

**VSC Standard 1.0 Political Science:** Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

**Lesson Title:** About and Around Me

**Resource(s):**

- Gwendolyn BALONEY Wants to go to School by Lisa Douglass
- School Reading Comprehension – Primary Questions activity
- School Reading Comprehension – Discussion Questions activity
- Dictionary
- School Word Scramble

**Indicator Statement A.** Derive Meaning from Text

**Objective 1.** Use strategies to prepare for reading, monitor understanding and derive meaning from text and portions of text.

**Procedure(s):**

1. Use strategies to prepare for reading.
  - a. Make predictions or ask questions about the text by examining the title, cover, illustrations, or text.
  - b. Set a purpose for reading the text.
2. Read Gwendolyn BALONEY Wants to go to School by Lisa Douglass.
  - a. Read, reread, revisit, and restate difficult parts of the text.
  - b. Periodically summarize while reading.
  - c. Visualize what was read.
  - d. Explain personal connections to the topics, events, characters, and actions in the text.
3. Use strategies to monitor understanding and derive meaning from text and portions of text.
  - a. Review and explain what the text is mainly about; state the literal meaning of the text.
    - i. As a group, complete the Country Reading Comprehension – Primary Questions activity. Students may complete the drawing during class or as a homework assignment.
  - b. Identify what is not stated in the text. (implied or inferential meaning)
    - i. As a group, complete the Country Reading Comprehension – Discussion Questions activity.
  - c. Summarize the text orally.
  - d. Connect the text to personal experience.
  - e. Confirm or refute original predictions; make new predictions to form new ideas.

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- f. Answer questions what if, why, and how in writing.

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<b>Resource(s):</b> <ul style="list-style-type: none"><li>▪ <u>Gwendolyn BALONEY Wants to go to School</u> by Lisa Douglass</li><li>▪ Dictionary</li><li>▪ School Word Scramble</li></ul>																				
<b>Indicator Statement A.</b> Develop Vocabulary.																				
<b>Objective 1.</b> Define new vocabulary introduced in the book <u>Gwendolyn BALONEY Lomax Wants to go to School</u> , by Lisa Douglass.																				
<b>Procedure(s):</b> <ol style="list-style-type: none"><li>1. Define vocabulary using the dictionary. Most words in this list appear in the book. Locate the words in the story and use context clues to help students learn the meaning of the words.<table border="0" data-bbox="324 924 1055 1386"><tr><td>Citizen</td><td>Responsibility</td></tr><tr><td>Concrete</td><td>Right</td></tr><tr><td>Claw</td><td>Tomorrow</td></tr><tr><td>Dream</td><td>Bathtub</td></tr><tr><td>Gingham</td><td>Leftover</td></tr><tr><td>Role</td><td>Washtub</td></tr><tr><td>Appropriate</td><td>Staircase</td></tr><tr><td>Curb</td><td>Rules</td></tr><tr><td>Sibling</td><td>Pronounce</td></tr><tr><td>Steep</td><td>Basement</td></tr></table></li><li>2. Reinforce sight recognition of new vocabulary words using the Political Science Word Scramble activity.</li></ol>	Citizen	Responsibility	Concrete	Right	Claw	Tomorrow	Dream	Bathtub	Gingham	Leftover	Role	Washtub	Appropriate	Staircase	Curb	Rules	Sibling	Pronounce	Steep	Basement
Citizen	Responsibility																			
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Steep	Basement																			
<b>Grading:</b> Grade the students on the word scramble activity assigning a percentage using the total number of correctly unscrambled words out of the 20 total possible words.																				
<b>Lesson Summary:</b> Students should be able to recognize new vocabulary on sight and define the meaning of each word.																				
<b>Homework:</b> Pick five vocabulary words presented in this lesson and create five written sentences using one word in each sentence.																				

