

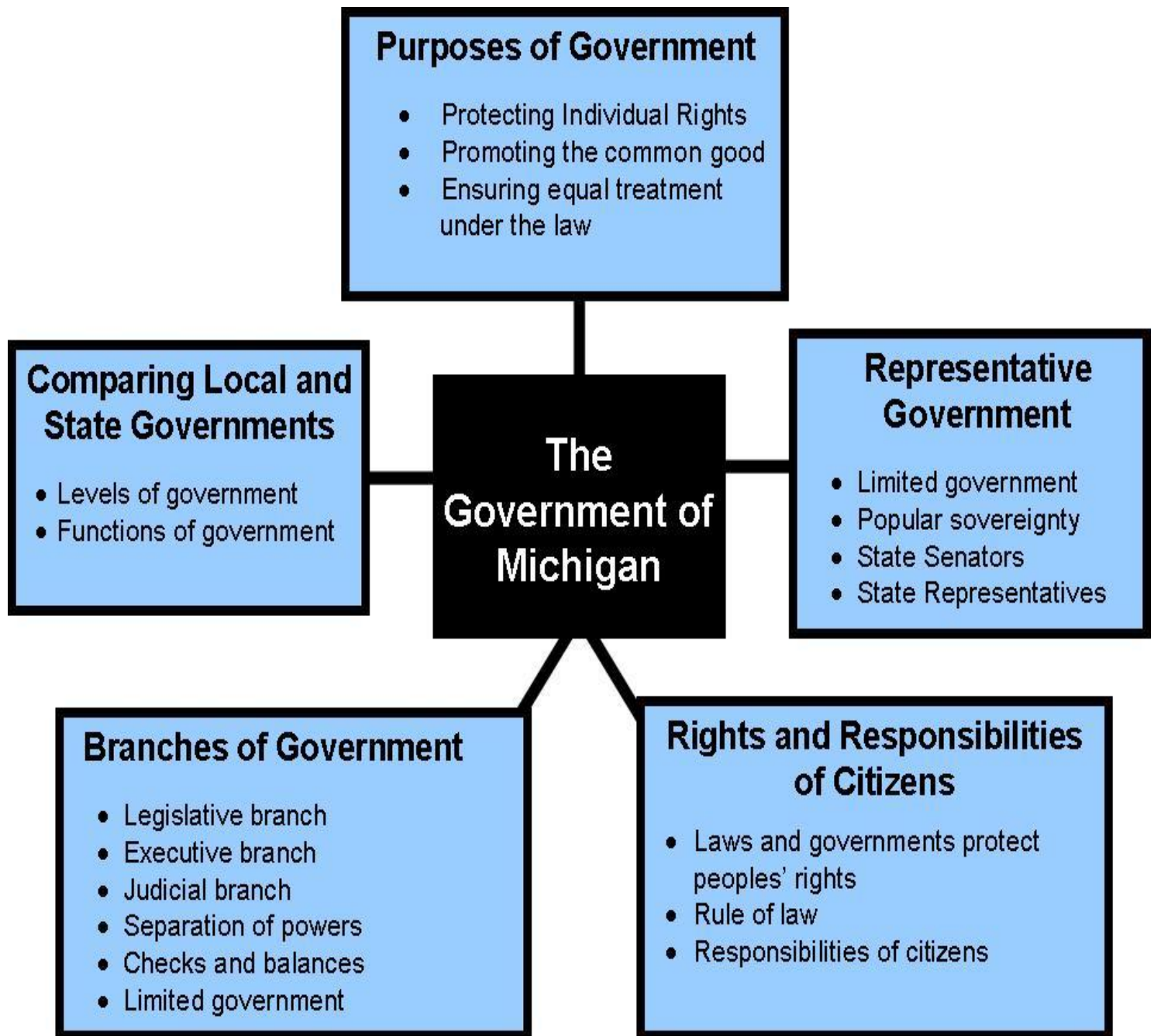
Third Grade Social Studies: Michigan Studies

Unit 5: The Government of Michigan

Big Picture Graphic

<p>Overarching Question:</p> <p>How has the government in Michigan responded to the needs of people as Michigan has grown?</p>		
<p>Previous Unit:</p> <p>The Growth of Michigan</p>	<p>This Unit:</p> <p>The Government of Michigan</p>	<p>Next Unit:</p> <p>Public Issues Facing Michigan Citizens</p>
<p>Questions To Focus Assessment and Instruction:</p> <ol style="list-style-type: none"> 1. Why do the people in the state of Michigan need a government? 2. How is our state government organized? 3. What are some important rights and responsibilities of Michigan citizens? 		<p><u>Types of Thinking</u></p> <p>Compare/Contrast Description</p>

Graphic Organizer



Unit Abstract:

In this unit students extend their civic perspective from second grade local government to state government. They begin with an examination of the purposes of government and ways in which the government of Michigan works to fulfill those purposes. By exploring the concept of representative government, students learn how the power of government resides with the people. They build upon their knowledge of local government and community by distinguishing the roles of state government from local government and explore why state governments are needed. By learning about the Michigan Constitution, students are introduced to the concept of limited government. An understanding of limited government is further enriched through an exploration of how the powers of government are separated among the branches in state government. Students then explore the judicial branch by examining ways courts function to resolve conflict. Finally, students consider important rights and responsibilities of citizenship.

Focus Questions

1. Why do the people in the state of Michigan need a government?
2. How is our state government organized?
3. What are some important rights and responsibilities of Michigan citizens?

Content Expectations

- 3- C1.0.1: Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).
- 3- C2.0.1: Describe how Michigan state government reflects the principle of representative government.
- 3 - C3.0.1: Distinguish between the roles of state and local government.
- 3 - C3.0.3: Identify the three branches of state government in Michigan and the powers of each.
- 3 - C3.0.4: Explain how state courts function to resolve conflict.
- 3 - C3.0.5: Describe the purpose of the Michigan Constitution.
- 3 - C5.0.1: Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Key Concepts

constitution
government
legislative, executive, and judicial branches
levels of government
limited government
public issues
representative government
responsibilities of citizenship
rights of citizens

Duration

6 weeks

Lesson Sequence

Lesson 1: Why Do People Need Governments?

Lesson 2: What is Representative Government?

Lesson 3: How does State Government Differ from Local Government?

Lesson 4: What is the Purpose of the Michigan Constitution?

Lesson 5: How is the Government of Michigan Organized?

Lesson 6: How Do Courts Function to Resolve Conflict?

Lesson 7: What are the Rights and Responsibilities of Michigan Citizens?

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Overhead Projector or Document Camera and Projector

Student Resource

Find a Representative. House of Representatives. 11 March 2010

<http://house.michigan.gov/find_a_rep.asp>.

**How a Bill Becomes a Law.* MI Kids. 11 March 2010 <http://www.michigan.gov/mikids/0,1607,7-163-15942_20095---,00.html>.

**The Michigan Senate.* Michigan Senate. 11 March 2010 <<http://www.senate.michigan.gov>>. (Click on Kid's Page tab at top).

