

Rights and Responsibilities of Citizens

GO ONLINE FOR
DIGITAL RESOURCES



VIDEO



INTERACTIVITY



AUDIO



GAMES



ASSESSMENT



eTEXT

The BIG Question



VIDEO

Who is responsible for making and enforcing rules?



Lesson 1

Acting as Good Citizens

Lesson 2

Rights and Responsibilities

Lesson 3

Following Rules and Laws

Lesson 4

My Leaders

Lesson 5

My Government

Lesson 6

Making Choices in Government

Jumpstart Activity



INTERACTIVITY

Say a clue to a partner about a rule you follow. For example: We do this when we want to talk (raise our hands). Have your partner guess the rule. Take turns giving clues and guessing.

We Have Rights

Preview the chapter **vocabulary** by singing the song to the tune of “The Farmer in the Dell.”

Government leaders make the **laws**
In our **democracy**.

Citizen's rights are earned
Through **responsibility**.

The **mayor** leads the city.

The **governor** leads the state.

The **president** leads our country.

Oh, the system's pretty great!

Quest

Project-Based Learning

Storyteller Sam Needs a Skit

Quest Kick Off

Most of you know the story of Cinderella and all the chores she had to do. Her stepsisters never helped. Luckily they have changed their ways. Can you help me write a skit to show everyone how to be fair?



1

Start With a Brainstorm

Think about the chores Cinderella does. *Why isn't it fair for one person to do all the work? What would be fair?* Write down ideas about how to share the chores.



INTERACTIVITY

Explore different ways people can be fair.

2

Look for **Quest** Connections

Turn to the next page to begin looking for your Quest Connections.

3

Write Up Your **Quest** Findings

At the end of the chapter, use what you learned to write and act out a skit.



Acting as Good Citizens

Unlock The **BIG** Question

I will know
how to be a
good citizen.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

citizen
rule

Jumpstart Activity

Take turns telling a partner the nice things you do for others.

Help, Respect, and Listen

A **citizen** is a person who belongs to a state or country. Good citizens help and respect each other. They listen to others and work to make life better for all.

1. ☒ **Reading Check** **Main Idea and Details** **Underline** what good citizens do.



Rules We Follow

Good citizens follow rules. A **rule** tells us what to do and what not to do. Rules help us learn. For example, we take turns when we talk about something important. We share books and crayons. Everyone helps to clean up after working.

We follow the Golden Rule. We treat each other the way we want to be treated. Then others are nice to us!

2. **✓ Reading Check Cause and Effect**
Circle what can happen when we follow the Golden Rule.



Quest Connection

Underline an example of making a game fair for everyone.

Being a Good Sport

It can feel good when your team wins a game, but you do not win every time you play. Sometimes your team loses. How you act during and after a game shows if you are a good sport.



INTERACTIVITY

Learn more about playing fair.

Ways to Be a Good Sport

Play fair and follow game rules.

Give everyone a chance to play.

Shake hands with members of the other team.

Say “Nice try!” or “Great job!”



3. **✓ Reading Check** Write a way that you will be a good sport. Talk to a partner about it.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 1 Check

4. **Sequence Write** something that is important to do after playing a game.

5. **Draw** a picture. **Show** a rule you follow that helps you to learn or work.

6. **Understand the Quest Connection** **Talk** with a partner. **Tell** about a time you played fair.

Distinguish Fact From Fiction

Some sentences give facts. A fact is true. Some sentences are fiction. Fiction is not true. It is something that is made up.

Look at the pictures and read the sentences. Think about how one is true and one is not true.

Fact:



Abraham Lincoln was a leader who lived long ago. He treated people with respect and kindness.

Fiction:



Crocodile did not follow the Golden Rule. He tricked Monkey.

Your Turn!

1. Look at the pictures.

Read the sentences.

Circle the sentence that gives a fact.

Highlight the sentence that is fiction.



INTERACTIVITY

Review and practice what you learned about how to tell fact from fiction.

