Core Democratic Values

Use this bookmark as a reminder to point out Core Democratic Values as they come up in your read aloud books.

Our country is a democracy. Core Democratic Values are the foundation of our democracy. The United States Constitution is based on these important values. To be good citizens, we must practice these values each day at home and at school.

**LIFE**: We have a right to be safe. All citizens have the right to the protection of their lives.

**JUSTICE**: We should be treated fairly. We should treat others fairly.

**COMMON GOOD**: People make rules or laws that should be good for all of us.

**LIBERTY**: We can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.

**EQUALITY**: We should all be treated with respect, follow the same rules or laws, and have the same legal rights. Citizens should have the same job opportunities and social choices, regardless of their race, religion or economic status.

**TRUTH**: The government and citizens (people) should not lie.

**DIVERSITY**: Differences are good. Differences in how we speak, dress, eat, where our relatives were born, religion, and ethnicity help us to be strong as a nation.

**Patriotism**: We are patriotic when we show loyalty and strong love for our country. Our actions and words demonstrate patriotism for our country, too.

**Federalism**: The power to rule is shared at different levels. We have local government, state government and national government.

**Pursuit of Happiness**: It is the right of U.S. citizens to work at any job, live in any place, obtain any education, and try to be happy in their own ways as long as they DO NOT step on the rights of others.

**Rule of Law**: Everyone must obey all of the laws of the nation including government officers, lawmakers, judges, and the President.

**Popular Sovereignty**: All of the citizens together hold ultimate authority (power) over all of the public officials and policies.

(cont. on back)
Civics

Activity #1: Developing Basic Understanding of Core Democratic Values through Read Aloud Literature

Key Point: Americans have some core values that they believe in.

GLCE’s

2-P3.1.3 - Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community

Vocabulary:

Core Democratic Values - Core Democratic Values are the basic beliefs that Americans think are important. These values are found in the Declaration of Independence, the United States Constitution and other important documents of our nation.

Approximate Time: during read aloud time throughout the school year

Materials:

- Core Democratic Values bookmark for teacher
- Chart paper to create a poster of core democratic values or a place to display Core Democratic Values vocabulary cards as they are introduced in the following lessons
- Bibliography of read aloud literature that showcases CDVs

Procedure:

When you begin the civics unit in the fall, start a class chart of Core Democratic Values. As you read aloud books that feature these values, add the definition for the value (found on the teacher bookmark) to the chart with a representative picture icon. Use the bookmark in all of your read aloud books to remind you to notice and point these values out to students. Students must begin at an early age to acquire an understanding of these values by frequent exposure in literature. This can be easily done with many books you are already reading to your class. Some of this literature is included in GPPS social studies lessons. Additional book titles are included on the attached bibliography.
Civics
Activity #2 Diversity

Key Point: Diversity is a strength in our class, in our community, and in our country.

GLCE's:
2- G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Vocabulary:
Diversity – Differences among people or groups of people
Diversity includes differences in foods, language, religion, and traditions.

Approximate Time: 2 class sessions

Materials:
- I Am America by Charles R. Smith Jr. (bin)
- SF People and Places - pages 256-259 "People Celebrate"
- Chart paper
- 4" X 4" squares of colored copy paper for class “quilt”

Procedure for Session 1:
1. Read aloud I Am America by Charles Smith to the class. Ask, “What does this book tell you about America?”

2. Explain to the class that hundreds of years ago, Native Americans were the only people living in what we now call the United States. Over the years people from many other countries came to live in our country. People continue to move here from other countries to make the United States their home. Because of this, there is great diversity in foods, language, religion, and traditions.

3. Use the vocabulary card to introduce the term "diversity" as differences among people or groups of people. Ask the students to identify examples of diversity from the book. Note that examples include different foods, clothing, music, facial features, heritage, and religion.

4. Label an anchor chart with "Diversity in Our Community." Guide students in identifying examples of diversity in their own community and describing them on chart paper. Note that examples of diversity could be different places of worship, different ethnic restaurants, different languages spoken in the community, different cultural festivals held, and different holidays celebrated.
5. Ask, "What if everybody in a community was exactly the same?" Guide the student in understanding that a community where everyone was alike would probably be quite a boring place to live since there would be no diversity. Discuss ways in which diversity can strengthen and enrich a community.

Procedure for Session 2:
1. Read and discuss People and Places pages 256-259, "People Celebrate" and review the meaning and importance of "diversity."

2. Reread *I Am America*.

3. Using the pattern from the book, each child will decorate a paper square for a class "quilt" for display. For example: I am pepperoni pizza or I am baseball or I am Halloween.

4. Attach the squares to a sheet of bulletin board paper. Add a label that says "DIVERSITY."

Cross Curricular Optional Activity:
Make graphs of favorite sports, seasons, holidays, or foods to hang with the quilt. This could be done during math or using "The Graph Club" computer program.

Adapted from:
Civics

Activity #3: People have rights and responsibilities in neighborhoods and communities.

Key Point: Rules and laws help people to work together in neighborhoods and communities for the common good of the people.

GLCE’s
2–C1.01 – Explain why people form governments.
2–C5.0.2 – Distinguish between personal and civic responsibilities and explain why they are important in community life.
2–C1.0.2 – Distinguish between government action and private action.