Welcome to the Michigan Senate. Find Your Senator. Michigan Senate. 11 March 2010

<<http://www.senate.michigan.gov/SenatorInfo/find-your-senator.htm>>.

* Although not used in the lessons for this unit, these resources are included to provide meaningful options for teachers.

Teacher Resource

- **Constitution of the State of Michigan of 1963*. Michigan Legislature. 11 March 2010
<<http://www.michiganlegislature.org/documents/publications/manual/2001-2002/2001-mm-0070-0115-MICon.pdf>>.
 - **The Judicial Branch*. State of Michigan Website. 11 March 2010
<http://www.michigan.gov/som/0,1607,7-192-29701_29703---,00.html>.
 - **Michigan's Executive Branch*. State of Michigan Website. 11 March 2010
<http://michigan.gov/som/0,1607,7-192-29701_29702---,00.html>.
 - **Michigan House of Representatives*. 11 March 2010 <<http://house.michigan.gov/>>.
 - **Michigan Laws*. Michigan Legislature. 11 March 2010 <<http://www.michiganlegislature.org/>>.
 - Mock Trials*. Available for purchase from the American Bar Association. 11 March 2010
<<http://www.abanet.org/publiced/mocktrials.html>>.
 - Welcome to the Michigan Senate*. Michigan Senate. 11 March 2010
<<http://www.senate.michigan.gov/>>.
- Resources for Further Professional Knowledge
- A Citizen's Guide to State Government*. 2003-2004 Michigan Legislature. 11 March 2010
<<http://www.michiganlegislature.org/documents/publications/citizensguide.pdf>>.
 - Chapter 2: About State Government*. Michigan in Brief website. 11 March 2010
<<http://www.michiganinbrief.org/edition06/text/intro/chap-2.htm>>.

* Although not used in the lessons for this unit, these resources are included to provide meaningful options for teachers.

Instructional Organization

Lesson 1: Why Do People Need Governments?

Content Expectations:

3 - C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

Key Concept: government

Abstract: This lesson expands on students' understanding of the concept of government which was introduced in grade 2. It begins with a small group activity where students explore what a community would be like without a government. After examining some of the important purposes of government, students study specific ways the Michigan state government works to fulfill these purposes.

Lesson 2: What is Representative Government?

Content Expectations:

3 - C2.0.1 Describe how Michigan state government reflects the principle of representative government.

Key Concept: representative government

Abstract: This lesson builds on Lesson 1 and introduces students to the concept of representative government. Through a brief introduction to the concept of a republic, students learn that in our system of government, the power resides with the people. During the lesson, students identify their state representative and state senator.

Lesson 3: How does State Government Differ from Local Government?

Content Expectations:

3- C3.0.1 Distinguish between the roles of state and local government.

Key Concept: levels of government

Abstract: This lesson serves as an introduction to the concept of levels of government. It begins with a review of the purposes of government. Students then explore the similarities and differences of state and local governments. Finally, they draw conclusions as to why state governments are needed.

Lesson 4: What is the Purpose of the Michigan Constitution?

Content Expectations:

3 - C3.0.5 Describe the purpose of the Michigan Constitution.

Key Concepts: constitution, limited government

Abstract: This lesson introduces students to the concept of limited government. Students are introduced to the Constitution as a written plan of government. Students explore how our state constitution limits the power of government. As well, students learn that the Constitution describes rights of citizens.

Lesson 5: How is the Government of Michigan Organized?

Content Expectations:

3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

Key Concepts: legislative, executive, and judicial branches, limited government

Abstract: In this lesson, students explore how the Michigan constitution limits the power of government by separating power. Students begin by creating a graphic organizer illustrating the organization of their local government. Students then examine how power is separated among the three branches of Michigan government and construct an organizer illustrating the branches. As an optional activity, students apply examples from newspapers as they analyze the functions and powers of each branch.

Lesson 6: How Do Courts Function to Resolve Conflict?

Content Expectations:

3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

3 - C3.0.4 Explain how state courts function to resolve conflict.

Key Concepts: judicial branch

Abstract: In this lesson, students deepen their understanding of the judicial branch of the Michigan government and explore how courts work to resolve conflict. The civic responsibility of serving on a jury is addressed and launches the subsequent lesson on rights and responsibilities of citizens. The lesson includes an optional mock trial.

Lesson 7: What are the Rights and Responsibilities of Michigan Citizens?

Content Expectations:

3 - C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Key Concepts: rights of citizens, responsibilities of citizenship

Abstract: This lesson explores some of the rights of citizens such as freedom of expression, freedom of religion, and the right to vote. After students brainstorm a list of rights, they discuss how laws and governments protect people's rights and how rights come with responsibilities. The lesson concludes with students creating a visual depiction of some of the rights and responsibilities of Michigan citizens.

DRAFT

Lesson 1: Why Do People Need Governments?

Big Ideas of the Lesson

People need governments for many reasons.

Governments keep people safe, make laws, and provide services.

Governments look out for the common good and also protect individual rights.

Governments help to solve problems.

To carry out some purposes of government, the state government of Michigan provides many things like State Police, State Parks, and State Roads.

Lesson Abstract:

This lesson expands on students' understanding of the concept of government which was introduced in grade 2. It begins with a small group activity where students explore what a community would be like without a government. After examining some of the important purposes of government, students study specific ways the Michigan state government works to fulfill these purposes.

Content Expectations

3 - C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

Key Concept

government

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student journal or notebook

Student Resource

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. 321-324.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 1)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

Lesson Sequence

Divide students into small groups and assign a recorder for each group. Give each group a copy of the “Group Activity Sheet,” located in the *Supplemental Materials (Unit 5, Lesson 1)*. Tell students to read and discuss the paragraph about the people on the island of Westler. Then, tell them to write answers to the two questions on the sheet. Give groups time to finish the activity.

Ask groups to share their responses to the first question and discuss the responses. Note that possible answers include that nobody is in charge on the island of Westler, there are no laws on the island, and nobody cares about other people’s rights. Then, discuss student responses to the second question. Possible answers include that the people could elect a leader to be in charge and that the people could make some laws. Ask students to think of some laws that Westler needs right away. Possible answers include driving laws and stealing laws.

Use Word Card #1, located in the *Supplemental Materials (Unit 5, Lesson 1)* to discuss with students the idea that Westler is a place without a government. Nobody is in charge and there are no laws so people do what they want. Ask students to think about what their school would be like if no one was in charge. Discuss student ideas. Possible answers include that students would be getting hurt, that the school would be unsafe, and that there would be a lot of arguments. Ask students to make a list of people who are in charge of different things at a school. Possible answers include the principal, the teachers, the bus drivers, etc.

Display the Lesson Graphic Organizer and give students a copy of the organizer to use for reference. Use the following list and corresponding questions along with the Lesson Graphic Organizer to discuss some of the reasons people form governments. Note that these purposes of government were explored in Unit 3 of Grade 2.

