



## Careers in Action

## TEKStar Lesson Summary

Lesson Title Rules, Responsibility, Respect, Let's Rock!

Grade Level Kindergarten

Course Number SS 113.2

Course Name Social Studies, Kindergarten

### Keywords

U.S. Marshals, rules, safety, warning, responsibility, truth, lie, honest, respect

### SE Course

SS 113.2: K.8(A)(B), K.9(A)(B), K.15(A)(C)(D), K.16(A)(B), K.17(A)(B)

### SE Cross Curricular

ELA 110.2: K.1(A)(B)(C)(D)(E), K.2(A), K.3(C), K.4(B)(D), K.5(A), K.9(A)(B)(C), K.10(A)(C), K.11(B), K.12(A) (C)

### TAAS

RE1: 3.5(E), 2:3.9(C), 3:3.11(I)(J), 4:3.9(F), 5:3.11(H), 3.9(F)

### TAAS II/TAKS

RE 1:3.7 (B), 3.9 (C)(H)

## Lesson Summary

TEKS, TAAS/TAKS, and personal skills valued by educators and employers are taught as students experience the career area of **Personal and Protective Services**.

The group of personal and protective service providers/community helpers which students usually study in kindergarten is expanded in this lesson to include U.S. Marshals. Students learn the importance of rules, to take responsibility, accept consequences for their actions, demonstrate honesty, and respect authority figures and each other through a variety of activities including songs, guided reading, and role playing. They identify safety and warning signs, learn the difference between a lie and the truth and learn how to apologize. The students deal directly with the duties and responsibilities performed by the U.S. Marshals through such interactive activities as fingerprint art, guided reading, physical fitness exercises, role playing, and an auction.

Arrangements are made with the Tech Prep Office at (956) 364-4548, Fax (956) 364-5143 or by using Tech Prep Inc.'s website (<http://techprepRGV.com>) for a speaker, mentor, and/or field trip. These experiences enable students to investigate the actual careers in action.

**This lesson was developed in Summer 2000 as part of a Careers in Action project led by Tech Prep of the Rio Grande Valley, Inc., and funded with School-to-Careers grant funding through the Texas Education Agency and the Texas Workforce Commission. Following a pilot project by Tech Prep Support Teams, revisions were made in the Spring of 2002.**

**Kevin Plates, Assistant Chief, U.S. Marshals Service, McAllen, Texas, assisted in the development of this lesson. (This does not imply an endorsement by the United States Department of Justice or the U.S. Marshals Service, and this lesson plan does not necessarily reflect the viewpoint of the U.S. Marshals service.)**

## Evidence of Success

By using a variety of teaching strategies, the teacher will facilitate the acquisition of life long skills such as learning to say "I'm sorry" when behavior hurts others, telling the truth, treating authority figures and others with respect, and following rules and safety warnings. By participating in interactive activities with classmates, the students will have the opportunity to practice interpersonal skills that employers feel are essential to a productive employee. Also the variety of assessment tools used (art, music, puppets, stories, and manipulatives) will help ALL students shine

## **Personalize the Learning**

Young children are eager to please, want to be liked by the teacher and their peers, want to be helpful, and want to participate in activities. But without the proper skills, they find themselves alienated by children and a source of frustration for adults.

“Rules, Responsibility, and Respect, Let’s Rock!” teaches children basic skills necessary to build a foundation of positive personal qualities.

Activities are aligned to take the child from his/her familiar world, (home, neighborhood, classroom, school) to the unfamiliar world that exists in the community and the workplace. Optional “homework” activities engage the student with their parent(s) so they can operationalize the new information learned at school.

## **Relevance**

Honesty, respect for each other and those in authority, heeding warnings, being responsible, accepting consequences, learning to work together as a team, are all not only work-based skills, but also life-based skills.

From the student’s point of view, Activity #1 will help them learn that even though they may not be able to read certain signs and warnings in the community, by learning shapes and colors and by looking at the signs contextually, they may be able to deduct what the signs are telling them. They will also come to realize that there are consequences which occur when rules are not followed.

Activity #2 deals directly with lying and honesty when Ducky, the character in the story, tells a lie to get what he wants. Students will directly relate to Ducky’s predicament and come to understand that lying not only hurts the one who lied, but also affects other around them.

Activity #3 introduces children (and many adults) to the world of the US Marshals. Through the story, “Eddie’s Dad is a US Marshal” the children will realize the multifaceted world and the many job related skills that must be learned to succeed in this line of work. They will also have a new appreciation for the work done by the US Marshals.



Know It  
Do It  
Think It

Activity 1

Careers in Action

TEKStar Activity Summary

Lesson Title Rock & Rules

Time Frame 3 Days/ 20 Minutes

Activity Description

1. Discuss with the class that today that they will learn about some important safety and warning signs that are found throughout the community or in their homes. Discuss the difference between safety and warning signs.

\*Ask the students to discuss why they think we have safety and warning signs.

\*Optional: Read and discuss the book Signs by: Susan Canegaris and Paula Chanko.

2. Tell the students that safety and warning signs come in different shapes, colors, and sizes. Even if they can't read the words, they can still learn what they mean.

