

**Who's the Boss?
Kindergarten**

**Developed for
Library of Congress Midwest Region
"It's Elementary: Teaching with Primary Sources" 2012**

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Overview

Students will learn through primary sources the chain of command that we all must live under. Students will consider rules and laws starting with their homes and then moving to the school, city, state and federal government. They will discuss the rules in each form of government. Students will then think about rules they believe should be in effect at their home or school, and write proposals for those rules to be presented. The lesson plan is set up into five 15 to 30 minute segments. The teacher can teach more than one a day if necessary.

Standards

Civics-Government

Benchmark 1, Indicator 1: The student recognizes rules and why they exist (e.g., home, classroom, playground).

Benchmark 3, Indicator 1: The student knows school authority figures and ways they establish order and provide safety in a school setting.

Benchmark 5, Indicator 1: The student identifies leaders at home and school (e.g., parents, guardians, teachers, and principal).

Common Core ELA

Reading

RI.K.1: The student with prompting and support asks and answers questions about key details in the text.

Writing

W.K.8: The student with guidance and support from adults, recalls information and experiences or gathers information from provided sources to answer a question.

Objectives

Content

- The student will be able to identify the forms of government and rules that go with that government.
- Students will be able to identify the current leader in each form of government.

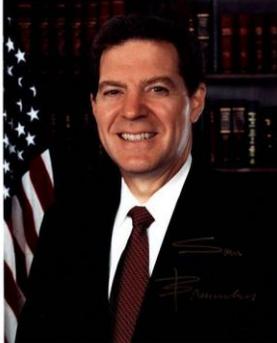
Skills

- The student will complete the coloring pages and worksheets.
- Students will finalize the lesson by getting into groups and creating a rule/law that they think is necessary to their home or school.

Essential Questions Must have at least one

- Why do we have rules and laws?
- Why are rules and laws important to me?

The Resource Table

Image	Description	Citation	URL
	<p>Kansas State Capitol, Topeka</p>	<p>Capitol, Topeka, Kansas, <i>Kansas Memory</i>, Item 218881</p>	<p>http://www.kansasmemory.org/item/218881</p>
	<p>Governor Sam Brownback</p>	<p>Brownback, Governor Sam, 2012, Kansas Historical Society, Kansas Memory, Item 212411</p>	<p>http://www.kansasmemory.org/item/212411</p>
	<p>U.S. Capitol</p>	<p>Highsmith, Carol M., 1946-, Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, http://hdl.loc.gov/loc.pnp/pp.print</p>	<p>http://www.loc.gov/pictures/item/2011634359/</p>
	<p>President Barack Obama</p>	<p>Souza, Pete, 2009 January 13. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</p>	<p>http://www.loc.gov/pictures/item/2010647151/</p>

Lesson Plan

Day 1

1. Give students the **My House** coloring page. Ask students to color this house like their house. Add flowers, trees, as they desire.
2. Next, walk students through a discussion of some of the rules they have at their homes. Drawing attention to how many are similar and how many are different.
3. Pass out **Who's in charge at my house?**. Ask students to circle the picture of who is in charge at their house. Answers could range from Mom, Dad, or both. It could also be grandparents.
4. Review the rules that were placed on the board, and ask students to write one or more rules from their home. Answers will vary.

Day 2

1. Give students **My Classroom**. Ask students to write their name in the box. Next, to pick one other person in the room and to write their name in the other box.
2. Then, share with the students a picture of yourself (the teacher). Discuss with them how the teacher is in charge of the classroom and he/she is there to take care of them and to make the decisions.
3. Give the students the worksheet named **My Teacher**. Let the students draw a picture of you. If you choose to have your printed picture available for the students to look at, then omit the coloring activity.
4. After the discussion, ask students to look at the classroom rules. These may be your rules or the ones they came up with. Discuss any changes that should be made. Make changes as you see fit.

Day 3

1. Share with students a picture of your school and your principal.
2. Optional activity to having actual pictures of your school might be to have the students color the picture called **Schoolhouse**.
3. Discuss with the students that the school is like our home. We have to take care of it.
4. Next, discuss with them that the principal is in charge of the school and that you as a teacher must answer to him.
5. Finally, discuss some of the rules that students must follow in school. Explain to them why these rules are important.
6. Finish today's activity with a tour of the school. Make sure to point out important locations such as: library, music room, office, gym, lunch room, etc.
7. If time allows, upon returning to the room, distribute **Our Principal** and have students draw a picture of the principal.