Governments make and enforce laws. (Why do we need laws?)

Governments help solve problems. (What types of problems might a community government help solve?)

Governments provide safety. (How might laws help keep people safe?)

Governments look out for the common good. (What is the common good? Use Word Card # 2 after discussing the term.)

Governments try to protect individual rights. (What is an example of a right Americans have? Use Word Card #3 after discussing the term.)

Governments provide services like road repair. (What other kind of services do governments provide? Use Word Card # 4 to introduce the term ‘public services’ after you discuss services in general)

Remind students that communities, states, and countries have governments.

Ask students if they recall learning about community governments in second grade. Using Word Card #5, explain to students that in this unit, they will learn about the government of the state of Michigan.

Explain that the government of Michigan does different things to carry out the purposes of government. Explain the term 'purposes' and relate the term to the phrase 'reasons people need governments.' Display the photographs and logo relating to the "Michigan State Police," located in the *Supplemental Materials (Unit 5, Lesson 1)*. Explain that community governments provide local police and the state government of Michigan provides the State Police. Referring students to the lesson graphic organizer on purposes of government, ask them to identify which purposes are being fulfilled by the State Police. Discuss student responses. Guide students in understanding that the State Police can help the government of Michigan fulfill all six of the purposes of government described on the organizer. Discuss how this is true using the following information:

The State Police help keep people safe.

The State Police help enforce laws.

The State Police are a service the state government provides.

The State Police can help solve problems in the state such as too many people speeding on roads.

The State Police work for everybody in the state not just a few people. In this way the state government is looking out for the common good.

The State Police try to protect people's rights. For example, they can investigate when someone's property has been stolen.

Place students in pairs and give each pair a copy of the "How the Government of Michigan Carries Out the Purposes of Government" chart, located in the *Supplemental Materials (Unit 5, Lesson 1)*. Read over the descriptions of five things the state government has done or is currently doing. Explain that pairs should use the lesson graphic organizer to identify a purpose of government being fulfilled by each state action. Note that a "Completed Chart" with sample answers has been included in the *Supplemental Materials (Unit 5, Lesson 1)* for you to use for reference.

Give pairs time to work and then discuss each of the five state governmental actions and the purposes of government students connected to each action.

Note that this lesson can be supplemented with pages 321-324 of *Meet Michigan* or a similar selection from another textbook about Michigan.

As a culminating activity, you may wish to ask students to choose and complete one of the following projects:

Create a poster explaining in words and pictures why government is important.

Draw a cartoon illustrating a community or state without a government

and laws.

Write a story describing a community without a government.

Find a newspaper article showing how the government of Michigan is fulfilling a purpose of government and share it with the class.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 1)* in which students demonstrate what they have learned in the lesson by describing a community without government, identifying purposes of government, and using a Word Bank to complete sentences about government. The projects created in Step 10 can also be used as an assessment.

3rd Grade Michigan Studies

SS030501

Unit 5: The Government of Michigan

Lesson 1

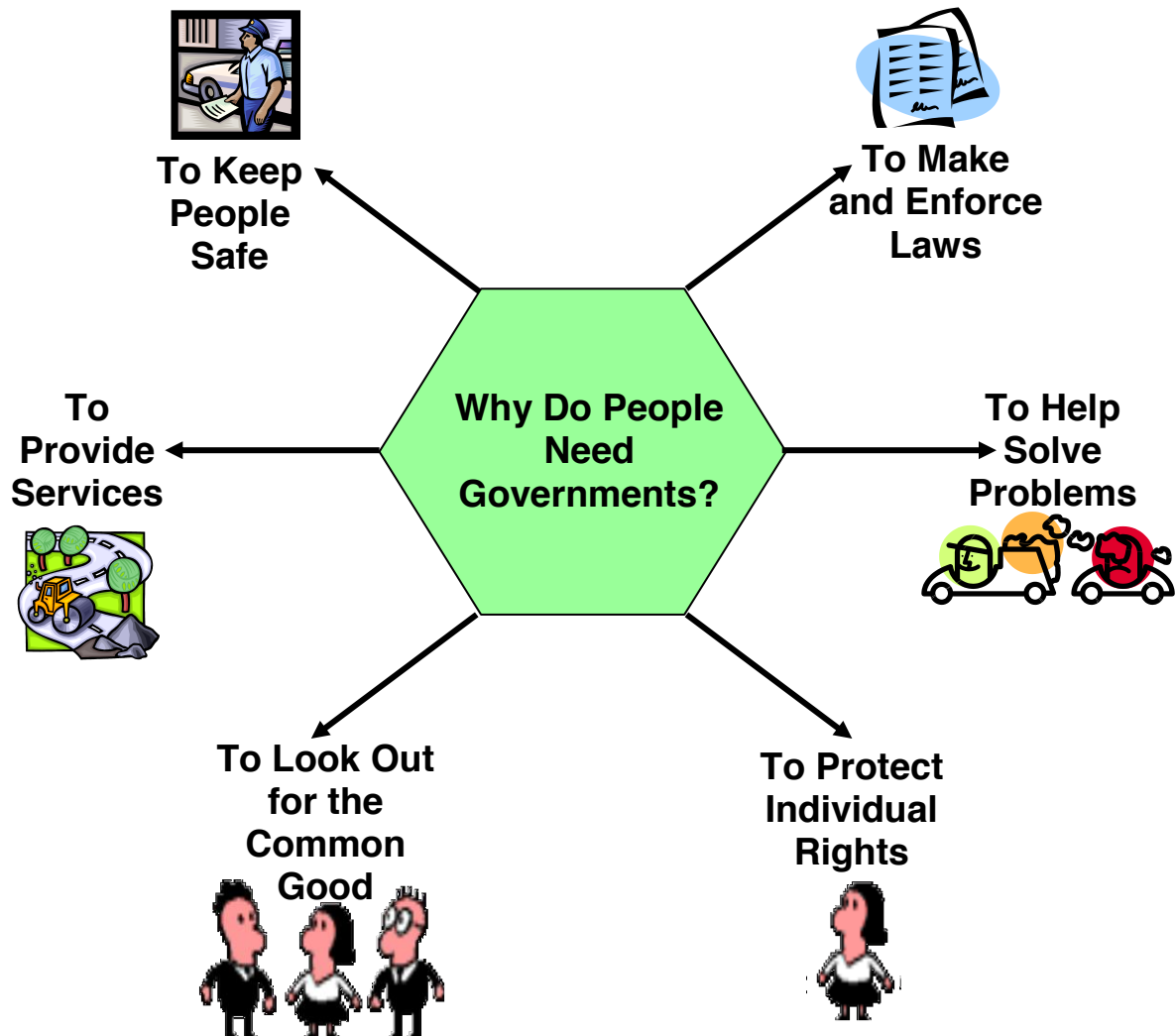
Michigan Citizenship Collaborative Curriculum

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HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 23, 2010

Graphic Organizer








Big Ideas Card

Big Ideas of Lesson 1, Unit 5

- People need governments for many reasons.
- Governments keep people safe, make laws, and provide services.
- Governments look out for the common good and also protect individual rights.
- Governments also help to solve problems.
- To carry some purposes of government, the state government of Michigan provides many things like State Police, State Parks, and State Roads.

