
Project CONN-CEPT Science Units

Astronomy: Sun, Moon, and Stars (K-2)

Properties and States of Matter (1)

May the Force Be with You: Forces, Motion, and Simple Machines (2-3)

Changes, Stages, and Cycles of Living Things (2-3)

Eurekas about Ecosystems (4)

Light (4-5)

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Ecosystems and Adaptations (6)

Weather: The Never Ending Story (6)

Cells: The Story of Life (7)

Interactions and Reactions (7-8)

Interactions and Reactions: Chemical Reactions (7-8)

Project CONN-CEPT Social Studies Units

Time, Change, and Continuity in History (K)

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Units in Preparation

Resources, Needs, Goods, Trade (K-2)

Cultural Universals across Comparative Cultures (2)

Geology and Geological Features (3)

Habitats (3)

Peopling of the Americas (4-5)

Using Primary Sources in U.S. History (6-8)

Earth's Oceans (7)

Research for this grant was supported under the Javits Act Program (Grant No. S206A020086) as administered by the Institute of Educational Sciences, U.S. Department of Education. The opinions expressed in this report do not reflect the position or policies of the Institute of Education Sciences or the U.S. Department of Education.

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A Shared Story

The exhibit hall was huge, and publishers' banners, suspended from the ceiling, waved back and forth in the air conditioned room. Hundreds of conference participants filled the aisles. Vendors of curriculum materials, eager to share their colorful and glossy wares with passing teachers and administrators, stood at the edge of their displays offering warm smiles, prizes, and publishers' catalogues.

Charlene and Andrew had carefully planned their tour through the aisles and divided up so that they could see all the materials. They looked forward to their time in the vendor area because they needed curriculum materials in social studies and science for their upper elementary and middle school students. They hoped they would find something good. They wanted coherent, comprehensive units that addressed their state and national standards, had good assessments, required students to think their way through content, provided teachers with teaching strategies, and some guidance regarding how to differentiate the curriculum for students with varied learning needs.

They looked at many cleverly designed curriculum packages and kits. Most materials were collections of episodic learning activities. Some contained coherent learning activities for students, but did not teach to the critical concepts and principles embedded in state and national standards. Other materials, claiming to be comprehensive, did not contain aligned pre- and post-assessments, user-friendly teacher information, suggestions for teaching, or techniques for differentiating. Several kits attended to concepts and principles, but none was comprehensive enough to address all the standards for a particular grade level. At least two kits would be required to cover the prerequisite standards. Worse, the cost for the two kits would not include the price for the consumables that would have to be purchased each year to keep the kits adequately stocked. They could hardly pay for the cost of one kit!

Charlene and Andrew met at the back of the hall and compared notes. They were disappointed because they realized that the high-quality, standards-based curriculum materials they wanted were not in the racks. Now what? Were there other vendors? If so, who were they and how could they be contacted? If there were no vendors with the materials they needed, could they write the needed curriculum themselves? Who could help them? Did the district have money to pay stipends for curriculum development? How could they possibly write all the curricula that was required to address the state assessments?

We dedicate this curriculum unit, as well as others written under this Javits grant, to all the teachers who have had experiences like Charlene and Andrew. We hope the unit presented here will meet the needs of educators who live in real classrooms, contend with real time constraints, prepare students adequately for high-stakes assessments, seek high-quality curriculum materials, and strive to meet the varied learning needs of all their students.

Deborah E. Burns
Jeanne H. Purcell

PREFACE

In 2002, the Connecticut State Department of Education was awarded a Javits grant from the U.S. Department of Education called Project CONN-CEPT. The major focus of grant activities was the creation of standards-based curriculum units, K-8, in science and social studies. These rigorous curriculum units have been created for all students because every child must have access to the highest quality curriculum. At the same time, the units also have a particular focus on the needs of advanced learners—those who know more, learn more rapidly, think more deeply, or who are more innovative in a particular area of study. It was our goal to embed learning opportunities for advanced learners that were tightly aligned with the concepts and principles that guided the unit.

The Parallel Curriculum Model

This standards-based curriculum unit has been designed using the *Parallel Curriculum Model* (PCM) (Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002). The *Parallel Curriculum Model* is a set of four interrelated designs that can be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. Each of the four parallels offers a unique approach for organizing content, teaching, and learning that is closely aligned to the special purpose of each parallel. The four parallels include: the Core Curriculum Parallel, the Curriculum of Practice, the Curriculum of Connections, and the Curriculum of Identity.

The *Core Curriculum* addresses the core concepts, principles, and skills of a discipline. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. The *Curriculum of Connections* builds upon the *Core Curriculum*. It is a plan that includes a set of guidelines and procedures to help curriculum developers connect overarching concepts, principles, and skills within and across disciplines, time periods, cultures, places, and/or events. This parallel is designed to help students understand overarching concepts, such as change, conflict, cause and effect, and patterns, as they relate to new content and content areas. The *Curriculum of Practice* is a plan that includes a set of guidelines and procedures to help students understand, use, generalize, and transfer essential knowledge, understandings, and skills in a field to authentic questions, practices, and problems. This parallel is designed to help students function with increasing skill and competency as a researcher, creator, producer, problem solver, or practitioner in a field. The *Curriculum of Identity* is a plan that includes a set of guidelines and procedures to assist students in reflecting upon the relationship between the skills and ideas in a discipline and their own lives, personal growth, and development. This parallel is designed to help students explore and participate in a discipline or field as it relates to their own interests, goals, and strengths, both now and in the future.

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The *Parallel Curriculum Model* also contains a new concept called Ascending Intellectual Demand (AID). Ascending Intellectual Demand offers practitioners a way to think about a discipline and each student's steady, progressive movement from novice to expert within that discipline. As students are ready, teachers ask students for increasing levels of cognition, affect, and application. As such, AID is a framework teachers use to increase the challenge level for students by asking them to behave and act in expert-like ways. (Tomlinson, Kaplan, Purcell, Leppien, Burns, & Strickland, 2006).

This unit has been designed using the Core Curriculum parallel. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum parallel, it also contains several lessons that provide students with opportunities to explore other parallels that are closely connected to the subject matter.

Our Invitation...

We invite you to peruse and implement this curriculum unit. We believe the use of this unit will be enhanced to the extent that you:

- **Study PCM.** Read the original book, as well as other companion volumes, including *The Parallel Curriculum in the Classroom: Units for Application Across the Content Areas, K-12* and *The Parallel Curriculum in the Classroom: Essays for Application Across the Content Areas, K-12*. By studying the model in depth, teachers and administrators will have a clear sense of its goals and purposes.
- **Join us on our continuing journey to refine these curriculum units.** We know better than to suggest that these units are scripts for total success in the classroom. They are, at best, our most thoughtful thinking to date. They are solid evidence that we need to persevere. In small collaborative and reflective teams of practitioners, we invite you to field test these units and make your own refinements.
- **Raise questions about curriculum materials.** Provocative, compelling and pioneering questions about the quality of curriculum material—and their incumbent learning opportunities—are absolutely essential. Persistent and thoughtful questioning will lead us to the development of strenuous learning opportunities that will contribute to our students' life-long success in the 21st century.
- **Compare the units with material developed using other curriculum models.** Through such comparisons, we are better able to make decisions about the use of the model and its related curriculum materials for addressing the unique needs of diverse learners.
- **Examine PCM as one bridge between general and gifted education.** We believe that the rigorousness of PCM has much to offer *all* students, not just those who may be already know, do, or understand at very different levels of sophistication.

ACKNOWLEDGEMENTS

We would like to thank our mentors, Carol Tomlinson and Carolyn Callahan. They have been our constant supporters and guides as we moved into uncharted territory related to curriculum development and differentiation.

Over the years we have been guided by the wise counsel of our curriculum writers: Cheryll Adams, Renee Alister, Karen Berk, Fie Budzinsky, Meagan Bulger, Yvette Cain, Lori Cipollini, Leslie Chislett, Megan Coffey, Edie Doherty, Claire Farley, Kurt Haste, Carla Hill, MaryAnn Iadarolla, Caitlin Johnson, Megan Lamontagne, Donna Leake, Lisa Malina, Kay Rasmussen, Martha Rouleau, Cindy Strickland, Mary Grace Stewart, Kim Turret, Ann Marie Wintenberg, and Karen Zaleski. They have worked tirelessly on their curriculum units and provided us with many insights into the curriculum writing process. Although we had a road map at the outset of the writing process, our writers helped us to craft new roads when the old ones no longer worked. We thank them for their integrity, care, innovativeness, and encouragement.

We thank all of people who featured into the field testing process. These people include teachers in Cheshire, Hartford and Portland Public Schools. We especially want to thank the following building administrators who supported our work: Tory Niles and John Laverty from Hartford; Linda Cahill and Deborah Granier from Portland; and Steve Proffitt, Diane DiPietro, Sharon Weirsmann, Russ Hinkley, Beverly Scully, and Mary Karas from Cheshire. The insights from teachers and administrators helped to make our curriculum units stronger and more practical.

Kim Allen, from Project LEARN, provided us with assistance and support in all of our endeavors and made sure that we stayed the course in solid financial standing. Nancy Wight and Gail Heigel, from Cheshire Public Schools, spent untold hours formatting, typing, duplicating, collating, and distributing the experimental units and ordering the numerous student materials and teacher resources that supplement these lessons. They are the masters of due diligence and attention to detail. We also wish to thank Eileen Williams and Patricia Johnson, from the State Department of Education, for formatting, typing, and preparing the pre-assessments and post assessments for the units. They worked tirelessly for many hours after work and on weekends to meet our deadlines and never lost their smiles.

We thank Cheshire Public Schools and the Connecticut State Department of Education for allowing us to take on this tremendous task and allowing us the hours within day (and night) to accomplish all that was required.

Our families and friends deserve special recognition because they offered unwavering support and encouragement. We recognize they made personal sacrifices, and we hope that we have grown as a result.

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Most of all, we would like to thank Judy Walsh on whose shoulders these units truly stand. With the greatest of care and unparalleled thoughtfulness and consideration, Judy has edited each manuscript, worked collaboratively with each author to refine each lesson, written lessons when it was necessary, and provided a sense of humor and her wisdom as a teacher. She is selfless and seeks only to advance each author and the project. In every way, she has been our “North Star” on the project.

Format for the Project CONN-CEPT Curriculum Units

Each Project CONN-CEPT curriculum unit is formatted in the same way and contains four components: an overview, the lessons, a content map, and a comprehensive list of resources required in the unit. The *overview* is a chart that includes the lesson principles, concepts and skills, the time allocation, the standards that are explicitly addressed within each lesson, and a brief description of each lesson. The overview provides potential users with a “snap-shot” of the unit, related standards, and classroom activities.

The *lessons* follow the overview and vary in number depending upon the content area and grade level of the unit. Each lesson is comprehensive and addresses 10 curriculum components: content, assessments, introductory and debriefing activities, teaching strategies, learning activities, grouping strategies, products, resources, extensions, and differentiation activities. For the most part, each lesson provides specific information about each of these components. An aligned pre- and post-assessment is included for the entire unit, and aligned formative assessments are provided at critical junctures in the unit. Additionally, each lesson contains all the required black-line masters and materials.

Many lessons contain two features that are unique to Project CONN-CEPT materials: opportunities for ascending intellectual demands (AID) and talent-spotting activities. Ascending intellectual demand is a term used to describe learning opportunities that require students to work at increasing levels of discipline-specific expertise (Tomlinson et al). They are appropriate for any student who demonstrates advanced ability or expertise in a discipline. The AID opportunities are labeled using the acronym AID. Additionally, many lessons contain searchlight opportunities. Searchlight opportunities are rich moments during a lesson for teachers to observe students and note those who appear to have heightened interest in the topic under investigation. To support these students’ emerging interests, extension ideas are provided.

A *content map* comes after the lessons. Like the overview, the content chart is a snap-shot of the important knowledge in a unit: the major and minor principles, concepts, skills, themes and guiding questions. Teachers who want in-depth information about the knowledge contained in the unit will find this chart useful.

A comprehensive list of *resource materials* concludes each unit. Although the required materials are also listed at the beginning of each lesson, the comprehensive listing provides teachers with a one-page summary of all the materials and it facilitates planning.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY

Introduction to Local Government - Grade 3

The Core Curriculum parallel guides the development of this local government unit for grade three students. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities.

The unit contains seven sessions that are outlined in the chart below and require approximately 20-25 hours to complete. The first column contains the lesson number and the name of the parallel(s) that the lesson addresses. The second column contains a series of numbers. The numbers reflect the national standards—culled from *National Standards for Civics and Government*, 1994—that are addressed in each lesson and that are listed and numbered on page VII. For brevity’s sake, only one or two standards are listed in each row of the chart and represent the major focus of the individual sessions. However, the lessons have been designed to build upon each other, and each session builds iteratively upon many of the standards. Connecticut’s standards are also referenced here and are cited in the same column.

Column three contains the principles that guide the lesson. The principles—which state relationships among essential concepts—reflect what we want students to know and be able to do upon completing the lessons. They are derived from the standards, reflect both declarative and procedural knowledge, and illustrate the careful attention that has been given to “teasing apart” the complexity of ideas contained within standard statements.

Column four includes a brief description of the lesson. It provides an overview of some of the teaching and learning activities that are designed to occur within the classroom.

National Standards

Understands ideas about civic life, politics, and government

1. Knows various people and groups who make, apply, and enforce rules and laws for others (e.g., adult family members, teachers, city councils, governors, tribal governments, national governments) and who manage disputes about rules and laws (e.g., courts at all levels). (Grades 3-5).
2. Knows the basic purpose of government in United States (e.g., to protect the rights of individuals, to promote the common good. (Grades 3-5).
3. Knows the major things that governments do in one's school, community, state, and nation (e.g., make, carry out, and enforce laws; manage conflicts; provide national security. (Grades 3-5)
4. Knows how government makes it possible for people to work together to accomplish goals they could not achieve individually. (Grades 3-5)

Understands the essential characteristics of limited and unlimited governments

5. Knows the basic conditions necessary to support a limited government (e.g., everyone, including all the people in positions of authority, must obey the laws. (Grades 3-5)
6. Knows that justice means essentially the same thing as fairness. (Grades K-2)
7. Knows common ways in which rules and laws can be used (e.g., to describe how people should behave; to provide order, predictability, and security; to protect rights; to provide benefits; to assign burdens or responsibilities; to limit the power of people in authority). (Grades 3-5)

Understands issues concerning the relationship between state and local governments and the national government and issues pertaining to representation at all three levels of government

8. Knows how to distinguish among national, state and local governments. (Grades 3-5)
9. Knows major services provided by national, state, and local governments (e.g., state services such as education and health services and local services, such as transportation, education, recreation, public safety, public utilities), and knows how these services are paid for (e.g., taxes, fees, licenses). (Grades 3-5)

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Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

10. Knows what political leaders do and why leadership is necessary in a democracy. (Grades 3-5)
11. Knows opportunities for leadership and public service in the student's own classroom, school, community, state, and the nation; and understands why leadership and public service are important to the continuance and improvement of American democracy. (Grades 3-5)
12. Understands the importance of individuals working cooperatively with their elected leaders. (Grades 3-5)

Connecticut Related Content Standards - Grades K-4

Content Standard 5: United States Constitution and Government

Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state, and national decisions.

Educational experiences in Grades K-4 will assure that students:

1. Explain the purposes of laws and the ideas and principles that make just laws.
2. Explain that individuals have rights and responsibilities to follow the law.
3. Recognize that the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government.
4. Identifies services provided by national, state, and local governments and how we pay for them through taxation.
5. Identify the location of seats of government at the local, state, and national levels.

Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Educational experiences in Grades K-4 will assure that students:

1. Identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state, and nation.
2. Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Educational experiences in Grades K-4 will assure that students:

1. Explain that some goods and services are provided by the government.
2. Explain that government raises money by taxing and borrowing to pay for the goods and services it provides.

| Lesson | Standards | Lesson principles | Lesson description |
|--|-------------------------------|---|--|
| 1 (CORE) 2 hours | 1, 4 | <ul style="list-style-type: none"> • People who share goals that cannot be reached by an individual alone create an organized government to help its citizens reach those goals. • A democratic community chooses trusted individuals to lead them toward common goals. | <p>In this first lesson, students listen to a read aloud of <i>Big Pumpkin</i>, by Erika Silverman and are provided with multiple opportunities to construct their own meaning of two key concepts: government and community. Students are provided with a graphic organizer and a journal for reflective thinking.</p> |
| 2 (CORE/AID) 2 hours | 2, 8 CT Standard: 5 | <ul style="list-style-type: none"> • The United States has three major kinds of communities: local, state, and national. • Each type of community has its own government structure. • Each government is responsible for its citizens. | <p>In this session and with graphic organizers, students explore three increasingly larger communities and their government structures: local, state, and national. A center activity is included for interested students or students requiring more challenge.</p> |
| 3 (CORE/AID) 3 hours 55 minutes | 10, 11 CT Standard: 5 | <ul style="list-style-type: none"> • Government leaders and their followers have clear roles. • The President, governor and mayors are leaders for the nation, states, and local communities, respectively. | <p>Students explore the roles of different leaders in their respective communities. They are provided with four different learning activities to help them construct their own understanding of this abstract concept: a read aloud, a guest speaker, a kinesthetic activity, and a graphic organizer. Students who display an interest in leadership are invited to participate in an extension activity to research local, state and federal leaders.</p> |
| 4 (CORE/AID) 4 hours | 3, 9, 12 CT Standard: 6 | <ul style="list-style-type: none"> • National, state and local governments provide different services to each citizenry. • Groups within government cooperate in order to provide services to citizens. | <p>In small, heterogeneous groups, students explore how cooperation works among all departments in a school. Using this context as a backdrop, students explore the interrelatedness of local, state and federal department/agencies as they seek to provide services to citizens. A graphic organizer is included to assist students to understand services at each community level. Extension activities are provided for students needing more challenge.</p> |

| Lesson | Standards | Lesson principles | Lesson description |
|--|--------------------------------|---|--|
| 5 (CORE/ AID) 2 hours 30 minutes | 3, 9, 12 CT Standard: 14 | <ul style="list-style-type: none"> The needs and interests of each community determine the services that are provided. | Using a read aloud about an ant community called Crickwing from a book by the same name, students begin to think about the needs of a community and the services it provides. Students take their new understanding about needs in an insect community and research the needs and services provided within their own community. Graphic organizers are provided to scaffold student learning. Extension activities about other animal communities are provided for interested students. AID opportunities that require survey research are included for students needing more challenge. |
| 6 (CORE) 2 hours 30 minutes | 9 CT Standard: 14 | <ul style="list-style-type: none"> Tax dollars are used to pay for community services. By law, citizens must pay taxes to their government based on their ability to pay. | This session builds upon students' understanding of community needs that was developed in the previous session. Students engage in a simulation to learn about the need for taxation to support the delivery of services that satisfy people's needs. |
| 7 (CORE/ AID/ PRACTICE ¹) 3 hours | 5, 6, 7 CT Standard: 5 | <ul style="list-style-type: none"> In order to keep peace, and be safe, citizens and their leaders make and obey rules or laws. The laws of a government affect its citizens' actions and should be fair for all. | In this final session of this unit, students explore the need for laws that protect citizens. Their exploration begins with two read alouds, including <i>Crickwing</i> from lesson 5 and <i>Marshall, the Courthouse Mouse: A Tail of the Supreme Court</i> . In small, heterogeneous groups, students create a classroom bill of rights that has freedoms that are reasonable. An AID opportunity invites students with an advanced understanding of a constitution to create a classroom constitution that is fair for all students. |

¹Lesson is Parallel of Practice if teacher participates in the suggested long-term classroom based government.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY

References

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author.

Connecticut State Department of Education. (1998). *The Connecticut framework K-12. curricular goals and standards*. Hartford, CT: Connecticut State Department of Education.

Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). *The Parallel curriculum: A design to develop high potential and challenge high-ability learners*. Thousand Oaks, CA: Corwin Press.

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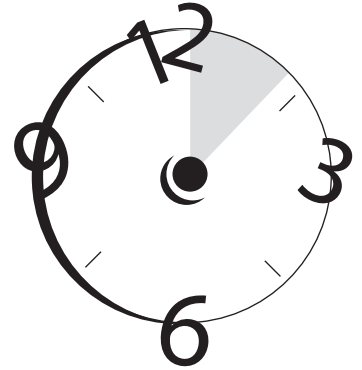
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Reaching For GOALS

Core/AID

Time Allocation: 2 hours

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Lesson Overview

In this session, students will explore the concept of community as an entity that shares goals and works toward these goals. Using a book and a read aloud as a sample team-based problem solving situation (*The Big Pumpkin*), students will listen to a story about a team of individuals with a common goal that selects trusted representatives from among themselves to govern. Through a simulation activity, children will find a way to reach a common goal as a community and then reflect on the process. This session addresses Principle #1: A community of people that shares goals that cannot be reached by an individual creates an organized government to help its citizens, as well as its corresponding minor principle: A democratic community chooses government members from those among themselves whom it trusts to lead them to reach common goals.

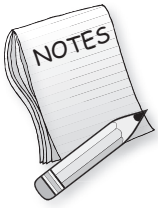
Guiding Questions

- What is a community?
- What is government?
- What is a democracy?

BIG IDEA

Community Government

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme

- Teamwork

Principles and Generalizations

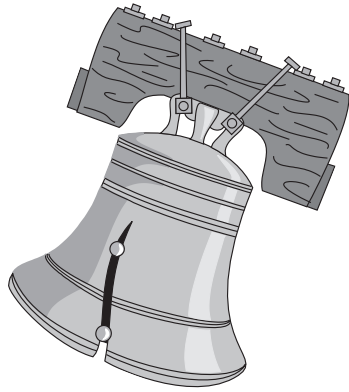
- People who share goals that cannot be reached by an individual alone create an organized government to help its citizens reach those goals.
- A democratic community chooses trusted individuals to lead them toward common goals.

Concepts

- Government
- Citizens
- Community
- Goal/common goal
- Individual
- Trust
- Leader

Teacher Information¹

- A community is a group of people living in the same locality and under the same government.
- A community has common goals, interests and/or needs.
- Communities vary in size depending upon the number of people each comprises.
- Government is the body or organization of a community that guides and directs its actions.
- A governor is a person who governs.
- A democracy is a community based upon “government by the people.” People of a democratic community elect representatives.
- Individuals in a democracy are treated with equality and respect.
- Citizens in a democracy are entitled to equal protection of themselves, their possessions and rights. They may pursue their lives and careers freely.
- Citizens in a democracy have freedom from interference or domination by government.
- Citizens in a democracy are free within the law to believe, behave and express themselves as they would like.



- Citizens in a democracy are guaranteed freedom of religion, freedom of the press and freedom of speech.
- Citizens in a democracy are free to assemble, free from arbitrary arrest and imprisonment and free to work and live where and how they would like.

Skills

- Listen
- Make connections
- Brainstorm
- Understand cause/effect
- Plan

Talent Spotting

If the opportunity presents itself to observe students' leadership talent during a specific teaching and learning activity, that activity will be indicated as a "talent spotting" activity. **SEARCHLIGHT** will denote such an activity. This lesson contains an activity that will highlight the skill of planning.

Materials and Resources

1. Silverman, Erica (1992). *Big Pumpkin*. NY: McMillan. (ISBN# 0-02-782683-X)
(Note: If there is a problem in your school with the association of pumpkins and Halloween, an earlier version of the book, *The Turnip*, an Old Russian Folktale by Pierr Morgan published by Philomel Books in New York can be used instead.)
2. Chalkboard or whiteboard for recording, chalk/markers
3. Papers and pencils
4. Student writing journals or lined paper in a folder for unit reflections and assignments
5. Blackline Masters: BLM1i: Communities' Chart
6. Large chart or poster paper and marker
7. Student writing journals

¹ Throughout this unit, the information in this section has been paraphrased, summarized and or taken directly from the *World Book Encyclopedia*.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Preparation Activities

1. Teacher should become familiar with the read aloud book, *Big Pumpkin*, by Erica Silverman.
2. If you anticipate that the students have not engaged in any activity that required role playing, the teacher should prepare them by talking about what will take place, how they should act, and what they should observe. Additionally, the teacher should distinguish the responsibilities of those who are role playing and those who are observing.
3. Copy BLM1i: Communities' Chart for each student.

Introductory Activities (5 minutes)

Gather students together. You will want them in an area where everyone can hear one another as well as focus on you. Perhaps this is an area of the room where you have your read aloud, the students seated at your feet.

- Tell students that a goal is something we are working toward.
- Ask students if any of them have a goal. Call on a couple of students to share their goals. Tell students to remember these goals because the class will discuss them later.

Pre-assessment (10 minutes)

This pre-assessment is designed only for this lesson. This pre-assessment will aid the teacher in determining students' prior knowledge concerning the concepts of community and government. The purpose is not to obtain information for the purpose of differentiation.

At the closure of this lesson, a post assessment will offer the teacher a way by which to measure growth of students' learning.

- Spread two large sheets of blank paper on a table. Across the middle of one write the word *government*. Across the middle of the other paper, write the word *community*.
- Have students write their thoughts about government and community on the respective papers. These may include definitions, synonyms, associations, etc. Put their name next to their idea on each sheet. Following the completion of the pre-assessment, the teacher should review student comments from both pages in order to assess differences, commonalities, and gaps in students' background knowledge. Consider

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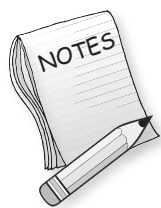
classifying students according to their level of prior knowledge in order to provide more challenge, guidance, or support for different students within the class.

Teaching and Learning Activities (90 minutes)

1. Students should be seated in a whole group arrangement such that pairs of students may face one another and talk quietly in response to teacher questions. Tell them that you are going to read them a story about how one character reached her goal. Ask students to take mental notes of how this person achieved her goal. Read aloud the picture book, *Big Pumpkin*, by Erica Silverman.
2. Invite students to share with their buddy (a knee to knee and eye to eye arrangement) who they think is the character with the goal and how she achieved the goal. When students have shared this with their buddy, elicit some oral responses from them. Write the goal on the chalkboard or a whiteboard. Ask them why the witch did not achieve her goal alone. Tell them to recall their personal goal (from the introductory activity) and to think about how they would achieve it. The teacher may explain that in order to meet some goals, several people are required, much like the witch in *Big Pumpkin* requiring many other characters, but that an individual can meet some goals alone as well. They should now decide whether they can reach their goal alone, or if they will need others to accomplish it.
3. Ask students to think of the bat from *Big Pumpkin*. Have each student write a word that describes or may be substituted for the bat. Share these words with one another. Tell students that it is a government that directs or guides a community to reach its goals.
4. Sharing with their buddy again, students should discuss the role of the bat in reaching the goal. Tell them that sometimes in order to know how a character affects the plot, they should think about the story without that character. Elicit some oral responses that help students conclude that the bat's role was that of a leader and a problem solver.
5. Tell students that some goals benefit others as well as the individual. These shared goals are called common goals. Talking to their buddy, students

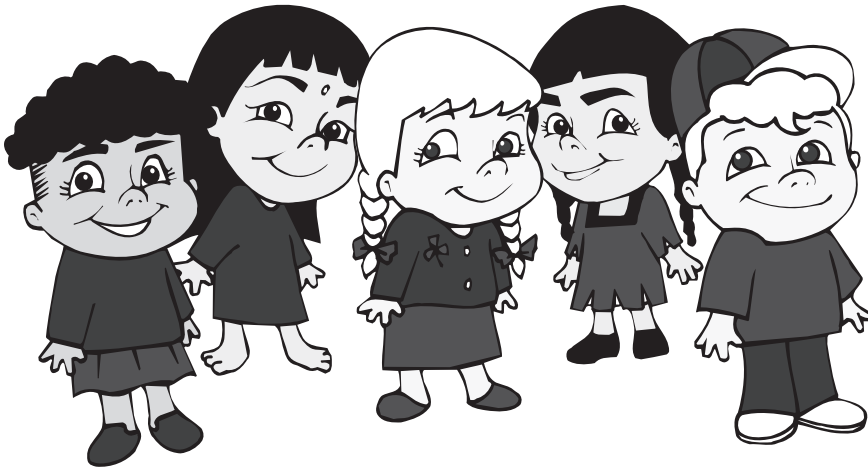


GOVERNMENT: THE TEAMWORK OF DEMOCRACY



should share a reason they think the witch had such an easy time getting help (all of the characters saw a benefit in the common goal). Ask one or two students to share their thoughts orally.

6. Discuss the way in which a shared goal strengthens or defines a community. What held these individual characters together (a shared goal)?
7. Students should write their thoughts about the reason(s) the witch concludes the book by going out and planting another pumpkin seed (to be able to repeat the experience). These may be recorded in their writing journals.
8. Using a whole group arrangement, ask students about the word *community*. Ask them to share their ideas about community. Refer to their collaborative community pre-assessment poster.
9. Remind them of the read aloud book, *Big Pumpkin*, which was read to them. Record on the chalkboard or whiteboard their ideas of the community from the book.
10. Through the technique of brainstorming, record a list on the board of communities of which students may be a part. Each student should select those communities from among those brainstormed that apply to him/her personally. Record these on the chart BLM1i, Communities' Chart. (Examples may include family, scouts, sports teams, interest groups and so on.)
11. Elicit and record on the board interests, and goals or needs of one or two of the listed communities. Ask students to complete the first two columns of their chart BLM1i: communities and goal, interest, or need of their personal communities.
12. Use the government pre-assessment poster to read selected students' ideas about government to the whole group.
13. Return to the brainstormed list of communities on the board. Ask students who directs or guides one or two of the communities listed. Tell students to complete the column "Director or Guide" on their charts.



14. Have students write some of their thoughts about their personal communities under their chart.
15. Divide the class into three to five small groups. These groups should be placed throughout the classroom so that each can freely talk without being overheard by other groups. Select one of the following possible “goals” for the groups. (All groups should be working toward the same goal.)
 - We want to have the most books read in a classroom in this school.
 - We want to celebrate everyone’s birthday during the school year.
 - We want to help stop bullying in our hallways.
 - We want to improve our writing/mathematics/reading skills.

SEARCHLIGHT: Tell students to create a plan for successfully reaching this goal, making sure to include everyone in their group. Be on the lookout for students with good planning skills.

16. Assemble students together once again. As each group shares its plan for reaching their goal, record the steps in bullet format on a large sheet of paper. Students should see that there is more than one way to reach a goal.

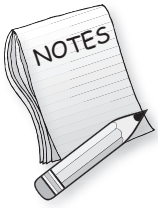
Products and Assignments

- Written responses to *Big Pumpkin* response question, “Why does the witch conclude the book by going out and planting another pumpkin seed?”
- Communities’ Chart (BLM1i)

Extension Activities

N/A

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Post Assessment

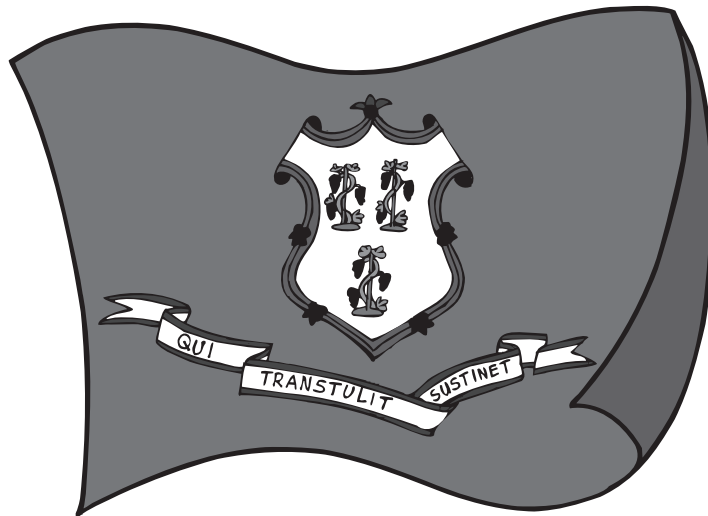
The purpose of this post assessment is to measure growth from the pre-assessment. Evaluate the growth based upon the accuracy and the appropriateness of students' answers. A scale of 3 (very accurate and very appropriate), 2 (mostly accurate and mostly appropriate), 1 (some accurate information and some appropriate information) may be used.

- Tell students that they will be creating definitions for a new dictionary. This dictionary is to be used only by students in grade 3.
- Ask students to create an entry for the words *government* and *community*. Each entry should include the word, the definition of the word and some examples, so that a grade 3 student will have no questions about the meaning of the word. (See dictionary worksheet on pg. 10)

Debriefing and Reflection Opportunities (15 minutes)

Following the teaching and learning activities, the teacher will ask students to share their ideas concerning the following:

- How did everyone help to create a plan to reach a goal?
- How was each member of your team involved in the plan?
- How was your group like a community?
- Did your group function as a democracy?
- Do you think your plan will work? Explain.
- Did their ideas about their personal goal and how they might accomplish it change from the time they first thought about it? How did it change? Why do they think it changed?



