

Inquiry Set 1.1 - Class and School Rules

I. Inquiry Set Introduction	
Inquiry Set Title	Class and School Rules
Brief Description	This first-grade inquiry set provides images from the past to help students address the concept and practice of school rules. These questions guide the inquiry set and the activities that help students make connections between themselves and their classrooms today and in the past: What are class and school rules? How were they developed? Who is responsible for enforcing the rules?
Authors	Kate Bowen, Teacher Leader, CHSSP Beth Slutsky, Program Coordinator, CHSSP
Grade Levels	1
Topics/Concepts	rules, classrooms, children, code of conduct, citizenship, responsibilities, democracy
CA HSS Standards / Frameworks	A Child's Place in Time and Space 1.1 Students describe the rights and individual responsibilities of citizenship. 1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the Golden Rule.
Framework Excerpt	Students learn about the values of fair play and good sportsmanship. They learn to respect the rights and opinions of others and build on their understanding of respect for rules by which all must live. Students may discuss the class rules and understand how they were developed. They may also consider the following questions: Who is responsible for enforcing the rules? What are the consequences if these rules are broken? Having students solve the social problems and dilemmas that naturally arise in the classroom is a sound strategy. For example, they may

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	<p>discuss how to share scarce supplies, how to treat those who bully students perceived as different, or how best to proceed on a group project when a dilemma arises. In using this approach, students will learn that problems are a normal and recurring feature of social life and that the capacity to examine and solve problems lies within.</p> <p>Teachers may also introduce value-laden problems for discussion through reading stories and fairy tales that pose dilemmas appropriate for young students, such as Paul Galdone's <i>The Monkey and the Crocodile</i>, Lenny Hort's <i>The Boy Who Held Back the Sea</i>, and Francisco Jiménez's <i>La Mariposa</i>. Through listening to these stories and the discussions and writing activities that follow, students gain deeper understandings of individual rights and responsibilities as well as social behavior. Throughout these lessons the teacher's purpose is to help students develop civic values that are important in school and in a democratic society. Students may be given jobs in the classroom. Practicing democratic processes in the classroom helps students learn content and develop social responsibility.</p> <p>Teachers may illustrate a direct democracy and a representative democracy by demonstrating the concepts in the classroom setting. To learn about a direct democracy, all students can vote on classroom decisions such as which game will be played on a rainy day or which type of math manipulative will be used to build patterns. The class may vote by using different methods (for example, raising hands or casting secret ballots) and then discuss and reflect upon the process and the outcome. Was it important to have everyone vote? The teacher should ensure that students understand that everyone can influence the decision. Allowing students to select classroom leaders or table leaders who will then make classroom decisions is a way to explicitly model a representative democracy. The advantages and disadvantages of these two models can then be discussed with the students to help them develop a beginning understanding of citizenship and government.</p>
Standards	California English Language Development Standards for Grade 1 Part I. Interacting in Meaningful Ways A. Collaborative <ol style="list-style-type: none">1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)3. Offering and supporting opinions and negotiating with others in communicative exchange

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	<p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language <p>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Supporting own opinions and evaluating others' opinions in speaking and writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas <p>Common Core State Reading Standards for Literacy in History/Social Studies, Grade 1</p> <ol style="list-style-type: none"> 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts
<p>Investigative Question</p>	<p>What are classroom and school rules? How were they developed? Who is responsible for enforcing the rules?</p>
<p>Historical Background</p>	<p>The beginning of the year in a first-grade classroom is spent establishing routines and reviewing classroom and school rules. It is important for students to understand the reason for rules (guidelines that apply evenly to students to keep them safe, and in a positive, fair learning environment), who enforces the rules at school, and what consequences there are for students who choose not to follow the rules.</p> <p>In a school setting, there are different rules for the classroom, playground, library, and lunchroom. Teachers may want to read one of the titles mentioned in the framework excerpt as an entry point for discussing school and classroom rules. <i>Do Unto Otters</i> by Laurie Keller is a book about manners that could also be shared to show students how one should behave in different situations.</p> <p>This first-grade inquiry set provides images from the past to help students address the concept and practice of school rules. These questions guide the inquiry set and the activities that help students make connections between</p>