Word Cards

<p>1 government</p>  <p>a system of laws and leaders that helps keeps people safe and protects their rights</p> <p>Example: Cities, states, and countries all have a government.</p> <p>(SS030501)</p>	<p>2 the common good</p>  <p>people working together for the benefit of everybody</p> <p>Example: When governments provide services like fixing roads they are looking out for the common good.</p> <p>(SS320501)</p>
<p>3 individual rights</p>  <p>things one person is entitled to have or to do</p> <p>Example: You have the right to own property. You have the right to speak freely.</p> <p>(SS030501)</p>	<p>4 public services</p>  <p>things that a government does for people</p> <p>Example: The government of Michigan provides public services like state police and road repair.</p> <p>(SS030501)</p>
<p>5 state government</p>  <p>the government of one of the fifty states</p> <p>Example: The state government of Michigan is centered in Lansing.</p> <p>(SS030501)</p>	

GROUP ACTIVITY SHEET

There were about 400 people living on the island of Westler. They were having lots of problems. People did whatever they wanted. If one family liked the lawn furniture of another family, they just took it. Rich families pushed poor families around. People drove as fast as they wanted and were always running into each other. People argued over everything. Most of the arguments ended in fights. Nobody felt safe on the island.

Questions:






How would you describe the main problem on the island of Westler?

What could be done to solve the problem?






Michigan State Police



How the Government of Michigan Carries out the Purposes of Government

	Purpose of Government
<p>There are many state parks run by the government of Michigan</p> 	
<p>The government of Michigan made a law to fine people who pollute rivers in Michigan.</p> 	
<p>There are many state roads that are repaired by the government of Michigan.</p> 	
<p>The state government of Michigan runs a State Library that all people in Michigan can use.</p> 	
<p>The Mackinac Bridge was built by the government of Michigan.</p> 	

How the Government of Michigan Carries out the Purposes of Government – *Sample Answers*

	Purpose of Government
<p>There are many state parks run by the government of Michigan</p> 	<ul style="list-style-type: none"> • <i>To provide services</i> • <i>To look out for the common good</i>
<p>The government of Michigan made a law to fine people who pollute rivers in Michigan.</p> 	<ul style="list-style-type: none"> • <i>To make laws</i> • <i>To keep people safe</i> • <i>To help solve problems</i>
<p>There are many state roads that are repaired by the government of Michigan.</p> 	<ul style="list-style-type: none"> • <i>To provide services</i> • <i>To keep people safe</i> • <i>To look out for the common good</i>
<p>The state government of Michigan runs a State Library that all people in Michigan can use.</p> 	<ul style="list-style-type: none"> • <i>To provide services</i> • <i>To look out for the common good</i>
<p>The Mackinac Bridge was built by the government of Michigan.</p> 	<ul style="list-style-type: none"> • <i>To provide services</i> • <i>To look out for the common good</i> • <i>To help solve problems</i>

Lesson Assessment

How would you describe a community without laws and a government?	
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Describe one purpose of government and one way the government of Michigan carries out that purpose:

One Purpose of Government	One way the government of Michigan carries out that purpose

Use the words in the Word Bank to fill in the blanks in these sentences:

1. _____ is a system of _____ and leaders that helps keep people _____ and protects their individual _____.
2. Governments look out for the common _____ and try to protect _____ rights.

<u>WORD BANK</u>		
good	laws	government
safe	rights	individual

Lesson Assessment – Sample Answers

How would you describe a community without laws and a government?	<i>unsafe, unhappy, a bad place to live in, a place with a lot of arguments, a place with a lot of fights, a place with a lot of mad people</i>
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Describe one purpose of government and one way the government of Michigan carries out that purpose:

One Purpose of Government	One way the government of Michigan carries out that purpose
<i>To keep people safe</i>	<i>The State Police</i>
<i>To provide services</i>	<i>State Parks</i>
<i>To make laws</i>	<i>A state law about pollution</i>

Use the words in the Word Bank to fill in the blanks in these sentences:

1. Government is a system of laws and leaders that helps keep people safe and protects their individual rights.
2. Governments look out for the common good and try to protect individual rights.

<u>WORD BANK</u>		
good	laws	government
safe	rights	services

Lesson 2: What is Representative Government?

Big Ideas of the Lesson

Our government is a republic.
In a republic power is held by the people.
The people give power to leaders who they elect to represent them. This is called representative government.
If the representatives don't do their job well, the people will not re-elect them.
Representatives and Senators represent people in the Michigan government.

Lesson Abstract:

This lesson builds on Lesson 1 and introduces students to the concept of representative government. Through a brief introduction to the concept of a republic, students learn that in our system of government, the power resides with the people. During the lesson, students identify their state representative and state senator.

Content Expectations

3 - C2.0.1 Describe how Michigan state government reflects the principle of representative government.

Key Concept

representative government

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student journal or notebook

Student Resource

Find a Representative. House of Representatives. 11 March 2010 < HYPERLINK "http://house.michigan.gov/find_a_rep.asp" http://house.michigan.gov/find_a_rep.asp>.

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. 331-333.

Welcome to the Michigan Senate. Find Your Senator. Michigan Senate. 11 March

2010 < HYPERLINK "http://www.senate.michigan.gov/SenatorInfo/find-your-senator.htm" <http://www.senate.michigan.gov/SenatorInfo/find-your-senator.htm>>.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 2)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

Lesson Sequence

Review the problems of the island of Westler which were described in Lesson 1. Remind students that Westler lacked laws and a government. Then, share the following scenario with students: The people of Westler decided to form a government to make the island a safer place. They decided all the adults would become the government. This meant the government would be made up of about 250 people. They would meet to make laws. They would also meet to solve problems.

Ask students why they think all the adults wanted to be part of the government. Discuss student responses. Note that possible answers include that they all wanted a voice in their government, that they were afraid that putting one or two people in charge of the government might give those people too much power, and that they wanted to make sure they were all part of making laws and decisions.

Ask students to work with a partner to think of possible problems that might result from the plan to have all the adults of Westler become the government. Give students time to work with their partners if students are struggling, ask them to think about what would happen if ALL students in the school had to meet to make school rules. Explain that the problems may be similar. Next, have them share their ideas in the large group as you make a list on chart paper. Note that possible answers include:

Every time the government met, all the adults would have to be at the meeting. What would happen to all the children?

There would be a lot of people at government meetings. It would probably be hard to make decisions with such a large group.

It would take a big meeting room for meetings. It might be hard to hear people give their ideas in a big room.

It would probably be hard to run a meeting with so many people. It would be hard to get people's attention.

