to govern behavior. Schools are one of the first institutions that children encounter that set standards for their behavior. Learning how to cope with school rules when they are young helps students to develop social skills and a sense of responsibility and to become good citizens as they grow into responsible adults. Studying about school rules and consequences provides an opportunity for students to learn about our values and the values of our society. The day to day interaction of a classroom social setting demands continual decision making for students.

The National Standards for History state that students should be able to explain the purpose of rules and laws and why they are important. Rules and laws relate to the ways people should behave and provide order, predictability and security. The National Standards for Civics and Government say that students “should be able to explain the purposes for rules and laws and why they are important in their classroom, school, community, state and nation.” Students should be able to describe appropriate behavior in school such as attending, raising hands, taking turns, and respecting the rights of others.

In this unit, students learn ways to identify the strengths and weaknesses of a school rule. Evaluating rules is important since not all rules are necessarily good or appropriate. Sometimes, school rules are arbitrarily imposed, other times they are arrived at as the result of consensus. Students should be able to decide if a rule is clear, if it accomplishes its purpose, and if it protects the rights of others.

Standard 1.4.1, the study of schools in the past, is integrated with this unit as students look at rules now and long ago. School rules have evolved through the years because of changes in our society. Students no longer need rules prohibiting girls and boys from playing together. Punishments for breaking rules have also changed due to revisions in our laws. For example, corporal punishment (giving “lashes”) is no longer legal.

Through the activities presented in these lessons, students will understand the need for rules, the role of individual responsibility, and how we rely on rules (laws) to bring order to our classroom, our games, our schoolwork and our lives. Opportunities are presented for the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules.) The major outcome expected in this unit is the establishment of classroom rules (class constitution) by representative students that are appropriate, clear and provide predictability and order in the classroom.

Focus Questions

- What is a rule? Why do we have rules?
- What were some rules from classrooms long-ago?
- What are some rules in classrooms today?
- What makes a “fair” or “good” rule?
- What are the rules our class needs?

Note: The reader may wish to refer to the Assessment Section on pages 15-16

Literacy Links

A variety of strategies and activities are included in the lesson that support and develop reading, writing, listening, and speaking skills. Examples of the literacy supporting activities from this lesson are:

Reading

- identify the front cover, back cover, and title page of the book
- locate the title of the book, the author, and the illustrator
- use pictures and context to make predictions about story content
- distinguish fantasy from realistic text
- identify characters, settings, and important events
- infer factual information and draw conclusions
- “read” information found in a picture
- use information on a Venn diagram to compare and contrast school rules from long ago with school rules appropriate for today’s schools
- identify types of literature as fact, fiction, poetry

Writing

- write to include the use of complete sentences, correct spelling and good penmanship
- contribute a page to the class book illustrating behavior from the poem “The Rudes” and compare this to the appropriate behavior
- work together in a group to brainstorm ideas for school rules and a preamble
- elect representatives to write a Class Constitution

Speaking and Listening

- ask meaningful questions
- role play an interview
- conduct an oral interview with a parent about the types of school rules they remember from when they attended elementary school
- respectfully take turns when speaking and listening
- use increasingly descriptive oral language
- role play using voices that are audible
- listen attentively for information from a variety of sources

Materials Needed to Implement the Lesson

A variety of materials will be needed depending upon the depth to which these lessons are followed. The literature and teacher resources are listed in the bibliography. A double star by items in the bibliography indicates they are vital to the success of the lessons. In addition, the following will create a more varied experience: various art supplies (paint, construction paper, fabric scraps, markers, crayons), old photographs (school children, schools, and supplies), actual old school items (lunch boxes, book bags, slate), overhead projector, tape player, chart paper, copies of worksheets, questionnaires, and magnifying glasses.

**A
Beginning the Topic****Focus Question: What is a rule? Why do we have rules?**

Read the book *Never Spit on Your Shoes* by Denys Cazet. This 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 having cookies with his mother as he tells her about his day.

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. Identify the front cover, back cover, and title page of the book.

Point out the School Rules list on the chalkboard. Rule number 1 is "Don't run." Ask, "Why do you think this is a rule? How could we reword this rule to that it is more positive? What else do you think the teacher and the students may include on their list of rules?"

Ask, "What do you think the title of the story means?" Do you think this will be a true story or a make-believe story? What clues do you have?

Introduce the words "fact" and "fiction". Ask students if they think *Never Spit on Your Shoes* is a true story. How do we know? Chart responses.

Discuss characteristics of factual stories: names, dates, places, actions that can be verified. List these and other possible student responses on a Fact/Fiction Chart. Keep this chart

and record information as you read different stories during this unit and from your reading series.

Fact or Fiction?

