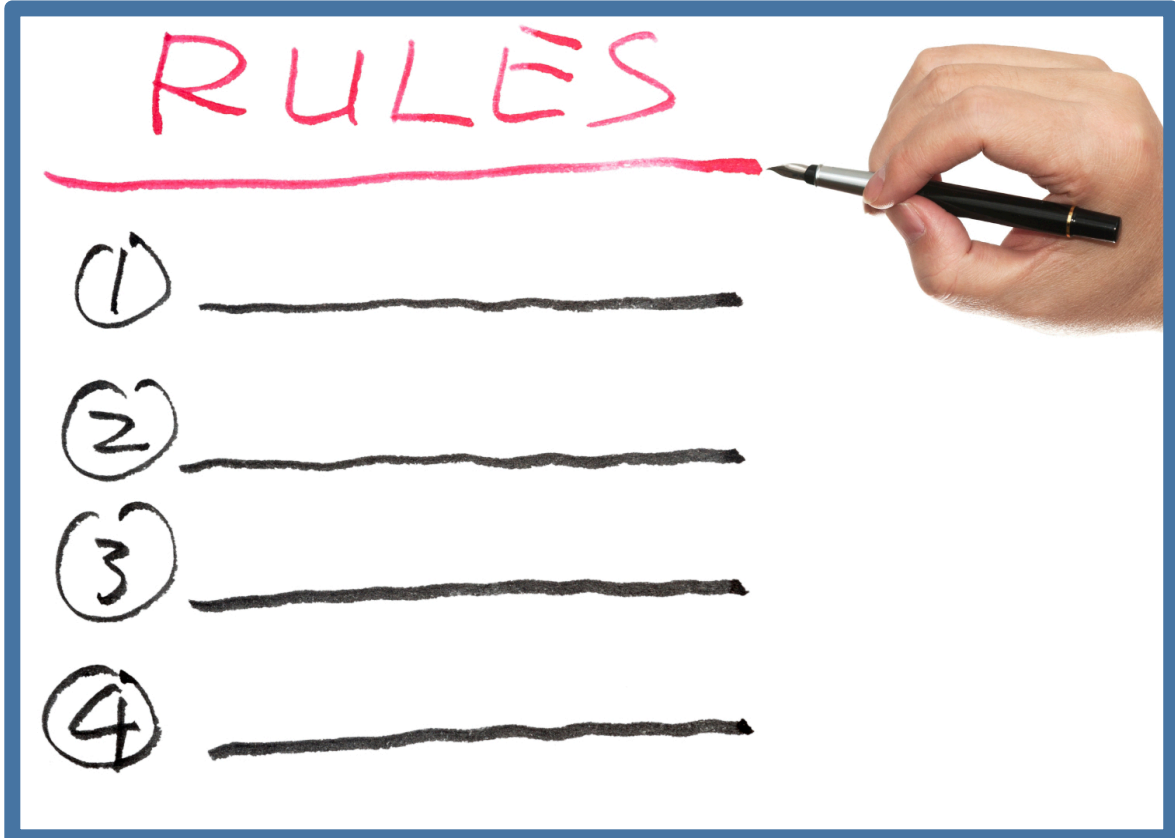




2nd Grade Civic Ideals and Practices Inquiry

Do We *Have* to Have Rules?



istock (c) raywoo

Supporting Questions

1. What are my values and how do I show them?
2. Can we make classroom rules that reflect our values?
3. What would happen if we did not have rules?



2nd Grade Civic Ideals and Practices Inquiry

Do We *Have* to Have Rules?

New York State Social Studies Framework Key Ideas and Practices	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation</p> <p>✔ Civic Participation ✔ Comparison and Contextualization</p>
Staging the Question	<p>Brainstorm what a rule is and why it is considered important to follow rules.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What are my values and how do I show them?</p>	<p>Can we make classroom rules that reflect our values?</p>	<p>What would happen if we did not have rules?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>List examples of values and explain how we show our values.</p>	<p>Categorize values and establish a set of classroom rules.</p>	<p>Create a two-sided argument chart with reasons for and against having rules.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: <i>What Are My Values?</i></p> <p>Source B: Image bank: Help Wanted ads from 1915 and 2015</p>	<p>Source A: "Great Seal of the United States"</p> <p>Source B: Excerpt from the Dignity for All Students Act (DASA)</p>	<p>Source A: "School Ditches Rules and Loses Bullies"</p> <p>Source B: "Why Do We Need Rules?"</p>

Summative Performance Task	<p>ARGUMENT Do we <i>have</i> to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary.</p>
	<p>EXTENSION Express these arguments in a letter that responds to a kindergartner who asks the compelling question.</p>
Taking Informed Action	<p>UNDERSTAND Review the school rules in light of whether they reflect all students' values.</p> <p>ASSESS Discuss any rules that do not reflect the class values and consider whether there are alternative rules that would be more satisfactory.</p> <p>ACT Write a letter to the school principal requesting a meeting to discuss any rules that could be revised.</p>



Overview

Inquiry Description

Through the compelling question “Do we *have* to have rules?” this inquiry investigates the relationship between rules and values as well as the role that rules play in maintaining a civil society. This question acknowledges outright that many students wonder about their roles in and responsibility for rule making. It gives voice to their legitimate concerns about the source of rules, the benefits of following them, and the consequences of not doing so. This inquiry taps into a common set of ideas that students have about the authority of rules and validates their honest hesitancy to follow rules simply because they are told to do so. Students learn that there is a key relationship between what we value and the rules we develop, follow, and enforce. Rules and laws are intended to express the shared values of a community, acting as statutes to uphold and protect such principles as fairness, equality, respect, and safety.

Three supporting questions guide students in their inquiry by exploring values as the seeds from which rules originate, examining the connection between group values and the formation of community rules, and investigating what can happen in the absence of rules. Supporting Question 1 suggests that we all have values and that values are culturally influenced. Not everyone’s values will be the same, and values can develop or change over time. We demonstrate our values through our decisions, words, and actions in and around the rules we create. Supporting Question 2 puts forth the connection between our values and our rules, showing that rules typically originate from a common value held by a group. It suggests that rules gain importance by being meaningful and relevant to a group or community and that a community can make rules together to unify its people under a set of common values. Finally, Supporting Question 3 raises the issue of whether rules are always necessary. On the one hand, rules can help us maintain order and safety and prevent actions that are destructive; on the other hand, the absence of rules may give members of a group newfound opportunities to engage with one another. All of this is to say that, although rules and rule making are complex, even young children have knowledge and experiences to help them engage with this inquiry.