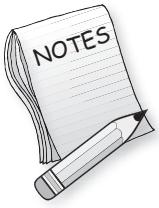
My name is _____

These are some of the communities I belong to:

| Community Name | Goal, Interest, or Need | Director or Guide |
|----------------|-------------------------|-------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

These are some of my thoughts about the communities I belong to:
BLMii

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Journal Entry – Lesson #1

Student Dictionary

Government

Definition _____

Examples _____

Community

Definition _____

Examples _____

Information Sheet: Government and Democracy

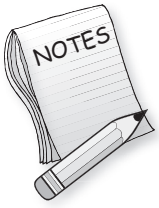
Government is the body or organization of a community, a state, or a country that guides and directs the actions of the people in that community, state, or country. A government makes laws and enforces them. There are many different kinds of governments. Some governments have only one person in charge; some have a few people in charge; and some have many representatives that act for the majority of the people. Governments also differ in the amount of power that they exert over people's lives and their actions. Some governments have a lot of control over people's actions (for example, what people can say, what their newspapers can print, where people can live, etc.) In most governments, the basic law that describes what the government will be is called a **constitution**.

In the United States we have a **democracy**. People in a democratic government elect representatives. Citizens in a democracy are entitled to equal protection for themselves, their possessions, and their rights. People are free within the law (meaning that they do not hurt others or themselves) to believe, behave, and express themselves as they would like. Citizens are free to work and live as they would like. Our Constitution divides our government into three branches.

Executive branch – The President, Vice President, and Cabinet Members – The Executive branch of the government leads the country and is in charge of the military forces. This branch meets with foreign governments and makes agreements with them. The Cabinet heads advise the President about important matters and help him to make decisions.

Legislative branch – The House of Representatives and the Senate—The House of Representatives is composed of representatives from each state in the United States. The number of people living in a state determines the number of representatives that are elected from that state. For example, in Connecticut we have five representatives, John B. Larson, Rosa L. DeLauro, Nancy L. Johnson, Rob Simmons, and Christopher Shays. The Senate has 100 senators. Each of the 50 states elects two senators, regardless of the number of people living in that state. Connecticut's two senators are Christopher Dodd and Joseph Lieberman. The Legislative branch writes, discusses, and passes laws for our country.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Judicial branch- All of the courts in the United States, including the U.S. Supreme Courts -- This branch of our government interprets laws. That means that the judges decide exactly what the laws mean. Then they decide if the laws follow the principles or rules of our Constitution.

For more information or a worksheet see the following helpful websites:

<http://bensguide.gpo.gov/3-5/government/branches.html>

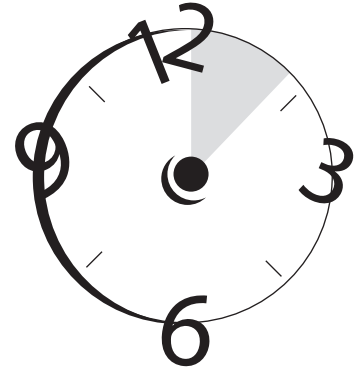
<http://www.enchantedlearning.com/Home.html> - In the search category, enter "government."

The Communities of Our Nation

Core/AID

Time Allocation: 2 hours

Required Materials and Resources on page 84



Lesson Overview

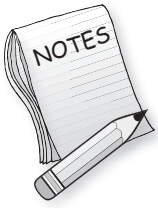
In this session, students will explore the governmental organizational system of our nation. They will explore communities of different sizes, those being the communities of their classroom, their school and their school district. Following this exploration, students will look at the communities of the United States: national, state and local. Additionally, students will begin to explore the interests and/or goals of a community that bind these people together. A research opportunity is built into this module for AID. Teaching and learning activities in this session address Principle #2: The United States has three kinds of communities: national, state and local; as well as two minor principles: for each type of community, there is a government; and each government is responsible for its citizens.

Guiding Questions

- What is an example of how one community can influence another community?
- What is the order by size of the communities of our nation, state, and town/city?
- How is membership in these three communities (national, state, and local) determined?



GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme(s)

- Teamwork

Principles and Generalizations

- The United States has three major kinds of communities: local, state, and national.
- Each type of community has its own government structure.
- Each government is responsible for its citizens.

Concepts

- Nation
- State
- City/town
- Responsibility

Teacher Information

- Communities vary in size depending upon the number of people each comprises.
- Nation is the largest community in the United States under a single government.
- There are 50 states in the United States.
- A state government governs each state in the United States.
- A local government governs each city or town in each state of the United States.
- Citizens belong to three communities: the national, the state, and the local community.

Skills

- Find and record data
- Categorize information
- Map skills: locate and label places on a map

Materials and Resources

1. Map of the United States
2. Community Circles (BLM2i): two for each student

The Communities of Our Nation



3. Computer with Internet access for AID research
4. Bulletin board, tacks or other fasteners, title: “News of Our Communities: National, State and Town/City.”

National, State, and Town/City

5. Selection of newspapers and other periodicals
6. Population data resources
7. Student writing journals or lined paper in a folder for unit reflections and assignments

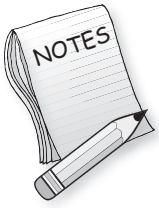
Preparation Activities

1. Make two copies of BLM2i Community Circles for each student.
2. Create a place in the room where Community Circles diagrams may be posted for all to examine. These will continue to be used through the next module as well.
3. Clear a part of a bulletin board that students may use to create: “News of Our Communities: National, State and Town/City” display of articles.
4. Collect or otherwise provide references for population data needed for student research.

Introductory Activities (10 minutes)

- Begin class as a whole. Explain to students that these next lessons will explore the idea of a “community within a community.” Ask them to remember the democratic communities that have been discussed in which those individuals whom the people trust help them to reach their common goals in governing a community. Tell them to think about the Community Chart that each of them completed, listing communities that each is a part of, the goals or interests of each community and its guide or leader.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



- Explain that one of the most important parts of living in the United States is that we have a government “of the people, by the people, and for the people.” But each of us, as United States’ citizens is a part of three communities, each with its own government. Tell them that we will begin to explore these three communities and that their job will be to consider their role in each community.

Pre-assessment

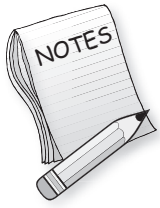
N/A



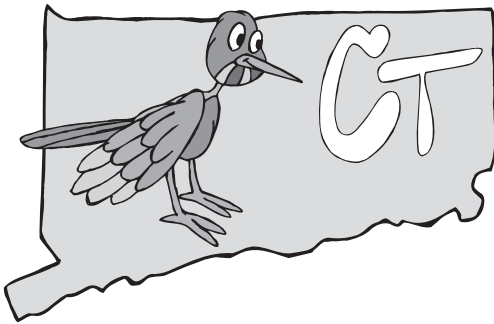
Teaching and Learning Activities (1 hour 40 minutes)

1. With the class divided into groups of three to five students each, distribute a copy of BLM2i, the Community Circles, to all students.
2. Tell students that the three circles represent three communities and that you will be talking about each of the communities and its leaders. Label the smallest circle “The Classroom.” Tell students to write the room number (location) of this community in this circle as well.
3. Label the middle circle “The School.” They may write the name of their school and the address in this circle as well.
4. Label the last circle “The Department of Education.” Provide them with the address for this Department for their diagram. They may write all other names of community schools in this circle as well.
5. Research the number of students who would be represented in each circle (AID). Share this number with the whole class so that they may write the number of students in the appropriate circle.
6. In their small groups, have students brainstorm some of the goals or interests of each community. Share these ideas with the whole group.
7. Provide each group of students with a blank Community Circles handout (BLM2i). Tell them to imagine that the circles represent the three communities of the United States. Provide the students with these labels: Nation, State, Town/City. Tell them to discuss the location of each community on their circles diagram, reach a consensus and record the label of each circle. Note: The largest circle represents the nation, the medium circle represents the state, and the smallest circle represents the town/city.
8. When students have completed the labeling of the circles, ask each group to share their ideas as well as the reasoning behind each choice they made.
9. Show students a map of the United States. Ask them to locate the capital of the United States and record Washington, D.C. on their national circle.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



10. Ask students to point out their state and locate its capital. Record the capital city on their state circle.
11. Ask students to point out their town/city on the map and record the address of their town/city hall or other such local government building on their town/city circle of the diagram.
12. Ask students who seem particularly interested or those who learn at a faster pace to research the population of each of the three communities and share this data with the remainder of the class (AID). All students may add this information under the label of the community.



13. In their small groups, have students brainstorm some of the goals or interests of each community. Share these ideas with the whole group. If you know your students will have difficulty with this brainstorming activity, provide some of the following ideas first:
 - a) National goals: safety of our nation, health benefits of our poor
 - b) State goals: safety of our state, setting, reading writing, and mathematics goals for our school children
 - c) Local goals: keeping our streets clean, keeping open land spaces without buildings
14. Center/Independent Activity: Provide students with newspapers and magazines, scissors and tacks. Instruct them to cut out articles that deal with national, state, and local events and people. Review with them text features of articles: headline, byline, date, and location. Ask students to post each article, including its headlines, on the bulletin board entitled, “News of Our Communities: National, State, and Town/City.” Students should post the article in the appropriate section of the bulletin board. Provide students with a framework for the bulletin board that resembles a rainbow, with the largest arch being the national events, the next band representing the state events, and the smallest and innermost band being the local events. Further work on this bulletin board may continue throughout the unit.

Products and Assignments

- Two Community Circles (BLM2i)
- Population research data (AID)
- “News of Our Communities: National, State, and Town/City” bulletin board

Extension Activities

Continue working on the creation of the bulletin board: News of Our Communities: National, State, and Town/City.

Post Assessment

N/A

Debriefing and Reflection Opportunities (10 minutes)

1. Explain to students that they have explored different sizes of communities in the United States. Engage them in a discussion of the relative size of the three communities, national, state and local.
2. Consulting their completed Community Circles diagrams, students should write in their journals about similarities between any one of the following pairs of communities to which they belong:
 - The classroom community and their local town/city community
 - The school community and the state community
 - The school district and the national community

Prompt them to write about the size of the communities they write about, what they and others do within each of the two communities, and/or how they like being a part of each of the two communities.

Journal Entry – Lesson #2

Write in your journal two more ways (one is already done for you) that one of the following pairs of communities are alike:

Your classroom community and your local town/city community

1. Both communities have a leader; my school has a principal, and my city has a mayor.

2. _____

3. _____

4. _____

- How large are these two communities?
- How do you like being a part of each of these communities?

The school community and the state community

1. The school community teaches children many new skills such as reading, writing, and problem solving. The state community sets goals for students in school subjects.

2. _____

3. _____

4. _____

- How large are these two communities?
- How do you like being a part of each of these communities?

The school district and the national community

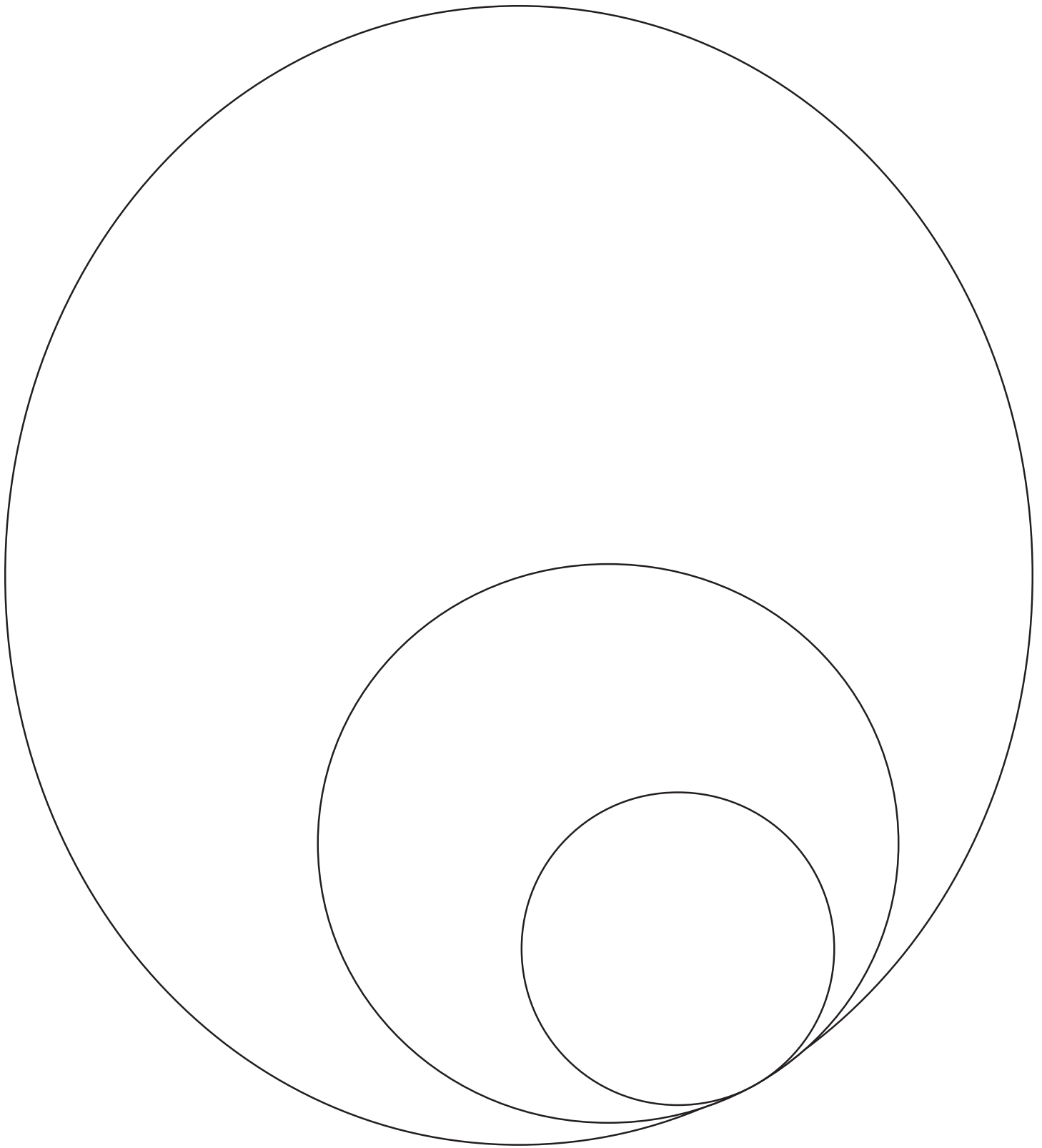
1. The school district keeps our school community safe. It protects the children by supervising their activities. The national community keeps our country safe.

2. _____

3. _____

4. _____

- How large are these two communities?
- How do you like being a part of each of these communities?

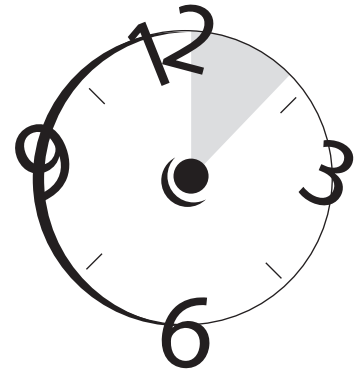


Simon Says

Core/AID

Time Allocation: 3 hours, 55 minutes

Required Materials and Resources on page 84



Lesson Overview

In this session, students will explore the communities of their classroom, school, and town/city to apply the roles of leaders and followers to the larger communities of the nation, the state and the town/city. Students will actively participate in a familiar game that will serve as a catalyst to conversation about the role of the citizen and the leader. Following a read aloud, students will compare character roles from the story to their roles in the familiar game as well as roles within their family. Using these experiences, students will explore the roles of the President, the state's governor and the town's/city's mayor, comparing the sizes of communities led as well. The unit contains optional extension activities that provide students with the opportunity to research information pertaining to present and past leaders.

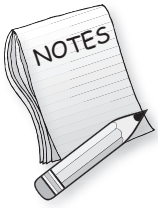
Guiding Question

- What is the relationship between the governor and the governed?

BIG IDEA

Leaders and Followers

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme(s)

- Teamwork

Principles and Generalizations

- Government leaders and their followers have clear roles.
- The President, governors, and mayors are leaders for the nation, states, and local communities, respectively.

Concepts

- Leaders
- Governors
- President
- Mayor
- Role

Teacher Information

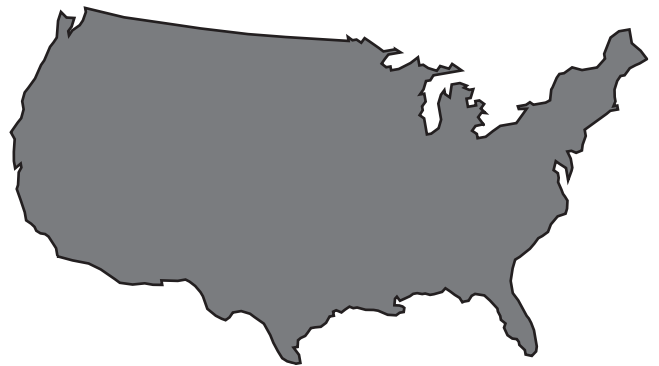
- The President of the United States governs the nation.
- Representatives of the people elect the President.
- The President has a specific role.
- The President enforces federal laws, directs the preparation of the budget and appoints many high-ranking officials.
- The President is the Commander-in-Chief of the armed forces; he directs foreign and national security affairs.
- The President negotiates treaties with other countries.
- The President recommends laws to Congress and works to get them passed. He may veto bills approved by Congress.
- The governor of each state governs the state in which he/she resides.
- The people of the state elect the governor.
- Each governor has a specific job description.
- The governor may appoint, direct, and remove from office many of the state officials.
- The state constitution authorizes the governor of the state to see that the rules of the state are followed.
- The governor commands the state militia, grants pardons and directs the state budget. The governor may veto bills or parts of bills.