Vocabulary: (Add vocabulary picture cards to pocket chart as they are introduced.)

laws: rules that are made by the government that everyone must obey. Laws not only help things run smoothly but they also protect people and ensure their rights.
rules: ways of doing things that people have agreed upon. Rules help people in a group or community to get along and to settle conflicts.
common good: a core democratic value that people make laws (rules) that should be good for all of us.
life: a core democratic value that says we all have the right to be safe. All citizens have the right to the protection of their lives.
citizen: a member of a community

government: a group of citizens chosen to make and carry out the rules in a community. The government makes laws to help keep us safe, protect property, and help people get along with each other.
liberty: a core democratic value that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.
government action: things a government or people working for a government do
private action: things a private person does
local government: the government of a community
state government: the government of one of the fifty states
national government: the government of our country

Approximate Time: 4 class sessions

Materials:
- “The Kingdom with No Rules, No Laws, and No King”, from Free To Be A Family (in teacher guide - use story as teacher read aloud. We do not have permission to make multiple copies for children.)
- People and Places Scott Foresman Grade 2 pages H2 and H3, and pages 152-157
- Video Stream: TLC Elementary School Understanding Government (24.16 minutes)
• Video Stream: We All Contribute and Make a Difference (15 minutes)
• Vocabulary Cards

Procedure for Session 1
1. Ask the class, “What are rules?”
2. “What are laws?”
3. “Are they the same? How are they different?”
4. “Why do we have rules and laws?” (Rules and laws keep people and property safe. They also help people to get along with each other.)
5. Read aloud “The Kingdom with No Rules, No Laws, and No King”.
6. Make a list of the rules from the story. Discuss which rules are silly and which are important
7. Explain that there are rules for different places, such as rules for the classroom, at home, the lunchroom, the gym, the library, in music, in art, and on the playground. Explain the core democratic value of the common good and liberty and add the vocabulary cards to the pocket chart. Also talk about individual rights, responsibilities, civic responsibilities, and personal responsibilities as you add the vocabulary cards to the chart.

Procedure for Sessions 2 – 3
1. View Video Streams: TLC Elementary School Understanding Government (24.16 minutes) and We All Contribute and Make a Difference (15 minutes) Add the government vocabulary cards to the pocket chart.
2. Divide the class into small groups to make a Rules and Laws class book with a section for rules and a section for laws. A good title might be “Rules and Laws for the Common Good.” Each group can make a page listing rules or laws for different areas. Pages could include rules or laws for the lunchroom, the hall, the classroom, the library, the playground, bike rules/laws, walking rules/laws, traffic rules/laws etc.
3. Optional: Invite a public safety officer to come and speak to the second graders about neighborhood laws for bike riding, skateboarding, rollerblading etc.

Procedure for Session 4
1. Read and discuss SF People and Places pages H2 – H3 and pages 152-157. Add the vocabulary cards for citizen and mayor to the pocket chart.

Optional Activities
1. Poll classmates to see which community laws they feel are the most important. Graph results. Have them give reasons as to why they feel that one law is more important than others.
2. Write your own story about rules and laws. Publish this story or present in play form to your classmates.
3. Poll your parents and neighbors to see if there is a need for any new neighborhood rules or laws. Using this information help create a rule that would make your neighborhood a safer or happier place. Design a poster that illustrates this rule

4. Read The Empty Pot by Demi (Harcourt Brace and Company). Discuss the consequences for following or not following the emperor's rules.
Civics and Public Discourse and Decision Making

Activity #4: Making Decisions

Key Point: In a democracy, citizens have a responsibility to help make decisions for the common good of the people.

GLCE's

2-C3.0.1 - Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
2-P3.1.1 - Identify public issues in the local community that influence the daily lives of its citizens.
2-P3.3.1 - Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
2-P3.1.2 - Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
2-P4.2.1 - Develop and implement an action plan to address or inform others about a public issue.
2-P4.2.2 - Participate in projects to help or inform others.
2-C5.0.3 - Design and participate in community improvement projects that help or inform others.

Vocabulary:

- election - the process by which people choose their leaders
- mayor - the chief leader in a community
- governor - the chief leader in a state
- president - the chief leader of our country
- common good - a core democratic value that people make laws (rules) that should be good for all of us
- liberty - a core democratic value that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.
- government - a group of people who work together to run a city, state, or country
- laws - rules that are made by the government that everyone must obey. Laws not only help things run smoothly but they also protect people and ensure their rights

Approximate Time: 4 class sessions

Materials:

- multiple copies of People and Places Scott Foresman Grade 2 S.S.Text, pp. 160-163, 172-177, H4-H5 (front of text)
- "Make a Decision" graphic organizer sheet for document camera
- "Solve a Problem" graphic organizer sheet for document camera
- news article regarding a local issue of concern (optional)
Introduction:

Review the concept of the common good. Then use a classroom issue such as, "Some kids like it quiet when they work, others do not mind a room with a lot of noise and movement." Discuss with the class how these different needs might be met.

Procedure:

1. Use the "Make a Decision" graphic organizer or "Solve a Problem" graphic organizer to reach consensus. It is important that the students learn that no matter the subject, understanding different points of view is just as important as reaching consensus.
2. Ask the class if they know how decisions are made in our neighborhood, i.e. school related issues, community issues, etc. Who makes these decisions?
3. Have children partner read pages 160-163 and H4-H5 of People and Places to find out who our chief leaders are in our country, state and city and how they became leaders. Discuss this information.
4. Read together pages 172-177 of People and Places and discuss using questions in teacher manual.
5. Brainstorm a list of problems in your school or share a news article regarding an issue of local concern. This list might include things such as: hallway noise, lunchroom messes, improper use of playground equipment, littering, dogs leaving droppings on the playground, etc. Gather information or data related to the problem.
6. Use the "Make a Decision" graphic organizer or "Solve a Problem" graphic organizer to list pros and cons of the issue.
7. Vote on the issue. Do a shared writing activity stating the position the class voted for and why they support it. The writing should also name the related core democratic values that support the position along with pertinent information and/or data.
8. Work together as a class to develop a plan to inform others of the problem such as writing letters to the principal or local government to share their opinions on the topic. They may also make posters to hang in the school or create a YouTube video announcement to inform others about the issue.