NOTE: This inquiry is expected to take three to five 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education plans (IEPs) for students receiving special education services.

Content Background

The compelling question opens an inquiry into the nature of rules and rule making. The notion of “consent of the governed” has a long history in western political thought. The phrase is well remembered as being part of the preamble to the Declaration of Independence, but Thomas Jefferson borrowed this idea (and many others) from a range of earlier thinkers. At its heart, the phrase refers to the idea that rules and those who make and enforce them do so because the people give their assent. In this light, rules reflect two important assumptions: (1) rules should reflect the common values and beliefs of the populace and (2) to the extent that rules do reflect common values, the people will govern themselves.

As minors, children typically feel as though they have little to say in the rules that govern their lives. Yet if schools are to prepare students for full engagement in civic life, then explorations of the nature, origins, development, and



consequences of rule making need to begin at an early age. This inquiry is rooted in the premise that even young children can investigate the complexities of rules and the values they represent.

Content, Practices, and Literacies

A strong curriculum inquiry interweaves the key content students need to learn and the social studies practices they need to use and master. The formative performance tasks in this inquiry include the completion of a chart that identifies and explains how values are shown in everyday life, civic participation in a structured oral discussion about how to create a set of classroom rules that reflects the shared values of the group, and the development of reasons for and against the necessity of rules. The formative performance tasks and activities are designed to broaden in scope and build upon each other by providing students with the content and practices necessary to successfully complete the Summative Performance Task, in which students express their arguments about the necessity of rules by responding to a kindergartner who asks “Do we have to have rules?”

The formative performance tasks in this inquiry build students’ content knowledge of how the principles of democracy are reflected in their communities and how communities have rules that affect the way in which they function. Evident across the three formative performance tasks is an increasing complexity of thinking. The first task works at the identification level, in that students are identifying values and explaining how they are modeled in real life (Gathering, Using, and Interpreting Evidence). The second task asks students to categorize their values into groups of shared values and to collaborate in the development of written rules that represent those shared values (Civic Participation). Formative Performance Task 3 uses a two-sided argument chart to highlight different viewpoints on the necessity of rules (Gathering, Using, and Interpreting Evidence; Comparison and Contextualization).

The New York State P–12 Common Core Learning Standards for English Language Arts & Literacy offer social studies teachers numerous opportunities to integrate literacy goals and skills into their social studies instruction. The Common Core supports the inquiry process through reading rich informational texts, writing evidence-based arguments, speaking and listening in public venues, and using academic vocabulary to complement the pedagogical directions advocated in the New York K–12 Social Studies Framework. At the end of this inquiry is an explication of how teachers might integrate literacy skills throughout the content, instruction, and resource decisions they make.



Staging the Compelling Question

Compelling Question

Do we *have* to have rules?

The inquiry opens with the compelling question “Do we *have* to have rules?” Teachers might begin with a student-driven brainstorming session in which the class teases out several layers of this compelling question. Ultimately, this inquiry explores the relationship between values and the development of rules that reflect those values in our communities.

To parse the question, teachers might begin by asking students to help create a T-chart with “rules we like” on one side and “rules we dislike” on the other. Drawing on their real-world experiences and their background knowledge (including the second-grade curriculum, which focuses on the community), students might list examples of rules that, in their views, have considerable value (e.g., rules that keep us safe or healthy). At the same time, students might list examples of rules that seem to have little value from their point of view (e.g., staying in their seats or not chewing gum). Taken together, these two sets of ideas can provide a great springboard to talk about point of view: No gum chewing may seem unfair to the student who wants to do so but perfectly fair to the student who has ruined a pair of pants by sitting on a piece of carelessly discarded gum. Introducing the idea of perspective or point of view can both support and complicate students’ initial ideas about and examples of rules. Ideally, students will return to these ideas and examples throughout the inquiry by returning to the T-chart. As the year progresses, students should be able to explain how and why their ideas and perspectives may have changed or developed as a result of this inquiry.

To help make the relationship between values and rules more concrete, teachers can have their students role-play a range of scenarios that provide opportunities to practice the conversation protocols listed here about the role and value of rules. A menu of situations might include, but is not limited to, the following:

- Pretend to be a student at home who does not pick up his or her toys. Role-play with one or two other volunteers what could happen when other family members enter into the toy-filled space.
- Pretend to be coming from the lunch line with your tray of food when other students start playing tag in the lunchroom. Role-play with one or two other volunteers how the situation might unfold.
- Pretend to be doing your homework next to someone who is humming or singing. Role-play with one other person how a conversation might ensue.
- Pretend to be a parent who is crossing the street with a young child, but the child refuses to hold your hand. Role-play with one or two other volunteers what could happen as a result.

After each role play, the class should practice orally debriefing, perhaps using the fishbowl method to promote feedback and contributions. In that approach (see the Protocols and Resources appendix at the EngageNY website: <https://www.engageny.org/node/1996/file/11976>), students arrange themselves in two circles, one inside the other. Those in the inside circle talk about their experiences in the role-playing scenarios, and those in the outer circle try to identify similarities and differences across the experiences. Alternatively, teachers might lead a whole-group discussion of each scenario, asking students to identify what rule is being broken in the situation, deciding whether this rule has value or importance in their lives, and debating why or why not.

Regardless of the instructional approach, teachers should encourage students to talk through (1) how they felt in the scenario and why they felt that way, (2) the rule(s) evident in the situation, and (3) what idea or value they think is represented by the rule(s) they have named.

To complete the activity, teachers and students should develop a working definition of “value,” which can then be reviewed during discussions around Supporting Question 1. Following are examples of such definitions:

- Values are things we like a lot or are important to us.
- Values are things we believe in.



- Values are ideas we think are important.
- Values are beliefs, but they might be different for different people.