Simon Says

- Each local community (i.e. city, town) has a governor (mayor, town selectman, etc.) that governs this community.
- The mayor has a specific job description.
- The mayor may appoint some town positions, committees, and commissions with the advice and consent of town council members.
- The mayor adopts a town budget and provides the funds to operate the town government.
- Citizens belong to three communities: the national, the state, and the local community.
- All citizens have equal rights of political participation.

Skills

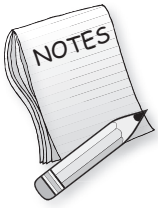
- Categorize information
- Find patterns
- Define roles
- Compare
- See relationships
- Make connections



Materials and Resources

1. Brown, Marc (1997). *Arthur's Computer Disaster*. Boston: Little, Brown. (ISBN# 0-316-11016-7)
2. Large chart paper and markers
3. Both completed BLM2i, Community Circles activities (one on the school communities; and one on the United States' communities)
4. Copies for each student of BLM3i, Leaders and Followers
5. A copy of a photograph (or a transparency) of the President of the United States, the governor of your state, and the mayor/leader of your town/city
6. Encyclopedias or a computer with Internet access for optional research activities
7. Student writing journals or lined paper in a folder for unit reflections and assignments
8. Optional: Barnes, Peter W. and Barnes, Cheryl Shaw. (1998). *Woodrow, the White House Mouse*. NY: Scholastic. (ISBN# 0-606-18617-4)
9. Optional: Stier, Catherine (1999). *If I Were President*. USA: Whitman. (ISBN# 0-807-53541-9)

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Preparation Activities

1. Move furniture and other materials to provide a clear and safe area for a game of “Simon Says.”
2. Copy BLM3i: Leaders and Followers for each student.
3. Correct or evaluate information on both BLM2i: Community Circles so that students can add information to this chart.
4. Copy a photograph large enough to post or create a transparency of the photographs of the president, the governor and the mayor.
5. If possible, arrange for a visit from your building’s principal during the time that students are exploring the roles and responsibilities of that position. Make sure you discuss with the principal the purpose of his/her visit as it pertains to this lesson.

Introductory Activities (15 minutes)

- Gather students together, away from desks and other materials and furnishings. Stand at the front of the class and tell them that you are now going to lead them in a game of “Simon Says.”
- Conduct a game of “Simon Says,” leading them to do as you do when you say the words “Simon Says,” dismissing them when they follow you without the “Simon Says” command.
- When only one person is left standing, appoint him/her the next leader, and instruct the students to once again “follow the leader.”
- Tell students to remember their actions and the actions of the leader during the game. Tell them that they will use this experience for discussion during the lesson.

Pre-assessment (15 minutes)

- Instruct students to date and write in their journals the job of a leader of a group, and the responsibility of those that follow this leader.

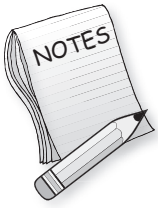
Teaching and Learning Activities (2 hours, 55 minutes)

1. Following the Simon Says game (or when you designate the end of the game), discuss the role of the leader. What did the leader have to do? How would students describe this role? What did the followers have to do? How would they describe this role? What happened to the followers when someone new became the leader?

Simon Says

2. Gather students together and read aloud the book, *Arthur's Computer Disaster*. Prior to reading, tell students that you would like them to note the leaders of Arthur's family and the roles and responsibilities of the members of Arthur's family.
3. Have them share who they perceive to be the leader of Arthur's family and what that leader is responsible for. What were Arthur and his sister D.W. responsible for? What part does the father play in this story?
4. Ask students to work in pairs or triads to find similarities to and differences from the leader and followers in the game of Simon Says, Arthur's family members and their own family using BLM3i: Leaders and Followers. Elicit some sharing of these ideas or post the completed forms for students to read.
5. Return to the charts that students constructed for the three circles of the school communities and the United States communities (BLM2i, Community Circles).
6. Focus their attention on the school community's diagram. Ask them for the name of the leader of the classroom. Have them fill in your name and title. Do the same for the school circle (principal) and the Department of Education circle (superintendent). Have them share some thoughts about each of these positions.
7. Project a transparency of, or post a large copy of a photograph of the President of the United States, the governor of your state, and the mayor (or other leader) of your town/city. Divide the class into groups of three to five students. Ask students within each group to list the names and, if known, the titles of the three people in the photographs.
8. Ask students to share the identities of the pictures they have. When they provide the identity of the person in the picture, elicit from them how they know this fact.

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9. Reveal the true identity and position of the person in each photo. Ask that students arrange the pictures so that the person leading the most people is first, the person leading the next highest number of people is next, and the person leading the smallest number of people is last.
10. Write the name of the President with his title in the largest circle on their Community Circles sheet. Write the name of the governor with his title in the middle circle, and write the name of the mayor (or other leader) of the town/city in the smallest circle.
11. Have the students put their two Community Circles sheets side by side. Ask them to discover similarities between the two. See if they can draw some conclusions about the roles of the government officials by looking at and thinking about the roles of those in the School Communities' circles. Lead them to see these comparisons.
12. Begin to construct a large chart of the roles and responsibilities for your classroom. Include names of each student, your name and your principal's name. Use these column headings: Name, Roles and Responsibilities.
13. Using a write-pair-share configuration, ask that each student jot down ideas of the roles of the principal of the building; share these ideas with a partner and ultimately share their best ideas with the class. Next, have them write (brainstorming) some of the principal's responsibilities. If available, have the principal pay a visit during this time to provide the students with some feedback on their ideas. Otherwise, provide the feedback from your own experiences. Record on the large chart.
14. Follow the above procedure for the teacher of their classroom. You are welcome to provide some feedback here. Record on the large chart under roles.
15. Require that each student now jot notes of his/her roles in the classroom. Tell them to consider different times of the day, different months and times of the year and their interactions with others. Record their ideas under roles.

16. Post students' lists on the chart paper in the appropriate place.
17. Ask students to draw parallels between the teacher and the mayor, the principal and the governor, the President and the superintendent of schools.
18. Elicit from students the role that they play in the community (citizens without a vote).

Products and Assignments

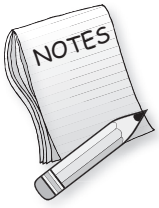
- Community Circles completed with names and titles (BLM2i)
- Leaders and Followers (BLM3i)
- Class chart of school leaders and students with their respective roles and responsibilities

Extension Activities

1. List all of the former Presidents (and Vice Presidents) of the United States, including the years they served.
2. List all of the governors of the state of residence, including the years they served.
3. List all of the former mayors (other leader) of your community, including the years they served.
4. List all former principals of the school building, including the years they served.
5. List all former superintendents of the town/city, including the years they served.
6. Provide a copy of one or more of the following books for students to read independently: *Woodrow*, *the White House Mouse*, *If I Were President*. Students should create a similar picture book for your state's governor or your municipality's mayor.

SEARCHLIGHT: Keep an eye out for students who demonstrate either a keen interest in authoring a text or in the inner workings of government or leadership.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Post Assessment (15 minutes)

Instruct students to reread their first thoughts about the job of a leader of a group and the responsibility of those that follow this leader. Tell students to write a second dated entry that provides details about the job (role) of any leader you have explored as well as that of the followers (citizens) of that leader.

Debriefing and Reflection Opportunities (15 minutes)

1. Share the post assessment writings orally of a few students concerning the role of leaders and followers. Students may be asked to share only a sentence or two.
2. Elicit the new learning students gained when they compared their ideas of leaders and followers preceding this lesson to following this lesson.
3. Create a chart showing BEFORE and AFTER: on the BEFORE side, record their ideas of a leader/follower prior to the lesson; and on the AFTER side, record their ideas following the lesson



| Members of my family | Role of each member | Responsibilities |
|----------------------|--|---|
| Example: Dad | Leader of family Partner to mom Supervisor of outdoor chores Cook Handyman | <ul style="list-style-type: none"> • Works • Helps children with math homework • Cleans yard • Fixes house when it needs it • Gives and supervises children's outside chores--takes care of us when Mom is at work • Makes dinner on Mondays, Wednesdays, and Sundays |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Members of my family | Role of each member | Responsibilities |
|-----------------------------------|--|--|
| Example: Mom (or other caretaker) | Leader of family Housekeeper Nurse Supervisor of chores Cook | <ul style="list-style-type: none"> • Works • Helps children with homework • Cleans apartment/house and yard • Takes care of children when they are sick • Gives and supervises children's chores • Makes meals |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Journal Entry – Lesson #3

Date _____

What are your thoughts about the job of a leader of a group? What should he or she do?

Now jot down your thoughts about the responsibilities of those people who follow the leader. What are their jobs?

Read over what you have written above. Now that you have studied a lesson on leaders, followers and teamwork, you may have some different ideas.

Write down the details of the job of any leader.

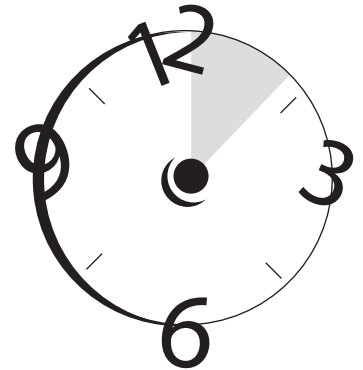
Now, write down your ideas about the job of the followers of that leader.

Can We Help YOU?

Core/AID

Time Allocation: 4 hours

Required Materials and Resources on page 84



Lesson Overview

In this session, students will explore the services of their own school community to come to an understanding of the cooperation needed to completely service a diverse community. This session will address the relationships among levels of government and the services they provide. In addition to promoting the theme of cooperation, students will engage cooperatively in activities to experience the process of sharing individual strengths in order to succeed.

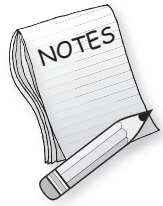
Guiding Questions

- How do national, state, and local governments help one another?
- What do we know about some services provided by the government?

BIG IDEA

Cooperation and Services

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme(s)

- Cooperation

Principles and Generalizations

- National, state, and local governments provide different services to each citizenry.
- Groups within government cooperate in order to provide services to citizens.

Concepts

- Choice
- Relationship
- Cooperation
- Services

Teacher Information

- All three levels of government share authority and responsibility in the areas of finance, education, and welfare.
- Local governments provide local police forces, local courts, and services to fight fires; immunize people against contagious diseases; and maintain hospital services, local roads, garbage collection, and safe drinking water. They conduct educational campaigns for health, housing, traffic safety, sanitation, and fire prevention. They are also concerned with reducing air and water pollution.
- Local governments provide public education, libraries, museums, parks, and other recreational and athletic facilities, and buses and subways for mass transportation. Some provide public housing for low-income families.
- Local governments keep official records of births, deaths, marriages, and property transfers and assessments. They also collect taxes, hire public agency workers, and administer elections.
- Some local governments cooperate with other local units in the area to assuage problems such as pollution and those related to highway maintenance and mass transportation.

Can We Help YOU?

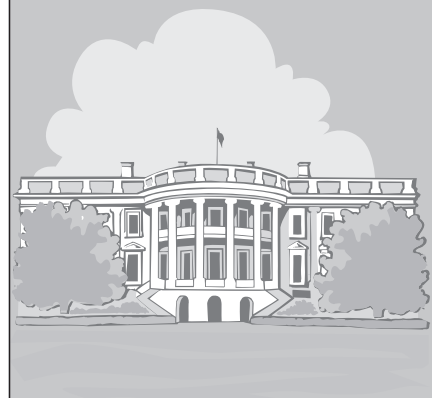
- Many local governments receive financial assistance (grants-in-aid) from state governments to help pay for specific projects. Local governments also may receive federal aid.
- State governments provide many services and regulate many activities for the people in that state. State governments maintain law and order, protect property rights, and regulate business.
- State governments supervise public education, including schools and state universities. State governments also provide services in these areas: public safety, public works, recreation, health, welfare, the environment, agriculture, and business and labor.
- State governments have direct authority over local governments.
- The federal government employs civilian workers and military personnel and uses tax money to finance its work.
- The federal government funds many state government services including job training, welfare payments, roads, and health care.
- The federal government manages a social security program that provides a pension plan and other benefits to the nation's retired or disabled workers. It sets standards for programs to aid the poor, aged, or disabled people. It tests food and drugs for purity and safety, conducts research on such diseases as AIDS and cancer, and sets standards to control pollution. It conducts and coordinates space exploration. It oversees air travel, forecasts the weather, and runs hospitals for veterans. It maintains national parks, forests, historic sites, and museums.

Skills

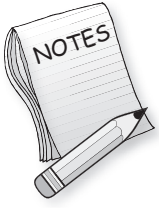
- Develop questions
- Understand cause/effect
- Categorize
- See relationships
- Label maps
- Brainstorm

Materials and Resources

1. Student writing journals or lined paper in a folder for unit reflections and assignments
2. Computers with Internet access



GOVERNMENT: THE TEAMWORK OF DEMOCRACY



3. Chart paper and markers, crayons, or other drawing materials for posters
4. BLM4: Government Services

Preparation Activities

1. Draw or otherwise obtain an outline of the floor plan of your school. Be sure to include your classroom as well as all offices, cafeteria, library, and other special areas. Do not label this drawing, as labeling will be done with your students. Copy this drawing for each student and create a transparency of it for use with the whole group.
2. Arrange for several of the school's personnel to meet with small groups of students to discuss the services each offers to the school community. Some suggestions include: a maintenance person, a cafeteria person, an administrator, a guidance teacher, a physical therapist, a media technician.
3. Copy BLM4: Government Services for each student.

Introductory Activities (10 minutes)

Gather students together and present the generalization that each of the three levels of government, national, state, and local, is responsible for its citizens. Tell them that since three forms of government are responsible for providing services to their citizens, all three must share the job. Explain that the exploration that they will now undertake will help them understand the kind of cooperation that the three levels of government need to use.

Pre-assessment (10 minutes)

Distribute BLM4: Government Services to each student. Ask them to fill in the bubbles with a service that is offered by the corresponding level of the government.

Teaching and Learning Activities (3.5 hours)

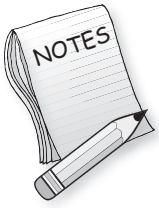
1. Distribute a copy of the floor plan of the school to each student. Tell them to label their floor plan as you model for them using a transparency.
2. Help students to find and label their classroom.
3. Find and label other areas of the school that the students utilize: the cafeteria, the library, computer lab, art room, offices, music rooms, maintenance office, etc.

Can We Help YOU?