*Continue to use the "Make a Decision" or "Solve a Problem" graphic organizers throughout the school year for making class decisions.
Civics
Activity #5: Citizens Have Freedoms or Liberties
Key Point: In a democracy, citizens have certain freedoms or liberties.

GLCE's:
2-C2.0.1 - Explain how local governments balance individual rights with the common good to solve local community problems
2-P3.1.3 - Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community
2-C1.0.2 - Distinguish between government action and private action

Vocabulary:
common good - a core democratic value that people make laws (rules) that should be good for all of us
liberty - a core democratic value that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.

Approximate Time: 4 class sessions

Materials:
- Old Henry by Stephen Gammel (bin)
- The Big Orange Splot by Daniel Pinkwater (bin)
- Paper to create dream houses
- Dream house writing reflection sheet
- Liberty vs Common Good Halloween conflict worksheet
- Liberty vs Common Smart Board Activity
- Smart Board Top Hat comparison diagram for Henry and Plumbean

Introduction:
Review the definition of common good and explain the definition of liberty.

Procedure:

Session 1
1. Read aloud Old Henry and discuss the issue of the common good versus individual liberty.
2. After reading, the students pretend they are the mayor and write a response to Henry's request to return, giving reasons why he can or why he can't return to town.

Session 2
1. Read aloud The Big Orange Splot and again discuss the issue of the common good versus individual liberty.

Questions:
• How did the neighborhood react when Mr. Plumbean painted his house?
• How did Mr. Plumbean express the democratic value of liberty?
• What did the neighbors do to try to control how their neighborhood looks?
• Do you think the neighbors had a right to tell Mr. Plumbean how his property should look? Tell why/why not.
• How did Mr. Plumbean’s actions change the neighborhood by the end of the story?
• Do you agree that the neighborhood improved? How could you improve your neighborhood?

2. Compare and contrast the two books from the point of view of the main characters and the other community members. Use the Smart Board Top Hat comparison diagram on the X-drive.

3. You may want to explain that some municipalities have laws that require permission to use certain trim colors on homes.

4. As a whole class, do a shared writing activity to take a position.
   Together, name and explain the core democratic values involved in Old Henry and The Big Orange Splot. Decide together whose position to take: Henry’s, Mr. Plumbean’s, or the neighbors’. Explain why you took that position.

**Session 3**
1. Students use art paper to create their own dream houses.
2. Use dream house reflection sheet for student writing.

**Session 4**
Use the Smart Board activity from the X-drive to explore the clashing of liberty and common good over neighborhood Halloween decorations.

   Or

Use the student worksheet “Liberty vs Common Good” for this same purpose.
Civics and History
Activity #6: Booker T. Washington Biography

Key Point: In a democracy, citizens have certain freedoms or liberties.

GLCE's
H2.0.3 - Use an example to describe the role of the individual in creating history

Vocabulary:
slave - a person who is owned by and forced to work for another person
plantation - a large farm on which crops are grown and cared for by workers who also live on the farm
equality - a core democratic value that we should all be treated with respect and follow the same laws (rules)
liberty - a core democratic value that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups

Approximate Time: 1 class session

Materials:
- multiple copies of Booker T. Washington by Jan Gleiter and Kathleen Thompson (in bin)
- Comparing Our Lives to Booker T. Washington worksheet

Introduction:
Give partnerships copies of Booker T. Washington. Explain that this is a biography which is true information about a person who really lived. Explain that he lived almost 150 years ago and was enslaved. Briefly discuss slavery and review the meaning of liberty. Define “equality.”

Procedure:
1. In partnerships, small groups, or as a whole class, read the biography. Discuss the rights and freedoms that Booker, as an enslaved person, was denied. Also discuss the character traits that Booker displayed and the decisions that he made.
2. Lead students in completing the worksheet comparing their own lives to Booker’s life.
3. Identify and list aspects of life in our classroom and community that illustrate equality and liberty.
Civics
Activity #8: Click Clack Moo

Key Point: Conflicts in the community can be resolved using rules and laws to protect the common good.

GLCE's:
2-C2.0.1 – Explain how local governments balance individual rights with the common good to solve local community problems.
2-C5.0.1 – Identify ways citizens participate in community decisions.

Vocabulary:
Common Good: a core democratic value that people make laws (rules) that should be good for all of us
Liberty: a core democratic value that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.
Government: a group of people who work together to run a city, state, or country
Laws: rules that are made by the government that everyone must obey. Laws not only help things run smoothly but they also protect people and ensure their rights

Approximate Time: 1 class session

Materials:
• Click Clack Moo by Doreen Cronin
• Pages 152-157 of People and Places textbook

Introduction:
Recall the story of a boy and his mom from our Social Studies textbook (Activity #3) who were concerned about a traffic problem. What did they do to solve the problem?