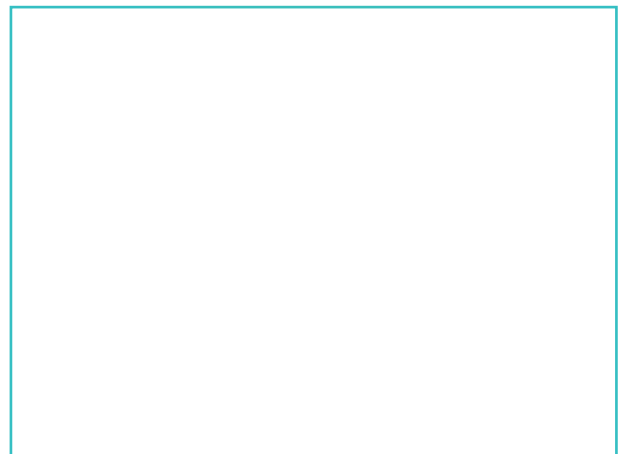
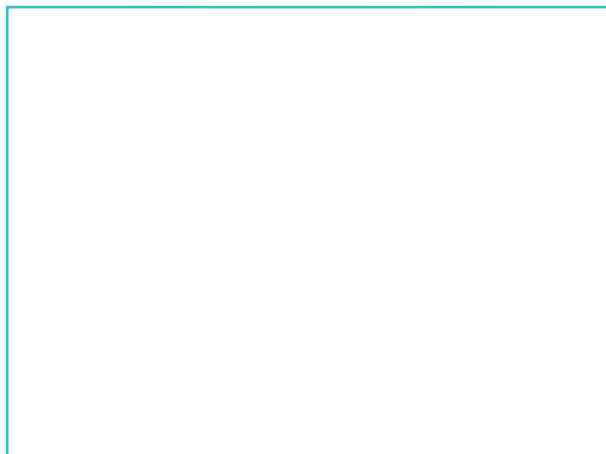


Little Red Riding Hood brought a basket of food to her sick grandmother.



Susan B. Anthony was a leader who wanted women to be treated as equals.

2. Draw a picture that is fact and one that is fiction.



Rights and Responsibilities

Unlock The BIG Question

I will know about my rights and responsibilities.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

right
responsibility
cooperate

Academic Vocabulary

solve

Jumpstart Activity

Ask two other children what they think *responsibility* means.

We Have Rights


All citizens have rights. A **right** is something we are free to do or have. Going to school is a right. Speaking up is a right and so is joining a group. Being treated fairly when we play is a right, too.

1. ☒ **Reading Check** **Main Idea and Details** Underline the main idea. Circle detail sentences.



We Have Responsibilities

We have responsibilities at home and school. A **responsibility** is something we do because we have to or because it is the right thing. We may clean our room and set the table as our home jobs. We may feed the fish and hand out paper as our class jobs.

2.  **Reading Check** Write a responsibility you have at home or school.

Handwriting practice lines for writing a response. The lines consist of a solid blue top line, a dashed blue middle line, and a solid blue bottom line, repeated four times.



Quest Connection

Tell how you share responsibilities at school.



INTERACTIVITY

Explore ways to make responsibilities fair.

We Cooperate

Another responsibility we have is to cooperate. We **cooperate** when we work together. We show respect and do not bully our classmates.




We Solve Problems

Sometimes we have problems when we work in groups. For example, when we only have one of something to share. We talk to each other to **solve** the problem.

Academic Vocabulary

solve • to fix a problem

3.  **Reading Check** **Talk to a partner. Tell how you cooperate.**

**Lesson 2 Check**

Check your understanding of the key ideas of this lesson.

4. Summarize Write what you would do if your group only had one of something to share.

5. Draw a picture. **Show** a right that you have.

6. Understand the Quest Connection Finish the sentence.
At school, we share responsibilities by

Following Rules and Laws

Unlock The **BIG** Question

I will know about rules and laws that we follow.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

law

consequence

Academic Vocabulary

cause

Jumpstart Activity

Act out a rule you follow at home, at school, or in your community.

Rules at Home

Rules are made to keep us healthy and safe. We brush our teeth. We wash our hands before eating. We pick up toys so no one trips and gets hurt. We do not run up and down stairs.


1. **✓ Reading Check** **Main Idea and Details** Circle the main idea about safety rules. **Highlight** the details.



