

Kindergarten Rules Inquiry

Are All Rules Good Rules?		
<p>Staging the Question: Share the compelling question with the class and have students brainstorm initial responses. Teachers should chart the responses in order to compare them with students' ideas at the end of the inquiry.</p>		
Social Studies Practices	<p style="text-align: center;">🗳️ Gathering, Using, and Interpreting Evidence 🗳️ Civic Participation</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who makes the rules?	What does it mean to follow the rules?	Can the rules ever change?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create and label a wheel-spoke chart identifying the roles of rule makers and authority figures.	Illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.	Complete a three-column chart showing the situation <i>before</i> a related law was changed, <i>after</i> the law was changed, and <i>why</i> the law was changed.
<i>Integration of Inquiry Process and Skills</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>Connect: Connects ideas to own interests about what good rules are and if all rules are good rules.</p> <p>Graphic Organizer: Connect#2</p>	<p>Connect: Connects ideas to own interests about what it means to follow rules.</p> <p>Graphic Organizer: Connect#2</p>	<p>Connect: Connects ideas to own interests about whether or not rules can change.</p> <p>Graphic Organizer: Connect#2</p>
<p>Wonder: Formulates questions about who makes rules.</p>	<p>Wonder: Formulates questions about what it means to follow rules.</p>	<p>Wonder: Formulates questions about whether or not rules can change.</p>
<p>Investigate: Uses materials provided to find answers to questions posed about who makes rules while examining image banks related to rule making and a video describing the three branches of the U.S. government.</p>	<p>Investigate: Uses materials provided to find answers to questions posed about what it means to follow rules while participating in a Gallery Walk exercise related to images of signs illustrating rules.</p>	<p>Investigate: Distinguishes between fiction and nonfiction resources about whether or not rules can change while reading historical and contemporary examples of how laws change over time.</p> <p>Graphic Organizer: Investigate#2</p> <p>C3 Resources</p>
<p>Construct: Creates and labels a wheel-spoke chart identifying the roles of rule makers and authority figures.</p>	<p>Construct: Illustrates and labels a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.</p>	<p>Construct: Demonstrates simple organizational skills such as sorting and categorizing while choosing a law and determining how and why it has changed.</p> <p>Graphic Organizer: Construct#1</p>
<p>Express:</p>	<p>Express:</p>	<p>Express: Completes a three-column chart showing the situation <i>before</i> a related law was changed, <i>after</i> the law was changed, and <i>why</i> the law was changed.</p>
<p>Reflect:</p>	<p>Reflect:</p>	<p>Reflect: Identifies own strengths and sets goals for improvement.</p> <p>Graphic Organizer: Reflect#1</p>
<p>Summative Performance Task: <i>Argument:</i> Are all rules good rules? Construct an argument supported with evidence that addresses the compelling question. <i>Extension:</i> Create a digital recording of the oral argument.</p>		