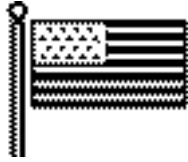


**SOCIAL STUDIES:**

**GOVERNMENT**



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
1. Student will develop and follow classroom rules.	1. Discuss with students the importance of making and following classroom rules. 2. Have students assist in developing a list of important rules for the classroom. a. Use simple rules with few words. b. Keep the list of rules as short as possible. c. Illustrate each rule with a simple picture/drawing. 3. Review the rules daily as a part of opening activities. 4. Examples of rules include: a. Hands quiet. b. Have a good bus ride. c. Walk in the hall. d. Mind your own business. e. Do good work. f. Listen and follow directions. 5. Reward students who follow class rules on a variable ratio schedule, or with a token economy designed for the specific group.

RESOURCES/MATERIALS



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
2. Student will state rules appropriate to a given situation.	<ol style="list-style-type: none"><li data-bbox="779 394 1395 525">1. At the beginning of an activity state one rule clearly to students (e.g., "Do good work."). Have students take turns stating the rule.</li><li data-bbox="779 525 1395 655">2. After the activity is over, ask the students to state the rule again. Praise all who recall it and all who obeyed it. Place a check on a chart for all students who recalled the rule.</li><li data-bbox="779 655 1395 802">3. At the beginning and end of this activity each day, ask students to state the rule without assistance. When all students have stated the rule three times, go to the next step.</li><li data-bbox="779 802 1395 1012">4. Introduce one new rule for the same activity period (e.g., "Put away one job before you get the next one."). Repeat procedures in steps 1 through 3. However, in order to earn the check on the chart, students must state both rules. Continue until all students can state the rules.</li><li data-bbox="779 1012 1395 1079">5. Carry out these procedures for other times of the day.</li></ol>

RESOURCES/MATERIALS

Chart with rules



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
3. Student will state school rules and identify basic responsibilities of school citizens.	<ol style="list-style-type: none"><li>1. Tell the students to imagine the following scenes and describe what might happen:<ol style="list-style-type: none"><li>a. What if you could come to school at any time during the day and nobody paid attention to the clock?</li><li>b. What if teachers and students were not assigned rooms and they went into whatever room they desired?</li><li>c. What if the cooks decided to go out to eat and not fix school lunch?</li><li>d. What if the teacher decided that the class should take a trip for a week and didn't notify the principal?</li><li>e. What would happen if everyone told what he/she had for breakfast on the count of three?</li></ol></li><li>2. Relate school rules to each of these situations and explain why the rules protect people in the school.</li><li>3. Go to a school entry and read the sign regarding visitors reporting to the office. Invite the principal to talk to the class about this rule and how it benefits the people at school.</li><li>4. Design wall posters depicting citizenship rules and responsibilities (e.g., cafeteria, library, playground, books, games, hallway, school bus, etc.)</li></ol>
----- RESOURCES/MATERIALS -----	



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
4. Student will state example of rules within the community.	1. Take a class walk and look for evidence of rules and responsibilities. Examples include: a. Keep a neighborhood clean. b. Protect property rights. c. Drive through the community safely. d. Provide citizens with fire protection. 2. Make a class mural depicting the community as a “nice place to live”.

RESOURCES/MATERIALS

Materials needed for class mural



T.E.K.S. 113.3 (1.11)

The student understands the role of authority figures and public officials.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify persons related to rules in the home, school, and community.	1. Distribute magazines and have students cut out pictures of people they might find at home, at school and in the community. 2. Describe the roles of these people in the various environments. Construct a chart listing these persons.

<u>Home</u>	<u>School</u>	<u>Community</u>
Sister	Custodian	Mayor
Baby	Child	Grocer
Father	Teacher	Police Officer
Grandfather	Librarian	Firefighter
Grandmother	Teacher Aide	Mail Carrier
Friend	Principal	Newspaper Carrier
Brother	Playground Supervisor	Sales Clerk
Mother	Cook	Council Member
Uncle	Bus Driver	Doctor
Aunt	Therapist	Trash Collector
Cousin		Animal Control Officer

3. Create a mural of your community and place cutouts of people on the chart. Identify the role each plays.
4. Play “match the rule and the speaker”. Write rule cards and citizen cards. As a rule is read, ask the student to locate the appropriate speaker. Some rules might match different persons.
  - a. Rule cards may include the following:
    - Make your bed.
    - Carry the dishes to the sink.
    - Close the refrigerator door after using it.
    - Brush your teeth after breakfast.
    - Say “please” when you want something
    - Look both ways before crossing the street.
    - Put away paint when finished with project.
    - Place litter in a can.