If there were a lot of problems to solve, the government might have to meet for a long time (many days). What would happen to the jobs that people had if they had to spend a lot of time at government meetings?

Explain that just like the people of Westler, Americans decided long ago that the power of government should be in the hands of the people. Using Word Card #6, introduce the term 'republic' and explain that in this form of

government, people hold the power. Ask students where they have heard this term before. Discuss student responses. Guide them in understanding that the term 'republic' is an important part of the Pledge of Allegiance.

Display the "Pledge of Allegiance", located in the *Supplemental Materials (Unit 5, Lesson 2)*, and have students recite the Pledge. Remind students that they studied about the Pledge in second grade. Use these questions to review what they learned:

What is a 'pledge'?

What does the flag symbolize, or stand for?

What are people promising when they say the pledge?

Point out the term 'republic' in the Pledge. Explain that just as they learned in second grade the flag symbolizes, or stands for, our country. It also symbolizes our government, which is a republic.

Explain that in a republic, all levels of government, whether they are city governments, state governments, or a national government are based on the idea that people hold the power. Pose the following question to students: When laws are made in our community, do your parents make the laws? Discuss student responses. Guide students in understanding that it is not practical for all the people in a community to directly be the government. Therefore, citizens choose a few people to represent them. For example, a city might be divided into 8 different sections and each section would choose a representative to be on the City Council.

Using Word Card #7, explain that a republic is an example of representative government. In other words, people have the power of government but they give their power to leaders who they choose to represent them. Using Word Card #8, explain that people elect, or vote for, these representatives. Explain that it is the job of these representatives to make good laws and decisions.

Pose the following question: What happens if a representative does not do a good job? Discuss student responses. Guide students in understanding that if representatives don't do a good job they people do not re-elect them again. In this way, people are taking back their power.

Explain that people also choose leaders to represent them in state government. Using Word Card #9, explain that one of these leaders is called a "Representative." Using the map of "Michigan's 110 House Districts", located in the *Supplemental Materials (Unit 5, Lesson 2)*, explain that Michigan is divided up into 110 districts, or small parts. People in each district vote for one Representative to make decisions for them in our state capital of Lansing.

Ask students why they think some of the districts are much larger than others.

Discuss student responses. Guide students in understanding that each of the districts has an equal number of people living there. In places of the state where there is less population, it takes a bigger area to make a district. Ask students why they think it is important that each district have an equal number of people. Discuss student responses. Then, use the following example to help them understand this issue:

Select 5 students and bring them to the front of the room. Explain that these students make up one district. They have one representative in Lansing.

Tell the rest of the class that they make up another district. They also have one representative in class.

Discuss problems that could result from this type of representation.

Guide students in understanding that in one case, a person is representing just five people. It would be easy to stay in contact with them. In the other case a person is representing over 20 people. It would be much harder to stay in contact. The 5 people would have a greater chance of “getting their way” than the rest of the class.

Using the House District map, guide students in locating their district number. Display the “My Representatives in Lansing”, sheet located in the *Supplemental Materials (Unit 5, Lesson 2)* and give each student a copy of the sheet. Guide students in recording the number of their House District in the correct place on the sheet.

Using Word Card #10, explain that these Representatives are part of the ‘House of Representatives.’ Explain that this is one of the two parts of the Michigan government in charge of making laws. Using Word Card #11, explain that the ‘Senate’ is the other part. Tell students they will learn more about these two parts of government in Lesson 5.

Using Word Card #12, explain that the person representing them in the Senate is called a ‘Senator.’ Explain that Michigan is divided up into 38 Senate districts. People in each of these districts vote for one Senator. Ask students how many Senators there are in Michigan. Have students compare the size of the districts for the Senate and House of Representatives. What do they notice?

Guide students in locating the name of their Representative at this website: < HYPERLINK "http://house.michigan.gov/find_a_rep.asp" http://house.michigan.gov/find_a_rep.asp>. Note that the name can be found by inputting a zip code. Have students record the name of their Representative on the sheet used in Steps 12 and 15. Then, have them fill in the two blanks to complete the sentence: “He/She is a member of the House of Representatives.” Note, if your school district has more than one representative, point this out to the class.

Guide students in locating the name of their Senator at this website: HYPERLINK "http://www.senate.michigan.gov/SenatorInfo/find-your-senator.htm" <http://www.senate.michigan.gov/SenatorInfo/find-your-senator.htm>>. Note that the name can be found by inputting an address. Have students record the name of their Senator on the sheet they have been completing. Then, have them fill in the blank to complete the sentence: "He/She is a member of the Senate." Note that locating the names of your Representative and Senator can also be done on a demonstration computer in a classroom rather than in a computer lab. If you lack the time for either Internet-based activity, locate the names yourself ahead of time and write them on chart paper or a whiteboard for students to copy.

Use the Lesson Graphic Organizer to summarize the big ideas of this lesson and connect the concepts of the lesson together.

Note that this lesson can be supplemented by pages 331-332 in *Meet Michigan* or a similar text selection relating to representative government in another Michigan textbook.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 2)* in which students demonstrate what they have learned in the lesson by answering multiple choice questions and completing one constructed response.

3rd Grade Michigan Studies

SS030502

Unit 5: The Government of Michigan

Lesson 2

Michigan Citizenship Collaborative Curriculum

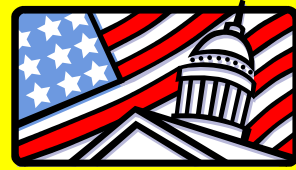
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HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 15, 2010

Graphic Organizer

Our government is a republic.



In a republic power is held by the people.



The people give power to leaders who they elect to represent them.



The representatives help all the people, not just a few.



If the representatives don't do their job well, the people will not re-elect them.



Big Ideas Card

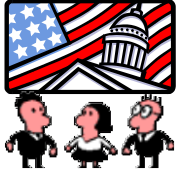


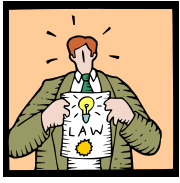
Big Ideas of Lesson 2, Unit 5

- Our government is a republic.
- In a republic power is held by the people.
- The people give power to leaders who they elect to represent them. This is called representative government.
- If the representatives don't do their job well, the people will not re-elect them.
- Representatives and Senators represent people in the Michigan government.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- The Common Good – Word Card #2 from Lesson 1
- State Government – Word Card #5 from Lesson 1

<p style="text-align: center;">6 republic</p>  <p>a government where people hold the power of government and choose leaders to make laws and decisions for them</p> <p>Example: Our government is a republic.</p> <p style="text-align: right;">(SS030502)</p>	<p style="text-align: center;">7 representative government</p>  <p>people elect representatives to make laws for them and be their leaders</p> <p>Example: Representative government is an important part of a republic.</p> <p style="text-align: right;">(SS030502)</p>
<p style="text-align: center;">8 elect</p>  <p>to choose someone by voting</p> <p>Example: People elect their representatives by voting in elections.</p> <p style="text-align: right;">(SS030502)</p>	<p style="text-align: center;">9 Representative</p>  <p>a member of the House of Representatives</p> <p>Example: Your area has a representative who represents you in the Michigan House of Representatives.</p> <p style="text-align: right;">(SS030502)</p>

10 House of Representatives



one of the two groups that make up law-making branch of Michigan government

Example: The Michigan House of Representatives meets in Lansing to make laws.

