



Government Lesson Plan: Rules and Laws

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Content Area: Social Studies; Rules and Laws
Grade: 4th

NOTE: This is lesson is one of several and the **third instruction day**

Day 1: These students will have taken a government formative assessment to get baseline data about their knowledge on government (see in attachments below).

Day 2: Students will be taken on a field trip with guided tours of the New Hampshire Supreme Court and the New Hampshire Capitol Building. Students will participate in a scavenger hunt and explore important historical contributors to New Hampshire State Government.

Standards:

C3: College, Career, & Civic Life

D2.Civ.3.3-5. **Examine the origins and purposes of rules, laws**, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

C3 STANDARDS	
Civic & Political Institutions	x
Participation & Deliberation	x
Process, Rules, and Laws	x



6 Essential Civic Learning Practices:

(Please indicate where these are being utilized in this learning experience)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	

Objective:

Students will be able to indicate the difference between a “rule” and a “law” and provide one example for each as evidenced by completion of the exit ticket

Understand:

Students will understand that rules exist and there are groups of people who make, enforce and apply them. The rules exist on a local and state level. (The national level will be addressed in a future lesson)

Do (Skills):

Students will be skilled at naming and discussing with their peers the purpose for rules and laws and where rules and laws exist.

Assessments:

- Teacher will observe and take note of student answers during hook
- Students will be able to explain the difference between a “rule” and a “law” as evidenced by completion of an exit ticket.
- Students will be generating ideas to fill in concept map - teacher will take note of student responses and help guide accuracy

Materials:

- Sticky Notes
- Chart Paper



- Writing utensils
- Exit Tickets
- Concept map/dry erase markers for board

Differentiation:

Differentiate by Readiness Level Using different level and amount of text

Strategic: Students needing assistance brainstorming for the sticky note will work with teacher/paraprofessional to help generate or write down their thoughts.

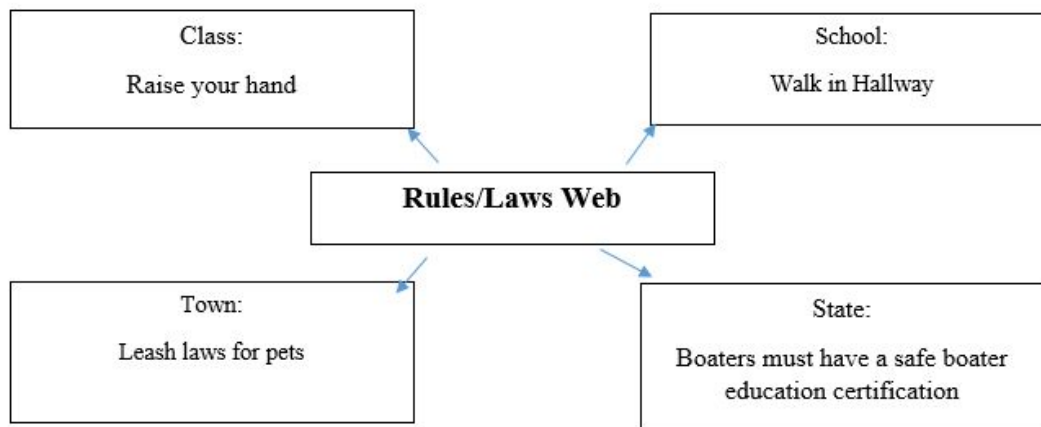
Can provide word bank for exit ticket as well and answer questions orally with teacher and use prompts.

INSTRUCTIONAL PLAN	Est. Time
<p>Introduction/Hook:</p> <p>Warm Up:</p> <ul style="list-style-type: none"> ● On a sticky note, ask students to write one rule they must live by. ● As a class, have students take turns placing sticky notes on different poster labeled Rules At Home, Rules at School, and Other Places 	5 mins
<p>Core Lesson:</p> <p>Word Work:</p> <ul style="list-style-type: none"> ● Rules - a guide or principle for conduct or action ● Laws - a system or collection of such rules ● Government - the governing body of a nation, state, or community <p>Discuss these with students</p> <p>Discuss the rules and charts that students generated.</p> <p>Facilitate a class discussion about:</p> <ul style="list-style-type: none"> ● Why do we have rules? ● Who made some of the rules listed on the charts? ● What happens if the rules are not followed? ● What are the consequences? ● What do you think about the fairness of these rules? <ul style="list-style-type: none"> ● What would each of these places be like if the rules did not exist? <p>Lead a discussion to address the question above about:</p>	20-25 mins



<ul style="list-style-type: none">● class rules● school rules● town rules● state rules <p>(while completing a concept web) - see below for materials</p>	
<p>Closure:</p> <ul style="list-style-type: none">● Turn and Talk about how our discussion relates to what we learned on our State Capitol field trip.● If time allows, have several groups share with whole class.● Distribute Exit Ticket to see if students understand the difference between a “rule”and “law”	5-10 mins

Concept Web:





Government Pre-Assessment

Name: _____

1. Name two different countries in our world.

2. Can you name some different types of government?

3. Why do countries have a government?

4. What kind of government does the US have?

5. What are the three branches of the US government?

a. _____ b. _____ c. _____

6. What is the purpose of each branch of government?

7. Who is the current president of the United States?

8. Name two of our country's Founding Fathers.

9. Name past presidents who shaped our country.

10. Name New Hampshire's governor.



Rules/Laws/Government Exit Ticket:

Name: _____

A _____ is a guide or principle for conduct or action.

A _____ is a system or collection of such rules.

A _____ is the governing body of a nation, state, or community.

Give an example of a rule: (at home or school):

Give an example of a law (in the town or state):



Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	