Procedure:
1. Read aloud Click Clack Moo. After reading the story aloud, use these discussion questions.
2. What problem did the cows have? (cold, wanted electric blankets)
3. How did the cows try to solve their problem? (typed a letter to the farmer)
4. Did the cows solve their problem after the first try? (no) Did they give up? (no)
5. If the cows want something that will improve life for all, which democratic value are they working toward? (common good)
6. What do the cows know how to do that helps them to get what they want? (write a letter of request, communicate a problem, suggest a solution)
7. What lesson did the ducks learn from the cows? (to write a letter, to make your voice known, to communicate your concerns)
8. What lesson can we learn from the cows? (take action, find out how to solve problems and then make suggestions about how to solve them)
9. As a class, think of things you would like to change about your school. Write a letter to the principal in a shared writing activity.
Civics Activity #9: Civics Unit Test Review

Approximate Time: 1 class session

Materials:
- Unit vocabulary cards
- Smart Board Review on X-drive
- Core Democratic Values worksheet
- Civics Test Review take home sheet

Procedure:

1. Complete the Democratic Values worksheet by drawing a simple picture to represent each value.
2. Use the Smart Board Review found on the X-drive.
3. Use the vocabulary cards to review words.
4. Students write the class rules on the Civics Review take home sheet.
5. Send home the Core Democratic Values worksheet and Civics Review for further study.
<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>CORE DEMOCRATIC VALUES (Ideas Americans Believe In)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life</strong></td>
<td>Each person has the right to be safe.</td>
</tr>
<tr>
<td><strong>Liberty</strong></td>
<td>We can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Differences among people or groups of people such as foods, language, religion, and traditions.</td>
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<tr>
<td><strong>Equality</strong></td>
<td>We should all be treated with respect and follow the same laws and rules.</td>
</tr>
<tr>
<td><strong>Common Good</strong></td>
<td>People should work together for the good of all. People make laws (rules) that should be good for all of us.</td>
</tr>
<tr>
<td><strong>Patriotism</strong></td>
<td>Shows our loyalty and strong love for our country.</td>
</tr>
</tbody>
</table>
Civics Test Review

1. Know that the president leads our country, the governor leads our state, and the mayor leads our city. These leaders are chosen by voting or election. Be able to name the current president of the United State.

2. Saying the Pledge of Allegiance shows our loyalty to our country. Other countries do NOT say the same pledge as we do.

3. Booker T. Washington was a great teacher who lived over 100 years ago. As a child he was enslaved and did not have the liberty to live where he wanted to or go to school to learn. When the enslaved people were freed, he was able to go to school and learn. He became a teacher and then went on to be a very famous leader of Hampton University and The Tuskegee Institute.

4. Countries, states, cities and classrooms have rules and laws for the common good of the people. Rules and laws help to keep people and property safe. Rules and laws help people to get along with each other. Be able to name 2 classroom rules.

5. Our Classroom rules are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. When citizens don’t like rules and laws they can write letters, make phone calls, or send e-mails to leaders. We can also visit our leaders to share our opinions in person. They can vote for different leaders.

7. Study the definitions of the Core Democratic Values on the attached page.
1. Which Core Democratic Value says that we should make rules and laws that are good for everyone?
   a. Life
   b. Liberty
   c. Common Good

2. Which Core Democratic Value says that everyone should be treated the same?
   a. Common good
   b. Peace
   c. Equality

3. The leader of our country is the____.
   a. Mayor
   b. President
   c. Governor

4. The leader of our city is the____.
   a. Mayor
   b. President
   c. Governor

5. The leader of our state is the____.
   a. Mayor
   b. President
   c. Governor

6. The Pledge of Allegiance
   a. Shows our loyalty to our country
   b. Is said in all other countries
   c. Was written by the President of the United States
7. Booker T. Washington was enslaved as a child. He became free to live his dream of learning to read. Later, he became a teacher and the head of a big university. When he was a child he did not have:
   a. Liberty
   b. Common Good
   c. Life

8. Differences among people or groups of people including foods, languages, and traditions are an example of:
   a. Patriotism
   b. Diversity
   c. Equality

9. Why do classrooms, cities, states and countries have rules and laws?
   __________________________________________________________
   __________________________________________________________

10. Tell two rules that we have in our classroom:
   a. _______________________________________________________
   b. _______________________________________________________

11. Who is The President of the United States?
   _______________________________________________________

12. How does our country decide who will be the President?
   _______________________________________________________

13. What is something people can do if they don’t like the rules or laws in our country, state, or city?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
Core Democratic Values are the basic beliefs that Americans think are important. These values are found in the Declaration of Independence, the United States Constitution and other important documents of our nation. 

*Examples:* liberty, equality, diversity, patriotism, common good, justice, life

**diversity**

differences among people or groups of people

*Example:* Diversity includes differences in foods, language, religion, and traditions.

(Michigan Citizenship Collaborative Curriculum)
government

A group of citizens chosen to make and carry out the rules in a community

Example: A community government helps keep people safe.

(Michigan Citizenship Collaborative Curriculum)

citizen

a member of a community

Example: You are a citizen of your classroom, your school, and your community.

(Michigan Citizenship Collaborative Curriculum)
rules

something that tells us what we should do or not do to keep us safe

**Example:** Family and school rules help keep people safe.

(Michigan Citizenship Collaborative Curriculum)

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laws

what rules are called in a community, state, or country

**Example:** Community laws keep people safe.

(Michigan Citizenship Collaborative Curriculum)
government actions

*things a government or people working for a government do*

Example: Repairing the road is a government action.

(Michigan Citizenship Collaborative Curriculum)

private action

*things a private person does*

Example: Making you clean your room is a private action your mother can take.

(Michigan Citizenship Collaborative Curriculum)
local government
the government of a community

Example: Cities and towns have local governments.

(Michigan Citizenship Collaborative Curriculum)

state government
the government of one of the fifty states

Example: The state government of Michigan is centered in Lansing.

(Michigan Citizenship Collaborative Curriculum)
national government

the government of our country

Example: Our national government solves problems for the whole country.

(Michigan Citizenship Collaborative Curriculum)

mayor

the leader in a city or town who oversees the laws

Example: A mayor is part of one of the branches of government.