\*Hold up a STOP sign and ask the students if they know what it is.

\*Ask what color it is and what shape it is (or how many sides the sign has).

\*What do they or their parents do when they come up to a STOP sign?

\*Why do we have STOP signs on streets?

\*What can happen if a person doesn't Stop at a STOP sign?

3. Do the same with a Children Crossing sign.

4. Do the same with the Federal Marshal's "US Property, NO Trespassing" sign.

5. Do the same with the yellow plastic "NO CROSSING" crime scene tape.

6. Do the same with the RAILROAD CROSSING sign.

7. Conclude with the "Rock and Rules" song. (See Resources)

8. Review the signs with your class.

As you ask them about certain signs allow the student to practice the cooperative group skill called, THINK, PAIR, SHARE.

1. THINK of an answer.

2. PAIR up with your partner and share your answer.

3. Raise your hand and SHARE with the class.

Optional Activities:

Take color photos of the signs and warnings out in the community. Take one close up picture of the sign and a picture at a distance to see it contextually in its environment. (This can also be done with a digital camera or a video camera.) Signs may include school, transportation, and personal safety in the community.

Also, you can draw signs on overhead transparencies and have students come up and color the signs the correct color.

Create a Safety sign Bingo using pictures, either hand drawn or clipped from Clip Art software.

### Teacher-to-Teacher Notes

The lesson can be divided into 20 to 30 minute daily lessons depending on your class.  
( or if you choose, do 1 sign per day)

The US Marshal items such as the yellow tape and “NO Trespassing” sign may be obtained at the District Office of the US Marshals. If these are not available, other community safety signs or warning signs can be used such as a traffic light, Mr. YUK stickers (available at your local pharmacy), Danger High Voltage, local police crime scene tape, YIELD, etc. Most teacher supply stores sell sets of safety signs or they can be made or photographed.

If time permits, walk around your school playground and see if any safety signs can be seen.  
(Be sure to check the area first to see if any signs are visible.)

South Texas Poison Center  
Phone: 1-800-764-7661

### Objective

The student is expected to:

- Identify 6 different safety and/or warning signs which can be found in the community and in the home.
- Distinguish among the different colors of the signs.
- Explain why signs are important and keep us safe.
- Consider what can happen if they do not obey signs or warnings.

### Materials

6 Safety and/or warning signs of your choice, (store bought, teacher made, or photographed)

Signs may include:

-STOP

-YIELD

-RAILROAD CROSSING

-CRIME SCENE TAPE

-CHILDREN CROSSING

-US MARSHAL, NO TRESPASSING

-DANGER HIGH VOLTAGE

-MR. YUK (poison)

-TRAFFIC LIGHT

Butcher paper or solid colored shower curtain (See Resources)

### Technology Utilization

Optional:      Overhead Projector  
                    Film or Digital Camera  
                    Video Camera

### SE - Course

SS 113.2:K.8 (A)(B), K.16 (A)(B), K.17 (A)

### SE - Cross Curricular

ELA 110.2:K.1 (A)(B)(C)(D), K.2 (A), K.3 (C), K.4 (B), K.5 (A), K.9 (A), K.10 (C), K.12 (A)

### TAAS

RE1:3.5(E)

### TAAS II/TAKS

RE 1:3.9 (C)

### Check for Understanding

1. Teacher will monitor students as they orally answer as well as for their understanding of what each sign or warning means. Teacher will use open ended questions to illicit answers such as, “If I am walking and I see this sign (Holds up a STOP sign), what should I do?” Students may answer questions on a one to one basis or have students show a thumbs up to answer “yes” or thumbs down to answer “no” for whole class questioning.
2. Teacher will make a handout with the 6 signs the students learned and have the students color the signs their appropriate color. (See Resources)

**Assessment**

Teacher will ask children to sit in a circle on the floor and then will spread out a large piece of butcher paper (2 pieces taped together) or a white shower curtain in the middle of the circle. On it will be drawn a path on which the child will “walk” through the community. On the path are the 6 signs and as the child gets to each sign he/she will tell what the sign means and what needs to be done. (See Resources)

At the end the student will get a “round of applause” from his/her classmates. (This assessment could also be done in pairs so that the students can help each other as they “walk” through the community.)

Optional: When the class is done, they (individually or as a class) can be given a SAFETY AWARD (which can be bought, made on the computer, or run off from an award book). Another option is to have children color a teacher made “Safety Award Medal” they can wear, much like the Olympic winners.

**Learning Styles**

Concrete Sequential  
Concrete Random

**Multiple Intelligences**

Verbal/Linguistic  
Visual/Spatial  
Interpersonal  
Body/Kinesthetic

**Thinking Skills**

Basic  
Engaged

**Accommodations**

Instructional Support  
Managed Behavior

**Extensions**

Depth and Rigor

**Resource Pages**

“Community Path” example (Can be computer generated by teacher)  
Song, “Rock and Rules”  
Handout with 6 traffic signs for children to color

**“ROCK AND RULES”**  
**(Sung to the tune, “Blue Suede Shoes”**  
**by Elvis Presley)**

It’s 1 for the money and 2 for the show,

3 to get ready and 4 to go,

Follow, follow, follow the rules,

Follow, follow, follow the rules,

Follow, follow, follow the rules,

Come on everybody and,

follow the rules!