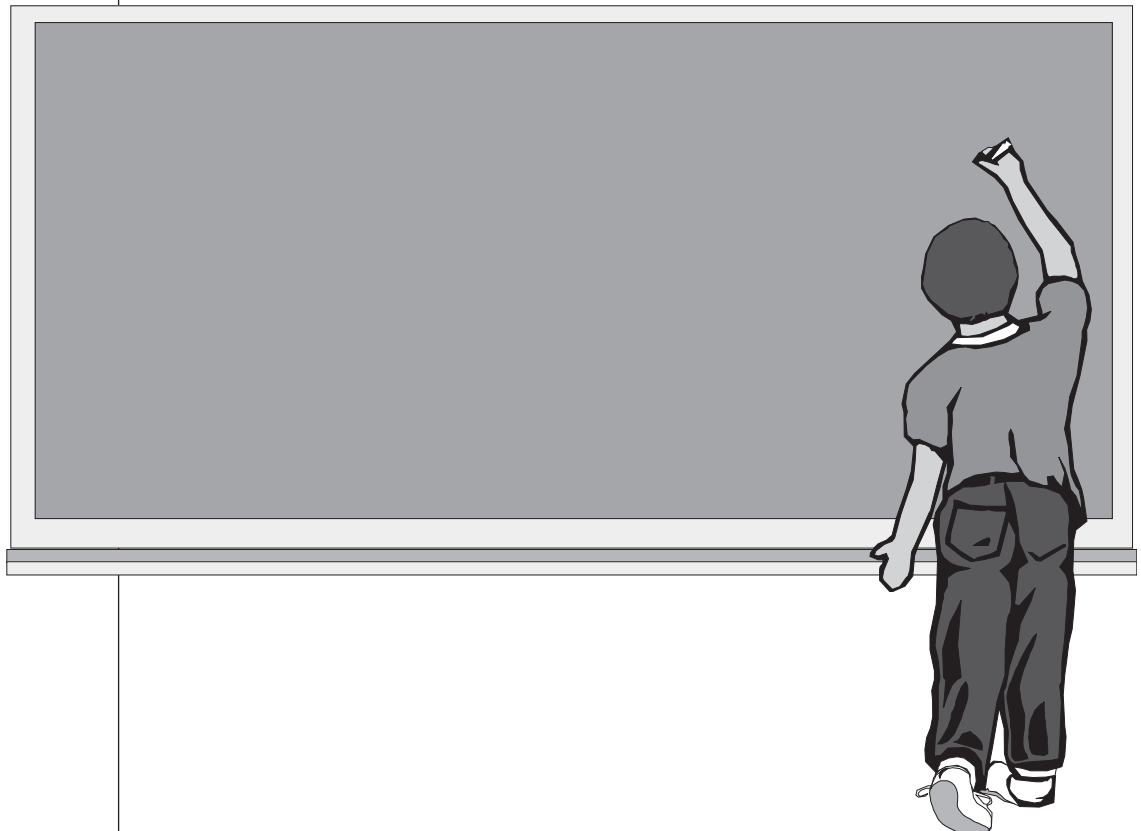
4. Select one area of the school and begin to brainstorm with students the “services” offered by this area. For example, the library staff offers research assistance, book selection assistance, quiet space for studying, read alouds, etc. Once you have brainstormed the services of one or two areas, tell students that they will be completing a list of services for all of the other areas of the school that they use.
5. Create small groups of students (3-5 students each). Divide the other school areas to be completed, and assign each group a similar number of service lists to complete. If students are unaware of the services offered by their assigned area, invite that school personnel into the classroom to meet with the group to discuss the services that are offered.
6. Have each group create a poster for their areas. The title of the list can be “Services of the (Area Name)_____.” They should write large enough so that the posters can be read if posted on the walls of the room. Bullet each service. Students may also want to illustrate some of the services.
7. Gather the group together once all areas have been explored and all posters have been created and posted. Bring students’ attention to one poster at a time, stopping to have students review the services and note surprises or new learning.
8. **SEARCHLIGHT:** Make mental notes about students who will require more scaffolding or who already grasp the need for cooperation. For students requiring more scaffolding, engage them in a dialogue and weave in more concrete examples. For students who already understand the interrelatedness of services, ask them to pretend that they can no longer leave their classroom. How would their school life change if they could no longer utilize the services that are offered in places other than the classroom? How might the teacher’s life change? (AID)
9. Tell students that the school community **cooperates** so that everyone can have the services that they see before them. Write the word *cooperate* on a piece of chart paper. Ask them to think of words or phrases that could substitute for the word *cooperation*. Write these below the word *cooperate*. Some examples might include lend a hand, assist, aid, help out, support, give a hand, help, do your part, chip in, relieve, serve.



GOVERNMENT: THE TEAMWORK OF DEMOCRACY



10. Show students the graphic of the community circles that they completed in Module 2 (BLM2i). Ask them to point to the circle that would represent their classroom. Then ask them to point to the circle that would represent the other places in the school that they have just explored. Can they guess what the largest circle would represent?
11. Ask children to think of other services that the school community utilizes that require the use of the town community's services. These may include parent volunteers, a DARE officer, bus drivers, staff from specific field trips, cultural programs, etc. Again, reiterate the idea of **cooperation**.
12. Tell children that just as the school community shares its services with each classroom, and the town's community shares its services with the school, so also do the governments cooperate to share their services. The local government cannot offer every service. The local, state, and national governments are responsible for providing services to their citizens. They must cooperate.

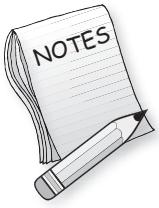




Can We Help YOU?

13. (This activity requires the use of a computer with Internet access. It would be best if small groups of students were able to visit the given website simultaneously, thus necessitating having either several computers in one classroom or the use of a computer lab. Alternately, if you are a one-computer classroom, the teacher might project the site for all the class to visit, allowing each small group to rotate through the virtual town they will find to gather the necessary information for the activity.) Visit the PBS Kids' Democracy Project website using a single computer or a projector connected to a computer or a computer lab. This site provides students with a virtual tour of a town's buildings, roads, and parks, and shows them the federal, state, and local decisions that impact their community: <http://www.pbs.org/democracy/kids/mygovt/index.html> .
14. Instruct students (working in small groups) to explore the PBS Internet site for the following pieces of information:
 - a. Different areas of the town that offer services to the citizens,
 - b. The service that is offered by each area of town,
 - c. The part played by the local government, the state government, and the federal government in each area.
15. Tell students that their group should become an expert in one area. If need be, assign a student group to each area. Some areas may have more than one group assigned to it. (Areas available online include the following: schools, transportation, hospitals, etc.)
16. Assign the creation of a "cooperative" poster representing each area of the virtual town. To emphasize the cooperation aspect, each student in the group must provide a "service" to the creation of the poster. One student may letter the poster, one draw, one color, one supply the information, one edit the work, etc.) They should illustrate the services that are offered by the "cooperating" governments for their area. **SEARCHLIGHT:** This is a talent spotting opportunity to see leadership skills.
17. Allow for sharing of these posters. Perhaps you could create a "Gallery of Services" for your classroom or hallway walls. As you tour the gallery, a student or the appropriate group of students could act the docent for their area.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Products and Assignments

- A labeled floor plan of their school
- A collaboratively created list of services for each of a number of specific school areas
- A collaboratively completed services-offered poster relating to the school community
- A collaboratively completed service poster of an area of their virtual town

Extension Activities

N/A

Post Assessment (10 minutes)

Distribute BLM4: Government Services to each student. Ask them to fill in the bubbles with a service that is offered by the connecting branch of the government.

Debriefing and Reflection Opportunities

Following the gallery tour, discuss ways cooperation helped students to do their work in the module activities. Ask questions such as:

- Did you find that cooperation saved time?
- Did you find that cooperation saved you effort?
- Did you find that some people cooperate well?
- Did you find that someone seems to lead the way for cooperation to be effective?
- How do different levels of government cooperate with one another?
- What are some examples of government services cooperating with one another?



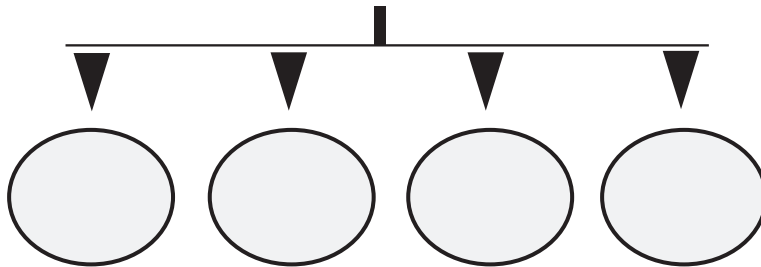
Government Services

Name _____

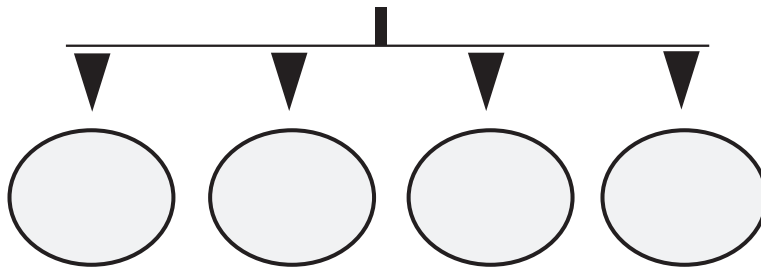
Date _____



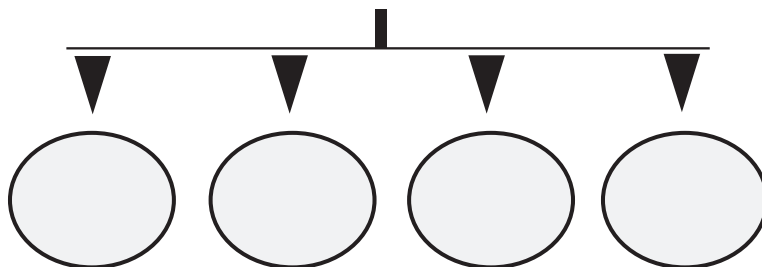
MY TOWN'S SERVICES



MY STATES SERVICES



MY COUNTRY'S SERVICES

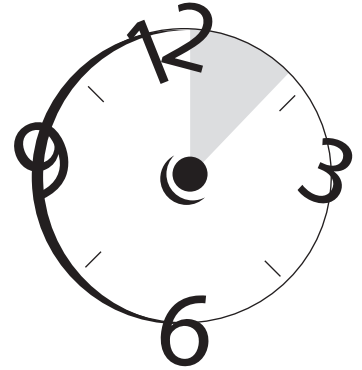


Community Services

Core/AID

Time Allocation: 2 hours, 30 minutes

Required Materials and Resources on page 84



Lesson Overview

This session focuses on the student’s own municipality. Following some information on ants and their social colonies, a picture book will supply the content for discussion with students concerning the manner in which an ant community provides services to its “citizens.” Students will begin to explore their own community through the use of the Internet and other resources to discover services that are offered. Further opportunities to research other social animal communities and compare them to their own are provided.

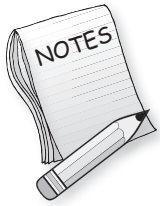
Guiding Questions

- What are some services in your community?

BIG IDEA

Community Services

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme(s)

- Cooperation

Principles and Generalizations

The needs, interests, and resources of each community determine the services that are provided.

Concepts

- Needs
- Interests
- Resources
- Talents

Teacher Information

- Local governments provide local police forces, local courts, services to fight fires, immunize people against contagious diseases, and maintain hospitals services, local roads, garbage collection, and safe drinking water. They conduct educational campaigns for health, housing, traffic safety, sanitation, and fire prevention. They are also concerned with reducing air and water pollution.
- Local governments provide public education, libraries, museums, parks, other recreational and athletic facilities, and buses and subways for mass transportation. Some provide public housing for low-income families.
- Local governments keep official records of births, deaths, marriages and property transfers and assessments. They also collect taxes, hire public agency workers and administer elections.
- Some local governments cooperate with other local units in the area to deal with problems such as transportation and pollution.
- State governments provide many services and regulate many activities for the people in that state. State governments maintain law and order, protect property rights and regulate business.
- State governments supervise public education, including schools and state universities. State governments also provide services in these areas: public safety, public works, recreation, health, welfare, the environment, agriculture and business and labor.



- State governments have direct authority over local governments.
- The federal government manages a social security program that provides a pension plan and other benefits to the nation's retired or disabled workers. It sets standards for programs to aid the poor, aged or disabled people; tests food and drugs for purity and safety; conducts research on such diseases as AIDS and cancer; sets standards to control pollution; conducts and coordinates space exploration; oversees air travel; forecasts the weather; runs hospitals for veterans; and maintains national parks, forests, historic sites and museums.

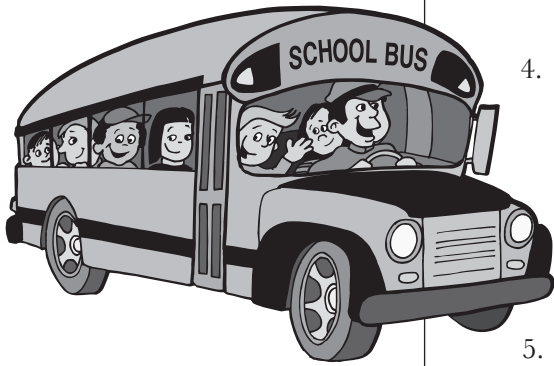
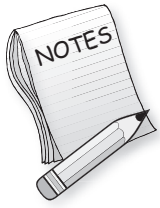
Skills

- Develop questions
- Practice problem-solving
- Research and record information
- Compare and contrast

Materials and Resources

1. Cannon, Janell. (2000). *Crickwing*. CA: Harcourt. (ISBN# 0-15-201790-9)
2. Student writing journals or lined paper in a folder for unit reflections and assignments.
3. References about your community resources. Consider some of the following:
 - School information flyers/booklets
 - Bus schedules
 - Trash/recycling information
 - Park and recreation flyers
 - Public works information
 - Environmental flyers
 - Health agencies
 - Other
4. Computers with Internet access
5. Chart paper and markers
6. BLM5, Animal Research; BLM5i, My Town's Services

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Preparation Activities

1. Become familiar with the story of *Crickwing*
2. Clear an area of the classroom so that students may post their My Town's Services' papers.
3. Copy BLM5i, My Town's Services, for students. Provide these copies at the center activity.
4. Prepare animal information sheets for the following: ants, honey bees, gorillas, and monkeys. You can create these sheets by going to the following website: <http://www.enchantedlearning.com/Dictionary/html> . Click on the first letter of the animal's (or insect's) name; scroll through the pictures to find the one you want, and then click on the picture to get a description and picture of the animal or insect. If you wish to add more information, consult an encyclopedia in your school library.
5. Copy the sheet on ants for all students or create a transparency of it.
6. Copy the other animal information sheets for extension activity.

Introductory Activities (15 minutes)

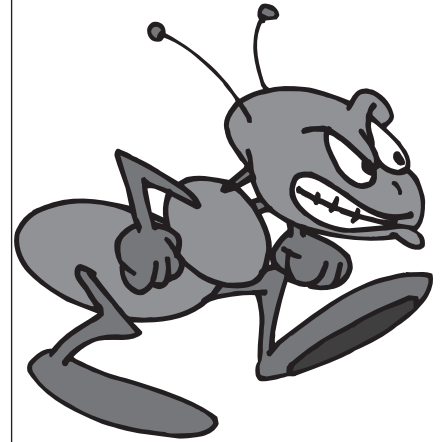
- Gather students together, telling them that you are going to examine another type of community for a few minutes. Share the information from the information sheet you create about ants with students. You may want to provide each student with a copy of the sheet, or use a transparency with the whole class.
- Discuss the needs of the ant community. Elicit information from students pertaining to the members of the ant community that provide each service and to whom they provide the service. Tell them to think about how other communities may be similar to ours as you begin the teaching and learning activities of this unit.

Pre-assessment (5 minutes)

Ask students to make a list of the services that your community offers its residents. This pre-assessment mirrors the post assessment for this module. Consider using it to assess learning and concept attainment over the length of the lesson.

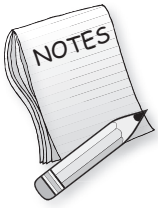
Teaching and Learning Activities (2 hours)

1. Tell students to continue to think about the ant community as you read aloud, *Crickwing*, by Janell Cannon.



2. When completed, ask students to think/pair/share their thoughts about:
 - Who governed this community of ants?
 - What were the responsibilities of the leader?
 - What were the responsibilities of the ants?
 - What were the needs, interests, and resources among the community members?
 - Why did the ants seem to work well together?
 - What was the reason the ant community allowed Crickwing to become a part of it? (AID)
 - How can Crickwing's talents become a resource to the ant community?
 - How can the ants' talents become a resource to their community?
 - What are the ants' and Crickwing's
3. Using chart paper, create a T-sheet:
 - Head column one ANTS
 - Head column two CRICKWING
4. As students provide them, record the ants' needs and resources. Continue by recording Crickwing's needs. Elicit students' observations about the similarities and differences between these two columns.
5. Ask children to write a short entry in their student journals to explain their thoughts about such questions as: If you were the queen of the ants, would you want Crickwing to join your community? Why? Lead the class to discover that the role of the queen as a wise leader is to recognize what is good for her community.
6. Activity Center: Set up an area of the classroom where children may access the Internet. Mark the site of your town/city for them. Have children visit the site and record data concerning some of the town's services using BLM 5i: My Town's Services. Have students post these town service papers on a board in the classroom. Ask that students circulate to read one another's lists.
7. AID: Have students create a survey of their classmates to identify some of the talents, interests, or needs that they have that the community does not address with its offered services. These students should interview their

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classmates and record their needs and interests on a large sheet of paper. Have them present their findings to the class.

