

Rights & Responsibilities

Enduring Understanding

As a citizen of a community, I have rights and responsibilities.

Essential Questions

Why does a community need rules?

What rights and responsibilities do I have as a citizen of this classroom?

How is voting both a right and a responsibility for a good citizen?

What is the importance of marking ballots correctly?

Students shall be able to:

C.4.K.1 — Recognize the need for rules and the consequences of violating rules

C.4.K.2 — Identify people in the family and school who hold positions of authority

C.5.K.2 — Discuss the rights and responsibilities of being a good citizen
(e.g., respect, cooperate, share)

C.5.K.3 — Identify voting procedures by participating in a classroom voting process

C.5.K.4 — Identify appropriate procedures for the daily recitation of the
Pledge of Allegiance:

- *Standing up straight*
- *Placing the right hand over the heart*
- *Removing hats*
- *Observing location of the flag*

E.7.K.2 — Discuss the concept of making choices related to wants and needs

Additional Social Studies Connections

E.7.K.1 — Recognize that all people have economic wants and needs

Materials Needed/Attachments

- ballot box
- popsicle sticks
- ballot
- art supplies

Attachment 1: Ballot template (Teacher to provide student choices on ballot.)

Attachment 2: Voting paddle template (Teacher can direct students to make voting paddles with popsicle sticks or use templates as printed.)

Vocabulary

<i>ballot</i>	<i>ballot box</i>	<i>tally</i>	<i>choices</i>	<i>majority</i>
<i>rules</i>	<i>minority</i>	<i>paper ballot</i>	<i>rights</i>	<i>returns</i>
<i>vote</i>	<i>responsibilities</i>	<i>pledge</i>	<i>allegiance</i>	<i>consequences</i>

Teaching Strategies

1. Introduce the concept of a rule and emphasize the individual's part in accepting the responsibility for following the rule. This discussion includes positive and negative consequences involved in following or breaking rules in a variety of concrete situations. Discuss the need for rules within the family and at school. Students brainstorm rules and consequences for their classroom.
2. Set up a helper system that includes responsibilities, such as emptying trash, erasing blackboard, distributing supplies, etc. Develop a chart/bulletin board for helpers of the week.
3. Introduce a question and answer session about choices: Have you ever had to make a choice? When? What choice did you make? Why? What other choices could you have made? Further develop the understanding of decision making by providing the class with an unfinished story alternative, asking students, "What would you do?" Present to students a problem that demonstrates that we are not all alike and that we like some things more than others. For example, the class has its choice between two items (snack, book, game, etc.). Discuss the possibilities involved in solving this situation.
4. Introduce paper ballots to the students' voting exercise. Show students an example of a paper ballot (*Attachment 1*) and explain it as a new way for them to vote for a choice between two items. Give a paper ballot to each student. Ask them to check/color the square next to their choice and to put the paper ballot in a ballot box. Involve students in counting the returns to determine the majority vote and tallying/graphing the votes on the chalkboard. Discuss the meaning of majority and minority. How does the majority affect the outcome of the vote? Does the majority vote change from time to time?
5. Discuss the concept of voting. What is voting? Introduce the question "How does a group make decisions?" Discuss the similarities and differences between how we solve problems in groups and how we solve them as individuals. How is voting both a right and a responsibility? Have them vote using happy and sad face paddles (*Attachment 2*) or moving to corners of the room that represent their choice.
6. Ask students if they have ever promised to do something? What does promise mean? Ask if they have ever heard of the Pledge of Allegiance. Discuss the terms pledge and allegiance. Model the appropriate procedures for reciting the pledge. Have students recite the Pledge of Allegiance daily.

Assessments/Rubrics

Informal observation (Note if students are selecting only one option on the ballot and marking it correctly.)

How Do You Vote?