Area: Government

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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- Wash the cut before bandaging it.
- Listen as school announcements are made.
- Sign the card before removing a book from the library.
- Walk in the hall.
- Take turns.
- Pay the sales clerk.
- Report fires.
- Place a stamp on an envelope before mailing.
- Sit on the swings.
- Return the grocery cart to the store.
- b. Citizen Cards may include the following:
  - Teacher
  - Parent
  - Police officer
  - Librarian
  - Custodian
  - Playground supervisor
  - Grocer
  - Sales clerk
  - Firefighter
  - Mail carrier
  - Principal
  - Nurse

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RESOURCES/MATERIALS

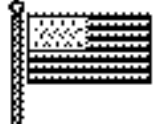
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- Magazines
- Rule cards
- Citizen cards



**SOCIAL STUDIES:**

**GOVERNMENT**



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
1. Student will follow school rules.	<ol style="list-style-type: none"><li>1. Review school rules with students on a regular basis.</li><li>2. Some rules common to secondary schools include:<ol style="list-style-type: none"><li>a. There is a specified passing period and students need to be in class by the tardy bell.</li><li>b. There is a specific dress code for the school.</li><li>c. Absences are either excused or unexcused. Consequences of an unexcused absence should be discussed.</li></ol></li><li>3. Have students state reasons for school rules.</li><li>4. Have students talk about the consequences of breaking the rules.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 115.4 (2.5)

The student recognizes factors that influence the health of an individual.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
2. Student will protect himself/herself from crime.	Discuss concepts such as the following: <ol style="list-style-type: none"><li>1. Always lock doors.</li><li>2. Always put a lock on a bicycle.</li><li>3. Avoid dark places.</li><li>4. Travel in groups.</li><li>5. Know where your wallet/purse is at all times.</li><li>6. Don't talk to or accept a ride from stranger.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
3. Student will list and describe categories of local and state laws.	<ol style="list-style-type: none"><li>1. Make a list and give examples of laws with which students should be familiar, i.e.:<ol style="list-style-type: none"><li>a. Seat belt law.</li><li>b. Leash law.</li><li>c. Property maintenance (e.g., yard free of tall grass, trash and debris).</li><li>d. Inoperative vehicles.</li><li>e. Shop lifting laws.</li><li>f. Controlled substances laws.</li></ol></li><li>2. Have students decide why such laws are needed.</li><li>3. Students can discuss ways that rules can be obeyed or abused.</li><li>4. Invite a policeman to visit the class to emphasize the importance of local laws.</li></ol>

RESOURCES/MATERIALS

Policeman



T.E.K.S. 113.3 (1.11)

The student understands the role of authority figures and public officials.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify the consequences of violating laws.	1. Discuss penalties for breaking certain laws. 2. Have students construct a bulletin board illustrating major infractions and their penalties. 3. Invite a policeman to discuss the consequences of violating laws.

RESOURCES/MATERIALS

Policeman



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the roles and duties of elected officials.	<ol style="list-style-type: none"><li>1. Present the offices of local government.</li><li>2. Take students to visit the seat of city and/or county government.</li><li>3. Take trips to various departments in the city government. Make a list of the services each department provides.</li><li>4. Play a teacher-made game where students are presented with problems and asked, "Who ya gonna call?" Examples include:<ol style="list-style-type: none"><li>a. A stray dog is in your yard.</li><li>b. The neighbor's grass is two feet high.</li><li>c. There's a large hole in the street in front of your house.</li><li>d. There's been a car accident.</li><li>e. There's been a robbery.</li><li>f. You saw a dead dog on Third Street.</li><li>g. There's water pouring from the fire hydrant on your street.</li><li>h. Your water tastes bad.</li><li>i. You need to know when the trash man comes.</li></ol></li></ol>

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RESOURCES/MATERIALS  
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Items as specified in activities

Adaptation:

*Develop a directory of the above information for students to take home and use as a reference.*



T.E.K.S. 113.4 (2.12)

The student understands the role of public officials.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
6. Student will demonstrate knowledge of the federal government.	<ol style="list-style-type: none"><li data-bbox="812 443 1385 531">1. Define purpose of government to students. Conduct a discussion on the role of government in daily life.</li><li data-bbox="812 533 1385 621">2. Develop a simple definition of democracy and representative government. Discuss the way these principles affect the students.</li><li data-bbox="812 623 1385 711">3. Define the three branches of the government and their functions. Construct a bulletin board to depict the branches.</li><li data-bbox="812 714 1385 808">4. Make a bulletin board about the current U. S. President and Vice-President. Talk about specific responsibilities of their jobs.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 113.4 (2.13)