Products and Assignments

- Journal entries in student writing journals
- Student-created survey (AID)
- Letter to the mayor (AID) (extension activity)
- BLM5i: My Town's Services sheet
- BLM5: Animal Research recording sheet
- Pre-assessment list of services
- Post assessment list of services

Extension Activities

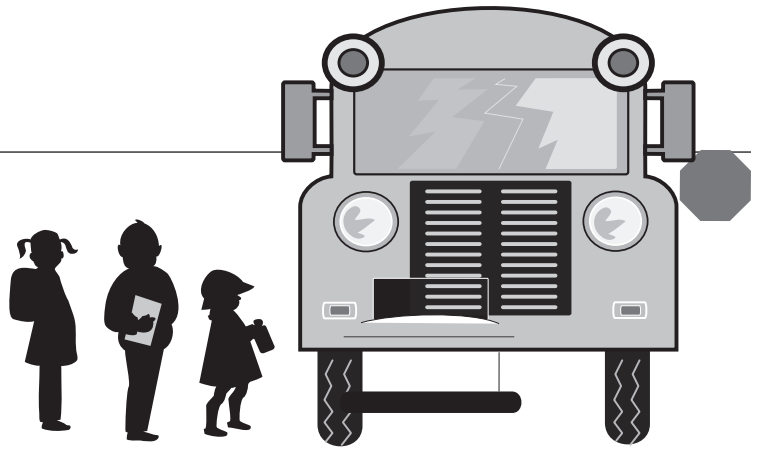
1. (AID) Have students write a letter to the mayor of your community with the results of the survey. Have them request some information concerning the mayor's reaction to this information.
2. Center Activity: Provide copies of information sheets about other animal communities in a designated area of the classroom. Students should read about one or more animal communities and compare it to another. Have students use BLM5vi, the Venn Diagram that facilitates this comparison. Those who read only one more may compare it to the ant community. Ask students to complete the Animal Research sheet BLM5.

Post Assessment (10 minutes)

Make a list of services that your community offers its students. If time allows, add a wish list of services that you would like to see your community offer.

Debriefing and Reflection Opportunities

1. Conduct a brief walkabout the room with students, noting the town services' papers on the board on which you have posted them. Reflect as a group about the services that your community offers its residents.
2. Ask students to participate in a discussion about the many and varied ways that their talents could become resources and services to their community (classroom, school, or town).



My Town's Services

Website: _____

List some of the departments in your town. (For example, the Education Department is one department in your town.)

Select two departments from the list you created above and name some of its services:

Department: _____

Services: _____

Department: _____

Services: _____

List some services in your town that you or your family have used.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY

Animal Research

Animal researched:

- Bee
- Gorilla
- Monkey

Does this animal live in groups? Yes No

If yes, describe the group.

Does this animal have a leader? Yes No

If yes, describe the leader.

List below the goals, interests, and needs of this animal.

Goals: _____

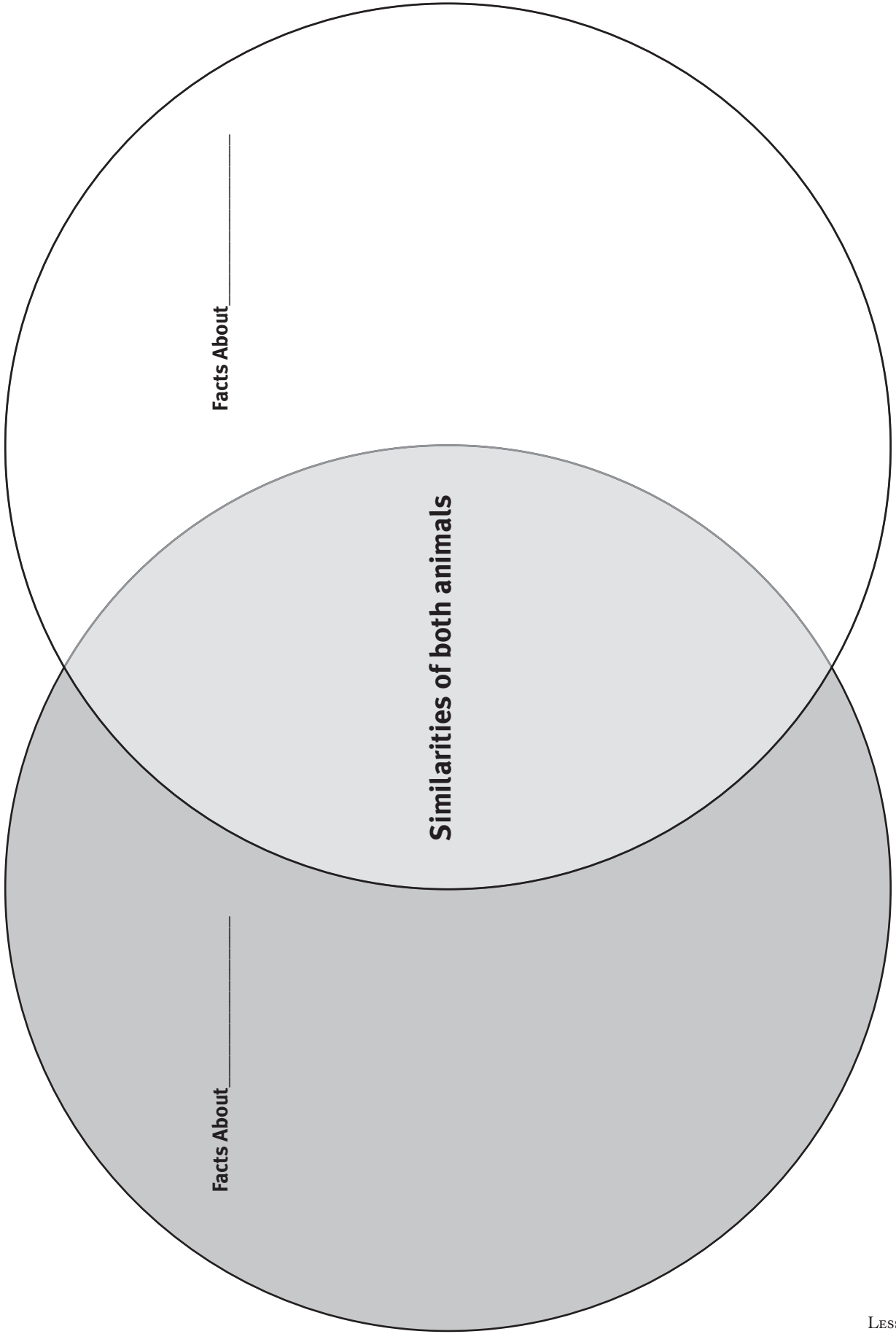
Interests: _____

Needs: _____

How are the needs of the group met? _____

Can you find a similarity between your animal and the ants?

Can you find a similarity between your animal and your community?



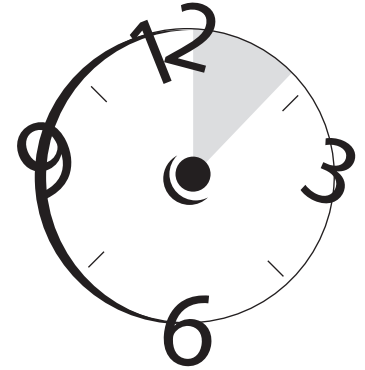
Venn Diagram

Service Charges

Core

Time Allocation: 2 hours, 30 minutes

Required Materials and Resources on page 84



Lesson Overview

During this session, students will engage in a classroom simulation of the process of taxation to address the principles: Provided services are paid for by tax money; and by law, citizens must pay taxes to their government based on their ability to pay. A list of the services that their classroom needs to efficiently operate will guide students to understand what service their tax dollars could support. They will find the total valuation of their “property,” and determine the amount of taxes they will need to pay.

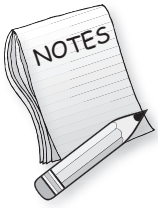
Guiding Questions

- What is a law?
- What is a tax?
- Why do we pay taxes?

BIG IDEA

Laws and Taxes

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme(s)

- Responsibility and consequences

Principles and Generalizations

- Tax dollars are used to pay for community services.
- By law, citizens must pay taxes to their government based on their ability to pay.

Concepts

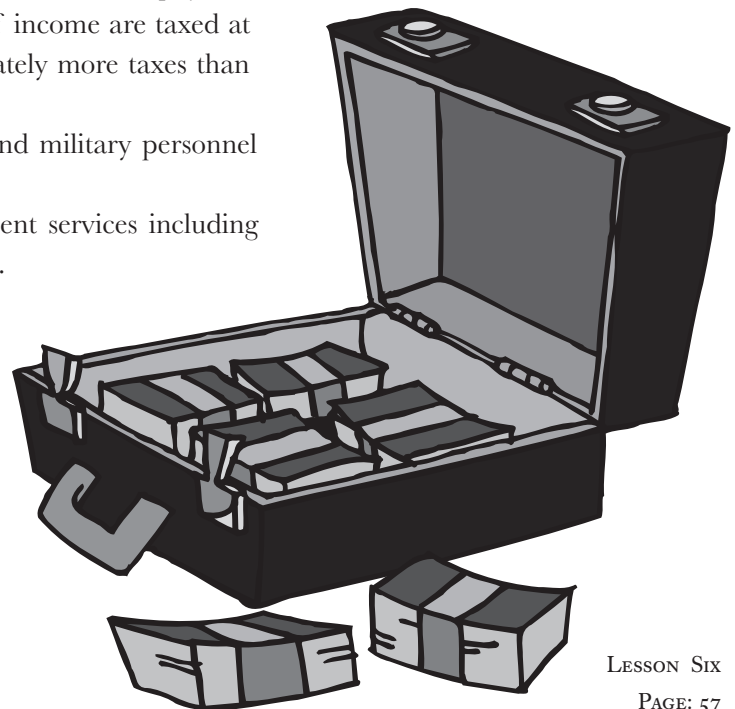
- Tax
- Taxation
- Ability to pay
- Law
- Government

Teacher Information

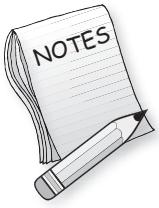
- Local government generally refers to the government of an area smaller than a country, state or province. Such areas include counties, cities, towns and villages.
- Most local governments are run by elected officials and have some power of taxation.
- Each state government creates and has legal control over all local governments in the state.
- The U.S. has about 87,000 units of local government.
- There are four types of local governments: counties, municipalities, school districts, and special districts. The county is the largest unit of local government in most states. The U.S. has about 3,000 counties.
- There are about 19,000 municipalities in the U.S., including cities, villages, and town-like units called boroughs.
- Municipalities are often called city governments, and they are chartered by state governments to provide such services as police and fire protection.
- School districts are responsible for running public school systems. There are about 15,000 school districts in the U.S. Most school districts operate independently of city governments.

Service Charges

- Special districts are organized to provide one or more public services, such as mosquito control or transportation. There are about 33,000 special districts in the U.S.
- Most of the activities of local government in the U.S. can be classified into three main groups: health and safety functions, welfare functions and housekeeping functions.
- Taxation is a system of raising money to finance government services and activities.
- Property tax is the chief source of income for local governments in the U.S. and Canada.
- Local authorities have received most of their tax revenues from property taxes.
- Property taxes are levied on the value of such property as farms, houses, stores, factories, and business equipment.
- Most states of the U.S. also levy property taxes.
- Property taxes are called direct taxes because they are levied directly on the people expected to pay them.
- Governments use tax revenue to pay the cost of providing public services.
- Federal, state, and local governments require people and businesses to pay taxes.
- The government tries to make its taxes equitable (fair) to the taxpayer in two ways: Taxpayers who have the same amounts of income are taxed at the same rate; and wealthier people pay proportionately more taxes than poorer people (ability to pay).
- The federal government employs civilian workers and military personnel and uses tax money to finance its work.
- The federal government funds many state government services including job training, welfare payments, roads and health care.



GOVERNMENT: THE TEAMWORK OF DEMOCRACY



- Major tax sources for state governments are sales taxes and income taxes. States also collect revenue through special taxes and fees.
- Most of the money from taxes in a state is used for education, highways, public safety and welfare, health and hospitals, environmental protection, insurance trusts for the retirement of employees and unemployment insurance.
- State governments may receive financial assistance (grants-in-aid) from the federal government.
- Many local governments receive financial assistance (grants-in-aid) from state governments to help pay for specific projects. Local governments also may receive federal aid.
- Law is the set of enforced rules under which people are governed.
- Law establishes the rules that define a person's rights and obligations.
- Law sets penalties for people who violate these rules, and it states how government will enforce the rules and penalties.

Skills

- Discuss
- See relationships
- Determine cause/effect
- Make decisions



- Prioritize
- Solve problems

Materials and Resources

1. Plastic tiles in colors: red, blue, yellow, and green
2. Taxation Simulation Part I, BLM6i: Determining My Property Value
3. Taxation Simulation Part II, BLM6ii: Converting My Property Value
4. Taxation Simulation Part III, BLM6iii: Tax Rate Chart
5. Student writing journals or lined paper in a folder for unit reflections and assignments
6. Chart paper and marker

Preparation Activities

1. Copy each of the following for each student in your class: Taxation Simulation Part I, BLM6i: Determining My Property Value, Taxation Simulation Part II, BLM6ii: Converting My Property Value, Taxation Simulation Part III, BLM6iii: Tax Rate Chart
2. Find small containers, such as small plastic bags, for each student.

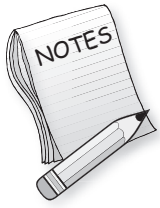
Introductory Activities (15 minutes)

Ask students if any of them have chores that they perform at home. Get a sampling of the chores they do. Enter into a discussion of the value of chores to a household, as well as the monetary value (if any) of the service they provide.

Pre-assessment (5 minutes)

Ask students to write the phrase “ability to pay” in their student journals. Then ask them to write what they think this phrase means. It is highly likely that few if any students will have prior knowledge of this phrase. This pre-assessment can be used as a tool to help students access their prior knowledge before you teach this concept.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



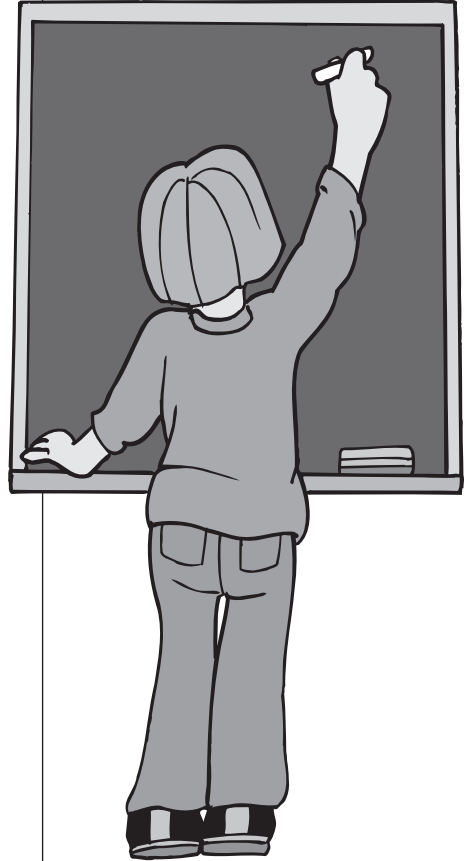
Teaching and Learning Activities (2 hours)

1. Tell students that they are going to act as a classroom community of individuals that require services from its government. They will use the taxation simulation throughout this module.
2. Taxation Simulation, Part I: Students should use BLM6i to determine their property value.
3. Students should convert their property value to colored tiles BLM6ii. Once students have determined the least amount of tiles they should have, distribute the colored tiles to them. You may want to provide a small plastic bag for them to contain their tiles.
4. As a class review the household chores that some students perform. Compose a list of classroom services that you and your students collaboratively determine are necessary for the classroom to operate efficiently. Some examples are the following:
 - Empty the trash
 - Erase the blackboard
 - Take notes to the office
 - Record the lunch tally
 - Change the date on the calendar
 - Distribute papers
 - Collect papers
5. Conduct a brief discussion of the importance of each of the services for the efficient operation of the classroom. Explain that just as they may have chores around the house, so the classroom community has services it must offer its citizens for the community to run smoothly.
6. Survey the class by a show of hands to compile a list of services needed for your classroom. Once the final decisions have been made, post the services that this classroom community will offer its citizens. Explain that tax money from its citizens will pay for each service. Each citizen will not pay the same amount. He/she will be charged on ability to pay. Distribute the tax rate chart of BLM6iii so that children may determine their taxes and convert these to color tiles.



Service Charges

7. Once children have determined their property taxes, orally sample students' taxes. Try to select students to share their "tax bill." Draw a contrast between those who have a very low property tax as well as someone with a very high tax.
8. Appoint a tax collector to collect the tax "monies" in tiles.
9. Discuss children's answers to the question on BLM6iii concerning the relationship between property value and taxes. Lead them to see that people are not taxed the same amount. If appropriate, engage students in a debate about whether they would prefer to raise services and taxes or lower both to address the "ability to pay" disparities among residents of the community (Practice).



Products and Assignments

- Taxation Simulation Part I, BLM6i: Determining My Property Value
- Taxation Simulation Part II, BLM6ii: Converting My Property Value
- Taxation Simulation Part III, BLM6iii: Tax Rate Chart

Extension Activities

Add together the property taxes paid by each student in the classroom. Given this total, determine the price they may pay for each service offered, making sure to include every service on the list. Explain the reasoning for their answers.