(Michigan Citizenship Collaborative Curriculum)
common good

a Core Democratic Value or belief that people make laws (rules) that should be good for everyone; people working together for the benefit of everybody

Example: When local governments provide services like fixing roads they are looking out for the common good.

(Michigan Citizenship Collaborative Curriculum)

liberty

a Core Democratic Value or belief that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups

Example: You decide what career you will have.
governor

the chief leader in a state

*Example:* The governor of Michigan works in Lansing to oversee the laws of our state.


president

the chief leader of our country

*Example:* The President of the United States works in Washington D.C. to oversee the laws of our country.
election

the process by which people choose their leaders

Example: We have an election to vote for a president.

patriotism

a Core Democratic Value or belief that we should show love and respect for our country

Example: You are showing patriotism when you say the Pledge of Allegiance.

(Michigan Citizenship Collaborative Curriculum)
Pledge of Allegiance

a promise to love, honor and respect our country

Example: We salute the flag when we say the Pledge of Allegiance.

(Michigan Citizenship Collaborative Curriculum)

equality

a Core Democratic Value or belief that we should all be treated with respect and follow the same laws (and rules)

Example: Both boys and girls can play all the same games and follow the same rules on the playground.
The United States Constitution is a document that says how the government works. It was signed on September 17, 1787.
Comparing and Contrasting Our Lives to Booker T. Washington

**Liberty**: In a democracy, citizens should have certain freedoms or liberties.

<table>
<thead>
<tr>
<th>Booker T. Washington</th>
<th>My life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life as a baby</td>
<td></td>
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<tr>
<td>Childhood home</td>
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<tr>
<td>Food and clothes</td>
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<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
</tbody>
</table>
CONSTITUTION DAY RAP
Authority, Responsibility, Privacy, Justice—
These are the words that mean so much to us.
The Constitution is made up of these four words.
It’s the law, the rules, for us to follow.
It’s the highest law in our land.
It was written in 1787, by more than just one hand.
The Framers were a group of men who wrote it—
John Adams, Ben Franklin, and George Washington, too,
And that’s to name just a few.
But nothing is perfect and
Changes were needed.
The Bill of Rights were these ten changes.
They’re the first ten amendments of the Constitution.
The Constitution gives us rights,
Things that all people have,
Just because they are alive.
Government is divided into three main parts—
The Congress, the president, and the courts.
They all have very important jobs.
The Congress makes the laws,
And the people elect the members of Congress.
The president enforces the laws.
The courts decide what the law means.
The Constitution says how the government works.
It creates the president, the Congress,
And the Supreme Court, too.
Just remember the Constitution keeps us safe,
Free, and it is fair for all.
So don’t forget those four very important words:
Authority, Responsibility, Privacy, Justice—
These are the words that mean so much to us.
Sing this song, and sing it proud.
The Constitution is our freedom,
The way we live in this land, so
Don’t be shy, sing it loud.
You are an American!

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Core Democratic Values

BOOK LIST

This list includes well-known books found in many teachers' classroom collections. We recommend that you mark the back of your books so when you read them you will have a handy reference to the Core Democratic Value in your lesson. We have included Core Democratic Value labels that can be photocopied and taped to the back of a book. The label will be a reminder to talk about the CDV when reading the book to students.

Good overall books to explain the Core Democratic Values:

- P is for Pilgrim
- Molly Bannaky
- Ghosts of the White House
- The River Ran Wild
- My Fellow Americans
- Liberty and Justice for All
- ROCK U.S.A.™ And The American Way

Carol Crane
Alice McGill
Cheryl Harness
Lynne Cherry
Alice Provenson
Shirley Neitzel
Edna Stephens

K-3
K-3
3-6
K-3
K-3
2-5
3-8

Life

Emergency!
Stand Tall, Mary Lou Melon
The Wall

Gail Gibbons
Patty Lovell
Eve Bunting

K-3
K-3
K-3

Liberty

Looking at Liberty
Arthur's Pet Business
Clifford Gets a Job

Harvey Stevenson
Marc Brown
Norman Bridwell

K-3
K-3
K-3

Justice

That's Not Fair, Hare
Marshall the Courthouse Mouse
Meet My Grandmother
She's A Supreme Court Judge
The Cut-Ups
The Cut-Ups at Camp Custer
Baseball Saved Us
The Signmaker's Assistant
Aunt Harriet's Underground Railroad
Ontgomery Bus Boycott

Julie Sykes
Peter Barnes
Lisa McElroy
James Marshall
James Marshall
Ken Mochizulke
Tedd Arnold
Faith Ringgold
R. Conrad Stein

K-3
K-3
4-8
K-3
K-3
K-3
K-3
K-3
4-8
CORE DEMOCRATIC VALUES BOOK LIST

**Pursuit of Happiness**

The Greedy Triangle  
The Frog Prince Continued  
Edward the Emu  

Marilyn Burns  
Jon Scieszka  
Sheena Knowles  

**Common Good**

Lynne Cherry  
Peggy Rathmann  
Peter Spier  

Steven Kröll  
Cheryl Harness  
Barbara Younger  
Laurie Keller  
Woody Guthrie  
Barbara Cooney  
Russell Freedman  
Joan W. Blos  

Eleanor Roosevelt  
(Any book on firemen, policemen, nurses, etc.)