(SS030502)

11 Senate



one of the two groups that make up the law-making branch of Michigan government

Example: The Michigan Senate meets in Lansing to make laws.

(SS030502)

12 Senator



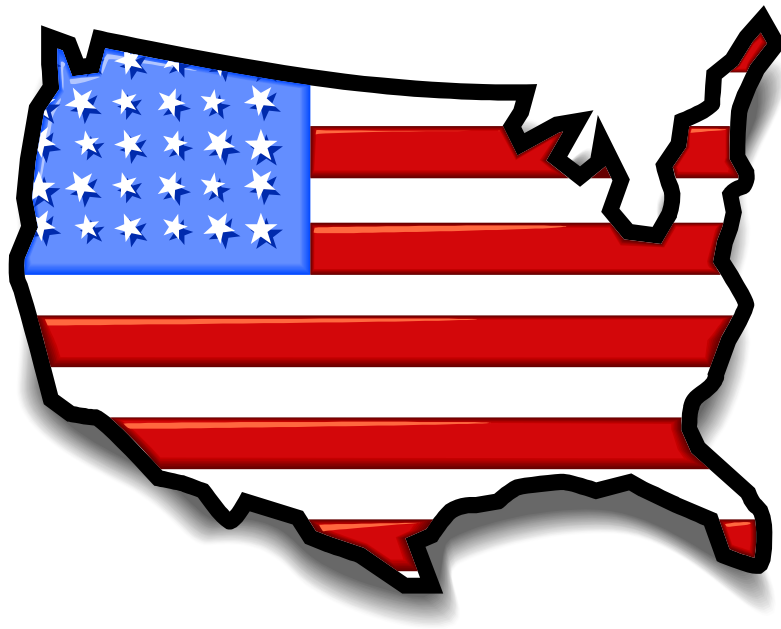
a member of the Senate

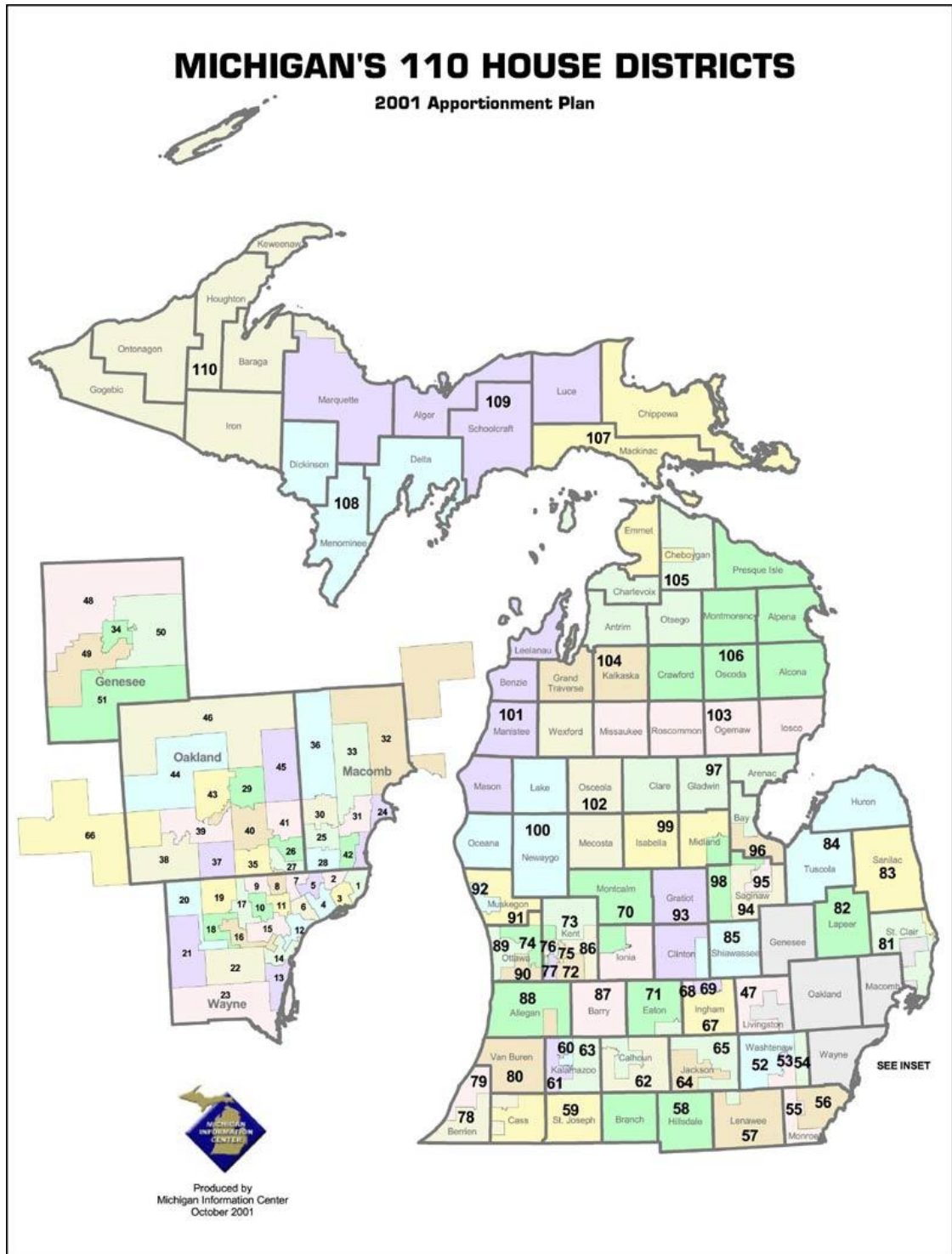
Example: Your area has a senator who represents you in the Michigan Senate.