Rules at School

Rules help us get along. It is important to respect and be nice to others. We take turns and share. We keep our hands to ourselves. We are good sports.

Rules keep things fair, too. Everyone must follow the rules in order for them to work well.

2.  **Reading Check** Underline a rule that helps you get along with others.





Rules and Laws in the Community

Quest Connection

What are some rules that you are responsible for following?



INTERACTIVITY

Learn about ways to follow rules and be fair.

A community rule is called a **law**. It is a law that children must go to school so they can learn. Putting trash where it belongs is a law that keeps our community clean. Wearing a seat belt in a car keeps us safe. Wearing a helmet when we ride a bike keeps us safe, too.

3. ☒ **Reading Check** Look at the picture. Circle the part that shows a safety law.

Consequences

A **consequence** is what happens when we do not follow rules and laws. Drivers can **cause** accidents if they do not stop at a red light. We can get hurt if we do not wear a seat belt. Good citizens follow rules and laws.

Academic Vocabulary

cause •
the reason
something
happens

✓ Lesson 3 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

4. **Cause and Effect** If you do not follow the rules, what is a consequence in class?

5. **Write** why rules are important to follow.

6. **Understand the Quest Connection** **Talk** to a partner about a school rule that helps you get along with others.

Solve a Problem

A problem is something to be worked out.

A solution is a way to solve the problem.

Here is a child that is being bullied.



1. Identify the problem.
2. Gather information about it.
3. List ways to solve it.
4. Ask: “Which way will work best?”
5. Choose a way and solve the problem.
6. Think about how well your plan worked.

Your Turn!

1. What is the problem? **Use** the steps you learned to solve the problem.



INTERACTIVITY

Review and practice what you learned about solving a problem.

I want to keep using the computer.



I want to use the computer now.

2. **Draw** a picture. **Show** one way to solve the problem. **Tell** why this plan works best.

Unlock
The **BIG**
Question

I will know
who leaders
are and how
they help us.



INTERACTIVITY

Participate in a class
discussion to preview the
content of this lesson.

Vocabulary

leader
guardian

**Academic
Vocabulary**

create

Jumpstart Activity

Tell about someone who makes
rules. Draw a picture of this person.

Who Are Leaders?

A **leader** helps people decide what to
do and how to do it. Leaders make
rules. They make sure we follow rules,
too. There are leaders who help us
at home and at school. Some leaders
help us in the community.

1. ☒ **Reading Check** **Main Idea and
Details** **Underline** what leaders do.



Leaders at Home

A **guardian** is a leader who takes care of us at home. Our mothers, fathers, and grandparents are guardians and leaders. An older brother or sister can be a leader, too. They make sure we follow the rules. The rules they make are for our health and safety. These rules can also help everyone get along.

2. **✓ Reading Check** Highlight leaders who help you at home.

Word Wise

Suffixes

The word *leader* ends in *-er*. This ending means “someone who.” *Leader* means “someone who leads.” What does *teacher* mean?



Academic Vocabulary

create •
to make
something

Leaders at School

Teachers, principals, and coaches

create rules when they are needed.

Rules help us learn and be safe.

They help us work and play together.

Sometimes it is our turn to be school leaders. We can be a table leader or a captain of a team.

3. ☒ **Reading Check** Look at the picture. Write what the child is doing.



Leaders in the Community

There are leaders in the community who keep us safe. Firefighters keep us safe from fires. Police officers make sure people follow traffic laws.

Lesson 4 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

4. How are leaders at home, school, and the community similar?

5. **Draw** a school leader. **Show** how this person helps you.

6. **Tell** who makes sure you follow school rules.

Unlock
The **BIG**
Question

I will
know how
government
helps us.



INTERACTIVITY

Participate in a class
discussion to preview the
content of this lesson.

Vocabulary

government
mayor
governor
president

Jumpstart Activity

Talk to a partner. What would happen
if we did not follow rules or laws?

What Is a Government?

A **government** is made up of citizens.
These citizens make our laws and
make sure we follow them. They get
us what we need. They make sure
where we live is clean and safe.

1. **✓ Reading Check** Look at the
picture. Circle what is safe in this
community. Talk about it.



Community Government

A **mayor** is the leader of a community government.

