



* Social Studies

It's the Law! Well, at Least a Rule

The character, Aladdin, chooses not to always live by the rules and laws of his community and kingdom only to suffer challenges and consequences. If only he had better understood that rules and laws can be “a good thing”, providing order, stability, and promoting general welfare of the people.

Kentucky Social Studies

Government and Civics (2.14 & 2.15) Grades K-3

Academic Expectations:

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Ohio Social Studies Standards: Government

Benchmarks Grade K-2

C. Explain the purpose of rules in different settings and the results of adherence to, or violation of, the rules.

Grades 3

A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.

Objective

Students will:

- Examine the benefit of rules and laws for a classroom, community and larger government.
- Examine the structure of governments within a community and within the United States for how rules and laws are made.

Assessment

Students will be able to:

- Explain the purpose of rules for different settings.
- Demonstrate the making of laws.
- Recognize consequences when rules are violated.

Sample selected response items to gauge student understanding.

1. A rule is a direction for everyone to follow and behave in a certain way. True or False?

Answer: True

2. Complete this sentence.

A rule or laws helps to _____.

Answer: Individual student response. Emphasis on order, security, safety for all.

3. A rule or law that is easily broken or not followed is necessary sometimes. Do you agree or disagree, and why?

Answer: Individual student response. Emphasis on order, security, safety for all.

Vocabulary

- Rule
- Law
- Consequence

Materials

- Chart paper
- Markers
- Poster Board

Activity

To be Obeyed!

Teacher will:

1. Introduce the concept of laws and rules through game-playing of Simon Says. Students will follow given verbal directions and experience a consequence when not followed.
2. Facilitate a debriefing and discussion for how it felt to participate in the game, and especially how it felt to have to suffer a “consequence” by sitting out the game.
3. Explain to students the similarity of what happens when some people follow directions and some do not, and why rules and laws are necessary. Have students brainstorm their experiences with rules being followed or not followed in their home, community or classroom (e.g., drivers stopping and not stopping for a red light, students pushing and not pushing when in a line).
4. Have students brainstorm why rules and laws are necessary, with consideration of benefits for all people.
5. Facilitate discussion on where rules and laws come from; who makes them. (Emphasis for third grade students in on the making of laws by government officials.)
6. Review classroom rules with students. (If none previously developed, establish with student input.) Have students list the pros and cons for following or not following each rule. Also, have students list how the rule helps each student to be safe and secure.
7. Pair students and have each pair design a visual (e.g., poster) to illustrate a rule or law found present in their community. Informational text will include who made the rule or law and how it benefits or helps all people. The same activity may be extended to reflect upon and explore rules and laws as found in other settings and larger government entities.
8. Present a scenario to students in which a rule or law is not being followed by all citizens, or students. Have students design a set of consequences for the violation, and debate on its fairness.
9. Have students reflect on the behavior of Aladdin as presented in the production of *Disney's Aladdin, Jr.* Divide students into two groups for debate as to whether Aladdin did or did not follow rules,

the reasoning behind his actions, and if he had good cause for what he did or did not do.

10. Review student arguments and facilitate a final discussion for student consensus on whether the production of *Disney's Aladdin, Jr.*, demonstrated Aladdin's understanding of the need for rules and laws for the good of all.