Careers in Action

TEKStar Activity Summary

Lesson Title Rock and Responsibility

Time Frame 5 Days/ 20 minutes

Activity Description

After reviewing the previous lesson “Rock and Rules” tell the children that today they are going to Rock again! This time it will be “Rock and Responsibility.”

1. Ask the children:

\* “What should you do after you finish playing with your toys?”

**Discuss that responsible behavior is putting their toys away.**

\* “What should you do when your teacher gives you a paper to give to your mom or dad?”

**Discuss that responsible behavior is following directions and giving mom or dad the paper.**

\* “What should you do when you get home and take off your school clothes?”

**Discuss that responsible behavior is putting your clothes away and not leaving them on the floor.**

\* “What should you do if you break something and your mom or dad asks who broke it?”

**Discuss that responsible behavior is telling the truth when you are asked a question even if you did something wrong.**

After students give the correct answers, tell them they have given you examples of responsible behavior.

2. Continue by asking the students, “What does a responsible citizen in a community do and how would a responsible citizen act?” (Tell them to remember what they learned in the other lesson.) Possible answers are: follow rules, obey signs and warnings, listen and obey community helpers that protect us, etc.

3. Tell the students that today you are going to tell them a story called, “Ducky Tells A Lie.” (See Resources) Ask the students, “What is a lie?” Tell the students to sit quietly and listen to what happened to Ducky when he didn’t tell the truth. Then discuss the story.

Teacher-to-Teacher Notes

To extend the concept of responsible behavior, you may review the skill, “How to say I’m sorry.” (See Resources) Then ask parents to help the student practice the skill at home.

**OPTIONAL Activities:** Students may act out either “Ducky Tells A Lie” or “The Little Red Hen.” Both emphasize responsible behavior and consequences. Students may even invent their own story.

Students may sing, “Rock and Responsibility.” (See Resources)

**Objective**

The student is expected to:

- Explain the difference between telling the truth and telling a lie.

**Materials**

“The Little Red Hen” story (optional library book)  
2 hand puppets (optional)  
A list of 30 items for the “To Tell the Truth” game

**Technology Utilization**

None

**SE - Course**

S.S. 113.2: K.15(D), K.16(A), K.17(B)

**SE - Cross Curricular**

ELA 110.2:K.1 (A)(B)(C)(D)(E), K.2 (A), K.3 (C), K.4 (B)(D), K.9 (A)(B)(C), K.10 (A)(C), K.11 (B), K.12 (A)(C)

**TAAS**

RE 2:3.9(C), 3:3.11(J), 4:3.9(F), 5:3.11(H)

**TAAS II/TAKS**

RE 1:3.9 (C)(H)

### Check for Understanding

1. After the story “Ducky Tells A Lie” has been read, orally discuss the key points of the story for comprehension.

#### **KEY POINTS and QUESTIONS:**

What did Ducky do?

Ducky told a lie and said he drew the picture instead of his cousin.

Why did he lie?

Ducky lied because he didn’t think his pictures were good enough to enter in the contest and he wanted to win the markers.

How did Ducky feel when he lied?

Ducky felt afraid that someone would find out he was lying. Also, he was sad and embarrassed.

What did Ducky say to the group after he admitted lying?

After Ducky told the truth he said he was sorry and wouldn’t do it again.

What were the consequences of not telling the truth?

The consequences of lying were not winning the contest, giving back the markers, feeling badly, and being embarrassed in front of his friends.

What lesson did Ducky and his friends learn?

Ducky learned that it is important to tell the truth so people will believe you and because it is responsible and right behavior.

2. Practice the skills, “How to say, I’m sorry” by having the students tell you the steps as you practice roleplay with puppets or with a student.

### Assessment

1. Tell the students that they are going to play a game called “To Tell the Truth.”

Tell the students that you are going to make a statement and it will either be the truth or a lie. If the statement is true, they will point “thumbs up.” If the statement is NOT true, they will point “thumbs down” and say, “NO! TELL THE TRUTH!” and at that point you will tell the truth.

Examples: I have 2 eyes. Thumbs up  
I have a desk. Thumbs up  
I have 4 feet. Thumbs down. “NO! TELL THE TRUTH!”  
I have 2 feet. Thumbs up

This can be done with the group as a whole or individually around the class. Also you can whisper a statement into a child’s ear and he can repeat it (“I am a car” or “ I am in Kindergarten”).

2. After modeling the skills, “How to say I’m Sorry” to the students with puppets and/or with a student in front of the class, have the children practice saying “I’m sorry” to you or put the students in pairs and have them practice the skill with each other.

