

## HUMPTY DUMPTY: AN EXAMPLE OF WHY WE NEED RULES

Learning Objectives: The students will:

1. Understand the need for rules/laws.
2. Develop a set of rules for the class to follow during the school year.
3. Enhance their creative and critical thinking skills.

TEKS: SS K 8 A&B, 14B, 15 A&B, 1.11A, 17B, 18A, 2.18 B&E, 19 A&B;  
LA K.22A; 1.28A; 2.29A

Materials Needed: Overhead transparency of Humpty Dumpty (attached), copies of the Picture Cards (attached), paper, pencils, large sheet of paper

Vocabulary: law, order, rule, safety, security

Teaching Strategy:

1. The teacher should display an overhead transparency of Humpty Dumpty and read the poem to the class. After reading the poem, students should join the teacher and recite it together.
2. Ask and discuss the following questions with students:
  - At the beginning of the poem, what was Humpty Dumpty doing?
  - What happened to Humpty?
  - What did Humpty do wrong?
  - What should Humpty have done differently?
  - What is a rule?
  - Create a rule, which if obeyed, could have prevented Humpty Dumpty's accident.
  - How would this new rule have been important to Humpty, if he had obeyed it? (It would have kept him safe.)
  - What would happen if there were no rules in your home or at school? What if there were no laws in our community?
3. The teacher should lead a discussion concerning the necessity for rules at school. Emphasis should be placed on the concept that rules establish order and provide safety and security.
4. Give each pair of students a "Picture Card" and a piece of paper. Tell students that they are to create school rules that would apply to

what is pictured on their card. Have students brainstorm as many rules as they can and record them on their paper.

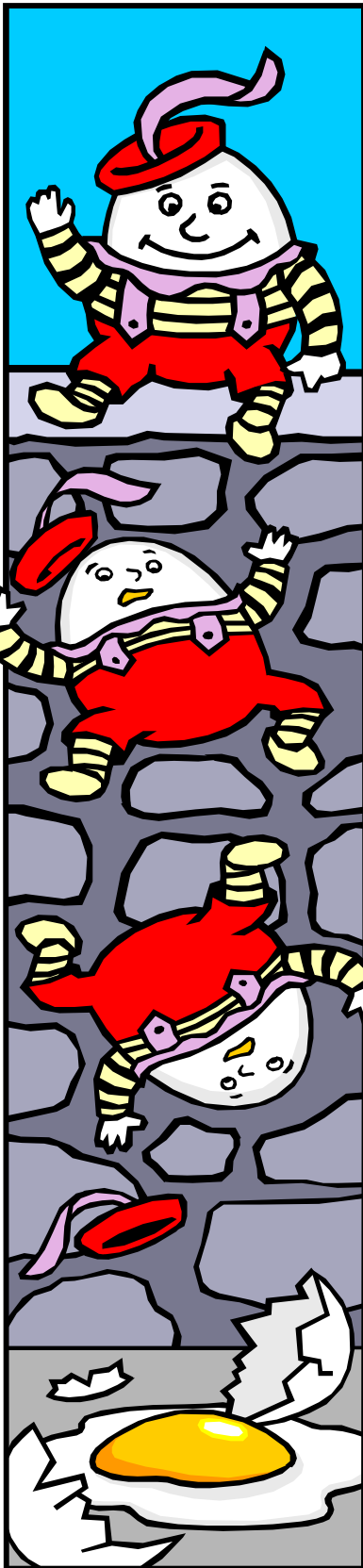
5. After students have completed the activity, have them share their rules with the class. They should also state why their rule is necessary in a school setting. (The teacher should assist students in determining if the rule is for their safety or to provide order or security.)
6. Tell students that they are going to help create rules for their classroom. The teacher should have students brainstorm possible rules and record their suggestions on the board or chart paper. The class should then be led to reach consensus on the best five to seven classroom rules.
7. After the rules have been decided upon, the teacher should record them on a large sheet of paper and have students sign their names below the list of rules. Explain that by signing the paper, students are agreeing to obey the rules during the school year.

Evaluation:

Write or discuss the following questions:

- Which rule do you think is the most important for students to follow? Why?
- Which rule do you wish did not exist? Why?
- Which rule will be the most difficult for you to obey? Why?
- Explain why rules are important.

Extension for Gifted/talented: Have students analyze each classroom rule and decide what the consequences should be for breaking each individual rule. Students should defend their decisions. Students may also analyze school rules that appear in the Student Code of Conduct, if desired.



Humpty Dumpty  
sat on a wall,

Humpty Dumpty  
had a great fall,

All the Kings  
horses and all the  
Kings men

Could not put  
Humpty together  
again.

# Picture Cards