**Equality**

Kathleen Krull  
Patricia Polacco  
Alan Schroeder  
Russell Freedman  
Lisa Campbell Ernst  
Gloria Jahoda  
Paul Galdone  
Herman Parish  
Doreen Cronin  
Faith Ringgold  
R. Conrad Stein

Cinderella stories by many different authors

**Popular Sovereignty**

Marc Brown  
Cheryl Harness  
Robert Burleigh  
Maestro Guillio
### PreK-3
- Duck For President

### K-3
- Chrysanthemum
- How to Win Wayney Wat
- Ballot Box Battle
- Welcome Comfort
- The True Story of the 3 Little Pigs
- The Big Orange Split
- Cornelius
- Mufaro's Beautiful Daughters
- Abuela's Weave
- By the Dawn's Early Light: The Story of the Star Spangled Banner
- Teammates
- Dia's Story Cloth: The Hmong
- People's Journey To Freedom
- The Bracelet
- The Lotus Seed
- e Story of Ruby Bridges
- Ruth Law Thrills A Nation
- The Best Way To Play
- A Big Fat Enormous Lie
- Dinner At Aunt Connie's House
- Farmer Duck
- Fly Away Home
- The Jester Has Lost His Jingle
- The Judge: An Untrue Tale
- Lilly's Purple Plastic Purse
- The Meanest Thing To Say
- A Picture Book of Abraham Lincoln
- A Picture Book of Helen Keller
- A Picture Book of Martin Luther King Popenleon
- Postman Pat and the Mystery Thief
- The Rainbow Fish
- The Red Ribbon
- Smokey Night
- Tar Beach
- Wimp
- Liars Liar Pants on Fire
- Fourth Little Pig
- Dear Benjamin Banneker

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<td>Core Democratic Values</td>
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<tr>
<td><strong>Life</strong> – Each person has the right to be safe.</td>
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<td><strong>Liberty</strong> – We can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups.</td>
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<td><strong>Diversity</strong> – Differences are good. Differences in dress, language, foods, where our ancestors were born, and religion help us to be strong as a nation.</td>
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<td><strong>Common Good</strong> – People should work together for the good of all. People make laws (rules) that should be good for all of us.</td>
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<td><strong>Equality</strong> – We should all be treated with respect and follow the same laws (rules).</td>
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<td><strong>Patriotism</strong> – Shows our loyalty and strong love for our country.</td>
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Dream House Reflection Sheet

Look at the dream house you created. What do you think could happen if your neighbors woke up tomorrow and saw that your dream house had really been built just as you dreamed it?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
In a sentence or two tell why you should OR should not have the liberty to build your own dream house exactly as you want it in the middle of your neighborhood.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2015
LIBERTY VS. COMMON GOOD

Americans believe strongly in the Core Democratic Value of liberty. That means we should have the right to have our own ideas, choose our friends, choose our jobs and live where we want to. Americans also believe strongly in the Core Democratic Value of common good. This means we should have rules and laws that are good for everyone.

Consider this situation:

Mr. and Mrs. Hudson love Halloween, so on October 1st they decorated their house and yard to look like a graveyard with skeletons hanging from trees, witches and ghosts everywhere, and a big mummy on the porch. Several of the neighbors complained to the police that the Hudson house was just too scary for their young children to have to pass on the way to school.

Pretend that you are the Hudson family and list the reasons that you should be able to keep your Halloween decorations in your yard.

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Pretend that you are the neighbors and list the reasons that the Hudsons should have to take down their Halloween decorations.

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Make a Decision

STEP 1: Tell what decision you need to make.

STEP 2: Gather Information.

STEP 3: List your choices.

STEP 4: Tell what might happen with each choice.

STEP 5: Make a decision.
Solve a Problem

STEP 1: Name the problem.

STEP 2: Find out more about the problem.

STEP 3: List ways to solve the problem.

Option A

Advantages

Disadvantages

Option B

Advantages

Disadvantages

STEP 4: Talk about the best way to solve the problem.

STEP 5: Solve the problem.

STEP 6: How well was the problem solved?
YOU’RE A GRAND OLD FLAG
Words and Music by George M. Cohan

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
under red, white and blue,
Where there's never a boast or brag.
Should auld acquaintance be forgot,
Keep your eye on the grand old flag.

THE STAR-SPANGLED BANNER
Words by Francis Scott Key

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?
Civics and History
Activity #7: Pledge of Allegiance

Key Point: We say the Pledge of Allegiance to show patriotism and loyalty to our country.

GLCE's
2-C2.0.2 - Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

Vocabulary:
patriotism - A core democratic value that shows our loyalty and strong love for our country.
equality - a core democratic value that we should all be treated with respect and follow the same laws (rules)
liberty - a core democratic value that we can choose our own friends, have our own ideas, say what we think in public, choose our own jobs, and meet in groups

Approximate Time: 2 class sessions

Materials:
- Single copy of I Pledge Allegiance by Bill Martin Jr. & Michael Sampson
- Video Stream: "Old Glory" (10 min.)
- Video Stream: "U.S. Symbols" (17 min.) (optional)
- People and Places, pp. H6 & H7 (front of student text)
- Pledge of Allegiance Worksheet and answer key
- Patriotic song sheet
- Red, white and blue construction paper for flag project

Introduction:
Recite the Pledge of Allegiance together. Ask questions to determine students' prior knowledge about purpose and meaning.

Procedure for session 1:
1. View the "Old Glory" video stream.
3. Complete worksheet together.
4. View "U.S. Symbols" video stream. (optional)
Procedure for session 2:

1. Sing the patriotic songs from the song sheet.

2. Complete paper flag project that resembles the torn paper flag in Bill Martin's book. Each child needs a sheet of white 9X12 art paper, ½ sheet of red art paper, and a quarter sheet of dark blue paper. Demonstrate how to tear the red sheet to make 7 strips. Glue these onto the white paper with space between them. Children use a white crayon to make 50 stars on the blue paper. This gets glued in the corner on top of the red stripes.