**Learning Styles**

Concrete Sequential  
Abstract Random

**Multiple Intelligences**

Verbal Linguistic  
Body/Kinesthetic  
Musical/Rhythmic  
Interpersonal

**Thinking Skills**

Basic  
Engaged

**Accommodations**

Adapted Assignment  
Instructional Support  
Managed Behavior

**Extensions**

Complexity  
Depth and Rigor

**Resource Pages**

Song: "Rock and Responsibility"  
Story: "Ducky Tells A Lie"  
Teaching A Social Skill: "How to say I'm Sorry"

**“ROCK AND RESPONSIBILITY”**  
**(Sung to the tune, “Blue Suede Shoes”**  
**by Elvis Presley)**

It’s 1 for the money and 2 for the show,

3 to get ready and 4 to go.

Tell, tell, tell the truth,

Tell, tell, tell the truth,

Tell, tell, tell the truth,

Come on everybody and,

tell the truth!

## DUCKY TELLS A LIE

Once upon a time Ducky and his friend Chicky were walking in the mall and they looked into Mr. Turkey's gift shop. There in the window they saw a sign that read, "Art contest, Enter today". Under the sign was a set of 30 markers and a little sign that read, "FIRST PRIZE".

"WOW!" shouted Ducky. "I want to win those markers! Come on Chicky. Let's go to my house and draw pictures for the contest."

"No," said Chicky. "I don't want to. I'm going home and I'll go to your house later to see what you drew. Bye!"

So Ducky went home and started drawing. He drew a house. No, not good enough. He drew a tree. No, too yucky. He drew a truck. NO, NO, NO! Forget it! He didn't think any of his pictures were good enough for the contest.

"Ducky, you got a letter from your cousin Ducky Dee," said his mother.

Ducky got the letter his cousin Ducky Dee had sent him and opened it up. Inside was picture of a flower drawn by Ducky Dee. She had colored the flower red with yellow and it had big green leaves.

"This is the most beautiful flower I've even seen!" said Ducky. "I wish I could draw as well as Ducky Dee. She really knows how to draw a beautiful flower."

There was a knock at the door and Ducky went to answer it. It was Chicky. "Hi Ducky. I came to see the picture you drew for the contest. Where is it? What did you draw?"

Ducky thought for a minute and said, "Here it is. I drew a picture of a....of a....flower." When Chicky saw the drawing of the flower he said, "WOW, it's beautiful! Did you draw this all by yourself?"

Ducky was quiet for a moment. "Yes," he said. "I drew the flower all by myself."

"Oh Ducky, with this beautiful picture of a flower you will certainly win the contest and you'll win the markers. Come on. Let's take it to Mr. Turkey for the contest."

Ducky was much quieter than usual. He said nothing on the way to the mall. When they got to the gift shop, Mr. Turkey was happy to see them.

"Look," said Chicky. "Look at the picture Ducky drew for the contest. He drew a picture of a flower."

"You're just in time," said Mr. Turkey. "I was just getting ready to choose the winner."

Ducky saw that his other friends were there, too. Goosey had drawn a picture of a kite. Kitty had drawn a picture of a bird and Puppy had drawn a picture of a ball. "These are all wonderful drawings and I'm having a hard time deciding on the winner."

After a few minutes he said, "I've decided on a winner. The winner is...DUCKY for the beautiful pictures he drew of a flower!"

Everyone cheered and Mr. Turkey gave Ducky the set of markers.

“Wow,” everyone said. “Congratulations.”

“Cool markers!” said Kitty.

“You draw so well,” said Puppy.

Ducky was very quiet. He wasn’t smiling. He just looked down at his feet. His heart was beating very fast and he felt his legs shaking.

“I...I...I can’t take the markers. I...I...I didn’t draw the picture. My cousin, Ducky Dee, drew the flower.”

Ducky started to cry. “I wanted to win the markers so badly that I told a lie. I told you that I had drawn the flower but I didn’t.”

He looked at his friends and said, “Everybody, I’m sorry I told you that I drew the picture. I lied. I won’t do that again.” Then he handed Mr. Turkey the markers.

Everyone was quiet and they all looked at Mr. Turkey. “Ducky, thank you for telling us the truth,” said Mr. Turkey. “It is important to be honest and tell the truth so that people will believe you.”

“I feel better,” said Ducky. “I’m glad I told the truth.”

“That’s right Ducky. When someone tells a lie they get worried or scared that someone will find out. But when you tell the truth, you are being responsible.”

“So Mr. Turkey, who won the contest?” asked Kitty.

Mr. Turkey thought for a minute and said, “What I’ve decided to do is give the markers to Ducky’s cousin Ducky Dee since she drew the picture of the beautiful flower. Ducky Dee is the winner!”

“Yes,” said Puppy. “That’s a great idea.”

“I agree,” said Goosey. “She will be so surprised!”

“Yes, oh yes!” said Ducky. “She drew the picture so she should be the winner.”

“Thank you Mr. Turkey,” said Ducky. “Thank you for helping me see that it’s more important to tell the truth than to lie. Lying is not the honest thing to do and when I lie, I’m not being responsible.”

“Ducky’s right everyone,” said Mr. Turkey. “Lying is wrong but telling the truth makes all of us WINNERS!”

**THE END**

## **Social Skill**

### **How to say, “I’m Sorry”**

1. Look the person in the eyes.
2. Say their name.
3. Tell what you did.
4. Tell the person you won’t do it again.

(The other person can say “OK” or “Thank you”.)