The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify citizenship rights and responsibilities.	<ol style="list-style-type: none"><li>1. Provide students with a list of basic civil rights (e.g., equal employment opportunity, education, housing, voting, and protection by law).</li><li>2. Identify the various community services available to citizens (e.g., police protection, public health, etc.).<ol style="list-style-type: none"><li>a. Have the class discuss various services within the community. Have the students look through the newspaper and listen to the radio and TV in order to make a list of community services.</li><li>b. Use a telephone book to locate services.</li><li>c. Visit various agencies.</li><li>d. Have students discuss what services are necessary to citizens of a community.</li></ol></li><li>3. Make a list of major citizen responsibilities (e.g., voting, paying taxes, observing laws, etc.).<ol style="list-style-type: none"><li>a. Have students discuss what makes a “good” citizen.</li><li>b. Ask parents to take students with them when they vote, pay taxes, attend community meetings, etc.</li></ol></li><li>4. Make a list of qualities of a good citizen. Give an explanation when necessary. Examples include:<ol style="list-style-type: none"><li>a. Keep pets in a fenced yard. They need to be fed and given water daily. They need shelter to protect them from the weather.</li><li>b. Yards need to be mowed.</li><li>c. Yards need to be free of trash, debris, etc.</li><li>d. Parks need to be used with respect.</li><li>e. Dogs need to be kept on a leash when out of the yard.</li></ol></li><li>5. Develop the concept of showing respect for public and/or private property.<ol style="list-style-type: none"><li>a. Take trips to public and private property to gain knowledge of the differences.</li><li>b. Describe rules governing each.</li></ol></li></ol>



Area: Government

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Put good citizenship into practice by having students work around the school to improve its appearance. Have them:
  - a. Sweep sidewalks.
  - b. Plant and care for flowers, etc.
  - c. Collect garbage.
  - d. Clean the teacher's lounge.
  - e. Recycle aluminum cans.
  - f. Fold newsletters, programs, etc., as they are needed for specific events.

RESOURCES/MATERIALS



T.E.K.S. 113.4 (2.11)

The student understands the purpose of governments.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify ways the community can be improved by voluntary associations of citizens and individual acts of responsibility.	Plan and implement a community project. Students may design their own proposal or select one of the following: <ol style="list-style-type: none"><li data-bbox="810 562 1226 590">1. Clean up litter in a local park.</li><li data-bbox="810 594 1372 653">2. Plant trees. (Contact your county extension office.)</li><li data-bbox="810 657 1112 684">3. Mark a nature trail.</li><li data-bbox="810 688 1258 716">4. Donate books to the local library.</li><li data-bbox="810 720 1317 806">5. Prepare a care/play package for young children in a local hospital. (Include student-made books, games, and toys.)</li><li data-bbox="810 810 1214 837">6. Clean up the school grounds.</li><li data-bbox="810 842 1385 900">7. Collect canned goods to be distributed to the needy.</li><li data-bbox="810 905 1365 932">8. Conduct a free car wash for senior citizens.</li><li data-bbox="810 936 1336 982">9. Volunteer at the Food Bank or Meals on Wheels.</li></ol>

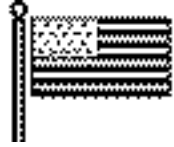
RESOURCES/MATERIALS

Items as specified in activities



**SOCIAL STUDIES:**

**GOVERNMENT**



T.E.K.S. 120.3 (C-10)

The student develops and refines skills for success in the workplace.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
1. Student will list rules associated with the world of work.	Refer to Vocational-Work Behaviors.  1. Have the students look at a set of classroom/school rules and the Discipline Management Plan for the school district. 2. List the rules which also apply to the work place (i.e., be prompt, be courteous, stay in assigned area, etc.). 3. List additional rules that might be included (i.e., what to wear, break times, safety, time clocks, etc.)

RESOURCES/MATERIALS

Classroom/School rules  
Discipline Management Plan



T.E.K.S. 120.3 (C-10)

The student develops and refines skills for success in the workplace.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
2. Student will develop respect for the rights and properties of others.	<ol style="list-style-type: none"><li>1. Discuss personal and property rights of others (e.g., freedom from physical injury, control of personal property, etc.)<ol style="list-style-type: none"><li>a. Present situations in which an individual's rights are being violated and have students identify the violation.</li><li>b. Have students list what they feel are their individual rights.</li><li>c. Encourage parents to discuss rights and responsibilities within the family.</li></ol></li><li>2. Have students identify reasons for respecting the rights and properties of others.<ol style="list-style-type: none"><li>a. Have students bring to class any object or article that they value and discuss why they would not want it damaged or destroyed.</li><li>b. Have them identify objects they have purchased with their own resources and discuss the time it took to save the money to obtain these items.</li><li>c. Encourage students to list the things that they use in the course of the day that do not belong to them (i.e., school books, pencils, school owned equipment, etc.).</li><li>d. Have students discuss with peers that respect for others' possessions is part of friendship.</li><li>e. Have parents/peers show the student their favorite and most valuable possessions and explain why they are valuable to them.</li><li>f. Have various teachers share their hobbies or collections with students and explain their value, both personal and monetary.</li></ol></li></ol>