<u>Story</u>	<u>Fact or Fiction</u>	<u>Reasons</u>

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

After reading *Never Spit on Your Shoes*, ask students to share examples of rules--rules from home, rules from school or other places, rules for kids, rules for adults. Ask, “What is a rule?” “Why do we have rules?” “How are rules made?” “Who makes the rules?” “What are some of the consequences of not following rules?” Record student comments on chart paper.

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 leave your toys on the stairs.	Someone could trip and fall down the stairs.
Keep your bedroom clean.	It is hard to find things in a messy room.

(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.)

B

Developing the Topic

Read *Mary Had a Little Lamb* by Sarah Josepha Hale. Written in 1830, this poem became Lesson XLVII in *McGuffey's Reader* and has been recited by school children ever since.

Ask students questions such as:

- Why do you think it was against the rule to have a lamb at school?
- What happened when the lamb did come to school?
- Was this a “good” rule? Why?

Review the book again to study the illustrations of Tomie dePaola. Ask students what they see in the illustrations that depict schools long ago? Note the clothing, lunch pails, and school desks.

If desired, have students memorize and recite the first verse of the poem.

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, helped write the United States Constitution that established the basis for our laws, and 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 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 about 1800, but the story of George chopping down the tree did not appear until the fifth edition of the book that was published in 1806. Since the publication of this edition of the book, the story has become part of American folklore, but it is believed to be fictional. Record the story on the Fact or Fiction Chart.

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?

George Washington's Rules of Civility and Decent Behavior.

As a fifteen-year-old boy living in Virginia, George Washington copied the *Rules of Civility and Decent Behavior* from a seventeenth-century book of etiquette (Appendix 1.) 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 to extend vocabulary and translate into today's "language". Have students role play three or four of the rules. What do you think these rules tell us about George Washington? Ask students why they think the rules were developed and if we have similar rules.

What are some rules for decent behavior today?

Working in small groups, 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? (Note: Class rules will be developed later in the lesson.)

Ask students if they know what the Golden Rule is (one should behave towards others as one would have others behave towards one self). Brainstorm examples of the Golden Rule. Have students role play situations that demonstrate the Golden Rule. Ask students what they can do to practice the Golden Rule.

Using Children's Literature to Learn About Manners

To extend the study of "decent behavior," read some or all of the following recommended literature books.

Read *The Bad Good Manner Book* by Babette Cole. The first half of this humorous book includes lots of "don'ts" while the second half provides a list of "do's."

Many of George Washington's rules are considered good manners. Brainstorm what manners are and why we need them.

Share and discuss the story, **"Please"** by Alicia Aspinwall from *The Children's Book of Virtues* by William J. Bennett 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..

Continue the discussion after reading *Manners* by Aliko enjoying the cartoon-like illustrations. Have the students create a list of good manners and role play them.

Read *It's a Spoon, Not a Shovel* by Caralyn Buehner. This book focuses on manners and appropriate behavior. You may wish to read the book in several sittings so students have time to enjoy the illustrations and discuss each of the manners presented. The text is written in a quiz format. This quiz is self-checking because the letter of the correct answer is embedded in the illustration. An example follows:

- When Victor Vulture arrives late at the feat, he should say:
- a. "Move it, Buzzard."
 - b. "Excuse me."
 - c. "Martians are green."

Have students create pictures that show appropriate behavior. If desired, have them write or dictate a quiz question at the bottom of their picture.

Read the poem **"The Rudes"** by Babs Bell Hajdusiewicz (Appendix 2). Discuss the "Rudes" behaviors. Were they pleasant, acceptable or appropriate?

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 student illustrate the appropriate behavior. Put these into a class book. Place in the library to reread and enjoy.

Introduce the Red Grammar song, "Use A Word" (Appendix 3) and have students sing along. Discuss what to do when you are angry. Is hitting or using "bad" words acceptable? Brainstorm some "good" words to use to demonstrate fair play and good sportsmanship.

Play "Feathers in the Wind." Words are like feather in the wind--you don't know where they will land. How do you feel when a feather is kind and gentle, bad or rude? Students will write a kind word or message on a paper that is feather-shaped and give it to another child. Invite another class and perform the song for them and give kind feathers to each child in the visiting class.

Focus Question: What were some rules from classrooms long ago?

Introduce school rules from long ago using materials from *America at School* by Pleasant Company (Appendix 4). Also study the rules for students from *Early Schools* by Bobbie Kalman (Appendix 5).

Discuss the list of school rules from long ago. Are these rules fair? What is the reason for each rule? Do we have the same rules today?

Read the punishment (or consequence) for each rule. Suggest a possible punishment (consequence) if one is not listed. Do you think these are appropriate punishments? How would you feel if you had to experience these punishments? What types of punishments do we have today?

Share the document “Punishments” (1848) from the Mason Street School, San Diego (Appendix 6.) It describes the number of lashes given for various infractions of rules. Ask students if the punishments were appropriate. Explain that we do not have these types of punishments today.