The mayor works with other leaders to make community laws. These leaders determine if we need a stop sign. They make sure trash is picked up. They decide if we need to plant trees or flowers in a park. They make sure there are police officers to keep us safe.

2. **✓ Reading Check Main Idea and Details Highlight** the work that community government does.





State Capitol building in Springfield, Illinois

State Government

A **governor** is the leader of a state.

The governor works with other leaders to make state laws. They spend money to build or fix highways, tunnels, and bridges. They make sure we have schools and state parks. Then children can enjoy learning and playing in these places!

State leaders meet in the capital city. This is where they make important decisions.

3. ☒ **Reading Check** Circle what the state government spends its money on.

National Government

The **president** is the leader of our country. The president works with the leaders of Congress to make our country's laws. These laws keep us safe and make sure we are treated fairly.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

✓ Lesson 5 Check

4. Compare and Contrast What is similar about community, state, and national government?

5. Finish the sentence.

Government builds schools and _____ so children can learn and play.

6. Tell how a mayor and governor are alike.

Making Choices in Government

Unlock The BIG Question

I will know how we choose our leaders.



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

vote
democracy
ballot

Academic Vocabulary

debate

Jumpstart Activity

Act out how you choose between two or more things.

How We Choose Our Leaders


Citizens vote to decide who they want to have as a leader. To **vote** is to make a choice that gets counted. Each person votes one time when they choose a leader. Citizens think about who will make the best leader.

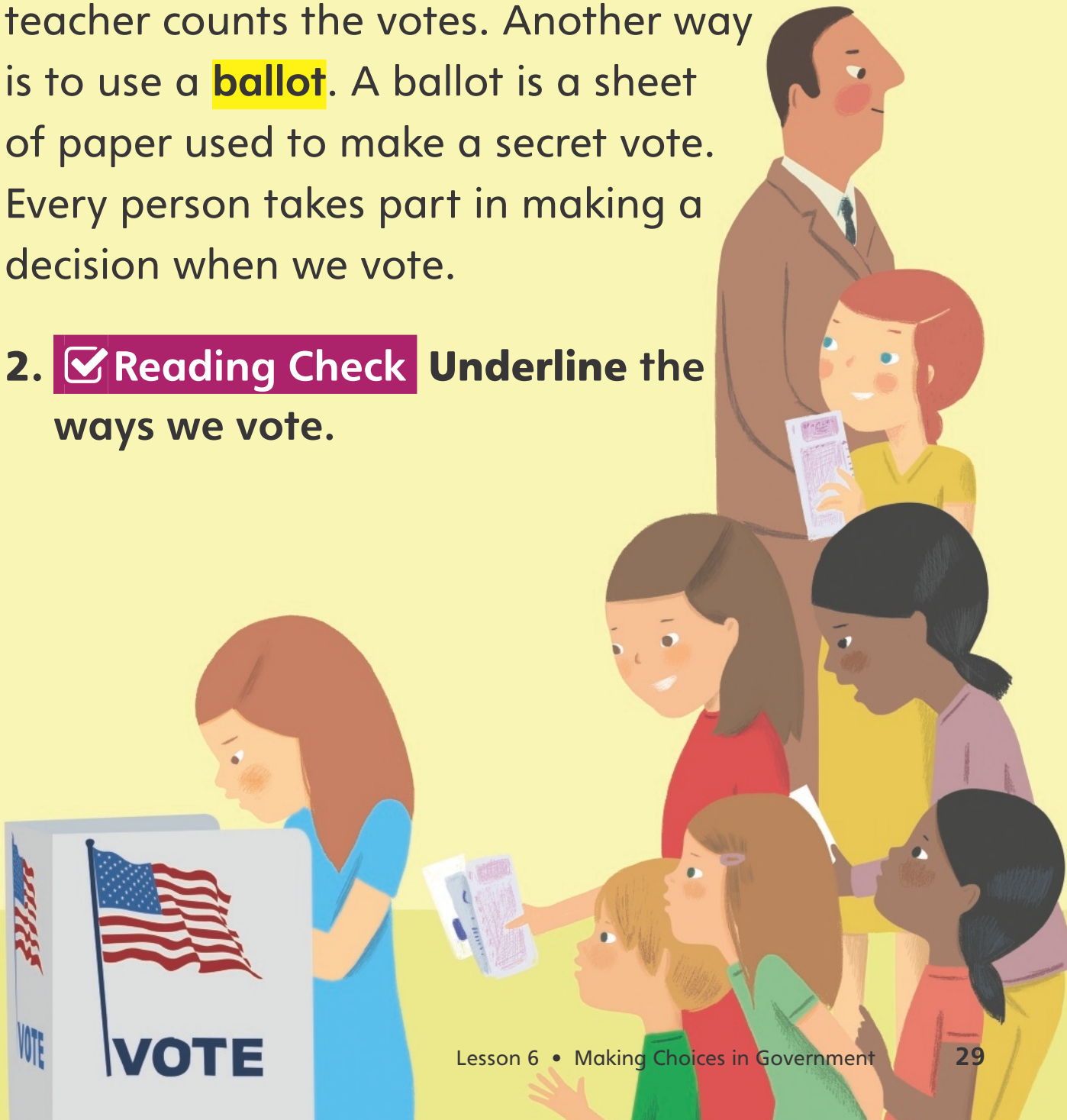
1. ☒ **Reading Check** **Main Idea and Details** Circle a reason that citizens vote.