Examples:

“Freddie, I’m sorry I hit you. I won’t do it again.”

“Nina, I’m sorry I didn’t tell you the truth. I won’t do it again.”



Careers in Action

TEKStar Activity Summary

Lesson Title Rock and Respect

Time Frame 2 Weeks

Activity Description

Tell the students that today it's time to Rock again! Remind them of activity #1, "Rock and Rules" (do a quick check for recall of the main idea of the activity), and activity #2, "Rock and Responsibility" (do another quick check). Tell them that today they will be starting activity #3, "Rock and Respect". Explain that they will be learning about a group of people who,

1. help us follow rules and warn us of dangerous situations,
2. are responsible and honest, and who
3. we should obey and respect because they work hard to keep us safe.

Let the students guess who they think they will be learning about. (Their answers may include police, firefighters, security guards, FBI, etc.) Assure the students that they are partly correct. All of those people help keep us safe, but today we will be learning about another group called the U.S. Marshals. (If any of your students watch westerns they will remember that Marshals kept law and order in towns out West.)

Inform the students that you are going to begin reading a story to them called, "Eddie's Dad is a US Marshal". Tell them that Eddie and Dean are brothers who are going to visit the U.S. Marshals' office where their dad works. (See Resources)

**Because of the length of the story, "Eddie's Dad is a US Marshal" can be divided into 8 separate sections. Stop and check for comprehension each time you stop. Also most sections have activities which can be used as assessments.**

At the end of the story discuss the word respect and how they can show respect to people who protect us and keep us safe.

- OPTIONAL: Sing, "I Am Special" (See Resources)
- OPTIONAL: At the end, sing "Rock and Respect." Then sing all 3 verses together. ("Rock and Rules", "Rock and Responsibility" and "Rock and Respect")

## Teacher-to-Teacher Notes

Information about the US Marshals can be downloaded from their website:

<http://www.usdoj.gov/marshals/usmsofc.html>

Information can also be obtained by writing:

U.S. Marshals Service

Human Resources Division

Field Support Team

600 Army Navy Drive

Arlington, Virginia 22202-4210

Phone: (202) 307-9437

Please request for use of USMS name/seal/badge by contacting:

Thomas E. Connor, Chief

Office of Congressional & Public Affairs

600 Army Navy Drive, CS-3

Arlington, VA 22202

(202) 307-9011

An important goal of this lesson is to familiarize students with the work of US Marshals, a very important, yet often overlooked, group in law enforcement. By informing students about the duties and responsibilities performed by US Marshals and the skills necessary to accomplish those duties, they may be inspired to become a US Marshal someday or to select another personal and protective service area as a career.

Discussion during a “Community Helpers Unit” can help students differentiate between US Marshals and other Personal and Protective Service providers, such as police officers, firefighters, Border Patrol, FBI, Immigration, DEA Agents, Highway Patrol, etc.

Also because of the sensitive nature and high security at US Marshals’ offices around the country and because there are often federal prisoners on the premises, it might be difficult to take a field trip to the worksite. Instead, ask a US Marshal to come speak to your class. (Field trips can however be taken to visit other Personal and Protective Service Providers worksites in the community.)

Special care has been taken to make the lesson positive and not dwell on negative aspects such as guns, prisoners and prisons, drug smuggling, the number of people that are WANTED and have not been apprehended, and what crimes the prisoners committed.

Library Book: (Optional)

United States Marshal

ISBN# 0-7368-0189-9

Published by River Front Books, 1999

**NOTE: If you live in the Rio Grande Valley and want a US Marshal to speak to your class, contact the Work-Based Experiences Specialist at the office of Tech Prep of the Rio Grande Valley, Inc. in Harlingen, Texas at (956) 364-4548.**

**Objective**

The student will be able to:

- Orally identify at least 3 functions of a US Marshal.
- Explain why there is security at the Federal Building and how they can keep their home safe and secure.
- Create a WANTED: SUPER STUDENT poster with teacher and parents to help show they are special.
- Design a picture using their thumb prints and understand that everyone's fingerprints are different.
- Participate in a mini-auction and learn about bidding on an item.
- Participate in a small group activity in which they, and their group members, are responsible for performing certain tasks for the teacher.
- Relate why it is important to exercise and participate in a mini-exercise test.
- Orally list at least 3 ways they can show respect for protective service providers and each other.

**Materials**

- Colors, and/or markers
- Paints or colored ink pads
- Chips or play money
- 4 or 5 plastic or teacher made star badges
- 1 navy blue nylon windbreaker-child size 5-8.  
On the back, write "Marshal's Super Student" with yellow puffy paint.
- 1 box cereal  
OPTIONAL: brochures, pins, signs, posters from the Office of the US Marshals
- 4 to 10 items for the mini auction activity

**Technology Utilization**

None

**SE - Course**

SS 113.2:K.8 (A)(B), K.9 (A)(B), K.15 (A)(C)(D), K.16( A), K.17 (B)

**SE - Cross Curricular**

ELA 110.2:K.1 (A)(B)(C)(D)(E), K.3 (C), K.4 (B)(D), K.9 (A)(B)(C), K.10 (A)(C), K.11 (B), K.12 (A)(C)

**TAAS**

RE 2:3.9 (C), 3.11 (I)(J), 4:3.9 (F), 5:3.9 (F), 3.11 (H)

## TAAS II/TAKS

RE 1:3.9 (C)

### Check for Understanding

The story, “Eddie’s Dad is a US Marshal” can be divided into 8 parts. Depending on your class, you may do 1 or 2 parts per day and then check for understanding as you go.