Have students make a “Horn Book” (use paper shaped like a piece of slate with a handle) and write one rule from long-ago on it. Students color and cut out the hornbook to be displayed later in the unit on a bulletin board titled “Rules From Long Ago.”

What rules did our parents have when they went to school?

Ask students if they think their parents had the same rules as students long ago? Develop a questionnaire with students for interviewing their parents. Include such questions as:

- Where did you go to school?
- What school rules do you remember?
- What were some of the consequences for breaking rules?

Model how to conduct an interview. Then, have students interview each other for practice. Family Homework: interview parent and /or grandparent (Appendix 7).

Review returned questionnaires having each student orally share one rule and consequence. Chart rules and punishments as students present. Make a graph to show who students interviewed (mom, dad, grandparent, etc.).

Draw a Venn diagram with two circles labeled rules long ago and parents’ rules. Overlap each circle to record rules each had in common. (A third circle for today’s rules will be added later.)

(Note: The Historical and Social Sciences Analysis Skills include Research, Evidence and Point of View. One skill in this category, addressed by the Family Homework Interview, states “students pose relevant questions about events encountered in ...eyewitness accounts...”)

Rules for teachers then and now

Share rules for Teachers (Appendix 8). (Note some teacher rules may not be appropriate for students. Rules 1-5 and 9 are suggested.) Brainstorm a list of rules for teachers today. These might include rules such as “Meet your class on time.” “No eating or drinking in the classroom.”

Focus Question: What are some rules in classrooms today?

Read *Lilly’s Purple Plastic Purse* by Kevin Henkes. This story is about a mouse that brings her new purse to school and decides to show it to the other students at an inappropriate time. Ask questions such as:

- Why did Lilly get in trouble with the teacher?
- How could she have handled the situation differently?
- Why did she get so upset?
- Did she do the right thing in the end?

What if we had no rules?

Play “no rules dodge ball.” Without providing any rules or directions, give students a rubber ball and tell them to play dodge ball. Spend a few minutes “playing” and analyze what went okay and what went wrong. Discuss how the game could be improved.

Read *Good Sportsmanship* by Janet Riehecky. Develop a list of rules to make the game enjoyable. Play dodge ball again using rules and good sportsmanship.

Discuss and review differences between the two games by creating a “T” chart. Which game was “better”?

Ask students, “What if we had no rules?”

Recess Rules

Read the poem, “Recess Rules” from *Lunch Money* by Carol Diggory Shields (Appendix 9). Could these rules be worded more positively?

Generate a list of problem situations experienced on the playground when someone does not follow the rules. Have students work in groups of two pairs to re-enact the problem situations. One pair should demonstrate an inappropriate response. The other pair should demonstrate an appropriate response. From the student’s role play, make a chart using words or drawings to record the inappropriate and appropriate behavior.

Have students generate a list of rules for outdoor activities at your school. Once the list has been developed, have everyone in the class vote on each of the rules using direct democracy. Record the rules on a poster and have students decorate the border. Place the poster on the door and review before going outdoors to play.

(Note: The computer program, *On the Playground* by Tom Snyder Productions could be used here to help students learn to make wise decisions, listen to, and communicate with others.)

Focus Question: What makes a “fair” or “good” rule?

Introduce rules outside of school by reading *The Chinese Siamese Cat* by Amy Tan. Introduce the word “magistrate” and pause to explain new vocabulary such as braying and shivering. Stop during the story and ask students what they think will happen when no one can sing. Talk about how some rules and laws are not appropriate or “good” rules. Ask students why the foolish magistrate in the book made up a law prohibiting singing. Discuss whether this law was a “fair” or “good” law. Why or why not?

Briefly introduce the concept of laws, why we have them and who makes them in today’s world. Explain to students that in our country we vote for people to make the rules for us. This is called a representative democracy. Ask students what laws they would make if they were in the story.

Test for a Good Rule

Use the activity “Thinking About Rules” from *Authority* developed by the Center for Civic Education (Appendix 10) or develop similar scenarios for your class. Read the rules to the class and ask if students can find something wrong with each.

Evaluate the rules using questions such as:

- What rule was made?
- Why did the person think that this rule was needed?
- Instead of making this rule, what might be some other ways to deal with the problem?
- 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?

Thinking about what is wrong with these rules helps students understand what it takes to make a good rule. Use the Evaluating Rules Graphic Organizer (Appendix 11) to chart student responses.

Post and discuss the following Test for Good Rules.

Test for a Good Rule

- A rule should be easy to follow.
- A rule should be simply stated.
- A rule should include only activities we 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

C

Culminating the Topic

Focus Question: What are the rules our class needs?

Have students work in cooperative groups to brainstorm rules for your classroom. Compile all of the suggestions together into one list. Do not eliminate duplications at this point.