The idea of crafting a working definition early in an inquiry is useful for two reasons. First, it offers an opportunity for students to work through their initial ideas about a concept. Those ideas may represent a range of accurate and inaccurate information, so exposing them early on helps teachers understand what kind of remedial work they may need to schedule. Students with disabilities may struggle with the concept of values, so working with their ideas about the concept is important. The second advantage to working definitions is the fact that they can be revised as new information comes forward. The seemingly simple act of revising a definition sends important messages to students about the need to continually think about the ideas they are learning. Students also learn that their voice counts and that all students can make a contribution.



Supporting Question 1

Supporting Question	What are my values and how do I show them?
Formative Performance Task	List examples of values and explain how we show our values.
Featured Sources	Source A: <i>What Are My Values?</i> Source B: Image bank: Help Wanted ads from 1915 and 2015
Conceptual Understanding	(2.3a) The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules
Content Specifications	Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.
Social Studies Practices	<ul style="list-style-type: none"> ✓ Gathering, Using, and Interpreting Evidence ✓ Chronological Reasoning and Causation

Supporting Question

Supporting Question 1 focuses on the notion of values. A value is a belief or judgment about what is important in life; over time one's values can end up forming one's guiding principles. Since a major conceptual understanding of this inquiry is to determine how the principles of democracy are reflected in the rules of a community, it is necessary to examine the basis for such larger principles. That basis includes the values people hold most important in their lives (e.g., honesty, acceptance, integrity, and fairness), and thus believe are worth protecting. Also vital to acknowledge is that one's values are culturally influenced and that, consequently, not everyone's values will be the same. Values are mutable and reflect such variables as time, place, and culture. That said, students are likely to agree on a basic set of commonly held civic values through the completion of the formative performance task—for example, equality, fairness, and respect—and such values can be shown to connect back to the practical applications, such as set of classroom rules and to the democratic principles upon which the United States was founded.

Formative Performance Task

Formative Performance Task 1 asks students to identify, list, and describe examples of values exemplified in the three featured sources (Gathering, Using, and Interpreting Evidence). After making their individual selections, students should discuss the scenarios represented in the first featured source, the What Are My Values quiz, and identify examples of values and how those values are demonstrated on the Values Identification Chart. This activity should be helpful to the class in the second formative performance task, which asks students to debate and decide on the most important values for the classroom community.

Using the second set of featured sources, excerpts from the Help Wanted section of a 1915 newspaper and a Help Wanted ad from 2015, students will continue adding to their lists of values (Gathering, Using, and Interpreting Evidence). In this case, teachers should push students to notice that values can be evident as much by their absence as by their presence. Students will likely contextualize the two sets of ads through their modern-day lenses, observing that certain values like fairness, respect, and equality have not always been present or prominent throughout history (Chronological Reasoning and Causation).



Values Identification Chart

Using the Values Quiz, list three examples of values :	For each value, write a sentence that shows that value:
<i>Sample Student Responses:</i> <i>Responsibility (Question 1)</i> <i>Honesty (Question 2)</i> <i>Fairness (Question 4)</i>	<i>Sample Student Responses:</i> <i>You stop what you're doing to help your dad with a chore.</i> <i>You decide to not let your friend copy.</i> <i>You stick up for the other student.</i>
Using the newspaper ads, list some examples of values you see or do not see:	Using the newspaper ads, write a sentence that shows how that value is there or not there:
<i>Sample Student Responses:</i> <i>Equality</i> <i>Fairness</i>	<i>Sample Student Responses:</i> <i>I do not see equality when bosses can choose by race.</i> <i>I see fairness when men and women can get the same job.</i>

NOTE: A reproducible version of this chart is on the next page.



Values Identification Chart

Using the Values Quiz, list three examples of values :	For each value, write a sentence that shows that value:
Using the newspaper ads, list some examples of values you see or do not see:	Using the newspaper ads, write a sentence that shows how that value is there or not there:



Featured Sources

FEATURED SOURCE A is a “quiz” in which students choose their individual reactions to scenarios designed to shed light on their values. Teachers might introduce the task by referring back to the working definition of values that was established during the opening activity. Teachers may decide to have all students complete all six questions on their own, or they may break students into smaller groups to tackle just one question each and present their findings to the larger group. Specifically, the focus of this source is less on the students’ distinct answers to each prompt and more on the students’ identification of the value(s) present in each scenario and their reasoning behind their ideas. For each prompt, students should be able to name the underlying value (there may be more than one that fits) and explain how the value is shown. Students use a chart to record the value(s) identified in each quiz question and explain how the value is represented. For students with disabilities, teachers might create a matching exercise whereby students see the values already written and then match them to sentences that reflect those values.

FEATURED SOURCE B is an excerpt from the Help Wanted section of the *Washington Times* in 1915 and a section of Help Wanted ads from a contemporary newspaper. By contrasting these sources, students should recognize the values of fairness, equality, and respect. Teachers should push students to notice that values can be evident as much by their absence as by their presence. The 1915 ads list requirements for male and female job applicants that are noticeably insensitive to nondiscriminatory hiring practices by today’s standards; most of the ads list acceptable races and genders for the job applicants desired. By contrast, the ad from the 2015 source lists only the desired job characteristics (e.g., education, experience, and driver’s license) rather than gender and/or ethnic identities. Teachers should note the use of the abbreviation “EOE” in the contemporary ad, which signals the idea that discriminatory practices are unlawful. EOE stands for Equal Opportunity Employer and signifies that the company complies with the Equal Employment Opportunity Commission (EEOC) standards. The EEOC is a federal agency that enforces antidiscrimination laws. Businesses that employ 15 or more people may not discriminate because of a person’s race, color, religion, sex (including pregnancy), national origin, age (40 years or older in businesses with 20 or more employees), disability, or genetic information. Although going into the history of employment discrimination is outside the bounds of this inquiry, students may be interested to learn that such discrimination occurred regularly in the past and is still of sufficient concern that the need for the EEOC, created in 1965, continues. (A short history of the EEOC is available on the agency’s website: <http://www.eeoc.gov/eeoc/history/35th/history/index.html>).

At first glance, it may seem that second-grade students would need considerable guidance in drawing connections between these sets of ads and the formative performance task. But if teachers read two or three examples from the 1915 text followed by the 2015 text and ask what students notice, most will see the point immediately—the older text states clear gender and racial expectations while the contemporary text does not. Asking students what they think those differences mean is likely to surface the ideas of unfairness, inequality, and the like. From there, teachers and students can identify the values of fairness, equality, respect for others, and the like, which they can add to their charts with examples.