Post Assessment (10 minutes)

Ask students to revisit their "ability to pay" definition in their student journals. Then tell them that they may now make adjustments and changes to their original thoughts.

Debriefing and Reflection Opportunities

Have students imagine their classroom community without the services they have identified that are needed to operate efficiently. What might happen to their classroom? What might happen to the larger town community if it did not offer its citizens services? What might happen to a citizen if that person refused to pay taxes?

GOVERNMENT: THE TEAMWORK OF DEMOCRACY

BLM6i Taxation Simulation

Part I: Determining My Property Value

- A. Count your pencils, pens, and markers.
Put the total number in the blank. 1. _____
Each of these is worth \$0.25.
Find the worth of all of your pencils, pens, and markers.
Put the total in dollars and cents in the blank. 2. _____
Show your work below.



- B. Count the number of books in your desk, cubby or locker, and backpack.
Put the total number in the blank. 3. _____
Each of these is worth \$1.00.
Find the worth of all of your books.
Put the total in dollars in the blank. 4. _____
Show your work below.

C. Count the number of backpacks or book bags you have in school today. Put the total number in the blank. 5. _____

Each of these is worth \$5.00.

Put the total in dollars in the blank. 6. _____

Show your work below.

D. Add the totals of the even numbered blanks above. This will equal your total property value.

Write it using a dollar sign.

Total Property Value = _____



GOVERNMENT: THE TEAMWORK OF DEMOCRACY

BLM6ii Taxation Simulation

Part II: Converting My Property Value

A. Put your total property value from Part I in the blank space. _____

B. Use the conversion chart below to see how many tiles you will need.

| Amount of money | Color of tile |
|-----------------|---------------|
| \$0.25 | Red |
| \$1.00 | Blue |
| \$5.00 | Yellow |
| \$10.00 | Green |

C. Using the least number of tiles, find out how many tiles you will have. Show your work below.

BLM 6iii Taxation Simulation
Part III: Tax Rate Chart

D. Put your total property value from Part I in the blank space. _____

E. Use the conversion chart below to see how much tax you will pay. This chart is based upon your ability to pay.

| If your total property value is: | Then you will pay: |
|---|---------------------------|
| Less than \$1.00 | \$0.00 |
| \$1.00-\$3.00 | \$0.50 |
| \$3.25-\$6.00 | \$1.00 |
| \$6.25-\$9.00 | \$1.50 |
| \$9.25-\$12.00 | \$2.00 |
| \$12.25-\$15.00 | \$2.50 |
| \$15.25-\$18.00 | \$3.00 |
| \$18.25-\$21.00 | \$3.50 |
| \$21.25-\$24.00 | \$4.00 |
| \$24.25-\$27.00 | \$4.50 |
| \$27.25-\$30.00 | \$5.50 |
| \$30.25-\$33.00 | \$6.50 |
| \$33.25-\$36.00 | \$7.50 |
| \$36.25-\$39.00 | \$8.50 |
| \$39.25-\$42.00 | \$10.00 |
| \$42.25-\$45.00 | \$11.50 |
| \$45.25-\$48.00 | \$13.00 |
| \$48.25-\$51.00 | \$14.50 |
| \$51.25-\$54.00 | \$16.00 |
| \$54.25-\$57.00 | \$17.50 |
| \$57.25-\$62.00 | \$20.00 |
| \$62.25-\$77.00 | \$22.50 |
| \$77.25-\$95.00 | \$25.00 |
| \$95.25-\$120.00 | \$27.50 |
| \$120.25-\$150.00 | \$35.00 |
| \$150.25-\$180.00 | \$40.00 |
| \$180.25-\$225.00 | \$45.00 |
| \$225.25-up | \$50.00 |

GOVERNMENT: THE TEAMWORK OF DEMOCRACY

- E. Find the amount of property taxes you need to pay. Write that amount in the blank space.

- G. Convert your property taxes to color tiles. Use the information on *Taxation Simulation Part II* to convert dollars to tiles. Show your work on the other side of this sheet. Tell the number of red, blue, yellow, and green tiles you will pay in taxes.
- H. When the tax collector arrives, you must give that person your property taxes. If you do not give the person the tax money, the tax collector can report you to the government, and it will take action against you.
- I. Looking at the tax rate chart, what do you notice about the amount of taxes a person needs to pay?

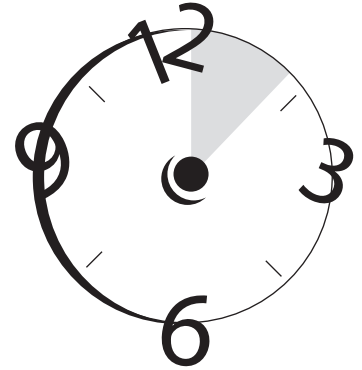


Liberty and Justice FOR ALL

Core/AID/Practice¹

Time Allocation: 3 hours

Required Materials and Resources on page 84



Lesson Overview

In this session, students will be introduced to the fairness of the government and its law. By addressing the principles, in order to support their government, keep peace, and be safe, citizens make and obey rules (laws); and the laws of a government affect its citizens' actions and should be fair for all. Children will examine a constitution and a bill of rights for a fictitious community of ants. Students will apply their understanding of fairness to create a constitution and/or bill of rights for their classroom that is fair. The authority of the Supreme Court will also enter into the picture as a method we have for deciding on the fairness of our laws (AID).

Guiding Questions

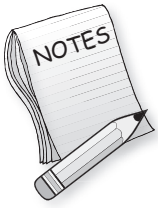
- What are some ways that our government protects its citizens?

BIG IDEA

**Fairness: The Constitution
and Bill of Rights**

¹ Lesson is Parallel of Practice if teacher participates in the suggested long-term classroom based government

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Content Goals

Universal Theme(s)

- Fairness

Principles and Generalizations

- In order to support their government, keep peace, and be safe, citizens make and obey rules (laws).
- The laws of a government affect its citizens' actions and should be fair for all.

Concepts

- Fairness
- Justice
- Constitution
- Bill of Rights
- Protection
- Plan
- Organization

Teacher Information

- Citizens of a democracy take part in government either directly or indirectly.
- The United States government relies on the consent of the people. The people elect a certain number of their fellow citizens to represent them in making laws and in other matters.
- Citizens in a democracy should be entitled to equal protection of their persons, possessions, and rights; have equal opportunity to pursue their lives and careers; and have equal rights of political participation. In addition, the people should enjoy freedom from undue interference and domination by government. They should be free, within the framework of the law, to believe, behave, and express themselves as they wish.
- From the United States capital in Washington, D.C., the national government conducts thousands of activities that affect the lives of Americans.
- The national government's purpose is to "establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty..."

- The national government gets its authority from the American people through a written document, the Constitution of the United States.
- The Constitution defines the goals of the national government and what it can and cannot do.
- The Constitution grants the national government strong powers to work toward its goals.
- The Constitution limits the authority of the government. It forbids certain laws and actions.
- The Constitution of the United States establishes the basic structure of the United States government.
- The Constitution of the U.S. creates three separate branches of government – legislative, executive, and judicial, to share the work of creating, enforcing, and interpreting the laws of the nation. Congress, the President, and the Supreme Court of the United States represent the branches.
- The national, or federal, government can exercise only those powers that are listed in the Constitution or implied by the Constitution.
- The government has direct authority over all citizens. It can create and enforce all laws that are “necessary and proper” to carry out its constitutional goals and powers.
- Democratic societies seek to guarantee their citizens certain freedoms, including freedom of religion, freedom of the press and freedom of speech. Ideally, citizens also should be guaranteed freedom of association and of assembly, freedom from arbitrary arrest and imprisonment, and freedom to work and live where and how they choose.
- American citizens can change the Constitution. An amendment may be proposed by Congress or by a national convention called by Congress. The amendment becomes part of the Constitution after being ratified (approved) by the legislatures of three-fourths of the states or by conventions in three-fourths of the states. There are 27 amendments to the Constitution.
- The Bill of Rights in the Constitution describes certain basic freedoms and rights of all Americans and forbids the government to violate those rights.
- The United States has a federal system, which divides power between the national and state governments.
- The Constitution divides powers between the national and state governments. The states share and divide powers with such local political subdivisions as counties, cities and towns.

GOVERNMENT: THE TEAMWORK OF DEMOCRACY



We the People

- The federal and state governments have some concurrent powers—they both have authority to do some things. Concurrent powers include the right to tax, spend and borrow money.
- The states, or the people, retain all powers not denied them, or not given to the national government by the Constitution.
- In general, the states reserve the power to take any action that does not conflict with the Constitution of the United States, acts of Congress or treaties entered into by the national government.
- Each state has its own constitution, its own laws, and its own legislative, executive and judicial branches.
- Each state has a constitution that sets forth the principles and framework of its government.
- A state constitution authorizes its government to see that laws are faithfully executed.
- Every state constitution has a bill of rights that guarantees basic rights such as freedom of speech. Many states have provisions on finance, education and other matters.
- A state government maintains law and order, protects property rights, and regulates businesses.
- Various government bodies, especially police agencies and courts, see that the laws are obeyed.
- A person can be penalized for disobeying the law. Therefore, laws should be just.
- Justice is a moral standard that applies to all human conduct.
- Justice has been one of the law's guiding principles.
- The governments can, and sometimes do, enforce laws that many people believe to be unjust. The law itself provides ways to amend or abolish unjust laws.

Skills

- Make connections
- Problem-solve
- Evaluate
- Make decisions
- Determine the importance of information
- Draw conclusions

Materials and Resources

1. Cannon, Janell (2000). *Crickwing*. CA: Harcourt. (ISBN#0-15-201790-9)
2. Student writing journals or lined paper in a folder for unit reflections and assignments
3. BLM7i: The Ant Constitution
4. BLM7ii: The Ant Bill of Rights
5. BLMab: Pre-assessment and Post Assessment
6. Barnes, Peter W. and Cheryl Shaw Barnes (1998). *Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court*. VA:VSP Books. (ISBN# 0-9637688-6-7)

Preparation Activities

1. Copy the BLM7i: The Ant Constitution for children in the classroom, or create a transparency of BLM7i.
2. Read and become familiar with the picture books, *Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court* and *Crickwing*.
3. Identify and invite “judges” to select the fairest Classroom Constitution and Bill of Rights created by groups of students. Think about how to make this judging an “event” or the posting of the fair Constitution and Bill of Rights an “event.”
4. Locate websites or other resources students can use for the extension activities concerning the Bill of Rights and the U.S. Constitution. (Suggestion: <http://www.justicelearning.org/#>)

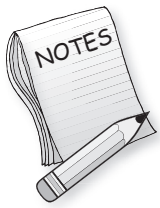
Introductory Activities (10 minutes)

Ask students to remember the story *Crickwing*. If needed, review the story line with students. Tell them that they are going to be examining some documents that the characters could have created for themselves.

Pre-assessment (10 minutes)

Use BLM7ab, What Do I Know About...? Distribute a copy to each student. Instruct them to complete, to the best of their ability, the concept map of the United States Constitution and the Bill of Rights. Tell them that it is not important that they get the “right” answer, but that you get an indication of what they know about or can guess about these two items. The purpose of this pre-assessment is merely to activate students’ prior knowledge. The differences between students’ responses on the pre-assessment and the post assessment can be used to determine growth and

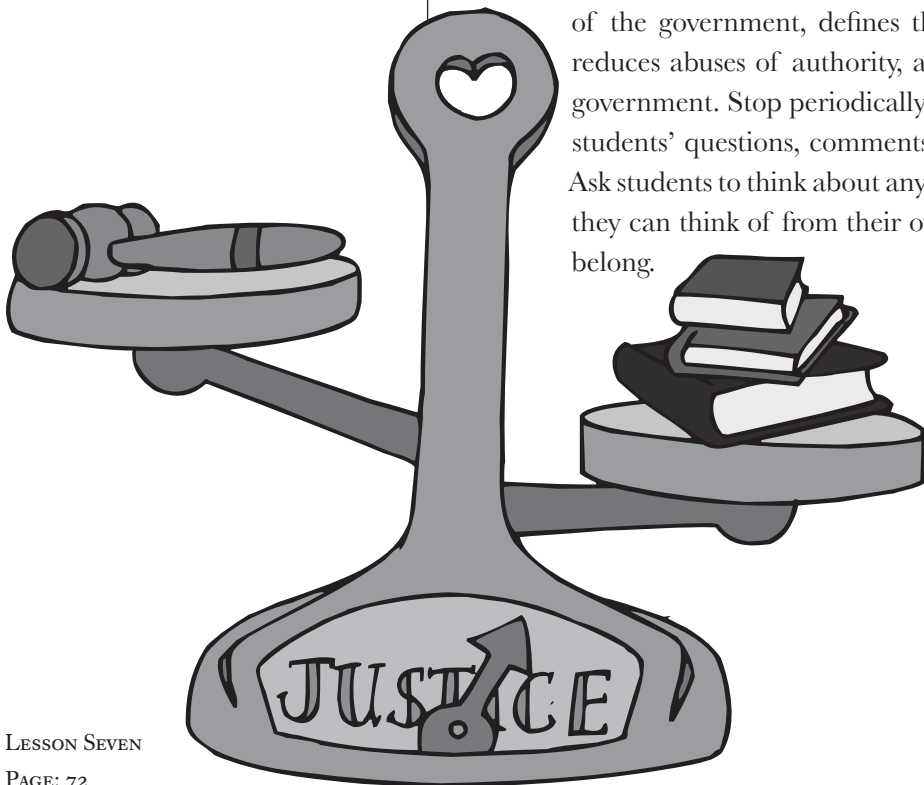
GOVERNMENT: THE TEAMWORK OF DEMOCRACY



learning over time.

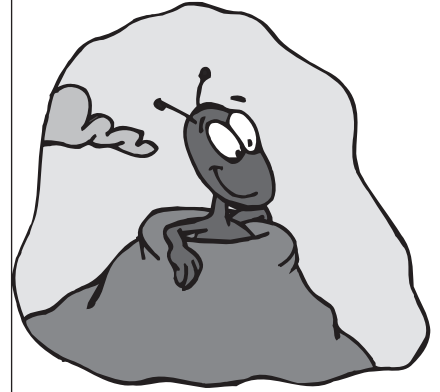
Teaching and Learning Activities (2.5 hours)

1. As a whole group, create the constitution for the ants in the story *Crickwing*. Begin by using the definition of the word *constitution*: a written document that describes the rules and laws of the government and what it can and cannot do. A constitution also explains the structure of a government and its branches, the powers of a government, the limits of a government, representation, and the ways a community protects itself from abuses of power. A bill of rights explains the rights of citizens and how the laws should protect citizens from abuses of power. Tell students that we who live in the United States have a constitution. The laws of our constitution must be fair for all. People write laws and a constitution to protect citizens and to ensure that people are treated fairly. Explain that a constitution and laws describe the rules and beliefs that a community wants to follow in all of its activities. Reinforce the purpose of a constitution by explaining to students that countries, groups, and organizations write constitutions so that all of their citizens and members understand the “contract” that the leaders and the government have agreed to make with the citizens and group members. A constitution or contract explains the structure, organization, and purpose of the government, defines the role of each citizen, and ensures justice, reduces abuses of authority, and explains the powers of each member of government. Stop periodically during this section of the lesson to allow for students’ questions, comments, examples, and to check for understanding. Ask students to think about any examples of contracts, rules, or constitutions they can think of from their own lives and the organizations to which they belong.