Have each group elect a representative from their group. The representatives will meet together to determine the classroom's rules.

As the class watches, have the representatives read and review the proposed rules together. Combine and eliminate duplicate rules.

Check each of the rules against the "Test for Good Rules" to see if it passes the criteria.

- Put a star next to each of the rules that passes the test.
- Let the representatives decide whether the rules that do not have a star should be rewritten or eliminated.

Refine the "Rules for Our Classroom" into a final set of rules. Have the representatives check to be sure that each rule is a "good" rule. Ask questions such as:

- 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?

The final set of classroom rules becomes the official rules for the classroom. Ask the students who made the rules (representatives of each group.) Have them signed by the

teacher and students. Also record the “Rules for Our Classroom” on chart paper and have students decorate the chart.

Class Constitution

In order to integrate the study of the U. S. Constitution from Standard 1.3.3, it is recommended that you call your class rules the “Class Constitution.” Explain that our country has a set of rules called the constitution.

We the People: The Constitution of the United States by Peter Spier

Show the cover of *We the People*. Explain to the students that this picture shows the inside of the National Archives in Washington, D.C. where the Declaration of Independence, the Constitution and the Bill of Rights are kept. The people in the picture are waiting in line to see these famous documents.

Open the book to inside the front cover and let the students see the map of the original thirteen states. Explain that over 200 years ago representatives of these states came to Philadelphia to sign the U. S. Constitution.

Show the students the copy of the United States Constitution on the inside back cover and introduce the concept that “the constitution is a set of rules by which people agree to live.”

Tell the story of the writing of the constitution found on the first four pages of *We the People*.

Write the word “**preamble**” on the board with the following definition: “An introductory part of a constitution that states the reasons for and intent of the law.”

Turn to page 5 in *We the People* and begin reading the preamble to the class. Take time to let everyone see the wonderful illustrations and discuss the meaning of the words in the preamble.

Work with the students to incorporate reasons for the rules into a preamble for their constitution. For example:

“We the students in Room ___, have decided that we will work, learn, play and grow together this year. We will be super citizens and follow these rules.”

1. Work quietly and remember to use indoor voices.
2. Raise hands so everyone has a chance to talk and be heard.
3. Be safe by always walking quietly in school.
4. Respect everyone’s ideas and opinions.
5. We will give “build-ups” instead of “put-downs.”

Once the Constitution has been established, have a “signing of the constitution” with each student and the teacher signing the document signifying that they all agree to live by this constitution. This can be a formal ceremony with the students using quill pens and “old-fashioned” ink.

Recipe for Making Old-Fashioned Ink

Mix 1/4 tsp. Tannic acid* with 1 tsp. water.

Mix 1/4 cup iron sulfate* with 1 tsp. water

Pour tannic acid mixture into iron sulfate mixture and you will have old-fashioned ink.

*These ingredients can be purchased at a pharmacy.

Quill Pens

People have known since 50 B.C. that sharpened goose quills (large feathers) make excellent writing instruments. The word **pen** comes from the Latin word **penna** which means feather. The Constitution and the Declaration of Independence were signed with quill pens.

Purchase large feathers and pen tip from a craft store. Slit a small opening in the end of a feather and attach a pen tip to the end of the feather. Dip in ink and blot excess ink off. Hold the pen at an angle to write. Let students practice before signing the Constitution.

Constitution Bulletin Board

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.

Comparing rules, now and long ago

Work together as a total class to complete the third portion of the Venn diagram and compare the three time frames of rules--long ago, rules from the parent interviews, and our class rules.

Ask students to draw a picture and write a sentence depicting one rule from now and one from long ago. One side could feature a picture of a hornbook and the other a computer.

School Mural – Now and Long Ago

Conclude the unit with a class mural activity. Students, working together, construct two class murals, one of a classroom long ago and one of today’s classroom. Prepare two mural outlines of school buildings for students to work with – one for long ago and one for today.

Have students paint the background for each mural. Students can draw or cut out pictures of such items as furniture, book bags, and lunch boxes. Use a variety of materials such as construction paper, crayons, paint, marking pens, and fabric scraps to construct the items. Add these details to the murals.

Student pictured in the murals should be dressed appropriately, reflecting the time period. The furniture, books, supplies and lunch boxes should also reflect each time period. Include classroom rules and class schedules in each mural. The book *America at School* and the *American Girl* wall poster, “Changes in School,” may be used as resources to help students replicate a long ago school on one mural. The Pledge of Allegiance and a flag for each time period can also be placed on the appropriate murals. (Refer to Appendix 3 in the course model unit for Grade 1, Standard 3.) The book *My Great Aunt Arizona* by Gloria Houston with illustrations by Susan Condie Lamb provides a good visual for a one-room schoolhouse. Refer to Grade 1 Standard 4 for additional references.