Teacher will ask questions that assess the information taught in each part:

KEYPOINTS and QUESTIONS:

#### Part 1

- Check for sequence of events.
- Check for feelings and how they were demonstrated.
- Have you ever been excited about going somewhere special?

#### Part 2 and 3

- How was the Federal Building made safe?
  - What has been done to make your school safe?
  - What have you done to make your home safe?
- (Do Assessment #1. Optional #2.)

#### Part 4

- Check for comprehension.
  - What did Dean and Eddie learn about fingerprints?
  - Why are there pictures of people on WANTED Signs? Did they follow the rules and laws? Did they show responsible behavior?
- (Do Assessments # 3 and #4.)

#### Part 5

- Why do the Marshals have to exercise?
  - What will happen to them if they don’t exercise?
  - What exercises do you do at PE with the coach?
- (Do Assessment #5.)

#### Part 6

- Check for comprehension.
  - Why are there Marshals in the courtroom?
  - Why does everyone stand up when the judge comes in?
  - Why do they sell the things that are taken from people who break the law?
- (Do Assessment #6.)

#### Part 7

- Where do Marshals work?
- When do Marshals work?
- How do computers help the Marshals do their job?

#### Part 8

- Why weren’t Eddie and Dean upset at dad?
  - What do you think Eddie wants to be when he grows up?
  - How can we show respect to adults and each other?
- (Do Assessments #7 and #8.)

## Assessment

1. Tour the school. See if the students can find 10 things that have been done to keep their school safe.
2. OPTIONAL: Homework - have the students and their parents look around the house while the parent lists what safety features they have in their home.
3. Have the students create a picture using their fingerprints. They can make worms, flowers, bugs, etc. Emphasize that they are each unique and different. Your local police department may have materials available for you to use as part of their ID ME kit.
4. Have the students do the WANTED: SUPER STUDENT posters. Tell the class that you want their posters because they ARE respectful, follow rules, and responsible.
5. Have the students do a mini exercise test with you or as a group. (Example: 10 jumping jacks, run in place for 10 seconds, touch their toes, etc.) All students receive a healthy snack, such as a handful of cereal. (This assessment is for fun, not for competition.)
6. Have a mini auction. Each child gets 10 to 15 chips for bidding. Show the 4 to 10 items (depending on your class) that will be auctioned. The items will go to the highest bidder.
7. Divide your class into groups of 5 or less. Each Marshal Group will be your helpers for a day or week (it's up to you). The students will wear the Marshal Badges for the day and will perform the tasks designated by the teacher (Example: feed the fish, pick up trash on the floor, run errands, etc.). At the end of the day the students will tell the Marshal Group how they performed and thank them for their work. The Marshal Group will tell how the class was respectful to them and which classmate was especially helpful.
8. The Marshal Group will select one student who was especially kind and helpful. The student chosen will get to wear the navy blue windbreaker the next day (like the Marshals wear) which says, "Marshal's Super Student" on the back. Marshal Groups and the "Marshal's Super Student" windbreaker can be used as an ongoing year-long activity.

OPTIONAL: When the Marshal Group is selected, they can take an oath before assuming their tasks. (Example: "I will do my best today: I will do my job, be nice to others, and work together with my group.")

**Learning Styles**

Concrete Sequential

**Multiple Intelligences**

Intrapersonal  
Musical/Rhythmic  
Body/Kinesthetic  
Visual/Spacial  
Visual/Linguistic

**Thinking Skills**

Dynamic

**Accommodations**

Adapted Assignment  
Instructional Support  
Managed Behavior

**Extensions**

Depth and Rigor

**Resource Pages**

Song: "Rock and Respect"  
Song: "I am Special"  
Poster: "Wanted Super Student"  
Story: "Eddie's Dad is a US Marshal"

**“Rock and Respect”**  
**(Sung to the tune, “Blue Suede Shoes”**  
**by Elvis Presley)**

It’s 1 for the money, and 2 for the show,

3 to get ready and 4 to go.

Show, show, show respect,

Show, show, show respect,

Show, show, show respect,

Come on everybody and

Show respect!

**Song: “I am Special”**  
**(Sung to the tune, “Are you Sleeping**  
**Brother John?”)**

I am special, I am special,  
Do you see? Do you see?  
Someone very special,  
Someone very special,  
That is me, That is me.

I am different, I am different  
Do you see? Do you see?  
Someone very different,  
Someone very different,  
That is me, That is me.

We are different, We are different,  
Do you see? Do you see?  
Everyone is different,  
Everyone is different,  
You and me, You and me.