Additional Resources

The sources described earlier are featured because they are illustrative of the kinds of sources teachers may use to teach the inquiry and how to use them. They are not meant to be a final or exhaustive list. Additional or alternative sources include the following:

- “Being a Good Citizen,” www.Pebblego.com. (Note: subscription required.)
- “Jobs for Girls and Women,” poster, circa 1936–1941, Library of Congress. www.loc.gov/pictures/resource/cph.3b53089/?locrl=blogtea.



- “March for Justice and Jobs,” flier, 1968, National Archives and Records Administration.
www.archives.gov/education/lessons/memphis-v-mlk/images/exhibit-1.gif.



Supporting Question 1

Featured Source**Source A:** A “quiz” that poses values-based scenarios, *What Are My Values?* 2015

What Are My Values?

1. You're about to beat a new level in your video game when your dad asks you to come set the table for dinner. What do you do?
 - a. Say “Sure,” and go right into the kitchen.
 - b. Say “I can’t right now! I’m doing something important.”
 - c. Pretend you don’t hear him.
2. A classmate asks if she can copy your homework. What do you do?
 - a. Tell the classmate you won’t let her copy because it isn’t right.
 - b. Agree to let your classmate copy your homework.
 - c. Tell your teacher.
3. A new student who joins your class has a strange haircut that you have never seen before. What do you do?
 - a. Laugh at the haircut with the other kids.
 - b. Decide you want to ask the student where he’s from.
 - c. Keep away from the new student.
4. During recess, your best friend starts making fun of another student. What do you do?
 - a. Stick up for the other kid.
 - b. Join your best friend in teasing the kid.
 - c. Mind your own business.
5. You see a dog wandering alone in your neighborhood. What do you do?
 - a. Take the dog home and put up fliers in the neighborhood to find the owner.
 - b. Ask an adult to call the police or animal control.
 - c. Mind your own business. It’s not your problem.
6. You have a fight with a friend because you think your friend took your favorite toy. Later, you find the toy in your backpack. What do you do?
 - a. Say sorry to your friend.
 - b. Let your friend stay mad at you but hope your friend forgets about it.
 - c. Keep believing you are right, no matter what.

Created for the New York State K–12 Social Studies Toolkit by Binghamton University, 2015.



Supporting Question 1

Featured Source

Source B: Image bank: Help Wanted ads from 1915 and 2015

NOTE: Teachers should be sensitive to the need to explain some of the language in the advertisement and how language such as “colored” is no longer considered appropriate.

HELP WANTED—MALE	
BARBER—White, for Saturday; \$4.25. 1307 East Capitol st.	1*
MAN to attend stable, wash carriages, clean harness, and take care of horses; white. Apply at 707 22d, Apt. 12, after 7 p. m.	1
WASHMAN—Experienced, on shirts, collars, and family work. Apply BOX 316, Times office.	1*
WANTED—Men to learn barber trade; new method; wages after first month; steady position guaranteed. For particulars address MOLER BARBER COLLEGE, Dept. N, 207 Bowery, New York City.	1*
BUSHELMAN and coat maker. WATSON, 1808 G st. N. W.	1
INSURANCE AGENTS—White and colored; one policy covers sick, accident and life; pays old age benefits; loans made on policies; old reliable company licensed to do business in the District of Columbia. Address BOX 311, Times office.	1*
MEN—Young, wanted to solicit subscriptions for Catholic magazine in Washington; producers can make big money. BOX 316, Times office.	1*
PRESSER—First-class, at once. Call 2504 14th st. J. KLEIN.	1
WHITE MAN—Active, to clean windows and help other work. Apply before 9 or after 5. ELLIOTT, 1400 U st. N. W.	1
HELP WANTED—FEMALE	
GIRL—Good, for kitchen work. Call after 9 p. m., 7 H st. N. W.	1
GIRL—Good, to work in dining room, also one to do chamberwork, will pay good wages to right party, room and board; no colored need apply. Call 201 Eye st. N. W.	1
GIRL—Colored, for general housework; reference. 221 3rd st. N. W.	1
WAITRESS—Experienced; good wages. \$10 9th st. N. W. No other need apply. AMERICAN LUNCH.	1
WOMAN—White, for cooking and housework in small family; leave city for summer. 831 Woody road.	1

Image 1: 1915 Help Wanted ad, *Washington Times*, May 21, 1915.

Public domain. Library of Congress, Chronicling America: Historic American Newspapers website.

<http://chroniclingamerica.loc.gov/lccn/sn84026749/1915-05-21/ed-1/seq-19/#locId=blogtea>.

NOTE: A larger image is available by following the link.



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Image 1: Sample classified ad, 2015.

Created for the New York State K–12 Social Studies Toolkit by Agate Publishing, Inc., 2015. Stock image: © Devonyu



Supporting Question 2

Supporting Question	Can we make classroom rules that reflect our values?
Formative Performance Task	Categorize values and establish a set of classroom rules.
Featured Sources	Source A: “Great Seal of the United States” Source B: Excerpt from the Dignity for All Students Act (DASA)
Conceptual Understandings	(2.3b) Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws. (2.3c) The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation. (2.4a) Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.
Content Specifications	Students will examine the ways in which their community provides order and keeps people safe and how citizens can demonstrate respect for authority. Students will explain the importance of making fair rules, the benefits of following rules, and the consequences of violating them. Students will participate in voting within the classroom and in school as appropriate.
Social Studies Practices	<ul style="list-style-type: none"> ✓ Comparison and Contextualization ✓ Gathering, Using, and Interpreting Evidence ✓ Civic Participation

Supporting Question

Supporting Question 2 puts forth the connection between our values and our rules and shows that rules typically derive from the common values of a group. As students begin to consider the second supporting question, they explore the process of rule making for the collective and the concepts of majority, minority, and compromise. In examining what rules are best for their classroom, students draw upon the values uncovered in Formative Performance Task 1 and consider how they can be applied to create a set of rules applicable to their classroom community. Despite the fact that students likely have some common values, this task purposefully highlights differences in opinion. In the process of determining the rules and how they should be stated, students will likely express a range of value judgments. Therefore, students should consider how to arrive at a compromise and how the idea of majority rule works—that, as debate arises, not all ideas can be accepted into the list of classroom rules. If class rules have already been developed, teachers may modify this task by reviewing the current rules and evaluating the values inherent in them, perhaps revising the rules if necessary.