Assessment

Various activities such as discussions, drawings, and writings will serve to evaluate the student’s mastery of this standard. Specific student work may be placed in a Standard 1 Portfolio.

A 6 point rubric may be used to assess student work. Specific details should be added to the rubric for each activity completed by students.

- 5-6 would mean a student shows thorough understanding of a concept
- 3-4 shows some understanding of the concept
- 1-2 indicates little or no understanding of a concept

The following are identified outcomes for this standard.

- role play situations that demonstrate the Golden Rule
- distinguish between fact and fiction for stories read in class.
- illustrate inappropriate behavior from the poem “The Rudes” and on the opposite side of the page illustrate the appropriate behavior
- construct a “horn book” and write on it one rule from “long ago”
- conduct an oral interview of at least one adult asking where and when they went to elementary school, what rules they remember, and what the consequences were for breaking a rule
- orally share one rule and one consequence learned during the oral interview
- contribute ideas to a Venn diagram of the information from the oral interview to compare and contrast school rules from long ago with rules their parents had
- re-enact problem situations from the play ground
- generate and vote on a list of rules for the playground
- work together in a group to brainstorm ideas for school rules
- evaluate rules for fairness
- contribute ideas to a preamble for the class constitution
- draw a picture and write a sentence depicting one rule from now and one from long ago
- construct a mural to show schools long ago and schools today

Students can be encouraged to monitor and reinforce the rules (Class Constitution) through classroom discussions evaluating “How did our day go?” on a regular basis throughout the school year. This activity encourages students to take responsibility for their own behavior

Kid-Watching Assessments

Conduct an ongoing assessment using teacher observation of classroom and playground behavior. Many of the items assessed are completed within groups and the teacher may develop an observation “check list” for individual students. Refer to your school’s report card for specific areas. These may include:

- listen responsively and attentively to the ideas of others
- respectfully take turns when speaking and listening
- willing to participate
- stay on task
- cooperates with others in the groups
- is courteous to others
- does a fair share of the work
- plays fairly and shows good sportsmanship
- demonstrates respect for rules

Extended and Correlated Activities

- For a field trip, take students to visit a one-room schoolhouse. Many historic schools are available in different geographic regions. Students can look for things such as what the furniture was like, items on the walls, books, examples of clothing worn during the time period, writing implements and play equipment. Take photographs during the field trip to help students remember what they saw.
- Obtain copies of photographs of schools long ago and use magnifying glasses to look for details. Local historical societies and old school yearbooks are good places to find pictures of your area. Your class might want to become the “historians” of your school and develop a “school museum”.
- Students can play “old” games featured in *Games From Long Ago* by Bobbie Kalman. Discuss the importance of having rules for each of the games they played. What suggestions would they offer to change the rules of the game? Why?
- Two areas for extension are “feelings” and “friends.” Any study of how we behave needs to consider the feelings of others. Several good books are *Feelings Alphabet* by Judy Lalli, *Feelings* by Alike and *C is for Curious* by Hubbard Woodleigh. Students could create their own “ABC” book of feelings. An activity in *Esteem Builders* by Michelle Borba uses a “feelings wheel” to help students better understand their own feelings and those of others. Another idea is a “Dictionary of Feelings” where students write about and illustrate such feelings as silly, happy, angry, sad, lonely.
- “How to be a Friend” can be extended with other literature such as *A Rainbow of Friends* and *That’s What a Friend Is* both by P. K. Hallinan, *The Land of Many Colors* by Klamath YMCA Family Preschool and *We Are All Alike. . . We Are All*

Different by Cheltenham Kindergartners. Students could make paper doll figures of themselves to be put up holding hands with the words “new friends” underneath. *The Frog and the Stranger* by Max Velthuis is another delightful book on new friends. *Esteem Builders* has several activities on nurturing friends. One activity is to make a “friendship wheel” and write and /or draw ways to be a good friend in the spokes of the wheel. “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.