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# WANTED

## Super Student

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NAME

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DESCRIPTION

**Age:**  
**Birthday:**  
**Birth Place:**  
**Height:**  
**Weight:**  
**Color of Eyes:**  
**Color of Hair:**



(PHOTO)

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**I like to...**

---

**I can...**

---

**My favorite food is...**

---

**I am good at...**

---

## Eddie's Dad is a US Marshal

\*\*\*\*\*1\*\*\*\*\*

Eddie was so excited! Today he and his brother Dean were going to spend the day at work with their dad. He jumped out of bed, ran to Dean's bed and yelled, "Wake up Dean! Dad said we could go to work with him today. Wake up!"

Dean was unhappy that he had to wake up so early but he did want to see dad's office, so he got out of bed and went to the bathroom. Eddie ran down the hall to the kitchen and saw his dad sitting at the table reading the newspaper.

"Good morning Dad," said Eddie with a big smile.

"Good morning son," said Dad. "Why are you up so early?"

"Dad, don't you remember what we're going to do today?" Eddie asked.

"Wash the car?" asked Dad.

"No," said Eddie.

"Mow the grass?" asked Dad.

"NO Dad!" said Eddie.

"Give the dog a bath?" asked Dad.

"Dad, you forgot what we're going to do today," Eddie said in a sad voice.

"No I didn't," Dad laughed. "Get dressed so you and Dean can come to work with me. But hurry up. I can't be late."

Eddie ran back to his room to get ready. Dean was already dressed and heading out the door. "Bye Mom. See you this afternoon," he said as he walked to the car. Eddie couldn't find his shoes, his belt, or his favorite shirt! Finally he found everything he needed and ran out the door with his shoes untied and his belt in his hand. "Bye Mom. See you later!" he yelled as he ran to the car where Dean and Dad were waiting for him.

\*\*\*\*\*2\*\*\*\*\*

After stopping for breakfast, Dad drove the boys to the Federal Building where he worked. Before Dad could park the car in front of the building, a man in a uniform looked to see who was in the car. When he saw it was Eddie's dad, he smiled and opened the gate. He waved at them as they drove in.

"Why is that man there?" Eddie asked.

"He's a Security Guard. He only lets certain people park near the building. He also helps keep the area safe."

When they followed Dad into the building, there was another Security Guard inside the door watching the people as they went in. Two other men were checking packages in the X-Ray machine and having the people walk through the metal detector.

"Why do they check the packages and make people walk through a metal detector?" Eddie asked.

"So people won't bring anything dangerous into the building. They also help keep us all safe while we are working," replied Dad.

Eddie was glad to know his dad worked in a safe building.

\*\*\*\*\*3\*\*\*\*\*

When dad arrived at his office, a sign on the door said, "ASSISTANT CHIEF DEPUTY" in big letters. He unlocked the door and his secretary greeted them, "Good morning Chief. Good morning boys. Glad you could visit with us today. Let me go see if Ivan is ready to show you two around."

"Who's Ivan?" asked Dean.

"He's one of the Deputy Marshals and he's going to show you around," Dad said.

"Why do they call you Chief? Are you like a boss?" Eddie wanted to know.

"I guess you could say that," replied his dad.

Eddie and Dean loved their Dad's office. "WOW, this place is cool," said Eddie.

Dean jumped on Dad's chair and was looking at all the neat things Dad had on his desk. Just then, Dad's secretary walked in with a tall man. "Boys this is Ivan," Dad said. "I need to talk to some people so he's going to show you what we do here at the Marshals' Office. Be good."

Eddie noticed that Ivan had lots of keys and that all the doors were locked.

"Why is everything locked, and why are there Security Guards in the hall?" asked Eddie.

"Some doors are locked to keep people out of private areas. Only certain people can go in there. Other doors are locked to keep the people who have broken the law in a place where they can be watched by the Marshals so they won't run away.

When they go to court and talk to the judge and jury a Marshal has to go with them there, too. If they are taken out of the Federal Building, a Marshal has to ride with them in the van or bus to make sure they don't get away," explained Ivan.

"Wow, I sure am glad Marshals are out there protecting people", said Eddie.

"Come on," said Ivan. "Let's go see what Lena's doing."

\*\*\*\*\*4\*\*\*\*\*

As they waited outside Lena's office, Dean and Eddie looked at pictures of people on posters that said, "WANTED."

"Hi, I'm Deputy Lena. I see you're looking at the "WANTED" posters. Those people have broken the law but we don't know where they are. I guess you could say they're hiding from us. Sometimes people will call and tell us they saw someone who's on a "WANTED" poster. Other times we match their fingerprints with prints we find on things." Lena showed them some fingerprints she was looking at. The boys looked at them with a big magnifying glass.

"They all look the same!" said Eddie.

"But they're not. Everyone's fingerprints are different," Lena explained.

"Come on, let me show you what we have upstairs," said Lena as she got her keys.

\*\*\*\*\*5\*\*\*\*\*

Lena took Eddie and Dean to the exercise room. It was full of equipment like weights, stationary bikes, and treadmills.