Formative Performance Task

Formative Performance Task 2 asks students to reflect on their own values to determine which might be shared in the larger group and to work together with classmates on how to transform those collective values into enforceable classroom rules (Civic Participation). Students prepare for the formative performance task by reading and talking through Featured Sources A and B as a whole group or in small groups. Doing so should expose a range of values and rules that should prove useful as the class begins considering the values most important to them and the challenge of how to express those values through rules (Gathering, Using, and Interpreting Evidence). This activity is also an opportunity for teachers of students with disabilities to offer some additional examples of the relationship between values and rules-based on scenarios (e.g., what value is demonstrated if a student finds a



dollar bill in the bathroom and asks a peer if the dollar belongs to him or her). The goal, then, is for the students (with teacher guidance) to produce a single document of class rules that reflects at least three shared values of the class (Comparison and Contextualization) on the Our Classroom Rules chart.

In the end, the discussion around the students' values and the rules that express those values may be as important as the list of rules produced. Students are used to having adults create and enforce rules and seldom think about what lies behind those rules. Few have had much experience in making rules, and even fewer have thought about the idea that values underlie the rules that are created. Encouraging students to think about the values they have in common and how the rules that express those values can be useful in carrying on class business is a powerful first opportunity to understand the nature and importance of social action (Civic Participation). Teachers may publish the updated classroom rules as they see fit. The completion of this task will contribute to the Summative Performance Task by helping students see the value of rules and of participating in the rule-making process.

OUR CLASSROOM RULES

Our Values	Our Rules
<i>Sample: Respect</i>	<i>Sample: No put downs</i>

(NOTE: A reproducible version of this chart is on the next page.)



OUR CLASSROOM RULES

Our Values	Our Rules



Featured Sources

FEATURED SOURCE A is the Great Seal of the United States. The seal features an eagle clutching 13 arrows in one talon (representing the original 13 colonies) and an olive branch in the other (signifying the desire for peace). The United States flag is represented in the center of the eagle image; in its beak, the eagle holds a banner with the Latin phrase *E pluribus unum* (Out of many, one). The stars in the crest above the eagle's head also represent the 13 colonies. Teachers should focus on the meaning of the motto, *E pluribus unum* (Out of many, one). Teachers and students can discuss the meaning of the motto in terms of the relationship between individuals and groups.

FEATURED SOURCE B, an excerpt from the 2012 Dignity for All Students Act (DASA), sets the stage for students to understand how to turn their common values into rules. DASA is a New York State law that seeks to provide students with a safe and supportive school environment free from discrimination, harassment, and bullying. Introducing this law may be the first time students become aware that bullying and harassment are actually illegal in school. The law also offers a useful opportunity for students to infer the values (e.g., acceptance, kindness, and safety) that undergird the act. The word “dignity” may be foreign to students, so teachers will want to take some time talking about its definition (i.e., having worth and being worthy of esteem or honor) and how it captures the idea that all children ought to have their dignity as human beings respected.

After reviewing both featured sources, teachers might consider using a variation on the Interactive Word Wall activity to begin the classroom discussion on the relationship between values and rules. In this activity, students write up to three values on separate post-it notes along with the rules that represent them. Focusing on their values, students then stick their notes in matching groups on a classroom wall. Each group of values (e.g., fairness, respect) can then serve as discussion points as teachers and students review the notes and consider questions such as the following:

- What do our notes tell us about what we value?
- What patterns of values can we see?
- Do the rules we list express our values well?

Ideally, this discussion should help students begin to reach agreement on the values that are most important to the group and rules that reflect them (noting that more than one rule may be necessary to fully represent a value).

As the class discussion proceeds, teachers should introduce the question “How shall we decide which values and rules we want?” This question highlights the idea that there is more than one way to make group decisions. A decision can be reached through voting, where the majority opinion wins. This approach has the advantage of speed and decisiveness but risks alienating those in the minority. A second option is to work toward unanimous consent. This method may take longer but has the advantage of every member’s agreement. A third option might be called the “consensus for now” option. Here, individuals may not be in full agreement with the list of values and rules, but they agree to set aside their disagreements in order to try out the generally agreed upon plan. Taking this approach means decisions can be reviewed at a later date and revised if a consensus emerges to do so.

Because the language expressing a rule may be as important as the value behind it, teachers might want to copy the Our Classroom Rules chart on the whiteboard so revisions can be made easily. Once the class has made a decision, the chart can be transferred to poster board for display in the classroom.



Supporting Question 2

Featured Source

Source A: Andrew Graham, lithograph of the Great Seal, "Great Seal of the United States," c1890



Public domain.

https://en.wikipedia.org/wiki/Great_Seal_of_the_United_States#mediaviewer/File:USGreatSealGrahamLithograph.jpg



Supporting Question 2

Featured Source

Source B: New York State Legislature, legislation to provide a safe school environment, Dignity for All Students Act (excerpt), 2010



No student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or students on school property or at a school function.

Reproduced from: A Resource and Promising Practices Guide for School Administrators & Faculty, The Dignity Act, New York State Education Department website. <http://www.p12.nysed.gov/dignityact/resourceguide.html>.



Supporting Question 3

Supporting Question	What would happen if we did not have rules?
Formative Performance Task	Create a two-sided argument chart with reasons for and against having rules.
Featured Sources	Source A: "School Loses Rules and Ditches Bullies" Source B: "Why Do We Need Rules?"
Conceptual Understandings	(2.3b) Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws. (2.4a) Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.
Content Specifications	Students will question what can happen in the absence of rules, interpret evidence presented by two different viewpoints, and write about these viewpoints to explain with evidence.
Social Studies Practices	✓ Gathering, Using and Interpreting Evidence ✓ Civic Participation

Supporting Question

Now that students have examined the connection between values and rules and have had an opportunity to construct or review and revise their own classroom rules, in Supporting Question 3 students explore the necessity of rules in every social situation. In order to truly consider whether we need rules in communities, students investigate what would happen *without* rules. Presumably, the absence of rules gives members of a group more freedom and personal responsibility and allows them to take acceptable risks. Equally true is the presumption that rules are necessary to maintain safety and order and to prevent some people from taking advantage of others and/or the environment. The third supporting question for this inquiry, then, focuses on what would happen if we didn't have rules.

