

**Discipline:** Civics and Government  
**Standard Category:** Rights and Responsibilities of Citizenship  
**Lesson Focus:** Following rules

**Suggested Level:**  
 Primary

PA Standard(s):	Related TESOL Standard(s):
5.2.3A: Identify examples of the rights and responsibilities of citizenship. 5.2.3B: Identify personal rights and responsibilities.	Goal 1: To use English to communicate in social settings. Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment. Standard 3: Students will use learning strategies to extend their communicative competence.

**Lesson Focus:**  
 Following rules

**Teaching Strategies:**  
 Whole group instruction

**Key Objectives in Accordance with TESOL Level:**

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: • Distinguish between good and bad actions using a non-verbal action (thumb up or down).	Students will be able to: • Verbally distinguish between good/and bad actions.	Students will be able to: • Verbally distinguish between good/and bad actions. • Match the correct label with an illustration showing good and bad behaviors.

**Assessment Strategies:**  
 Observation

Anecdotal records

Guiding rubric

**Materials:**

1. Vocabulary cards for the words: good, bad, citizen, rules
2. That's Good, That's Bad (or another book with a good/bad theme)
3. Props for acting out good/bad behaviors in social situations
4. Paper and crayons
5. A two column chart labeled "Good" and "Bad"

**Procedures:** (ELL suggestions are written in italics)

1. The teacher will read That's Good, That's Bad by Margaret Cuyler aloud to the entire class.
2. The teacher will discuss the words *good* and *bad* and model each by drawing a smiling face for good, and a sad face for bad. List examples of both good and bad things.  
*Visual cues help the beginners make sense out of the words used.*
3. The teacher will introduce the word *citizen* and define the word as a person who is part of a group. Ask: "How is a citizen good or

bad?” Record answers with words and pictures (i.e. follows rules, gets along with others).

4. Introduce the word *rules*. Explain that a good citizen follows the rules and a bad citizen does not.
5. Discuss class rules, create a list with words and pictures, and model the rules.

Modeling the rules using verbal and nonverbal language assists the beginning and intermediate ELL with understanding.

6. Act out different scenarios of good and bad citizenship: Students will display thumb up and say “**good**” for following the rules; thumbs down and say “**bad**” for not following the rules. (Example: The teacher will run around the classroom. The teacher will then ask, “Good or bad?” to which the students will answer with a thumb up or down and say ‘good’ or ‘bad’.)

*Make scenarios clearly good or bad so that those with little language can understand. Giving the students the chance to answer the question with gestures and words, gives the beginners a chance to participate in a non-threatening manner.*

7. Discuss the right answer for each scenario as you go. For example, “The right answer was ‘bad’ (show thumb down) because the rule says not to run around the classroom.” Continue modeling until students demonstrate proficient understanding.
8. Instruct students to draw one picture of what good citizens do, and one picture of what bad citizens do.
9. Students will match their pictures to a good citizens/bad citizens chart displayed near the class rules.

*If the ELL students have difficulty showing a good or bad picture you may want to assist them or pair them with another student.*

#### **Assessment:**

- The teacher will assess the student’s work through observation and anecdotal records.
- The teacher will use the following guiding checklist:
  - Can indicate good/bad with hand sign (thumb up or down).
  - Can verbally express good/bad.
  - Can draw a good and bad scenario.
  - Can match drawings to class good/bad chart.

#### **Beginning**

The teacher will check to see if the student can demonstrate understanding with the correct hand gestures.

#### **Intermediate**

The teacher will check to see if the student can demonstrate understanding using hand gestures and correctly express “good” or “bad.”

**Advanced**

The teacher will check to see if the student can demonstrate understanding using hand gestures, correctly express “good” or “bad”, clearly illustrate a good scenario and bad scenario, and correctly match the picture with good/bad chart.