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	<p>themselves and their classrooms today and in the past: What are class and school rules? How were they developed? Who is responsible for enforcing the rules?</p> <p>Teachers can guide students through a literal and an abstract discussion of each source. Frames and questions are provided for students to note the people, actions, and rules taking place in the images. Students are encouraged to make observations about how and why rules exist. Next, students connect the photographs of long ago and compare them to their classrooms today. With guidance from their teacher, students should discuss why rules are needed in their classroom and at school, who enforces the rules, and the consequences for students who do not follow the rules. Comments from the discussion can be recorded on a classroom chart.</p>
Map	<p>Solano Avenue School, Los Angeles; Dudley Stone School, San Francisco (now the Chinese Immersion School); Belvedere Elementary School, Los Angeles; a Southern California beach (location approximate); Ann Street School, Los Angeles</p>

II. Source Sets

#1 Primary Source

Children reading



Title of Source

Children reading books in the library of the Solano Avenue school

Holding Institution

USC Libraries Special Collections

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	Link to Record http://digitallibrary.usc.edu/cdm/singleitem/collection/p15799coll65/id/5072/rec/1
For the Student	This is a photograph of a library that likely does not look like yours. Notice the furniture, the room, the way that the students are organized, and what they are doing. How does this library look similar to and different from what you see and do at your school? Do any of the rooms in your school have fireplaces? What rules do you think are needed in this setting? Why?
For the Teacher	The Solano Avenue School has been in operation in Los Angeles since the early 1900s. An unknown author wrote this note on the back of the photograph: "Informality is the keynote of many of the classes for members of the lower elementary grades in Los Angeles City schools. Above is a view in the library at the Solano Avenue school, where children are encouraged to do independent reading." This quote and the image were produced in 1939, and the photo and its note illustrate how a school library was once organized and how students used that space.

#2 Primary Source

Dudley Stone School Grade 2 Class Picture



Title of Source

Group portrait of Dudley Stone schoolchildren

Holding Institution

California Historical Society

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For the Student	This image was taken in San Francisco about 110 years ago. Who are these children? Where might they be? Notice the way they are dressed, what they are holding, and how they are posing. What is this picture for? Do you think they needed to dress in a particular way? Are there rules for how you dress at home or school?
For the Teacher	This second-grade class is from Dudley Stone School, circa 1909, located on Haight Street between Masonic and Central streets in San Francisco. This photo lists the names of all 33 students on the back. One student, Claudine Buccholz, was born in 1903. The school was founded in 1896 as an elementary school and apparently survived the 1906 earthquake and fire. Dudley School is now a Chinese immersion school located in the Haight-Ashbury neighborhood. More images of Dudley School can be found online . Students will find the dress and accessories of the children pictured fascinating and should consider their value and significance to the Dudley Stone students.
#3 Primary Source	Belvedere Elementary School Classroom

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Title of Source	Students in classroom
Holding Institution	Los Angeles Public Library
Link to Record	https://tessa.lapl.org/cdm/ref/collection/photos/id/14153

For the Student In this image, a teacher points to the blackboard at Belvedere Elementary School as students raise their hands. How do you show your teacher that you have a comment or question to share? Why do you think this rule is in place for your classroom?

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For the Teacher	<p>Belvedere Elementary School was founded in 1887 as a one-room schoolhouse. As the town of Belvedere began to grow, the school also grew. In 1912, the Belvedere School became part of the Los Angeles City School District, now known as the Los Angeles Unified School District. Today the school is home to almost 800 students. While elements of this photograph may be outdated (chalkboard and Charlie Brown characters), students will identify with the raised hands and possibly the instruction that is focused on the discussion at the front of the class. Teachers may ask how the students are showing that they are eager to learn.</p>
#4 Primary Source	<p>Class on the Beach</p> 