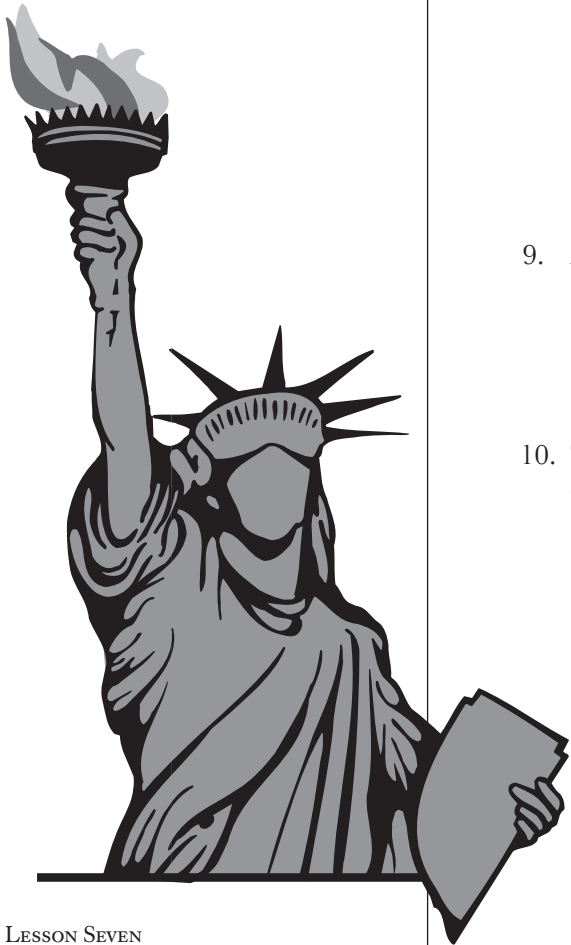
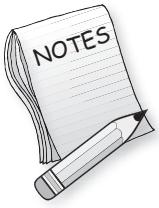


Liberty and Justice FOR ALL

2. **SEARCHLIGHT:** Be on the lookout for students who respond to this discussion with examples and reasons that suggest an advanced understanding and appreciation for the purpose, process, and structure of a constitution. These students may become appropriate candidates for the AID activity listed below.
3. Distribute the Ant Constitution (BLM7i) to students. Tell them that if the leaf cutter ants could have created their own constitution, it might look a lot like this one. Explain that the “Articles” of the Ant Constitution were created based upon the actions of the leafcutter ants in the story *Crickwing*.
4. Explain to students (if needed) that people frequently read information and then draw a conclusion based upon the information that they read. They look at details, facts, statistics, and other information, and then they think about it. As they’re thinking about the information that they just read, they put it together with what they already know about the topics. By gathering information from a text and from their own experience, they can draw a conclusion: an inference or judgment that may not be written by the author, but that the author intends for the reader to understand. You might give an example: if they were to read a list of books that a friend of theirs has read, they might draw the conclusion that their friend likes only a certain type of book. Or they might draw the conclusion that their friend likes to read a variety of books. (deductive reasoning)
5. Divide the class into groups of three to five students. Tell them that they are to read the Ant Constitution (BLM7i) and discover the type of information that a constitution contains. (This will require that they think inductively, examining the details to arrive at a more general conclusion.) They should write down two to four sentences to share with the whole class when called upon to do so. They are looking at the specifics of the constitution to draw conclusions about its contents. Some logical conclusions may include that the constitution is about the government; it concerns the powers of the Queen; it separates the colony into the leader and the followers; it is written by the ants of the colony. If necessary use BLM7iii as a graphic organizer to structure students’ examination of the text.



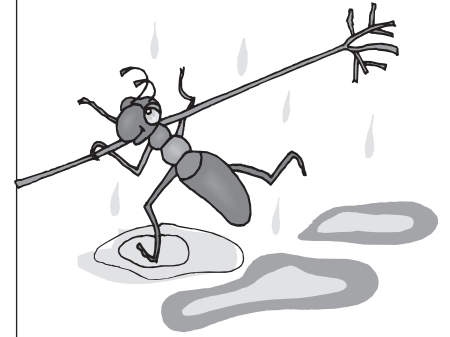
GOVERNMENT: THE TEAMWORK OF DEMOCRACY



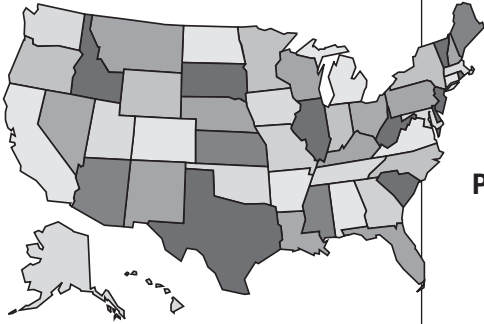
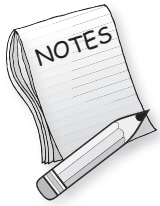
6. Share the conclusions each group has recorded. If a conclusion seems a bit unlikely, ask the students in that group to explain their reasoning: what information in the constitution led them to that conclusion? (AID) How are the articles similar to one another? If students had to add another article, what might it say?
7. Tell students that the United States has a constitution. What would they expect in the contents of this constitution? The purpose of this discussion is only to establish that the United States has a constitution that is similar to that of the ants: that we have a document that defines the structure and limitations of our government.
8. Distribute a copy of the Ants' Bill of Rights (BLM7ii) to each student. Working in the same groups as earlier, students should discuss and take notes on the following:
 - What is the purpose of a Bill of Rights? (Purpose)
 - Why is the Bill of Rights important to the ant colony? (Importance)
 - What might happen without a Bill of Rights? (Possibility)
9. As a whole class, discuss the findings of each group concerning the Bill of Rights. It is helpful to record this information on a chart on the blackboard, on a transparency, or on chart paper. Record student answers under the headings: Purpose, Importance, and Possibility.
10. Tell students that you are going to read another story to them about the way a group of judges, the Supreme Court justices, preserve and protect the Constitution of the United States. Read the picture book, *Marshall, the Courthouse Mouse: A Tail of the U. S. Supreme Court*.

Liberty and Justice FOR ALL

11. Following the read aloud, discuss the concept of fairness that the judges of the book utilized. Be sure that this discussion highlights the idea that the law that is made must be fair (or just) for all. Return to the proposal of the cheese for each day and help students to understand why it would limit a mouse's freedom to have to follow this law. Draw a comparison among the Ant Bill of Rights, the Mouse Bill of Rights, and the Bill of Rights for the United States. Tell them that we, like the mice in the story, have rights that should not be taken away by any laws that the United States passes. We do not want special privileges for some of the citizens but not for others.
12. At this point, if the AID extension activity has been completed, ask that the student(s) completing it share the information they have found concerning the Bill of Rights with the rest of the class.
13. Make a comparison between a country and a classroom, a national government and a classroom government.
14. Create small groups of children within the classroom (approximately four to six children per group). Tell them to create a Classroom Bill of Rights that establishes the freedoms for the group.
15. (AID): Create a Classroom Constitution that establishes the government of the classroom. Once completed, you may want to have the children vote whether to accept it. They may test the Constitution with the "Cheese Law" from the read aloud, i.e., the cheese law interfered with the mice's freedom to choose what they wanted to eat; justices could not keep the law because they could not take away the mice's right given in their Bill of Rights.
16. Review each group's Classroom Bill of Rights to be sure that these freedoms are reasonable.
17. Students may want to create posters of the Classroom Bill of Rights that they have created.
18. Conduct a "Fairest of All" event in the classroom. Invite special guests (other teacher, administrators, librarians, etc.) to judge the fairness of classroom



GOVERNMENT: THE TEAMWORK OF DEMOCRACY



Constitutions and Bills of Rights. Feature the “fairest of all” Constitution and Bill of Rights prominently on the walls of the classroom. Decide if these will be supported by the classroom for the remainder of the school year.

Products and Assignments

- Classroom Constitution(AID)
- Classroom Bill of Rights

Extension Activities

Find information about the Constitution of the United States and the Bill of Rights (such as its date of creation, its authors, its purpose, its content) on the Internet. Share with the rest of the class (AID). This information may be presented to the remainder of the class during the appropriate time during the Teaching and Learning Activities above. Students may want to create posters of the Classroom Constitutions they have created. (Practice) If the teacher sees the benefit of extending these concepts and principles to a long term classroom-based government, the class may work together to design a year long structure that provides a legislative (town council) and a judicial (circuit court) branch to the classroom government. Of course, the teacher will serve as the executive branch. The class citizens will also have to plan and decide upon voting, representation, and taxation. Consult Interact Company, teachinteract.com (1-800-359-0961), for Classroom City as a reference for this simulation.

Post Assessment (10 minutes)

Distribute a copy of BLM7ab, What Do I Know About...? to each student. Tell them to fill in the concept map to the best of their ability. You may prompt them by saying, “Think about our recent activities. You completed this map ___ days ago. I want you to complete it once again, thinking very carefully about what you now know that you may not have known before.” You will be looking for growth between the pre and the post assessment.

Debriefing and Reflection Opportunities

The fifty states of the United States all have similar goals. Think of what might happen if one or more of our states did not want the same freedoms and rights as the rest of the states. Discuss the possibilities.

Bill of Rights

Amendment 1

The Queen of the Colony of Leafcutter Ants shall make no law that will remove the freedom of speech or the right of the worker citizens to assemble peacefully, and to ask the Queen to consider their requests.

Amendment 2

All citizens of the Colony of Leafcutter Ants shall maintain the right to pursue work for the colony as long as they shall be able.

Amendment 3

All citizens of the Colony of Leafcutter Ants shall maintain the right to a reasonable portion of the food harvested for the good of the Colony and brought to the Queen.

Amendment 4

Soldiers of Leafcutter Ants may be assembled, if necessary and at the request of the Queen. These soldiers will have the right to defend themselves against harm.

Amendment 5

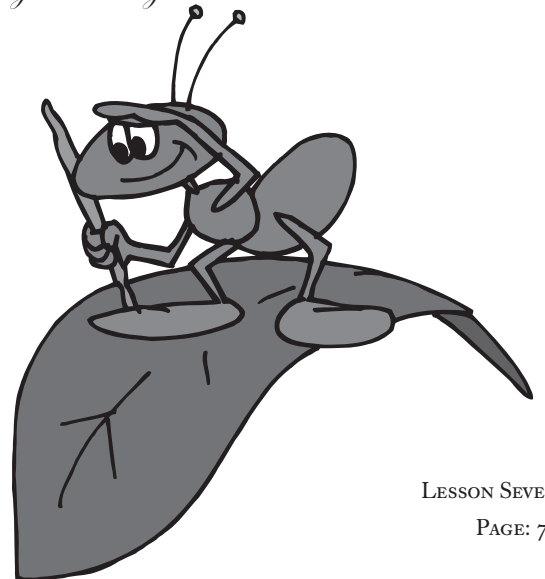
No one will be seized or held against his will unless he has threatened the peace or safety of the Colony of Leafcutter Ants or unless ordered by the Queen of the Colony.

Amendment 6

Worker citizens of the Colony of Leafcutter Ants are entitled to the right to be protected by the Queen or her appointed soldiers.

Amendment 7

Worker citizens of the Colony of Leafcutter Ants have the right to celebrate any holiday declared by the Colony. These celebrations may include feasts, parades, and other festivities planned by the Colony.



GOVERNMENT: THE TEAMWORK OF DEMOCRACY

Ant Constitution

We, the leafcutter ants, in order to create a great colony, to make justice, to guarantee peace, to provide for our protection, to promote general safety, and secure freedom for our future and ourselves do create this Constitution for the Colony of Leafcutter Ants.

Article 1

This Constitution establishes as the leader of our colony the Queen Leafcutter Ant. Those who are not the Queen shall be known as the worker citizens of the colony.

Article 2

This Constitution gives all power to rule over the citizens to the Queen Leafcutter Ant. All worker citizen ants of this colony will support the Queen as head. If they should not support her, their actions may be considered disloyal, and they will be punished.

Article 3

The Constitution shall set the powers of the Queen Leafcutter Ant:

- *The Queen may use any means necessary to assure that the worker citizens provide the colony and its leader with sufficient food. She may also set limits for the food needed.*
- *The Queen has the authority to call all worker citizens to a meeting for the good of the colony.*
- *The Queen has the authority to order punishment for crimes against the colony, including disloyal actions of worker citizens as well as threats to our peace from citizens of other colonies.*
- *The Queen may declare war.*
- *The Queen may grant permission to join our colony to citizens from other colonies who give up their citizenship.*
- *The Queen has the authority to order that worker citizens support her efforts to make peace with other colonies. This may include, but is not restricted to, peace offerings to the army ant colony.*
- *The Queen may declare a holiday. This day will be celebrated throughout the Colony of Leafcutter Ants.*

Signed by the Colony of Leafcutter Ants

Eartha

Rocky

Terra

Gravel

BLM7iii

| The Big Components in the Ant Bill of Rights | An Example of a Detail from this Component | Purpose for this component |
|---|---|-----------------------------------|
| | | |

What Do I Know About...?

Name _____ Date _____

The United States
Constitution



Definition



Purpose



The Bill of Rights



Definition



Purpose



BLM7ab

“Curriculum Map”

Content Map: Javits Curriculum Unit
Author: Yvette Cain
Curriculum map: The Teamwork of Democracy
Grade Level 2-3

| Major Principles and Generalizations | Time Allocation and Parallel | Minor Principles and Generalizations | Concepts | Skills | Themes | Guiding Questions |
|--|---|--|---|---|-------------|--|
| 1. People who share goals that cannot be reached by an individual alone create an organized government to help its citizens reach those goals. | CORE 2 hours | A democratic community chooses trusted individuals to lead them toward common goals. | <ul style="list-style-type: none"> • Government • Citizens • Community • Goal/common goal • Individual • Democracy • Trust • Leader | <ul style="list-style-type: none"> • Listen • Make connections • Brainstorm • Understand cause/effect • Plan | Teamwork | <ul style="list-style-type: none"> • What is a community? • What is government? • What is a democracy? |
| 2. The United States has three major kinds of communities: national, state, and local. | CORE/ AID 2 hours | <ul style="list-style-type: none"> • Each type of community has its own government structure. • Each government is responsible for its citizens. | <ul style="list-style-type: none"> • Nation • State • City / Town • Responsibility | <ul style="list-style-type: none"> • Find and record data • Categorize information • Locate and label places on a map | Teamwork | <ul style="list-style-type: none"> • What is an example of how one community can influence another community? • What is the order by size of the communities of our nation, state, and town/city? • How is membership in each of these three communities (national, state, and local) determined? |
| 3. Government leaders and their followers have clear roles. | CORE/ AID 3 hours 55 minutes | The President, governor and mayors are leaders for the nation, states, and local communities, respectively. | <ul style="list-style-type: none"> • Leaders • Governors • President • Mayor • Role | <ul style="list-style-type: none"> • Categorize information • Find Patterns • Define roles • Compare • See relationships • Make connections | Teamwork | <ul style="list-style-type: none"> • What is the relationship between the governor and the governed? |
| 4. National, state, and local governments provide different services to each citizenry. | CORE/ AID 4 hours | Groups within government cooperate in order to provide services to citizens. | <ul style="list-style-type: none"> • Choice • Relationship • Cooperation • Services | <ul style="list-style-type: none"> • Develop questions • Understand cause/effect • Categorize • See relationships • Label maps • Brainstorm | Cooperation | <ul style="list-style-type: none"> • How do national, state, and local governments help one another? • What do we know about some services provided by the government? |

| Major Principles and Generalizations | Time Allocation and Parallel | Minor Principles and Generalizations | Concepts | Skills | Themes | Guiding Questions |
|---|---|--|---|--|---------------------------------|---|
| 5. The needs and interests of each community determine the services that are provided. | CORE/ AID 2 hours 30 minutes | | <ul style="list-style-type: none"> • Needs • Interests • Resources • Talents | <ul style="list-style-type: none"> • Develop questions • Practice problem-solving • Research and record information • Compare and contrast | Cooperation | <ul style="list-style-type: none"> • What are some services in your community? |
| 6. Tax dollars are used to pay for community services. | CORE 2 hours 30 minutes | By law, citizens must pay taxes to their government based on their ability to pay. | <ul style="list-style-type: none"> • Tax • Taxation • Ability to pay • Law • Government | <ul style="list-style-type: none"> • Discuss • See relationships • Determine cause/effect • Make decisions • Prioritize • Solve problems | Responsibility and Consequences | <ul style="list-style-type: none"> • What is a law • What is a tax? • Why do we pay taxes? |
| 7. In order to keep peace, and be safe, citizens and their leaders make and obey rules or laws. | CORE/ AID/ PRACTICE 3 hours | The laws of a government affect its citizens' actions and should be fair for all. | <ul style="list-style-type: none"> • Fairness • Justice • Fairness • Constitution • Bill of Rights • Protection • Plan • Organization | <ul style="list-style-type: none"> • Make connections • Problem-solve • Evaluate • Make decisions • Determine the importance of information • Draw conclusions | Fairness | <ul style="list-style-type: none"> • What are some ways that our government protects its citizens? |

“Materials and Resources List”

| Lesson | Primary Materials | Books | Additional Materials (Supplied by Teacher) |
|--------|--|--|--|
| 1 | Chart paper (1 pad), writing journal pads (30) | <i>Big Pumpkin</i> | |
| 2 | Map of the United States, writing journal pads | | Selection of newspapers and magazines |
| 3 | Pictures of the President of the United States, Governor of Connecticut, town or city mayor, chart paper, sets of markers (12), writing journal pads | <i>Arthur's Computer Disaster</i> <i>Woodrow, the White House Mouse</i> | |
| 4 | Writing journal pads, chart paper, markers | | |
| 5 | Chart paper, markers | <i>Crickwing</i> | References about community resources such as school flyers, bus schedules, information on parks/recreation (see local library as a good resource for these handouts) |
| 6 | Markers, chart paper, 200 colored tiles, journal pads | | |
| 7 | Writing journal pads | <i>Marshall, the Courthouse Mouse: A Tail of the U. S. Supreme Court</i> | |