Formative Performance Task

The third formative performance task calls on students to consider the implications of life with no rules. After reading the two featured sources aloud (Featured Source A is a news article about a school where traditional recess rules have been abandoned; Source B is an article about the need to follow rules), teachers could use anchor charts like the samples in the Featured Sources section to record students' ideas and reactions. Those charts can then help students complete the Two-Sided Argument about Rules task (a reproducible version is on the next page). The task consists of students listing their respective reasons or evidence in a two-sided argument about what can happen in the absence of rules. This kind of argument writing with supportive reasons in list format will set the stage for completing the Summative Performance Task.

A Two-Sided Argument about Rules

Having No Rules Is <i>No</i> Problem	Having No Rules Is a <i>Big</i> Problem
<i>Sample: Children can learn to cooperate</i>	<i>Sample: Without rules, children may not be safe</i>



A Two-Sided Argument about Rules

Having No Rules Is <i>No</i> Problem	Having No Rules Is a <i>Big</i> Problem



Featured Sources

FEATURED SOURCE A is an article describing an unusual school in New Zealand where recess is not governed by a set of traditional rules. As part of a university study, the Swanson School principal and faculty decided to abandon the usual playground rules and see what happened. What they found was a decrease in injuries and bullying and an increase in student concentration while in class. In the following excerpt the school principal describes the policy and outcomes:

The way we changed what was happening in our playground was by doing things slowly, little by little. . . . we simply started turning a blind eye to anything they did which met the criteria of:

- It must not hurt someone else
- It must not damage someone else's property

. . . Without seeing for themselves what we have created at Swanson, some assume that a playground without rules must result in bedlam. In fact, we did not end up hosting a sequel to *Lord of the Flies*. Bullying, conflict and serious injuries are down, while creativity, problem solving and concentration are up. Children are so busy, motivated and engaged during recess that they come back to class much more ready to learn. The time children get into trouble tends to be when they are not busy, motivated and engaged. Bored kids have a greater tendency to bully, graffiti and damage property. At Swanson School, we no longer need to operate a time-out room at recess, and we have also reduced the number of teachers on playground patrol duty.

Bruce McLachlan, "Project Play at Swanson School," *Play and Folklore*, no. 61, April 2014.

http://museumvictoria.com.au/pages/53398/play_and_folklore_no61_april_2014.pdf.

After reading the article aloud, teachers may want to hold a classroom discussion where students can verbalize their views of this school's policy. In doing so, they may wonder whether or not this is something that could work at their own school. Students could brainstorm possible pros and cons of a schoolyard with no rules. Sample Chart A is an example of teacher-prompted discussion questions and possible student responses. As students share, teachers might jot down the students' ideas on large chart paper structured as follows.

Sample Chart A

Teacher Prompts	Students' Ideas
<p>Sample:</p> <p>What did you notice about the community?</p>	<p>Sample:</p> <ul style="list-style-type: none"> • It was a bunch of kids playing outside. • Some were really messy, but everyone was having fun.
<p>Sample:</p> <p>Did anything positive happen with NO rules?</p>	<p>Sample:</p> <ul style="list-style-type: none"> • Kids were getting along and playing together. • Kids learned to take care of themselves and take risks.
<p>Sample:</p> <p>Did anything negative happen with NO rules?</p>	<p>Sample:</p> <ul style="list-style-type: none"> • Kids could get hurt. • Kids got dirty and might ruin their clothes.



Teachers may want to refer to the following articles on the same topic to deepen their own understanding:

- Jessica Lahey, “Recess without Rules,” *The Atlantic*, January 28, 2014.
<http://www.theatlantic.com/education/archive/2014/01/recess-without-rules/283382/>.
- One News, “School Ditches Rules and Loses Bullies,” TVNZ website, January 26, 2014.
<http://tvnz.co.nz/national-news/school-ditches-rules-and-loses-bullies-5807957>.
- Marika Hill, “This Playground’s Lawless and Kids Love It,” stuff.co.nz website, June 2, 2014.
<http://www.stuff.co.nz/national/education/9692464/This-playgrounds-lawless-and-kids-love-it>.

FEATURED SOURCE B is an article entitled “Why Do We Need Rules?” The article focuses on two reasons for rules—safety and fairness—reasons that should resonate easily with students. The piece also offers a useful perspective on the idea that actions can have consequences, some of which can be detrimental. This source offers a useful counterpoint to Source A.

After reading the article aloud (or having students read it individually or with a partner), teachers might lead a discussion in which students talk through the different kinds of rules with which they have experience and the rationales for them. Again, it might be helpful for teachers to jot down students’ ideas on a large piece of chart paper as illustrated below. Doing so should help students as they construct their responses to the formative performance task.

Sample Chart B

Teacher Prompts	Students’ Ideas
<i>Sample:</i> <i>What did you notice about this article?</i>	<i>Sample:</i> <ul style="list-style-type: none">• Rules are everywhere• Some rules help us be safe• Other rules keep games fair

After the two sources have been read and discussed, students should use the class-made sample charts as references to help them write their reasons for or against the necessity of rules in a two-sided argument. Presumably, students will draw largely on Source A as the basis for the “having no rules is *no* problem” side of the chart and Source B for reasons to support the “having no rules is a *big* problem” argument. Teachers might want to scaffold students’ work by talking through an example with the entire class, asking partners in half of the class to construct one reason for the left-hand column and the other half to construct one for the right-hand column, and then having the students share their ideas. This kind of argument construction will set the stage for writing about the compelling question.



Supporting Question 3

Featured Source

Source B: One News, article describing a school with no playground rules, "School Ditches Rules and Loses Bullies," January 26, 2014

School Ditches Rules and Loses Bullies

Ripping up the playground rulebook is having incredible effects on children at an Auckland school.

Chaos may reign at Swanson Primary School with children climbing trees, riding skateboards and playing bullrush during playtime, but surprisingly the students don't cause bedlam, the principal says.