Resources for the Sample Topic

- ** Aliko. *Manners*. New York: Scholastic. 1990. ISBN 0-590-45364-5. This read aloud book contains colorful cartoon illustrations about manners for children in different situations.
- * *America At School*. Middletown, WI: Pleasant Company Publications Inc., 1994. ISBN 1-56240-101-5. The American Girl series includes activity cards, books, and posters on schools for five time periods from 1774 to 1944. This is an exceptional teacher and student resource.
- ** Bennett, William J. *The Children’s Book of Virtues*. New York: Simon and Schuster, 1995. ISBN 0-684-81353-X. This collection of stories and poems teaches children about virtues. It is a good read aloud book.
- * Cole, Babette. *The Bad Good Manners Books*. New York: Dial Books for Young Readers, 1995. A lighthearted look at etiquette for young children using examples of appropriate and inappropriate behavior. Caution: May be out of print.
- ** Cazet, Denys. *Never Spit On Your Shoes*. New York: Orchard Paperbacks, 1993. ISBN 0-531-07039-5. A dog tells his mom about his first day at school and some rules the children listed.
- Freedman, Russell. *Children of the Wild West*. New York: Clarion, 1983. ISBN 0-89919-143-6. This resource book contains original pictures of children of the West in school and other settings that are suitable for photoanalysis.
- Fritz, Jean. *George Washington’s Mother*. Illustrated by DyAnne DiSalvo-Ryan. New York: Grosset and Dunlap, 1992. ISBN 0-448-40385-4. 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.
- Hajdusiewicz, Babs Bell. *Poetry Works Idea Book*. Cleveland, OH: Modern Press, 1990. ISBN 0-8136-0727-2. This resource book includes attractive posters for many of the poems.

- ** Hale, Sarah Josepha. *Mary Had a Little Lamb*. Illustrated by Tomie de Paola. Holiday, 1984. 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 six stanzas of the original poem, the melody, and some historical background for teacher reference. Couple with the contemporary version beautifully photo-illustrated by Bruce McMillan (Scholastic, 1990). In this version, Mary wears eyeglasses. McMillan shares the problem-solving technique he used to photograph Mary. Other appended items provide interesting historical information, an afterward, the original version of *Mary's Lamb*, and a shortened page from an 1857 McGuffey's reader.
- ** Henkes, Kevin. *Lilly's Purple Plastic Purse*. New York: Greenwillow Books, 1996. ISBN-0-688-12898-X. 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.
- * Houston, Gloria. *My Great Aunt Arizona*. Illustrations by Susan Condie Lamb. New York: HarperCollins, 1992. ISBN 0-06-022606-4. The story of an Appalachian girl who grows up to be a teacher in a one room school house.
- * Kalman, Bobbie. *A One Room School*. New York: Crabtree Publishing, 1994. ISBN 0-86505-497-5. A good resource book including pictures and information on schools of long ago.
- Kalman, Bobbie. *Early Schools*. New York: Crabtree, 1982. ISBN 0-86505-025-5. *Early Schools* contains information and photographs useful in the development of this lesson.
- Naylor, Phyllis Reynolds. *King of the Playground*. Illustrated by Nola Langner Malone. New York: Aladdin Books, 1994. ISBN 0-689-71802-0. With his dad's help, Kevin overcomes his fear of a bully known as "king of the playground" who has threatened to tie him to the slide, put him in a deep hole, or put him in a case with bears. Through the episode in the book, students examine problem solving techniques.
- * "Punishments" (poster). San Diego, CA: San Diego Historical Days Association. Reproduction of a list of twenty-four rules and the respective number of lashes for breaking each rule. The poster is dated 1848.
- * Riehecky, Janet. *Good Sportsmanship*. Illustrated by Chrisrina Rigo. Chicago: Children's Press, 1953. ISBN 0-516-46503-1. Part of a series of values to live by. This read aloud book defines what it is to be a good sport by using situations that call for sportsmanship. Caution: May be out of print.
- * Snyder, Tom. "On The Playground." Tom Snyder Productions and McGraw-Hill, 1993. A computer program complete with teacher's manual and a picture set that teaches about making choices on the playground.

- ** Tan. Amy. *The Chinese Siamese Cat*. Illustrated by Gretchen Schields. New York: Macmillan, 1994. ISBN 0-02-788835-5. A delightful story of a naughty kitten who changes the “laws” of a foolish Chinese magistrate to make the people happy.
- * Washington, George. *Rules of Civility and Decent Behaviour*. Bedford, MA: Applewood Books, 1988. ISBN 1-55709-103-X. 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 14.

Resources for Related Topics

- Aliki. *Feelings*. New York: Scholastic, 1984. ISBN 0-590-44198-1. This read aloud book contains colorful cartoon illustrations of different situations concerning feelings.
- Borba, Michelle. *Esteem Builders*. Rolling Hills Estates, CA: Jalmar Press, 1989. ISBN 0-915190-53-2. A K-8 self-esteem curriculum that includes ideas, masters and activities. This is a good teacher resource book.
- Cheltenham Elementary School Kindergartners. *We Are All Alike. . . We Are All Different*. New York: Scholastic, 1991. ISBN 0-590-49173-3. Kindergartners describe the likeness and differences of the students in their class.
- Hallinan, P. K. *A Rainbow of Friends*. Nashville, TN: Ideals Children’s Books, 1994. ISBN 0-8249-8653-9. *A Rainbow of Friends* points out differences in friends and how they are all special and valuable.
- Hallinan, P. K. *That’s What A Friend Is*. Nashville, TN: Ideals Children’s Books, 1977. ISBN 0-8249-8492-7. This read aloud book tells what a friend is by describing different situations where friendship is needed.
- Hubbard, Woodleigh. *C is for Curious*. San Francisco: Chronicle Books. ISBN 0-87701-679-8. A good read aloud book which uses an alphabet of emotions from angry to zealous.
- Kalman, Bobbie. *Games from Long Ago*. Illustrated by Barbara Bedell. New York: Crabtree Publishing. 1947. ISBN 0-86505-521-1. A nineteenth century game book that includes indoor, outdoor and board games.
- Klamath County YMCA Family Preschool. *The Land of Many Colors*. Illustrated by Rita Pocock. New York: Scholastic, 1993. ISBN 0-590-49248-9. Written by preschoolers, this book shares their views on conflict resolution and problem solving.