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- Gwendolyn BALONEY Wants to go to School by Lisa Douglass
- Dictionary
- Star stickers, glue, construction paper, scissors

**Indicator Statement B.** The Foundations and Function of Government.

**Objective 1.** Identify the importance of rules.

**Procedure(s):**

1. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe.
  - a. Describe the home and school environment illustrated in the book Gwendolyn BALONEY Lomax Wants to go to School by Lisa Douglass.
    - i. Talk about the physical environment of the home. Discuss the different rooms described in the story (dining room, kitchen, basement, bedroom, front step)
    - ii. Talk about the physical environment of the school. Discuss the characteristics of the school described in the story. (long windows, reddish-brown color, steps extending the entire length of the building, cement steps)
  - b. Using the book, identify rules set for the main character Baloney.
    - i. No drawing in the dining room.
    - ii. No walking outdoors without bathing, dressing, and combing hair.
    - iii. No stepping onto the sidewalk without holding the hand of an adult or older sibling.
    - iv. No touching the hot iron.
  - c. Discuss the reasons why Baloney had to live by the rules set for her.
  - d. Talk about what might happen if Baloney did not live by rules. Discuss this in terms of appropriate activities for the dining room, making oneself presentable outdoors, getting lost or injured if left unattended on the sidewalk or in the street, and injuring oneself by touching hot objects. You may discuss this in terms of punishment for breaking rules, but first be sure to convey the purpose of rules to give meaning to the purpose of punishment.
2. Recognize rules help promote fairness, responsible behavior, and privacy.
  - a. Discuss the concepts of fairness, responsibility, and privacy.
  - b. Talk about the concepts promoted by each of Baloney's rules. Which rules for Baloney promote safety and which promote responsible behavior.

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- i. No drawing in the dining room. (responsibility)
  - ii. No walking outdoors without bathing, dressing, and combing hair. (responsibility)
  - iii. No stepping onto the sidewalk without holding the hand of an adult or older sibling. (safety)
  - iv. No touching the hot iron. (safety)
- c. Talk about the rights and privileges of individuals based on their role in a family.
- i. Discuss why Baloney's older siblings were allowed to supervise her while walking on the sidewalk. Are responsibilities different for older people than for younger people? Why do responsibilities change with age?
  - ii. Relate concepts of fairness to the roles of individuals in Baloney's family. Do you suppose that all of the children in Baloney's family are treated equally? Why do you think the rules are different for children of different ages?

**Objective 2.** Identify symbols and practices associated with the United States of America.

**Procedure(s):**

1. Identify common symbols, such as the American Flag, and Statue of Liberty.
  - a. Discuss the composition of the American flag in detail.
    - i. 50, five-pointed stars; 13 stripes.
    - ii. Discuss the symbolism of the flag: how it is used to symbolized a nation, a government, a set of policies (or rules), and shared ideology; how it represents rights of citizens and individual or personal liberties.
    - iii. Pair off students and have them create American flags using stickers, glue, and construction paper. Students should coach each other on what the flag means to them, with guidance from the instructor.
  - b. Examine the cover of the book Gwendolyn BALONEY Lomax Wants to go to School by Lisa Douglass.
    - i. Is there an American symbol present in the cover illustration? Ask students why an American flag is picture on the cover.
    - ii. Discuss the school building as a symbol for learning.
    - iii. Talk about why an American flag is pictured in front of the school building. For what reason would the American flag be associated with a school? Discuss how the flag is used in the school setting. Do students share similar goals and ideology? Do students live by a set of policies or rules? Do students have rights and responsibilities?
    - iv. Discuss the concepts of rules, responsibilities, and rights in the context of family. In this discussion, draw comparisons between the individual liberties of the character Baloney in the context of her home and how students in the

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school setting also live within bounds of rules. Talk then about the greater society and how individuals live by rules and have rights and responsibilities according to their role as a citizen. Be sure to slowly present these concepts so students will understand the relationship between responsibilities as a son or daughter within a family and responsibilities of individual citizens within society.