"Why do you have an exercise room?" asked Eddie.

Every six months the Marshals are tested to see if we are fit and strong. We have to run a mile and a half, do sit ups, push ups, and pull ups. They also check to see how much we weigh. Sometimes when we are working we have to run after someone or pick up things that are heavy, so Marshals have to be in top physical condition," Lena explained.

"No wonder Dad does exercises and runs at home. He has to stay fit for his job," stated Dean.

"Come on boys. Ivan is waiting for you downstairs."

\*\*\*\*\*6\*\*\*\*\*

A few minutes later, Eddie, Dean, and Ivan passed a Security Guard and went into a courtroom. Eddie saw one Marshal up front and one in the back of the courtroom. A third Marshal came in with a man in handcuffs. They saw the place where the jury would sit, and big tables with lawyers who had big books and many papers. A little while later the judge walked into the courtroom and everyone stood up and stayed standing until he told them to sit down. As the case started, the boys and Ivan quietly stepped out.

"Why did everyone stand up when the judge walked in?" asked Eddie.

"That's how we show the judge that we respect him. I guess you could say he's the boss in the courtroom," explained Ivan.

"How long will the case be?" asked Dean.

"Some cases are short, a few hours or a day. Some are very long and could last a few weeks or even a month," answered Ivan. "The jury decides if the person is guilty or innocent."

"What's that?" asked Eddie.

“Innocent means the jury, made up of twelve people, listened and decided that NO the person didn’t break the law. Guilty means the jury listened and decided that YES, they believe the person did break the law.”

“What happens if you’re guilty?” asked Dean.

“Sometimes the person pays money, or goes to jail. Other times they take things away from them like houses, boats, cars, or jewelry,” explained Ivan.

“What happens to the things they take away from the people who are found guilty?” asked Dean.

“The things are sold at an auction. An auction is a place where they put all the things that have been taken from guilty people. Once a month the public, that means anyone, can come to look at all the things and bid on what they want. Whoever offers the most money, gets the item,” Ivan told the boys.

“Wow, maybe someday we can go to an auction!” exclaimed Eddie.

\*\*\*\*\*7\*\*\*\*\*

As they walked down the hall Eddie asked, “Ivan, are you always in your office?”

“Oh no,” said Ivan. “Sometimes I work out in the community looking for people who are wanted. When I’m in the office I’m usually at my desk using the phone or my computer. I talk to Marshals all over the United States and we help each other out. The computer also helps me find people who are wanted. It can tell me what kind of car a person drives, where they work, and where they were last seen.”

“I didn’t even know Marshals used computers!” Eddie exclaimed.

“Ivan, do you wear a uniform?” Dean wanted to know.

“Sometimes. When Marshals are out in the community, we wear a blue jacket that says, “US Marshal” on the back. Here at the office we wear a small badge which is a circle with a star. The Marshals in the courtroom always wear a suit and their badge. Come here.

Let’s go see Deputy Garza. He has some things he wants to give you.”

Deputy Garza was in his office watching a small TV.

“What’s that?” asked Dean.

“It’s a picture of the courtroom you were in taken by a security camera. My job is to make sure the courtrooms are safe,” Deputy Garza stated.

“Hi boys, you can call me Doug,” said Deputy Garza. “I thought you might like these.”

Doug reached into his drawer and pulled out some Junior Marshal badges and a patch that said, “US Marshals Office.”

“Wow, cool! Thanks Doug,” said Eddie as he pinned on his badge.

“I’m going to put mine on my desk. Thank you Doug,” said Dean.

Lena came in with more goodies.

“Thanks Lena,” said Eddie and Dean as she handed them a red, white, and blue sign that said, “US Property. No Trespassing” and some yellow crime scene tape that said, “Do Not Cross. US Marshal.”

“Thanks everybody. We sure learned a lot today about US Marshals!” said Eddie. Dean nodded in agreement.

\*\*\*\*\*8\*\*\*\*\*

Ivan took Eddie and Dean back to their dad’s office.

“Boys, sit down. I need to tell you something,” Dad said, “I have to go to a meeting in New York this afternoon so we have to change our plans.”

“That’s OK Dad. We understand. We know how important your work is and how you help keep people safe,” said Eddie. “We’re real proud of you, Dad.”

“Yeah Dad, we understand,” agreed Dean.

“I thought you’d be upset. Thanks boys for being so understanding. Let’s get going. I need to go home and pack,” Dad said as he stood up and got ready to go.

Eddie and Dean waved good bye to Ivan, Lena and Doug who were all busy in their offices.

As they were walking out, Eddie stopped in front of a big poster that said, “Put a Star in Your Future, Be a US Marshal.” As he looked at the poster Eddie thought about his dad, Ivan, Lena, Doug and all the other US Marshals in the United States. He not only felt proud, he had great respect for them all. “Someday,” Eddie thought to himself, “I want to be a US Marshal and wear a star badge just like my Dad!” And now that he had visited the Marshals’ Office he knew just what he needed to do to be prepared. “Let’s go home,” Eddie said with a smile. “I need to go do some exercises!”

**THE END**