Lalli, Judy M. S. *Feelings Alphabet*. Rolling Hills Estates, CA: Jalmar Press, 1984. ISBN 0-915190-82-6. Each letter of the alphabet is represented by a word and a photograph depicting an emotion.

Scholes, Katherine. *Peace Begins with You*. Illustrated by Robert Ingpen. Boston: Little, Brown, 1989. A difficult concept for many children is presented in a simple and inviting format. This is an important book about thinking, reflecting and acting. It belongs in every primary classroom.

Velthuis, Max. *Frog and the Stranger*. New York: Tambourine Books, 1993. ISBN 0-688-13267-7. Frog's friends are very suspicious of rat because he is so different.

Wolff, Patricia Rae. *The Toll-Bridge Troll*. Illustrated by Kimberly Root. San Diego, CA: Harcourt, 1995. How do you cross the bridge to school if the local troll won't let you pass? Outwitted by a smaller yet smarter person is a familiar folktale motif sure to tickle little ones once again! For reading after *The Three Billy Goats Gruff*.

Visual and Performing Arts Resources

* Grammer, Red. *Teaching Peace Song Book* and Teacher's Guide and "Teaching Peace" audio tape. New York: Red Note Records, 1986. Contains songs and activities for use in the classroom. Teacher resource.

* Shields, Carol Diggory. *Lunch Money*. Illustrated by Paul Meisei. New York: Dutton Children's Books, 1995. ISBN 0-525-45345-8. A collection of twenty-four humorous poems about school.

"You Sing a Song and I'll Sing a Song." Album of classic rhythm songs for children performed by Ella Jenkins. Available through Educational Record Center, 3233 Burnt Mill Drive, Suite 100, Wilmington, N.C. 28403 . Phone 1-800-438-1637. Available in cassette or compact disk formats.

Appendix 1**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.

George Washington. *Rules of Civility and Decent Behaviour in Company and Conversation* (Bedford, Mass.: Applewood Books, 1988).

Appendix 2

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?

Babs Bell Hadjusiewicz, *Poetry Works!* (Modern Curriculum Press, Inc., 1990).

Appendix 3

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 you're 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 everyday
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 you I know an 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 Pet'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 29.

Appendix 4

***America at School* School Rules from Long Ago**

School Rules, 1774

A student who broke a school rule in the 1770s might have had to wear a dunce cap or balance on a special stool called a unipod. See the “School Rules in the 1770s” activity card (*America at School*) for more information. Here are a few colonial school rules:

1. Be punctual.
2. Always use your most proper manners.
3. Show respect to your classmates and your teacher. Girls should curtsy and boys should bow when entering and leaving the room.
4. Never quarrel with your classmates.
5. Always be busy. Laziness will not be tolerated.
6. Memorize your homework so you can recite it to the class.

Source: *America At School*, Teacher’s Guide, page 135.

School Rules, 1854

Often, in pioneer times, if a boy broke a school rule, he had to sit with the girls. If a girl broke a rule, she had to sit with the boys. See the “School Rules in the 1850s” activity card (*America at School*) for more information. Following are rules used in some pioneer schools:

1. Respect and obey your teacher.
2. Be silent during class.
3. Boys and girls must sit on opposite sides of the classroom.
4. Boys should bow and girls should curtsy when entering or leaving the classroom or when a visitor enters.
5. Students must stand when they speak in class.
6. Boys and girls cannot play together.

Source: *America At School*, Teacher’s Guide, pages 138-39.

School Rules, 1864

1. Any student who is late for school must stay in during recess.
2. Whispering is prohibited.
3. Students who leave their seats without permission must stay after school for 25 minutes.
4. Anyone who causes untidiness in the classroom shall sweep the floor after school.
5. Anyone found fighting will be locked in the closet for one hour.

Source: *America At School*, Teacher's Guide, page 141.

School Rules, 1904

1. Start each school day by saluting the flag
2. Students must act like proper young ladies and gentlemen.
3. Girls must always wear dresses.
4. Students will not whisper in the classroom.
5. Students will not pass notes to one another.
6. Students must sit up straight and tall at their desks.