(SS030502)

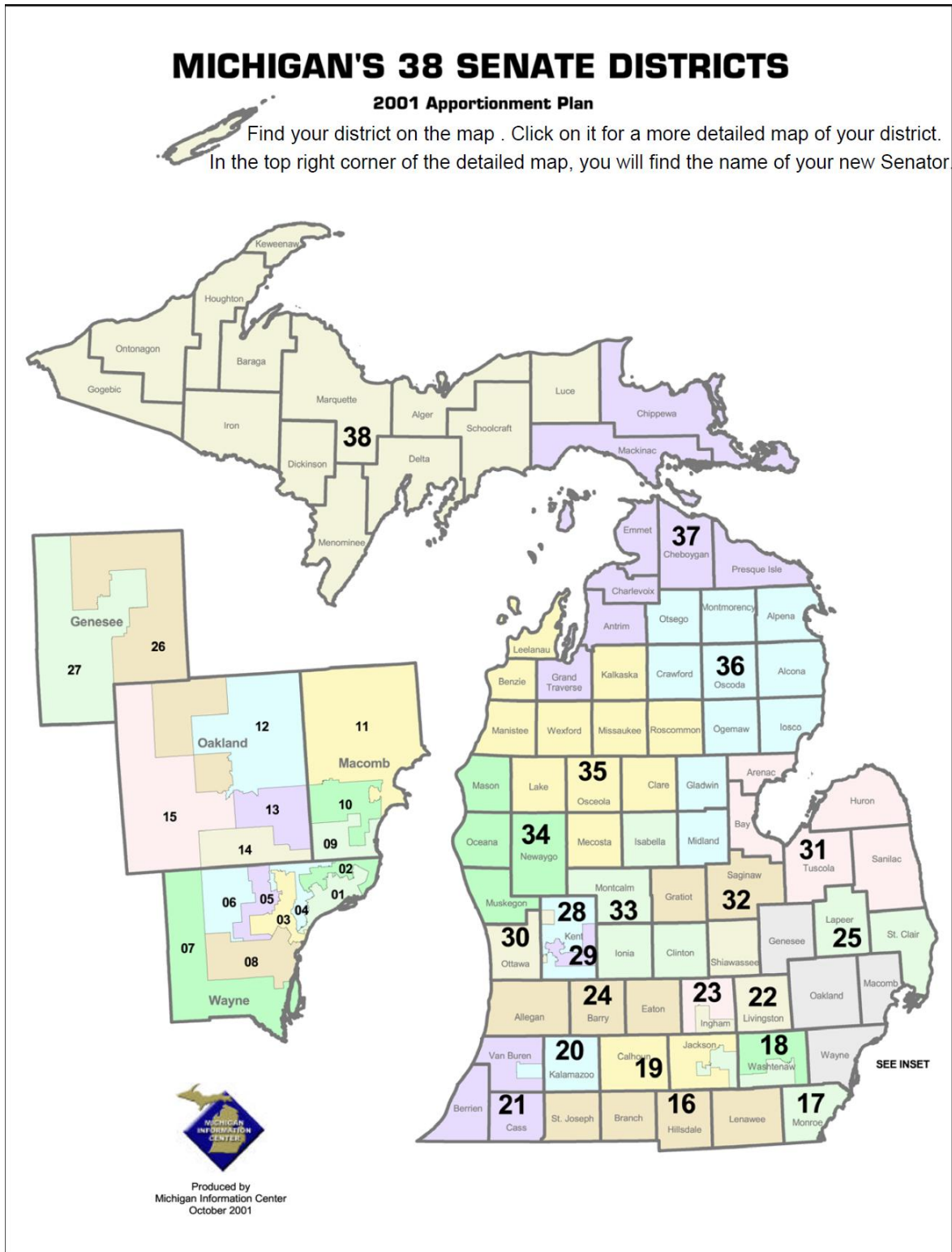
Pledge of Allegiance

**I pledge allegiance to the flag
of the United States of America
and to the republic for which it stands,
one nation under God, indivisible,
with liberty and justice for all.**





Michigan's House Districts.31 January 2010 <<http://www.infomi.com/gov/housedistricts.jpg>>.



Michigan Senate Districts. <http://www.senate.michigan.gov/2003/senatedistricts.pdf>

My Representatives in Lansing

My House District is Number _____

My Representative is _____

He/She is a member of the _____ of
_____.

My Senator is _____

He/She is a member of the _____.

The Michigan
Capitol where the
House of
Representatives
and Senate
meet.



Michigan's Senate Districts. 31 January 2010 <<http://www.infomi.com/gov/distmap.html>>.

Assessment

Directions: Choose the best answer:

1. Our government is a republic. Who holds the power in a republic?
 - A. the President
 - B. the people
 - C. the richest people in the country
 - D. the army and the navy
2. What does representative government mean?
 - A. People make all the laws themselves.
 - B. People all meet together to make decisions.
 - C. People have a king to rule over them.
 - D. People elect leaders to make laws and decisions for them.
3. Who represents you in our state government?
 - A. the State Police
 - B. a community leader like a mayor
 - C. a Representative and a Senator
 - D. a judge
4. What happens if the representatives chosen by people don't do a good job?
 - A. The people put them in jail.
 - B. The people don't vote for them again.
 - C. The people make them pay lots of money.
 - D. The people send them to work in another state.

Write a short answer:

5. Why would it be important to know the names of the people who represent you in our state government in Lansing?

Assessment

Directions: Choose the best answer:

1. Our government is a republic. Who holds the power in a republic?
 - A. the President
 - B. the people**
 - C. the richest people in the country
 - D. the army and the navy
2. What does representative government mean?
 - A. People make all the laws themselves.
 - B. People all meet together to make decisions.
 - C. People have a king to rule over them.
 - D. People elect leaders to make laws and decisions for them.**
3. Who represents you in our state government?
 - A. the State Police
 - B. a community leader like a mayor
 - C. a Representative and a Senator**
 - D. a judge
4. What happens if the representatives chosen by people don't do a good job?
 - A. The people put them in jail.
 - B. The people don't vote for them again.**
 - C. The people make them pay lots of money.
 - D. The people send them to work in another state.

Write a short answer:

5. Why would it be important to know the names of the people who represent you in our state government in Lansing?

Sample Answers:

- You need to know the names so you can write or call them if you have a complaint.
- You need to know the names so you can write or call them if you have an idea for the government.
- You need to know the names so you can follow what they are doing in state government.

Lesson 3: How Does State Government Differ from Local Government?

Big Ideas of the Lesson

In our country we have three levels of government.
Our national government is the government of our whole country.
Each of the fifty states has a state government.
Each community in our country has its own local government.
State and local governments are alike in some ways. For example, they both provide police and parks.
State and local governments are different in some ways. State governments make laws that are for everybody in the state. Local governments make laws that are just for the people of one community.

Lesson Abstract:

This lesson serves as an introduction to the concept of levels of government. It begins with a review of the purposes of government. Students then explore the similarities and differences of state and local governments. Finally, they draw conclusions as to why state governments are needed.

Content Expectations

3- C3.0.1 Distinguish between the roles of state and local government.

Key Concept

levels of government

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student journal or notebook

Student Resource

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. 333-335.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 3)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

Local Municipal Codes. 11 March 2010 < HYPERLINK "http://www.municode.com/Library/Library.aspx" <http://www.municode.com/Library/>

[Library.aspx](#)>.

Lesson Sequence

Remind students that people form governments for many reasons. Ask them to write one reason in their Michigan journals. Give students time to write and then have them share their ideas in the large group. Using the Lesson Graphic Organizer from Lesson 1, review the reasons that were explored in that lesson.

Using Word Card #13, review the term 'local government' and remind students that they studied how their local government carried out the six purposes of government in second grade. Explain that there are over 2000 communities in the state of Michigan, each with their own local government.