Day 4

1. Review with your students rules at home, rules in the classroom, rules in the school and who is in charge in each situation.
2. Start your discussion with either a US map or Google Earth, looking at their school, city and then introduce the state.

3. Share with students a picture of the current governor, **Governor Sam Brownback**, and the **Kansas State Capitol**.
4. Next, discuss with them that the governor is in charge of the state. Explain to them that he has helpers to make the laws of our state and they are a group of people called the State Congress.
5. Finally, discuss some of the rules that citizens of Kansas must follow.

Day 5

1. Once again review the rules at home, the classroom, the school, the rules of Kansas and who is in charge in each situation.
2. Start your discussion with either a US map or Google Earth, looking at their school, city, state and now the nation.
3. Share with students a picture of the current president, **President Barack Obama**, and the **U.S. Capitol**
4. Next, discuss with them that the president is in charge of the whole country. Explain to them that he has helpers to make the laws of our country and they are a group of people we call the Congress.
5. Finally, discuss some of the rules that citizens of the United States must follow.
6. Ask students to get into groups to discuss a law they think our school or classroom needs to have. Ask students to write it on a piece of construction paper as a group. Then present it to the class during a group time.

Assessment

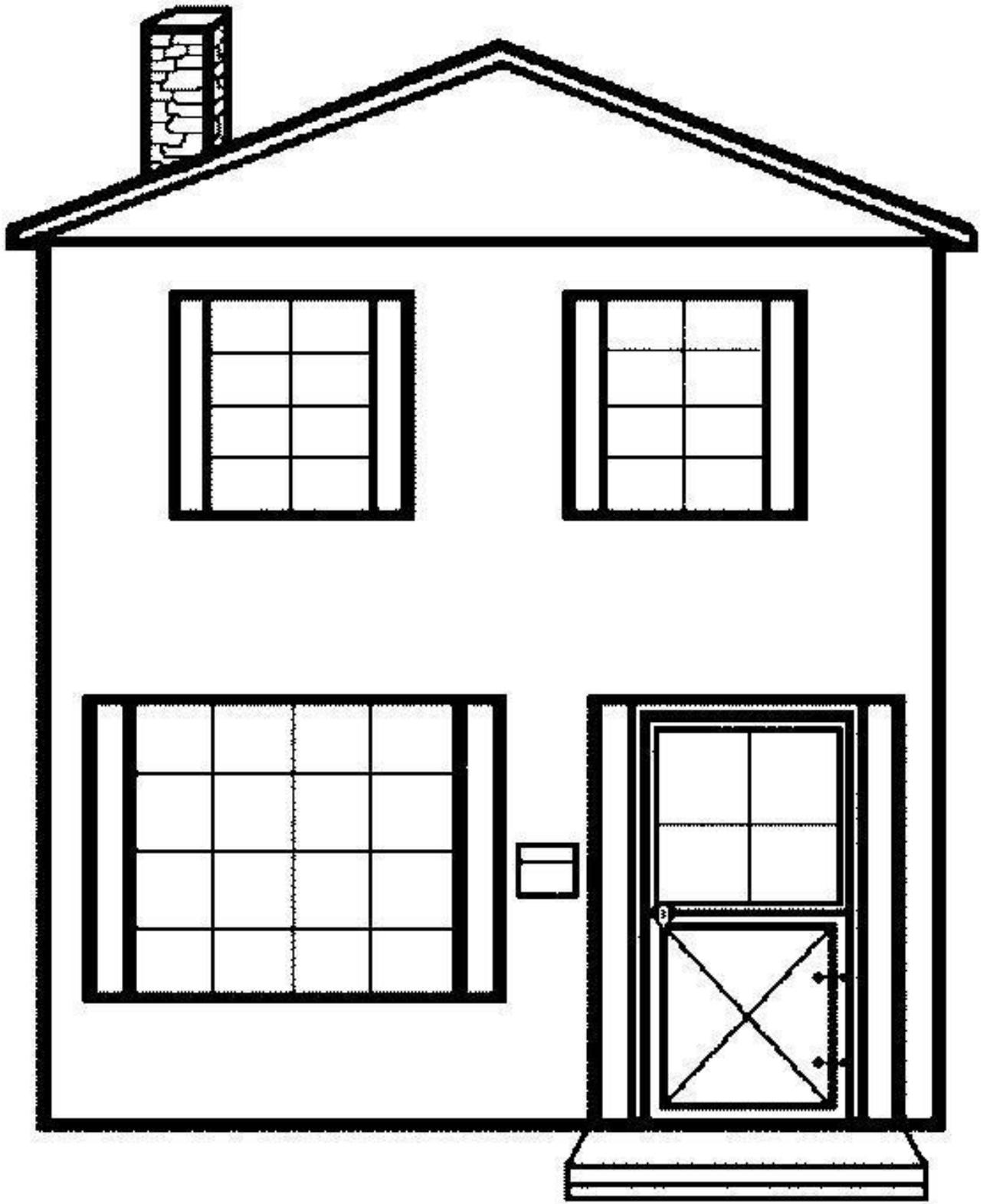
- Evaluate the student's ability to follow directions through teacher observation.
- The teacher can also observe and evaluate the student's fine motor skills through the coloring and writing pages.
- The teacher can observe and evaluate the student's ability to follow classroom and school rules and work with others.
- Students can be given a **Presentation Rubric** score based on their ability to present their law to the group and explain why they think it should be a law.