Source: *America At School*, Teacher's Guide, page 144.

School Rules, 1944

1. Your job is to be a good student. It's as important as being a good soldier.
2. Arrive at class on time and look neat and tidy.
3. Do not talk in class unless your teacher calls on you.
4. Do not waste paper or other school supplies.
5. If an air-raid siren sounds, seek shelter immediately.

Source: *America At School*, Teacher's Guide, page 146.

Appendix 5

School Rules from Long Ago

Good students in early schools were expected to earn more than high marks. There were many rules to follow and duties to perform. The schoolmaster really was the “master” of his pupils. Here are some rules for students.

- Respect your schoolmaster. Obey him and accept his punishments.
- Do not call your classmates names or fight with them. Love and help each other.
- Never make noises or disturb your neighbors as they work.
- Be silent during classes. Do not talk unless it is absolutely necessary.
- Do not leave your seat without permission.
- No more than one student at a time may go to the washroom.
- At the end of the class, wash your hands and face. Wash your feet if they are bare.
- Bring firewood into the classroom for the stove whenever the teacher tells you to.
- Go quietly in and out of the classroom.
- If the master calls your name after class, straighten the benches and tables.
- Sweep the room, dust, and leave everything tidy.

Source: Bobbie Kalman, *Early Schools* (New York: Crabtree, 1994), page 43.

Appendix 6**Punishments**

10 November 1848

	Lashes
1. Boys and Girls Playing Together	4
2. Fighting at School	5
3. Quarreling at School	5
4. Gambling or Betting at School	4
5. Playing Cards at School	10
6. Climbing for Every Foot Over Three Feet Up a Tree	1
7. Telling Lies	7
8. Telling Tales Out of School	8
9. Givng Each Other I II Names	3
10. Swearing at School	8
11. For Misbehaving to Girls	10
12. For Drinking Spirituous Liquors at School	8
13. Making Swings and Swinging on Them	7
14. For Wearing Long Finger Nails	2
15. Misbehaving to Persons on the Road	4
16. For Going to Girls Play Places	3
17. Girls Going to Boys Play Places	3
18. Coming to School With Dirty Faces and Hands	2
19. For Calling Each Other Liars	4
21. For Wetting Each Other Washing at Playtime	2
22. Scuffling at School	4
23. For Going and Playing about the Mill or Creek	6
24. For Going about the Barn or Doing any Mischief	7

Changed to conform with contemporary spelling.

Source: Mason Street School, San Diego County Historical Days Association.

Appendix 7**Sample Letter and Questionnaire**

(date)

Dear Parents:

Our classroom is in the process of creating rules to insure our classroom is a happy place for us all. Please help your child by completing this interview. If there are grandparents or older friends or neighbors available, please let your child interview them also. (extra sheets available)

Please return by _____. Thank you!

Sincerely,

Student's name _____

Person interviewed _____

Relationship to student _____

Where did you go to school? (city, state, country)

What rules do you remember?

What were some of the consequences for breaking rules?

Appendix 8

America at School

Rules for Teachers from Long Ago

In the early 1900's, teachers had to follow strict rules – even when they were not teaching. One teacher was almost fired for visiting her uncle at his tavern. The people in her town didn't think it was proper for teachers to be in taverns.

People also expected teachers to dress well, but not too well. That would be showing off. In some places, teachers weren't allowed to dance, either. One schoolteacher got into a lot of trouble because she danced to a lively ragtime tune. Parents kept their children out of her school until she was fired. A year later, that ragtime tune became very popular. Then everyone wanted that teacher to teach the dance steps.

Source: *America at School*, Activity Card S-4 (Pleasant Company, 1994).

Additional Rules for Teachers from Long Ago

There were strict rules about what duties a teacher had to fulfill. A teacher was expected to behave properly at all times. Here are some rules that teachers had to obey in 1872.

- Teachers will fill the lamps and empty the chimneys each day.
- Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
- Make your pens carefully. You may whittle white nibs to the individual tastes of students.
- Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
- After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
- Women teachers who marry or engage in improper conduct will be dismissed.
- Every teacher should lay aside from each day's pay a goodly sum of his earnings. He should use his savings during his retirement years so that he will not become a burden on society.
- Any teacher who smokes, uses liquor any form, visits pool halls or public halls, or gets shaved in a barber shop will give good reason for people to suspect his worth, intentions, and honesty.
- The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay.

Source: Bobbie Kalman, *Early Schools* (New York: Crabtree, 1994).

Appendix 9

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.

Carol Diggory Shields, *Lunch Money* (New York: Dutton Children's Books, 1995).

Appendix 10

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.”**

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

Appendix 11
Evaluating Rules Graphic Organizer

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

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