Direct Democracy

We can vote and make our own classroom decisions in a direct **democracy**. We can decide what game to play on a rainy day. One way we vote is to raise our hands. Then our teacher counts the votes. Another way is to use a **ballot**. A ballot is a sheet of paper used to make a secret vote. Every person takes part in making a decision when we vote.

2.  **Reading Check** Underline the ways we vote.



Representative Democracy

Sometimes we choose classroom leaders or table leaders. This is called a representative democracy. These leaders will make decisions for us. They help us decide what to do or how we do it. We listen to different leaders **debate** before we vote for them. It is important to understand what leaders believe. We want to make sure the leader we choose will work hard for us.

Academic Vocabulary

debate • to talk about something



3. **✓ Reading Check Highlight** who makes decisions in a classroom representative democracy.

The Differences

Every citizen votes in a direct democracy. It is our responsibility to learn about the issues before we vote.

In a representative democracy, citizens vote for leaders to make decisions for us.

Lesson 6 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

4. Summarize What is an advantage in a direct democracy?

5. Write one way your class can vote to make a decision.

6. Write what happens in a representative democracy. Why might a citizen not like this system?















































Artifact: Historic Voting Ballot

One way citizens vote is to use a ballot. A ballot is a sheet of paper used to make a vote secret. The names of leaders, and other choices, are written on a ballot. Citizens vote by putting a mark next to a name or a choice.

Look at the ballot from long ago.
Look at the names and choices written on it.

Primary Source

	Republican A 	Democratic B 	Conservative C 	Liberal D 
1	ELECTORS OF PRESIDENT AND VICE-PRESIDENT Vote once 1A  <input type="checkbox"/>	George McGovern R. Sargent Shriver 1B  <input type="checkbox"/>	Richard M. Nixon Spiro T. Agnew 1C  <input type="checkbox"/>	George McGovern R. Sargent Shriver 1D  <input type="checkbox"/>
2	ASSOCIATE JUDGE OF THE COURT OF APPEALS Vote for any three 2A  <input type="checkbox"/>	Bernard S. Meyer 2B  <input type="checkbox"/>	Domenick L. Gabrielli 2C  <input type="checkbox"/>	Bernard S. Meyer 2D  <input type="checkbox"/>
3	Hugh R. Jones 3A  <input type="checkbox"/>	Nanette Dembitz 3B  <input type="checkbox"/>	Hugh R. Jones 3C  <input type="checkbox"/>	M. Henry Martuscello 3D  <input type="checkbox"/>
4	Sol Wachtler 4A  <input type="checkbox"/>	Lawrence H. Cooke 4B  <input type="checkbox"/>	Lawrence H. Cooke 4C  <input type="checkbox"/>	Sol Wachtler 4D  <input type="checkbox"/>
5	Irving Kirschenbaum 5A  <input type="checkbox"/>	Joseph P. Sullivan 5B  <input type="checkbox"/>	Joseph P. Sullivan 5C  <input type="checkbox"/>	Michael J. Dontzin 5D  <input type="checkbox"/>
6	William J. Drohan 6A  <input type="checkbox"/>	Herbert B. Evans 6B  <input type="checkbox"/>	William J. Drohan 6C  <input type="checkbox"/>	Herbert B. Evans 6D  <input type="checkbox"/>
7	Alfred H. Adler 7A  <input type="checkbox"/>	Alvin F. Klein 7B  <input type="checkbox"/>	Alvin F. Klein 7C  <input type="checkbox"/>	Murray Koenig 7D  <input type="checkbox"/>
8	George C. Mantzoros 8A  <input type="checkbox"/>	Martin Evans 8B  <input type="checkbox"/>	Martin Evans 8C  <input type="checkbox"/>	Harry T. Nusbaum 8D  <input type="checkbox"/>
9	Burton B. Roberts 9A  <input type="checkbox"/>	Burton B. Roberts 9B  <input type="checkbox"/>	Burton B. Roberts 9C  <input type="checkbox"/>	Burton B. Roberts 9D  <input type="checkbox"/>
10	Joseph A. Macchia 10A  <input type="checkbox"/>	Martin B. Stecher 10B  <input type="checkbox"/>	Sidney Eisenberg 10C  <input type="checkbox"/>	Louis Sch... 10D  <input type="checkbox"/>

