



WHICH AUTHORITY FIGURE IS IT?

Learning Objectives: The students will...

1. Define the term “authority figure.”
2. Identify authority figures at home, school, and in the community.
3. Organize and use information about authority figures acquired from pictures and print materials.
4. Apply critical-thinking skills by categorizing information.

TEKS: K.8A, K.13A&B, K.14, 1.11A, 1.17A&B, 1.19

Materials Needed: *Lilly’s Purple Plastic Purse* by Kevin Henkes, set of Authority Figures Learning Stations, copies of the Which Authority Figure Is It? handout for each student, tape.

Vocabulary: authority figures, power, responsibility

Teaching Strategies:

1. Preceding the presentation of the lesson, post the 10 Authority Figures Learning Stations around the room. They should be arranged in sequential order.
2. Show students the cover of the book *Lilly’s Purple Plastic Purse* by Kevin Henkes. Review the title of the book and the name of the author. Ask students to predict some of the characteristics that Lilly possesses by examining the pictures of her on the cover of the book and guess what the book is about.
3. Read the story to the class and write the words “authority figures” on the board. Ask students what an authority figure is. (People who have the power to control the behavior of others or people who are in charge of others.) Write a class definition of an authority figure on the board.
4. Ask students to name authority figures that were in the story *Lilly’s Purple Plastic Purse*. (Lilly’s parents and her teacher, Mr. Slinger). Discuss the importance of authority figures at home or school. Why is it necessary to have them?
5. Lead a discussion focusing on any of the following questions:
 - a. What would happen at school if there were no authority figures such as Mr. Slinger?
 - b. What were his responsibilities to the students he taught?
 - c. What do you think is the most difficult thing about being an authority figure at school?
 - d. Which school authority figures have power over each other?
 - e. If you were the teacher or principal, what rule would you eliminate? Why?
 - f. If you could create a new classroom or school rule, what would it be? Why?
6. Point out that not only do we have authority figures at home and school, but we also have them in our community, state, and nation. Explain that we find authority figures in all parts of life and have students name some community authority figures that help citizens.
7. Direct student’s attention to the Authority Figures Learning Stations that are posted on the walls of the classroom. Tell students that the learning stations have the pictures and names of various authority figures at home, at school, or in the community.
8. Give each student a copy of the Which Authority Figure Is It? handout. Explain to students that they are to visit all the learning stations. At each station they should study the picture on each poster, and then categorize whether the authority figure is at home, at school, or in the community. Students should write the number of the station in the column that represents where the authority figure belongs. (Students may work in pairs, if desired.)

9. Review the correct answers with students and conclude with students sharing who the most important authority figure is in their life.

Extension for Gifted/Talented:

Have students create posters honoring various authority figures at home, school or community. The posters should contain: the authority figure's role, their responsibilities, and how they help us. Design a bulletin board featuring the Authority Figures Who Help Us.

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Home



School



Community

1



Clip Art licensed from the Clip Art Gallery on DiscoverySchool.com

School Bus Driver

2



Parents

3



Fire Fighter

4



Police Officer

5



Teacher

6



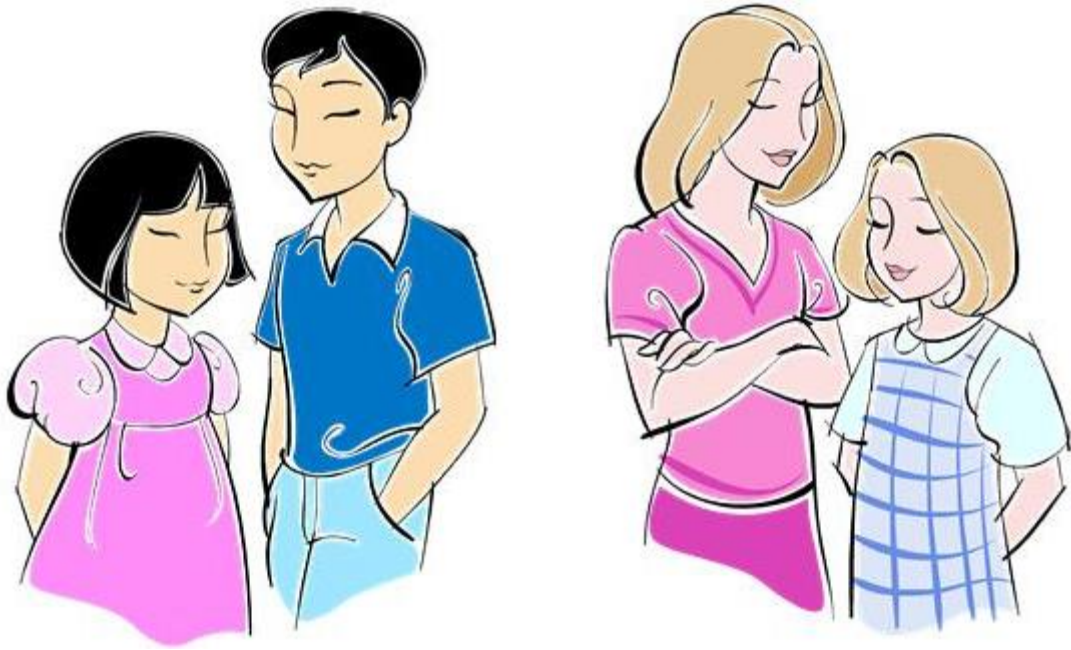
Postal Worker

7



Principal

8



Older Brother or Sister

9



Grandparents

10



Custodian