1. Discuss how Baloney's rules might help her once she becomes a student at the school across the street. How can knowing what activities are appropriate in certain places aid her as a student? How can making herself presentable for going outdoors aid Baloney as a student? Would it be okay for Baloney to go to class in her pajamas, for example? Why or why not? How can living within boundaries for where one can travel aid Baloney as a student? Would it be okay for Baloney to walk into the school's cafeteria unattended or into the kitchen area without supervision? Discuss the idea of rules and boundaries in the home, school, and greater society. Be sure to reinforce that all people have rules, rights, and responsibilities.
2. Recognize that saying the Pledge of Allegiance and singing "The Star-Spangled Banner" are practices associated with being a citizen.
  - a. Define the word citizen. Discuss the concepts of membership and entitlement of members of a town, a state, or a nation.
    - i. Relate the ideas of citizenship to membership in a family and in a school. Discuss the idea of entitlement to rights and privileges of the family unit and of the school population. Be sure to underscore the responsibility of serving as a responsible member of a family, a school and thus a nation.
    - ii. In Baloney's family, Baloney is owed the privilege or right to attend the school just as her siblings did. Discuss the concept of entitlement because of membership.
    - iii. Draw conclusions about family membership and rights to membership in the greater society and rights.
  - b. Identify practices associated with being a member of a family.
    - i. Discuss practices as a systematic way of doing things. In the story, what repeated and customary action did Baloney's mother complete daily? (bathing and dressing Baloney, washing the marble front steps)
    - ii. Discuss practices of the school janitor. What repeated and customary action did the janitor perform daily? (collecting stray papers from the school yard and washing the front steps of the school)
    - iii. Relate the identified practices of Baloney's mother and the janitor to the roles and responsibilities of membership in a family or in a school system. Associate these duties with being a member of a family or of a group.

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Relate these concepts to practices of citizens in a nation.

**Grading:** Students should be graded for cooperation and participation in the flag making assignment. Positive comments may be written on the backs of each student's flag construction. Stickers may be placed on the back of the art flag as a means for encouraging creativity.

**Lesson Summary:** Students should identify the importance of rules and the responsibilities of individuals in the greater society.

**Homework:** Each student should consider what the American flag means to them and be prepared to present that information to the class.

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<b>Indicator Statement C.</b> Individual and Group Participation in the Political System.
<b>Objective 1.</b> Identify people important to the American political system.
<b>Procedure(s):</b> <ol style="list-style-type: none"><li>1. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president.<ol style="list-style-type: none"><li>a. In the book <u>Gwendolyn BALONEY Lomax Wants to go to School</u> by Lisa Douglass, the main character's mother contributes to the school in what way?</li><li>b. Discuss how Baloney's mother's contribution aids the staff of the school.</li><li>c. Discuss how Baloney's mother participates in the operation of the school through her contribution. Be sure to highlight that her contribution the contribution allows the mother to foster a relationship with the teachers who oversee her children's education. This discussion should not focus solely on her contribution as a cook for staff. Focus on how her contribution allows her to participate in the educational system.</li><li>d. Discuss the consequences of not participating in the operation of the school. What happens when parents do not know teachers? Talk about the sense of ownership in the process and how personal relationships encourage better performance of students. If Baloney's mother did not personally know the teachers in the school, would she feel personally responsible for ensuring her children performed well and completed homework assignments? Talk about why she may increase her interest in her children's education because of her personal interaction with school staff.</li><li>e. Have students identify school staff and volunteers who contribute to their school's operation.<ol style="list-style-type: none"><li>i. Name school staff and their jobs. Discuss the school staff described in the story and their responsibilities. (teachers, janitor)</li><li>ii. Talk about how volunteers help children in school. Discuss how Baloney's mother served as a volunteer to help the teachers in the school. (fixing lunch for teachers)</li></ol></li><li>f. Discuss how students can contribute to the school's operation.<ol style="list-style-type: none"><li>i. Describe daily school jobs that must be done. Identify the daily jobs done to keep the classroom neat. Talk about the job performed by the janitor in the story <u>Gwendolyn BALONEY Wants to go to School</u> by Lisa Douglass and why that job is important. What other daily jobs are described in the story? (mother cleaning front steps, mother giving daily bath to Baloney, mother</li></ol></li></ol></li></ol>



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fixing lunch for Baloney)

- ii. Describe ways to reduce waste of classroom materials and natural resources. Talk about ways described in the story that reduce waste in the home. (eating leftovers as a meal)
2. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day.
- a. Discuss the relationship between the school as a system and the government as a system. Talk about why it is important for citizens to contribute to the political system just as Baloney's mother contributed to the school system.

**Grading:** Students should be rewarded for having cooperative discussion on people and their contributions to society.

**Lesson Summary:** Students should understand the importance of an individual's contribution to society.

**Homework:** Students should discuss how volunteers and staff contribute to the school operation. Students should identify one individual who contributes to their family operation and be prepared to present information on the effects of that person's contribution to their family.