3. Read together pages H6 & H7 from the front of the student People and Places book.

Adapted from:
THE PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands,
One Nation under God, indivisible,
With liberty and justice for all.

What does it mean?

I ___promise_________ my _____loyalty_______ to the flag
(pledge) (allegiance)

Of the United States of America

And to the _____country__________________________
(Republic)

For which it stands,

One ___country_____________________ under God
(nation)
__________________________
(unbreakable)
___________
(indivisible)

with ___freedom_______ and _______fairness__________

for _____everyone______.
THE PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands,
One Nation under God, indivisible,
With liberty and justice for all.

What does it mean?

I _______________ my _______________ to the flag
(pledge) (allegiance)
Of the United States of America
And to the ____________________________________________
(Republic)
For which it stands,
One ___________________ under God
(nation)
______________________________
(indivisible)
with ___________________ and ___________________
for ________________________________.
**CIVICS ACTIVITY: SEPTEMBER 17TH IS CONSTITUTION DAY!**

Federal law requires any educational institution that receives Federal funds to hold an "educational program" on the United States Constitution on **September 17** of each year. *The law does not define the educational program.*

**Key Point:** The freedom we enjoy in our country is based in the United States Constitution, a document signed on September 17, 1787.

**Vocabulary:**
- **Constitution** - a document that establishes how our government works to protect our freedom

**Approximate Time:** 1 class session

**Materials:**
- Constitution PowerPoint presentation from the District curriculum website (curriculum → social studies → second grade → teacher resources → civics → Constitution PowerPoint)
- Constitution issue of Scholastic News/Weekly Reader (optional)
- Patriotic songs from Civics Activity #7
- "Constitution Rap"

**Procedure:**

1. Use the Constitution PowerPoint presentation to develop an understanding of what the Constitution is.
2. Read and discuss the "Constitution Rap".
3. Sing patriotic songs from Activity #7
4. Optional: Read the Constitution issue from Scholastic News
5. Optional: Additional resources for the classroom can be found at Wayne County RESA: [http://www.resa.net/curriculum/curriculum/socialstudies/highlights/constitutionday/webresources/](http://www.resa.net/curriculum/curriculum/socialstudies/highlights/constitutionday/webresources/)

**A good resource for teacher background from this site is:**

*The Constitution Explained for K-3 Students*

The Constitution Explained is a synopsis of the Constitution, article by article, amendment by amendment, in everyday language. This website is a good study guide for reading about the Constitution in language that people can understand.

6. An optional reading passage and text questions entitled “Our Constitution” from ReadWorks (Lexile level 300 = F & P level J) can be found at [http://www.readworks.org/search/site/constitution](http://www.readworks.org/search/site/constitution)
Once upon a time a young boy named Benjamin lived in a kingdom that had no rules and no laws of any kind. It also had no king... but let's not get into that now.

It did have: majestic mountain ranges, roaring rivers, really cool castles, cutesy cottages, beautiful birds and adorable furry animals, great weather, miles of beaches, perfect waves, all kinds of excellent trees great for climbing, and a more than adequate number of benches for people to sit on.

One day, Benjamin was sitting on one of these benches with his father, mother, and big sister. He was wearing a cowboy hat, and they were all eating chocolate ice cream cones. All of a sudden, a guy walked up to Benjamin, did a sort of silly dance, took Benjamin's cone right out from under his tongue, and ran off licking it.

"Hey! That guy took my chocolate ice cream cone!" Ben yelled.

"I noticed," said his father, licking his own ice cream. "He made a nice move on you."

"Guess he was in the mood for some chocolate ice cream, dear," said his mother sweetly.

"You have to learn not to pay attention to silly dances when you're eating ice cream," his big sister said.
Remember, this was a kingdom without rules or laws of any kind. So, there were no rules or laws about taking ice cream cones that didn't belong to you.

Benjamin still wanted more ice cream. So he reached over and took his sister's cone.

She immediately and matter-of-factly snatched her mother's cone.

Benjamin's father quickly gulped his ice cream down in one bite just as Ben's mother was about to grab it.

"Ha, ha!" he said, with a big chocolate moustache dripping from his upper lip.

Benjamin's mother sat thinking for a moment as Ben and his sister licked their ice cream very fast, keeping one eye on their mother.

Then, Benjamin's mother started to whistle and appeared to be about to scratch an itch on her head. Instead, she reached around her daughter, knocked Benjamin's ice cream cone out of his hand up in the air, and caught it in her mouth.

Benjamin sighed a very deep sigh and said to himself, "There's got to be a better way."

His sister and his mother finished their ice cream cones. Then everyone put on their crash helmets, got in the car, and with Benjamin's mother at the wheel, the family headed home. Ben wore his cowboy hat on top of his helmet.

There were no traffic laws of any kind. So as their car approached the kingdom's main intersection, Benjamin's mother had a decision to make. If the light was red, she could stop if she felt like it or she didn't have to if she didn't feel like it. If it was green, she could stop or she could go if she felt like it.

The light was green, and Benjamin's mother decided that she felt like going through it. Unfortunately, the person in the truck in front of her felt like stopping for the green light.

Just before the car smashed into the rear of the truck, Benjamin thought to himself, "There's got to be a better way!"

The next thing he knew, he was hanging by one leg, upside down, from a branch near the top of a very, very tall tree. And this was not one of the trees in the kingdom that was great for climbing.

"They're gonna need ladders and stuff to get me down," he thought to himself. He was going to be up there for a while so he decided that the best thing to do was to relax.

