Our Rules, Our Roles

Students identify fair choices, the purpose of a rule, and the jobs of people in authority.

1.P.2.1 "Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. Identify democratic principles such as equality, fairness, and respect for the law..."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE ONE

a	vote	shout	grab
b	first	equal	only
c	loud	fast	safe

2 MATCH JOBS

teacher	lead
guard	teach
mayor	protect

ANSWER KEY

Our Rules, Our Roles

GRADE 1 · 1.P.2.1

HOW TO RUN THIS PAGE

Read the directions, questions, and printed words aloud. Give students time to circle their own answers and draw their own lines. Look for whether they can identify democratic principles, a reason for a rule, and responsibilities in school and the community.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE ONE

SAY "Listen to each question and the words in its row. Circle the one word that best answers the question."

ROW	SAY	STUDENTS CIRCLE
a	Our class is making a rule for a game. Each child gets one say. Listen: vote, shout, grab. What is a fair way to pick our rule? Circle the word.	**vote**
b	Every child may use the class art tools. Listen: first, equal, only. Which word means all children get the same chance? Circle it.	**equal**
c	Our school has a rule to walk in the hall. Listen: loud, fast, safe. Why do we have this rule? Circle the word.	**safe**

PART 2 · MATCH JOBS

SAY "The guard works at school, and the mayor works in town. Listen as I read the people on the left and the jobs on the right. Draw a line from each person to one main job that person does."

- **teacher** matches **teach**
- **guard** matches **protect**
- **mayor** matches **lead**

WHAT TO ACCEPT

Circle vote, equal, and safe. Match teacher to teach, guard to protect, and mayor to lead.