



Creating An Animal Council

Introduction

Objective:

Students will understand the need for rules and regulations in the practice of citizenship.
Students will create a governing charter for a new group.

Academic Content Standards:

- ❖ National Standards for the Social Studies Curriculum Standards: X. Civic Ideals and Practices
 - *Students understand that civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.*
 - *Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and nation? Etc.*
- ❖ National Standards for the Social Studies Curriculum Standards: VI. Power, Authority and Governance
 - *Students understand the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world that is essential for developing civic competence.*
 - *Students confront questions such as: What is power? What form does it take? Who holds it? How is it gained, used and justified? What is legitimate authority? Etc.*
- ❖ Ohio Academic Content Standards for Social Studies: Citizenship Rights and Responsibilities
 - *Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.*
 - *Benchmark: A and B (4th Grade)*
 - *Benchmark: B (5th Grade)*
 - *Benchmark: B (6th Grade)*
- ❖ Ohio Academic Content Standards for Social Studies: Government
 - *Students use knowledge of purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.*
 - *Benchmark: B (4th & 5th Grades)*
 - *Benchmark: A, C (6th Grade)*

Getting Started

Materials:

- Handout A

Vocabulary:

- Charter
- Citizen

Lesson

Orientation Activity:

Animals in the play, *The Jungle Book*, had come together and formed a Council and forum for the discussion of important issues and rules and their effect on their group. The Council served as the governing body in the jungle. The plot of the play tells of the tiger, Shere Khan, and his refusal to

follow the set laws of the jungle and how the other animals dealt with his lack of citizenship. In this activity, the students will create their own laws for a new group and form their own government charter for its members.

To begin the lesson, the teacher will lead a class discussion and ask the following question prompts.

- What is the location of your government?
- Who is included in your government?
- Who will decide the rules?
- What is the definition and criteria of a “good citizen?”
- What are some of the advantages and disadvantages of being a citizen within this government’s boundary?
- Who represents the interests of the people within your government?
- Are there any people in your community who are not citizens?
- How are people who are not considered to be citizens represented, if at all?
- Can anyone become a citizen in your community? If so, what is the procedure?
- How are leaders chosen?
- Use laws of the jungle and the Animal Council from *The Jungle Book* play as an example in answering the above questions.

Learning Activity:

The students will work in groups of four or five. The teacher will explain to the students that they will create a new government charter for a new group, based on the above questions and class discussion.

First, students will identify the characteristics of the new group and the reason(s) for its creation. For example, students could decide to create a book club, a chess club, or some other club with a common interest or purpose.

Next, students will create a mission or purpose statement, identify the goals for their group, and choose a group name and logo symbol.

Students will proceed to create a list of rules for the group members to follow. The rules will be clearly written, concise and relevant to the group at hand. Students will record their information on *Handout A*.

Finally, students will create procedures and consequences for situations in which group members disobey the rules. For example, Shere Khan broke the “Water Truce Rule.” The teacher will ask students, “How should the Animal Council have handled that situation?” “What happens if no procedures are set in place when rules are broken?”

Evaluation and Follow-Up

Assessment Tools and Methods:

Use *Handout A* to assess if students have included required criteria and information in their charters. Charters will include:

- Group Name
- Group Purpose
- Group Trademark
- Mission Statement
- Group Goals
- Group Rules

- Procedures for Rule Breakers

Interdisciplinary Connections:

Language Arts: Write a story about a situation that might arise in a group and how the group dealt with the situation.



Handout A

Group Members _____

Group Name _____

Group Purpose _____

Mission Statement _____

Group Goals

Group Rules

Procedures for Rule Breakers

Draw or paste your Group Trademark/Picture/Logo below.