The school is actually seeing a drop in bullying, serious injuries and vandalism, while concentration levels in class are increasing.

Principal Bruce McLachlan rid the school of playtime rules as part of a successful university experiment.

"We want kids to be safe and to look after them, but we end up wrapping them in cotton wool when in fact they should be able to fall over."

Letting children test themselves on a scooter during playtime could make them more aware of the dangers when getting behind the wheel of a car in high school, he said.

"When you look at our playground it looks chaotic. From an adult's perspective, it looks like kids might get hurt, but they don't."

Swanson School signed up to the study by AUT and Otago University just over two years ago, with the aim of encouraging active play.

However, the school took the experiment a step further by abandoning the rules completely, much to the horror of some teachers at the time, he said.

When the university study wrapped up at the end of last year the school and researchers were amazed by the results.

Mudslides, skateboarding, bullrush [a tag-based game] and tree climbing kept the children so occupied the school no longer needed a timeout area or as many teachers on patrol.

Instead of a playground, children used their imagination to play in a "loose parts pit" which contained junk such as wood, tyres and an old fire hose.

"The kids were motivated, busy and engaged. In my experience, the time children get into trouble is when they are not busy, motivated and engaged. It's during that time they bully other kids, graffiti or wreck things around the school."

Parents were happy too because their children were happy, he said.

But this wasn't a playtime revolution, it was just a return to the days before health and safety policies came to rule.

AUT professor of public health Grant Schofield, who worked on the research project, said there are too many rules in modern playgrounds.

"The great paradox of cotton-woolling [raising kids in an over-protected state] children is it's more dangerous in the long-run."



Society's obsession with protecting children ignores the benefits of risk-taking, he said.

Children develop the frontal lobe of their brain when taking risks, meaning they work out consequences. "You can't teach them that. They have to learn risk on their own terms. It doesn't develop by watching TV, they have to get out there."

The research project morphed into something bigger when plans to upgrade playgrounds were stopped due to over-zealous safety regulations and costly play equipment.

"There was so many ridiculous health and safety regulations and the kids thought the static structures of playgrounds were boring."

When researchers—inspired by their own risk-taking childhoods—decided to give children the freedom to create their own play, principals shook their heads but eventually four Dunedin schools and four West Auckland schools agreed to take on the challenge, including Swanson Primary School.

It was expected the children would be more active, but researchers were amazed by all the behavioural pay-offs. The final results of the study will be collated this year.

Schofield urged other schools to embrace risk-taking. "It's a no brainer. As far as implementation, it's a zero-cost game in most cases. All you are doing is abandoning rules," he said.

Reprinted from TVNZ. <http://tvnz.co.nz/national-news/school-ditches-rules-and-loses-bullies-5807957>.



Supporting Question 3

Featured Source

Source B: ReadWorks, article about rules, “Why Do We Need Rules?” 2013

Why Do We Need Rules?

It may seem like there are a lot of rules, but rules are important. There are rules everywhere. There are rules at home. There are rules at school. There are rules at the park.

Why do we need rules? Rules keep us safe. Without rules, children could run in the halls. That would not be safe. Someone might get hurt.

Rules keep things fair. Without rules, a friend might not get a turn in a game. That would not be fair. Without rules, the world would not be safe or fair.

Reprinted from Readworks.org.



Summative Performance Task

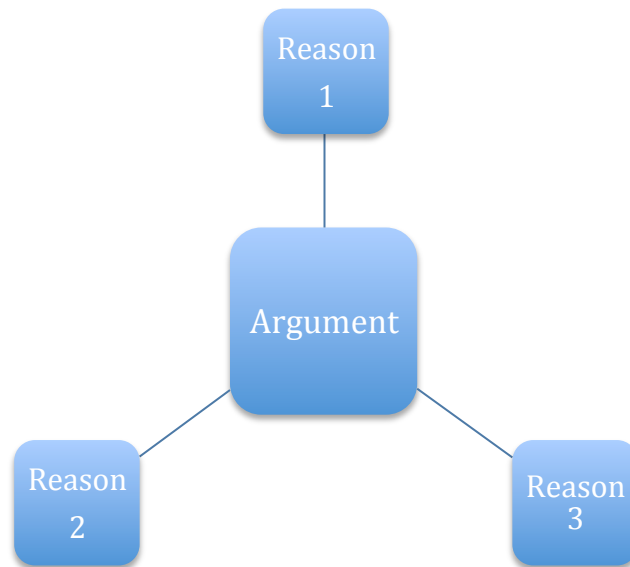
Compelling Question	Do we <i>have</i> to have rules?
Summative Performance Task	ARGUMENT Do we <i>have</i> to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary.
	EXTENSION Express these arguments in a letter that responds to a kindergartner who asks the compelling question.

At this point in the inquiry, students have discussed the meaning of a value, identified their own values, discussed common values in their classroom, crafted classroom rules, and investigated what can happen in the absence of rules and the presence of new opportunities. In making their arguments about the necessity of rules, students draw upon the knowledge and skills they have amassed throughout this inquiry.

Before the Summative Performance Task, it may be helpful for students to review the sources provided and the charts/graphic organizers created during the inquiry. Doing so should help them articulate their arguments, develop their claims, and highlight the appropriate reasons or evidence to support their answers. Having students rehearse their answers, claims, and supporting reasons orally with a partner may be helpful to complete the task.

As the Summative Performance Task, teachers can have students complete a web-like graphic organizer where they write their argument stem in the middle box and their supporting reason/evidence in the outlying boxes:

Do We *Have* to Have Rules?



Created for the New York State K–12 Social Studies Toolkit by Binghamton University, 2015.



Students' responses will likely vary, but could include any of the following argument stems:

- We need rules because they protect our shared values, such as responsibility and fairness.
- We have to have rules because they are the values our community agrees are important.
- Rules are important because without rules people might hurt or damage the community.
- We *don't* need rules that tell everyone to do the same thing.
- *Sometimes* rules can stop us from learning and exploring.

It is possible to find support for any of these argument statements in the sources provided and through students' work within the sources.

After students complete their graphic organizers on their own, teachers should encourage them to share them with a partner who has a different argument so they can compare their reasoning and revise their arguments and/or evidence if so desired.