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

3. Develop the concept of demonstrating respect for other persons and their property (e.g., talking in turn, appropriate care of borrowed items, etc.).
  - a. Present each student with a particular situation (e.g., what to do if you are at the end of a long line waiting to see a good movie) and have the class evaluate the student's behavior in regard to respecting the rights of others.
  - b. Encourage students to list settings in which they can demonstrate respect for others (e.g., school, home, recreational areas).
  - c. Discuss the importance of respecting personal rights of others as it applies to their work situations.
  - d. Suggest that parents model effective behavior within the family context and point out instances of one family member respecting the rights of another member.
4. Teach students appropriate situations and procedures for borrowing the property of others.
  - a. Assist students to decide whom to ask (friend or stranger), the reason for borrowing, a statement of concern for other's possessions, and setting a time when the article will be returned.
  - b. Discuss how to report a situation in which the student has damaged a borrowed article. Include in the discussion how to state this to the owner, how to see that the article is repaired or replaced, and how to apologize.
  - c. Have students list situations in which they might have to borrow something from another person.
  - d. Have them identify sources from which they borrow tools, household appliances, etc.



Area: Government

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- e. Encourage parents/peers to discuss the need to care for others' possessions as their own when borrowing.
- f. Practice borrowing situations with the students.
- g. Discuss feelings about approaching another person to borrow something.

RESOURCES/MATERIALS



T.E.K.S. 113.6 (4.18)

The student understands the importance of voluntary individual participation in the democratic process.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
3. Student will participate in voter registration and voting procedures.	<ol style="list-style-type: none"><li>1. Discuss voting requirements and procedures.<ol style="list-style-type: none"><li>a. Provide information about voting requirements.</li><li>b. Allow students to observe the process on an election day.</li><li>c. Have an election judge or official explain the voting process to students.</li><li>d. Have the students participate in school-wide votes and student council proceedings.</li></ol></li><li>2. Identify the importance of being an informed voter.<ol style="list-style-type: none"><li>a. This activity is most effective at the time of a major election. Due to the vast amount of news media coverage involved at this time, the students will probably hear or see the following terms: elections, voting, candidates, Republican, and Democrat.</li><li>b. Conduct a class discussion in which these terms and others of interest are defined and explained.</li><li>c. Specific candidates should be pictured somewhere in the classroom. These pictures should also be labeled so students can identify the name with the face when hearing or seeing the news media coverage. Students should become familiar with the specific party that each candidate represents.</li><li>d. Invite a member of the League of Women Voters to talk to the class about ways to become an informed voter.</li></ol></li></ol>
RESOURCES/MATERIALS	



T.E.K.S. 113.7. (5.16)

The student understands important ideas in the Declaration of Independence and the U. S. Constitution.

Area: Government

OBJECTIVE	TEACHING ACTIVITIES
4. Student will understand civil rights and responsibilities when questioned by the law.	<ol style="list-style-type: none"><li>1. Make a list of basic civil rights when being questioned by law enforcement officers (e.g., the right to have legal representation before questioning).<ol style="list-style-type: none"><li>a. Have the class discuss an individual's rights.</li><li>b. Make a bulletin board depicting rights.</li></ol></li><li>2. Discuss with students what to do if arrested.<ol style="list-style-type: none"><li>a. Simulate an arrest situation.</li><li>b. Discuss the simulation. What was said or done that might have been used against the person? What should students know to protect a citizen's rights?</li><li>c. "Right or Not?" A citizen has certain rights when being arrested and charged with a crime. Collect several reference materials (films, Bill of rights, etc.).</li><li>d. Have each student pair with another and choose two situations. Each student will then get a chance to enact the role of a citizen while the other is the law enforcement agent.</li></ol></li><li>3. Provide information about securing legal aid.<ol style="list-style-type: none"><li>a. Present resources for legal aid.</li><li>b. Complete a class unit on where to locate legal aid.</li><li>c. Invite someone from a local legal aid office to talk to the students either at school or at their office.</li></ol></li><li>4. Outline obligations when being questioned by a law enforcement official.<ol style="list-style-type: none"><li>a. Discuss with the class whether or not one should speak to authorities after witnessing a crime.</li><li>b. Invite a policeman to class to discuss appropriate referral of a crime.</li></ol></li></ol>

RESOURCES/MATERIALS

Policeman  
Attorney  
Videos about basic civil rights