For the Teacher: This lesson is very straight forward. The only changes that you might need to make are updates in the photos for the Kansas State Governor and the U.S. President.

Definitions

- Capitol: The actual building our government is housed in. Here is a clue on how to remember the spelling. This 'capitol' has an "o" in it like the dome of the building. Any other type of capital referred to is the other spelling "al".
- Congress: A body of people who come together to discuss and make new laws for our government.
- Consequence: What happens as a result of some other event? (What happens if I don't follow a rule or law?)

My House



Who is in charge at my house?



Name: _____

Name: _____

Rules at home:

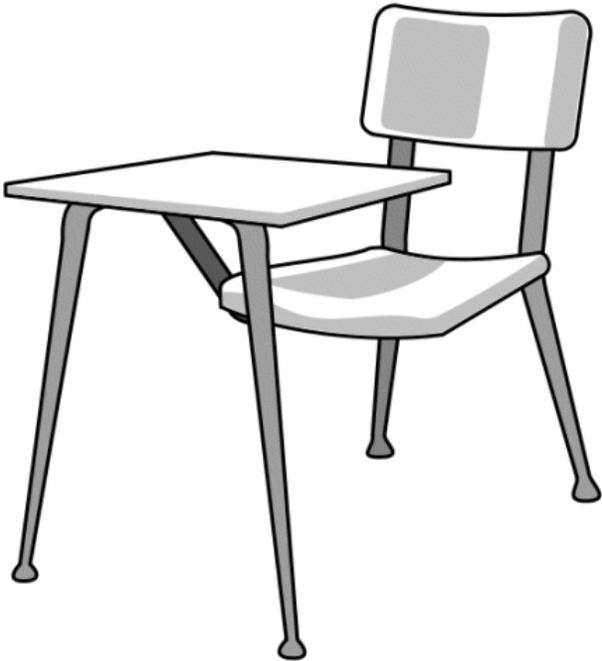
1. _____

2. _____

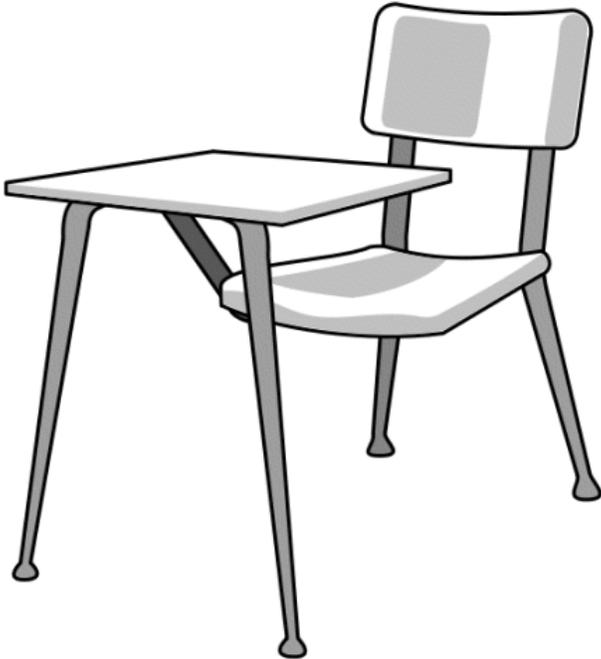
3. _____

4. _____

My Classroom



My Name



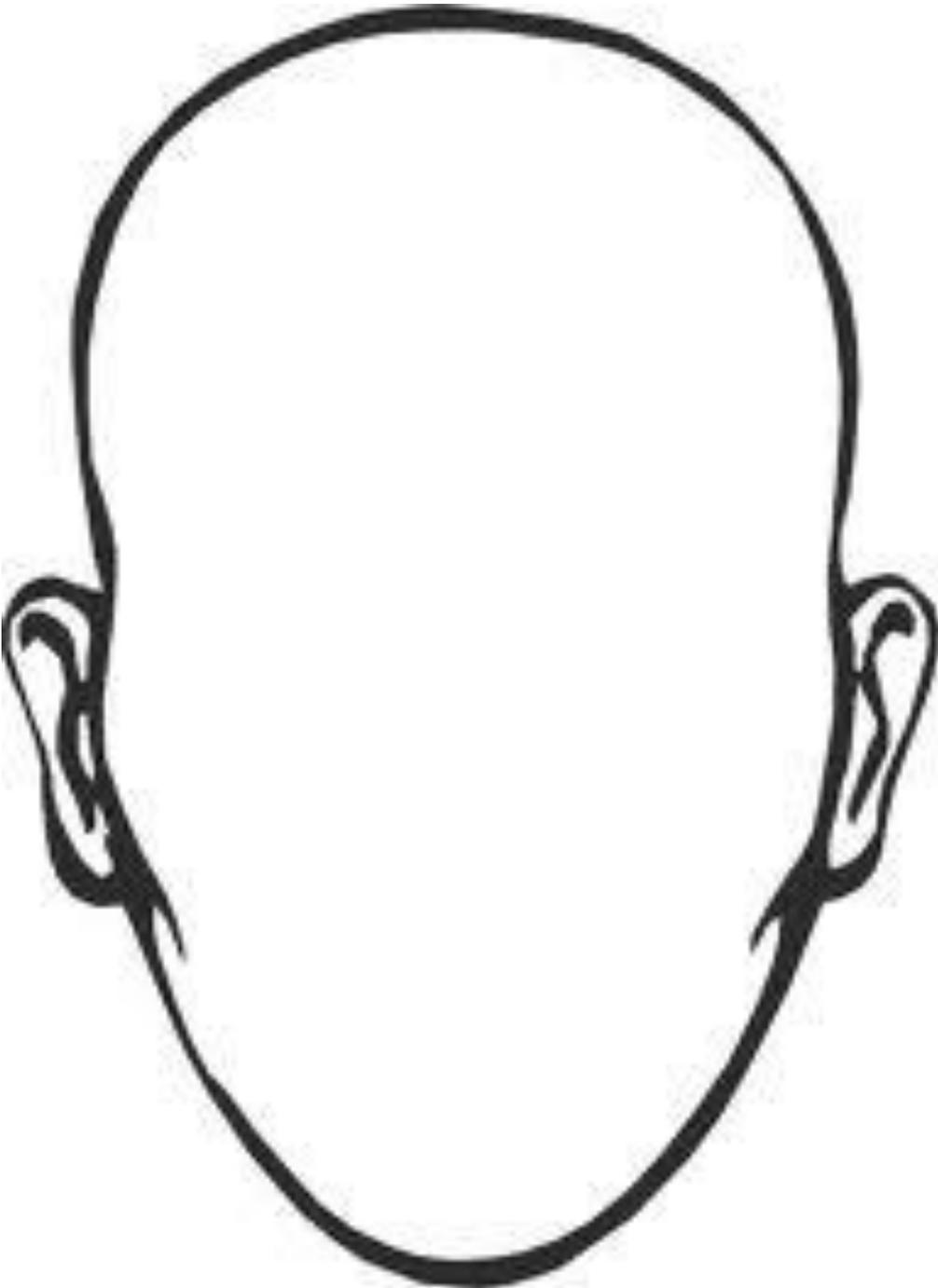
My Friend's Name

My Teacher: _____

My Schoolhouse



Our Principal



Kansas State Capitol



Governor Sam Brownback



U.S. Capitol – Washington D.C.



U.S. President – Barack Obama



Presentation Rubric

Name: _____

2	1	Score
Student is able to articulate the rule so that the class understands.	Student doesn't talk in front of students and will not explain to teacher when asked one-on-one.	
Student is able to explain why he/she thinks this law is important for our school or classroom.	Student cannot explain the law or why it is important. .	
Total Score		