Extension

In this task, students address the compelling question in the form of a letter to a kindergarten student who is asking about the necessity of rules. Offering an imagined but realistic opportunity to convey their new understandings to younger students should prove motivating for second-grade students and illuminating for their teachers.



Taking Informed Action

Compelling Question	Do we <i>have</i> to have rules?
Taking Informed Action	<p>UNDERSTAND Review the school rules to see whether they reflect all students' values.</p> <p>ASSESS Discuss any rules that do not reflect the class values and consider whether there are alternative rules that would be more satisfactory.</p> <p>ACT Write a letter to the school principal requesting a meeting to discuss any rules that could be revised.</p>

Taking informed action can manifest in a variety of forms and in a range of venues. Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world. The three activities described in this inquiry represent a logic that asks students to (1) *understand* the issues evident from the inquiry in a larger and/or current context, (2) *assess* the relevance and impact of the issues, and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students draw on their understandings of the relationship between values and rules and the importance of rules being reflective of a community's shared values. At this point in the inquiry, students should understand that rules are intended to balance people's rights while preventing infringement upon the rights of others. This relationship is the crux of our civil society in general and the laws that govern our behavior in particular. In this case, the taking informed action activities are an opportunity for students to examine the balance between values and rules within their school.

To understand the situation, students may go through an activity in which they review the school rules, determine the values they reflect, and categorize their views of the rules. Some general examples of rules that might be considered for debate include the following:

- Rules enforcing a school-wide, nut-free environment
- Recess rules such as no balls from home and no outside play when it is raining
- Bathroom rules such as requiring a teacher's permission before using the bathroom and mandating only one person in the bathroom at a time
- Rules that take away recess time for lateness.

To begin the task, teachers and students might make a list of the school rules on chart paper or a whiteboard. With this list available for everyone to see, students copy the rules into the first column of the chart provided. Then, either individually or with a partner, they should identify the value(s) represented by each rule (i.e., the second column of the chart):

Our School Rules and Values

School Rules	The Value(s) Represented	My View (+/-/?)
<i>Sample: Our school is a nut-free zone</i>	<i>Sample: Safety for all children</i>	
<i>Sample: Students will lose recess time if they are late to school</i>	<i>Sample: Being responsible</i>	



To assess their understandings, students should return to their charts and use a coding system to indicate what they think about each listing. Students should draw a plus sign (+) next to the rules and values they think make sense, a negative sign (-) next to those with which they disagree, and a question mark (?) next to those they are unsure about or do not understand.

Once students have completed their individual assessments, teachers should lead a debriefing session in which a frequency count is undertaken. A frequency count is a way of determining the relative support for each rule by tallying the students' responses on a chart like the one here:

Our Views of Our School Rules

School Rules	+	-	?
<i>Sample: Our school is a nut-free zone</i>	22	1	<i>What happens with a nut allergy?</i>
<i>Sample: Students will lose recess time if they are late to school</i>	10	13	<i>Could there be a different punishment?</i>

Once the class views are made clear through the tallies, teachers and students can assess their positions on the school policies. Possible outcomes: Students may conclude that there are rules that should be abandoned or revised; they may also decide that there need to be additional rules. In each case, the key is to encourage students to identify the values associated with the desired rule. Alternatively, the students may decide that the existing rules are rooted in widely held values and seem fair and necessary to maintain.

Based on their assessment of the school's rules, students might *act* on the emergent class understanding by writing a letter to the principal requesting a meeting during which students would review their work to date and present their ideas.



Common Core Anchor Standard Connections

Social studies teachers play a key role in enabling students to develop the relevant literacy skills found in the New York State P–12 Common Core Learning Standards for English Language Arts and Literacy. The Common Core emphasis on more robust reading, writing, speaking and listening, and language skills in general and the attention to more sophisticated source analysis, argumentation, and the use of evidence in particular are evident across the Toolkit inquiries.

Identifying the connections with the Common Core Anchor Standards will help teachers consciously build opportunities to advance their students' literacy knowledge and expertise through the specific social studies content and practices described in the annotation. The following table outlines the opportunities represented in the Grade 2 Inquiry through illustrative examples of each of the standards represented.

Common Core Anchor Standard Connections	
Compelling Question	Do we <i>have</i> to have rules?
Reading	<p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>See Formative Performance Task 2: Students identify examples of language that disregards or honors EEOC practices in Help wanted ads, and use evidence from the text to explain how they know values change over time and place.</p> <p>CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>See Formative Performance Task 3: Students write examples of outcomes when there are no rules from their reading of Featured Source A.</p>
Writing	<p>CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>See Formative Performance Task 3: Students gather evidence to make and support claims about what happens when we have no rules.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>See the Summative Performance Task: After students share their graphic organizers with a partner, they may revise their arguments and/or their evidence.</p>
Speaking and Listening	<p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>See Formative Performance Task 2: Students draw on the knowledge and expertise they developed through the inquiry in order to participate in community rule making, speaking to peers about their argument in response to the supporting question.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Language	<p>CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>See Formative Performance Task 1, Featured Source B: Words such as “inalienable,” “guarantee,” and “ensure” will be important to discuss, define, and use in writing together.</p> <p>See Formative Performance Task 2, Featured Source B: The word “dignity” may be foreign to students, so teachers will want to take some time talking about its definition (i.e., having worth and being worthy of esteem or honor) and how it captures the idea that all children ought to have their dignity as human beings respected.</p>



Appendix A: Civic Ideals and Practices Inquiry Vocabulary

Term	Definition
community	A group of people who share some common interests, experiences, or goals.
compromise	A settlement that responds to the concerns of the group members.
consensus	A general agreement.
democracy	A form of government in which people exercise power or elect others to represent them.
dignity	The quality of being worthy of esteem or honor.
Equal Employment Opportunity Commission (EEOC)	A federal agency that protects workers' rights.
Equal Opportunity Employer (EOE)	A company that follows EEOC standards.
equality	The condition of having the same rights, status, and/or opportunities.
fairness	When people are treated in an evenhanded manner.
majority	A group equaling more than half of a population.
minority	A group equaling less than half of a population.
respect	Holding someone or something in high regard.
rule	A statement that expresses what is or is not allowed.
value	A belief or judgment about what is important in life.
vote	A means of making a group decision.