Using a Primary Source

1. What is a ballot?

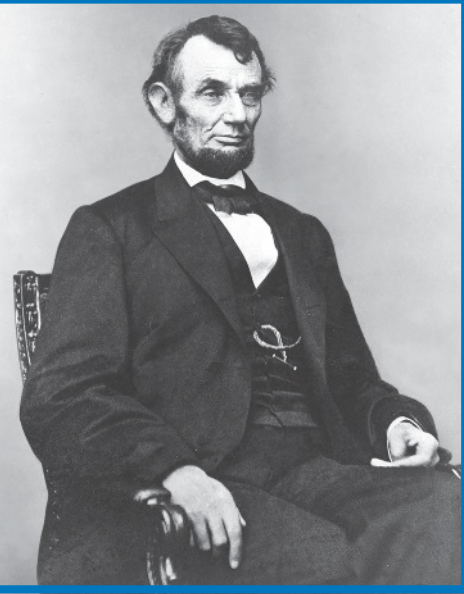
2. What information is on a ballot?

Wrap It Up

Think about something you vote for in class.

Draw a ballot. **Write** choices on it.

**Quality:
Honesty**



Abraham Lincoln Honest Abe

Before Abraham Lincoln was our president, he was a store clerk and a lawyer. People knew him as “Honest Abe.”

People told stories about Lincoln’s honesty. One story is about when young Abe worked in a store. He walked many miles to return a few pennies to a customer. She had paid him too much money!

Tell how Abraham Lincoln was honest.

Talk About It

Turn and **talk** to a partner. **Tell** about how you are honest.



✓ Assessment



Play the vocabulary game.

Vocabulary and Key Ideas

1. **Fill in** the circle next to the best answer.

What is the Golden **Rule**?

- Ⓐ Throw trash away in a trash can.
- Ⓑ Line up quickly and quietly in class.
- Ⓒ Treat others the way you want to be treated.
- Ⓓ Raise your hand before speaking.

2. **Distinguish Fact From Fiction** **Circle** the sentence that is fiction. **Highlight** the fact.



Ant worked hard while Grasshopper played.



Good citizens help one another.

3. Draw a line. **Match** a leader to what each person leads.

president

community

mayor

state

governor

nation

Critical Thinking and Writing

4. Look at the picture.

Write a rule that would help to solve this problem.



Quest Findings



INTERACTIVITY

Use the activity to help you prepare to write your skit.

Write Your Skit

It's time to put it all together to write and act out your skit!

1

Plan and Write Your Skit

Work in a group. Who are the main characters? How do they show how to be fair?

2

Revise Your Skit

Make changes to your skit. Check that the skit shows how to be fair.

3

Cast Your Skit

Ask classmates to be in your skit. Then practice the lines and actions.

4

Perform Your Skit

Perform your skit for the class.