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**Indicator Statement D.** Protecting Rights and Maintaining Order

**Objective 1.** Describe the roles, rights, and responsibilities of being a member of the family and school.

**Procedure(s):**

1. Describe the roles, rights, and responsibilities of family members.
  - a. Define the difference between a role, a right, and a responsibility.
  - b. In the book Gwendolyn BALONEY Lomax Wants to go to School by Lisa Douglass, describe the roles, rights, and responsibilities of the following characters:
    - i. Baloney
    - ii. Baloney's mother
    - iii. Baloney's father
    - iv. The janitor
2. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers.
  - a. State important classroom rules and why it is important to follow them.
    - i. Remind students about the important rules in the home that are followed by the character Baloney in the story. (not drawing in the dining room, not touching the hot iron, asking permission to go outside, dressing for outdoors, holding the hand of a sibling or parent when walking on the sidewalk or in the street)
  - b. Talk about rules for school children when riding the bus or walking to school.
  - c. Talk about why it is important to follow the rules for traveling to school.
  - d. Describe acceptable behavior in the school building – in the classroom, in the hallways, on the playground.
3. Identify and describe rights and responsibilities in the classroom and family.
  - a. Summarize what students have learned about rights and responsibilities of individuals.
  - b. Pair off students and have each pair identify one important right for each student in the classroom and one important responsibility for each student in the classroom. Be sure to coach students on understanding how responsibilities are contributions to the classroom and school as a whole and how responsible membership in the school is

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rewarded by student's rights and privileges. Teachers should combine each student right identified into a Bill of Rights for students and post the list in the classroom.
<b>Grading:</b> Students should be rewarded for having cooperative discussion on rights and responsibilities.
<b>Lesson Summary:</b> Students should understand how individual actions contribute to protection of rights and maintenance of order in the classroom setting and in greater society.
<b>Homework:</b> Students should create a list of responsibilities and rights for themselves as children in their families.

Name \_\_\_\_\_

Date \_\_\_\_\_

Gwendolyn BALONEY Lomax Wants to go to School  
Reading Comprehension - Primary

I. Reading Comprehension Questions

1. What was Gwendolyn's mother preparing in the kitchen?
2. What does Gwendolyn want to do?
3. Where did Gwendolyn spend most of her time in order to be near her mother?
4. What was Gwendolyn excited to wear?
5. What did the janitor do at the school in the morning?
6. When does Gwendolyn want to go to school?

II. Using the back of this page, draw a picture of a school building.

Name \_\_\_\_\_

Date \_\_\_\_\_

Gwendolyn BALONEY Lomax Wants to go to School

Reading Comprehension - Discussion

I. Open-ended Questions for Discussion

1. What is daydreaming?
2. Gwendolyn was daydreaming about going to school all day. Do you think she will really go to school tomorrow like she said?
3. What have you daydreamed of doing?

## Political Science Word Scramble

Unscramble the words below.

1. Porncenuo \_\_\_\_\_

2. erLevfto \_\_\_\_\_

3. Sbiginl \_\_\_\_\_

4. Dmera \_\_\_\_\_

5. ceraSsati \_\_\_\_\_

6. aeemstnB \_\_\_\_\_

7. tuahBbt \_\_\_\_\_

8. Crbu \_\_\_\_\_

9. oineysibiltprS \_\_\_\_\_

10. gihRt \_\_\_\_\_

11. aCwl \_\_\_\_\_

12. Stepe \_\_\_\_\_

13. ooormTwr \_\_\_\_\_

14. pAtirppaore \_\_\_\_\_

15. noceetCr \_\_\_\_\_

16. Whutbas \_\_\_\_\_

17. ghiaGnm \_\_\_\_\_

18. useRl \_\_\_\_\_

19. iznetiC \_\_\_\_\_

20. eloR \_\_\_\_\_

Steep

Citizen

Responsibility

Rules

Concrete

Right

Basement

Claw

Tomorrow

Pronounce

Dream

Bathtub

Curb

Gingham

Leftover

Sibling

Role

Washtub

Appropriate

Staircase