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	<table border="1"> <tr> <td data-bbox="405 207 795 293">Title of Source</td> <td data-bbox="795 207 1898 293">School children in class on the beach, [s.d.]</td> </tr> <tr> <td data-bbox="405 293 795 380">Holding Institution</td> <td data-bbox="795 293 1898 380">USC Libraries Special Collections</td> </tr> <tr> <td data-bbox="405 380 795 451">Link to Record</td> <td data-bbox="795 380 1898 451">http://digitallibrary.usc.edu/cdm/singleitem/collection/p15799coll65/id/5065/rec/1</td> </tr> </table>	Title of Source	School children in class on the beach, [s.d.]	Holding Institution	USC Libraries Special Collections	Link to Record	http://digitallibrary.usc.edu/cdm/singleitem/collection/p15799coll65/id/5065/rec/1
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For the Student	<p>Could this be a school or classroom located on the beach? What clues are there that would indicate that this beach is a place for learning? Notice the way the students are dressed, the arrangement of the desks, the teacher, and the expressions on the students' faces. Why would it be important for there to be special rules for this classroom?</p>						
For the Teacher	<p>This photograph challenges students to consider how context informs the rules that are made and enforced. Students determine how an outdoor educational setting would require rules that are the same and different from a traditional classroom. This photograph was taken at the beach around 1936 for the Los Angeles Chamber of Commerce. It appears as though the intent was to illustrate “the healthful nature of Southern California’s citizenry and that anything is possible there,” according to text on the back of the photograph.</p> <p>This additional text written on the back of the photograph may provide helpful context for students: “Photograph of school children in class on the beach. Rows of small wooden desks are arranged in a square at center, and dozens of young children in bathing suits can be seen standing near the desks. A female teacher can be seen standing near a larger desk in the foreground at left, and a blackboard can be seen behind the students at left. A large banner can be seen in the background at center, and the ocean is visible further in the distance.”</p>						
#5 Primary Source	Children Receive Smallpox Vaccination						

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Title of Source	Children receiving small pox vaccinations at Ann Street School in Los Angeles
Holding Institution	UCLA, Library Special Collections, Charles E. Young Research Library
Link to Record	https://dl.library.ucla.edu/islandora/object/edu.ucla.library.specialCollections.losAngelesDailyNews:867

For the Student Looking at this group of young children, can you guess what is happening in this photograph and why? Where are they? Have you had a similar experience? How could this photograph relate to school rules?

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For the Teacher	Ann Street School was first opened in 1884 and is still operational in the Los Angeles Unified School District. This picture from 1949 is of young schoolchildren who had recently been vaccinated, most likely against smallpox. Most public schoolchildren will have more than one experience with getting shots for school enrollment or checkups at the doctor's office. Without giving away the title of the photograph, ask students to focus on the actions of the students and whether they can tell why they are exposing their arms. This should lead into a discussion about wellness and school safety.
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III. English Language Development extension activity

Because this inquiry set takes place early in the year, it is helpful for teachers to facilitate a structured process for primary source analysis with students. Depending on the academic abilities of students, teachers may model every form of literacy —reading the instructions, writing responses on chart paper, providing speaking frames, and orally acknowledging what was heard. The Teacher Handout provides guided collaborative conversation prompts that address these questions: What are class and school rules? How were they developed? Who is responsible for enforcing the rules?

1. The teacher supports students' analysis of the inquiry set through text-dependent questions that walk students through (1) first making visual observations; (2) then speculating about the possible interpretations and meanings of what is pictured, which includes asking questions; and finally (3) drawing connections between the photographs and their classroom and school rules.

Directions:

Start by asking students if they know what rules are and together as a class define *rules* and discuss why they are important. Some reasons for rules can include a safe and fair learning environment.

2. Next introduce the inquiry questions for the day and begin analyzing the primary sources. The Teacher Handout provides structured academic conversation prompts that are particular to each image and will support students' analysis of the primary sources. These questions can be posed orally to the whole class or to small groups. The teacher may record responses on chart paper or the board.
3. Once students have had a chance to analyze rules from the past, they may then suggest rules for their class. Some sample ideas that students may suggest for class and school include:
 - We raise our hand to speak.

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- We are kind to our teacher and fellow students.
- We wait to take our turn.
- We work hard.
- We ask permission to use the restroom.
- We are responsible.

4. Allow students time to discuss the suggested rules. Ask students to make connections between the suggested rule and rules that they observed from the images in the past. Then ask students, as a class, if any suggestions should be eliminated or combined before voting begins.
5. The teacher then organizes a class vote, being sure to clarify the way that the vote will be conducted (by hand, by secret ballot, etc.). Introducing voting terminology — including democracy (everyone gets a vote), representation (everyone's wish is recorded), and simple majority (the rule with the most votes wins) — may be a helpful way to layer in civic-minded practices.
6. The class vote can then be reinforced by having students write out the new class rule. For example:

Guided Sentence Frame

Our classroom rule is _____ . This rule is important to Room _____ because _____ . If we don't follow the rule, we might _____ .

*See attached teacher handout for literacy support.