He looked around and saw that his parents and his big sister were each hanging by one leg, upside down, in trees, as were lots of other people all around the intersection.
Everyone looked relaxed and nobody was particularly peeved. That was because they were used to it. Most of the many automobile accidents in the kingdom with no rules and no laws resulted in people hanging by one leg, upside down, in trees.

As Benjamin swayed in the breeze, he could see a baseball field in the distance. A game was in progress, a game with no rules, of course. The players were doing whatever they felt like doing. Some were swinging bats. Some were throwing balls. Some were catching balls.
Some were running back and forth on the bases bumping into each other. Some were helping the injured off the field.

There was no score for some, and for others it was 12 to 6 or 765 to 125 and so on.

For some a hit was a hit, for others a hit was an out, and for a few there was no such thing as a hit or an out.

Some just sort of sat there in the middle of the base paths, digging in the dirt with pails and shovels.

“THERE’S GOT TO BE A BETTER WAY!” Benjamin was screaming over and over as they carried him down from the tree.

“It’s okay, Benjamin, dear. You’re down now,” his mother said.

“We’re all okay now. We’re out of our trees. See. We’re out of our trees!”

Benjamin looked around and saw that everyone was, indeed, out of their trees. And it was at that very moment that he resolved to himself he would figure out a better way.

“I’m going to my room and I’m not coming out until I’m finished!” Benjamin said.

“Finished with what?” his sister asked.

“I don’t know yet,” he said, slamming the door behind him.

News spread all over the kingdom that a boy named Benjamin had gone to his room and wouldn’t come out until he was finished. The entire kingdom gathered around Benjamin’s house waiting for him to come out of his room with whatever it was that he was finishing.

Then, after two and a half hours, Benjamin emerged.

“Finished!” he said.

“Finished what?” the kingdom asked.
"Three laws and a bunch of rules," he said proudly.
"Huh?" said the kingdom, not having the faintest idea what he was talking about.
"This is the bunch of rules," Benjamin explained, holding up a booklet. "From now on, we'll play baseball by the rules in this book, like nine people on each side, nine innings, four balls, three strikes, no pails and shovels, stuff like that. If you don't play by these rules, you can't play."
"Interesting!" some of the people in the kingdom said.
"Sounds pretty good," others said.
"No pails and shovels? Phooey!" said Benjamin's mother and father and some others.
"Get to the three laws!" his sister demanded impatiently.
"Yeah!" said the kingdom.
"Okay," Benjamin said, and he took out a very impressive piece of notebook paper and began to read:
"Everyone will stop on red and go on green. That's the first law.
"Nobody can take another person's chocolate ice cream cone. That's the second law.
"Every day at noon, the entire kingdom has to come over to my house, play cowboy, dig in my sandbox with pails and shovels, and sing and dance to a great song I wrote called 'Hail Benjamin, He's a Heck of a Guy!' That's the third law. If you don't obey the laws, you get punished."
"Interesting," some of the people in the kingdom said.
"Sounds pretty good!" others said.
"The law with the pails and shovels is my favorite," said Benjamin's mother and father.
"Hail who?" said a guy in the back to no one in particular.
Then Benjamin said that he was going back to his room and he would not come out until the kingdom tried the three laws and the bunch of rules.
So they did. And they found that they no longer spent as much time hanging by one leg, upside down, in trees. They were able to finish their chocolate ice cream cones, and baseball was a lot more fun. But every day at noon, not everyone was coming over to Benjamin's house and playing cowboy, digging, and singing and dancing like they were supposed to.
"I can't. I have an earache," one guy said.
"I'm allergic," said another guy.
"My pail and shovel are at the cleaners," Ben's sister said.
"Oh yeah?" said Benjamin. "Prove it. Show me doctors' notes and a pail-and-shovel cleaning ticket."

The two guys had notes, but Benjamin's sister didn't have a pail-and-shovel cleaning ticket. She said she'd lost it. Then she said, 'Okay, look. I don't like the third law. I don't see why, every day at noon, everyone has to come all the way over to our house and play cowboy, dig, and sing and dance to 'Hail Benjamin, He's a Heck of a Guy!'"

"We have to because it's the law," the kingdom tried to explain.
"But it's a silly law. It serves no useful purpose," Benjamin's sister replied.
"True," Benjamin said. "But I like it a lot. It's a fun law!"

His parents agreed.
"I don't think it's fun!" Benjamin's sister said. "I don't like it one bit."
"You don't?" Benjamin asked.
"No, I don't!" said his sister.

To Benjamin's genuine surprise, more than a few of the people in the kingdom appeared to agree with her.
"Okay, no problem," Benjamin said with a shrug. "From now on, the law is: Every day at noon, no one's allowed to come over to our house and do anything."
"Brilliant! Hooray for Benjamin!" cheered everyone in the kingdom. Everyone except Benjamin's sister, that is.

"Wait a minute! That's no good either!" she shouted, taking a deep breath. "We don't need a law to force people to come over to our house and play cowboy and dig and sing and stuff like that, but we also shouldn't have one to stop them from doing it if they feel like it."

"We shouldn't?" the kingdom asked.
"No," she said. "As long as no harm comes to anyone, why should there be a law against it?"

"You know, she has a point," said her mother and father.
"A very good point!" a lot of other people in the kingdom joined in.

So the kingdom kept the first and second laws and the bunch of rules, but got rid of the third law altogether. They also decided that from then on, all the people would be involved in making laws and rules because, after all, stuff like that was just too important to be left to some guy in a cowboy hat.

Benjamin eventually became a very successful singing cowboy. His sister became senior partner of the kingdom's first law firm. His parents became umpires. And the kingdom that now had some laws and some rules lived lawfully ever after. It still had no king . . . but it's too late to get into that now.

THE END