Display the "Examples of Local Government Laws", located in the *Supplemental Materials (Unit 5, Lesson 3)* and read over the laws with students. Use the following questions to discuss the laws:

How are the laws alike?

How are the laws different?

Why would communities have such different pet laws?

Remind students that in the previous lesson they learned that they have representatives in Lansing who work to make laws for the state of Michigan. Pose the following question: If we have people making laws in Lansing why does each community need to make laws also? Discuss student responses. Guide students in understanding that as the laws used in Step 3 demonstrate, different communities often need different laws. Some communities have laws that limit the number of pets people can own and some don't. Some communities have laws preventing people from owning pit bulls and some don't. Therefore, laws about pets are made by local governments because those governments handle problems that affect people in a certain community.

Explain that the state government of Michigan makes laws that affect people in the whole state. For example, the state government makes laws that set the speed limits for state highways and laws relating to hunting and fishing. Display the "Who Should Make the Laws?" chart located in the *Supplemental Materials (Unit 5, Lesson 3)*. Discuss each of the laws shown on the chart and ask students whether they think the law should be made by local governments or the state government. Make sure to ask students to give a reason for their answer. Note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 5, Lesson 3)*.

Referring back to the graphic organizer used in Step 1, remind students that besides making laws, governments also provide services. Pose the following

question: What services are provided by both state and local governments? Discuss student responses. Note that possible answers include police, parks, and road repair.

Explain that some services are provided just by local governments such as fire stations and garbage pickup. Other services are provided just by the state government. These services include testing water at beaches and putting out forest fires.

Referring again to the graphic organizer used in Step 1, remind students that governments also try to solve problems. Pose the following question: What kind of problems do you think local governments try to solve? Discuss student responses. Guide students in understanding that local governments work to solve problems that affect a specific community such as vandalism at a community park, lack of parking spaces, etc.

Pose the following question: What kind of problems do you think the state government of Michigan works to solve? Discuss student responses. Guide students in understanding that the state government works to solve problems that affect the whole state such as the spread of zebra mussels (explored in Unit 1).

Using Word Card #14, remind students that we also have a national government that is centered in Washington D.C. Pose the following question: What kind of laws do you think the national government makes? Discuss student responses. Guide students in understanding that the national government makes laws that affect all the people in our country and provides services that are available to all the people.

Using Word Card #15 and the “Levels of Government” chart, located in the *Supplemental Materials (Unit 5, Lesson 3)* guide students in reviewing the three levels of government. Make sure to explain that there are 50 state governments and thousands of local governments in our country. Note that as an alternative, you can draw out this chart for students one level at a time and explain each level, or reveal each level one section at a time.

Note that pages 333-335 in *Meet Michigan* or a similar text selection relating to levels of government can be used to supplement this lesson.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 3)* in which students demonstrate what they have learned in the lesson by completing a classification chart and answering one constructed response.

3rd Grade Michigan Studies

SS030503

Unit 5: The Government of Michigan

Lesson 3

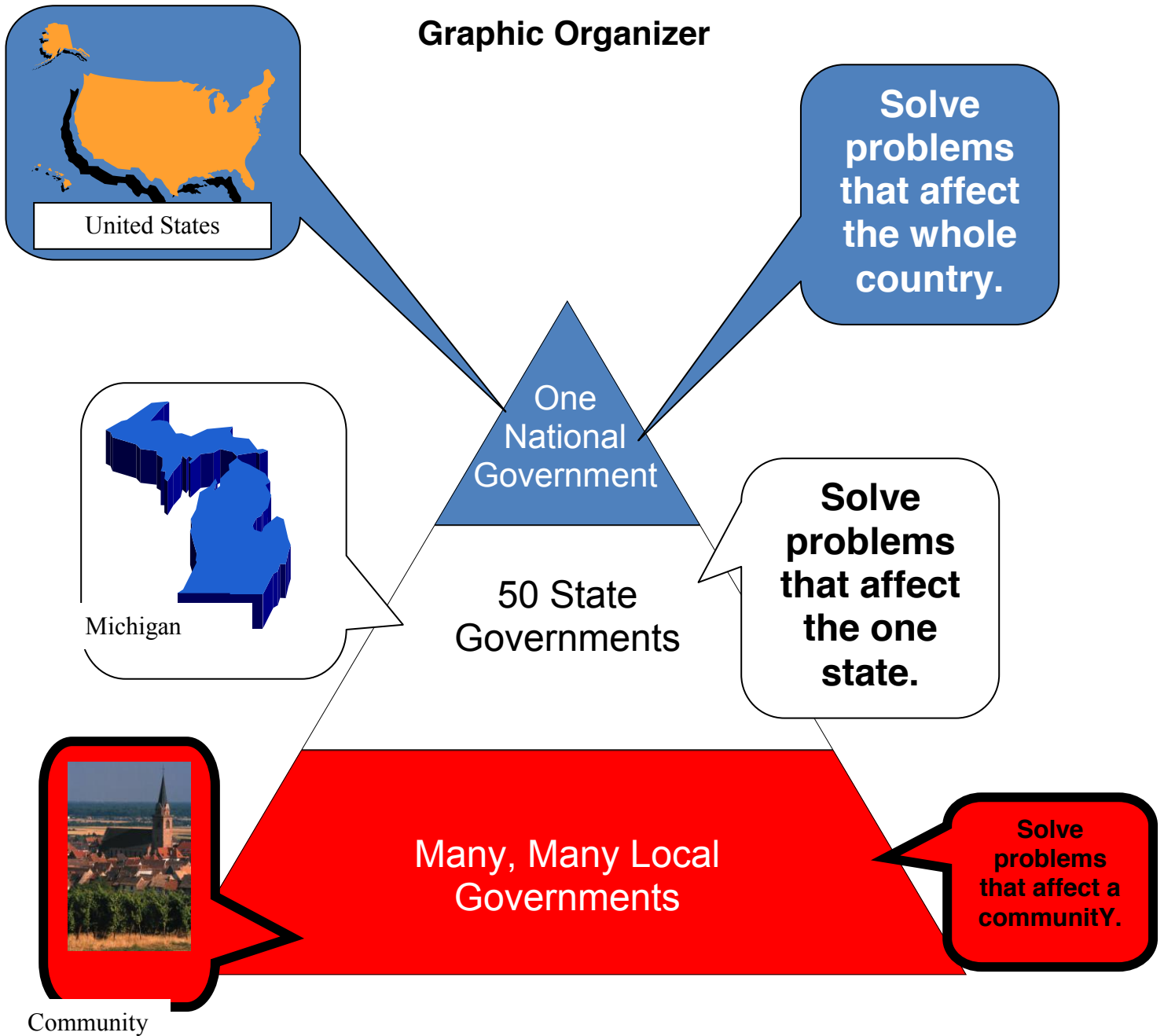
Michigan Citizenship Collaborative Curriculum

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HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 23, 2010

Graphic Organizer



Three Levels of Government

Big Ideas Card

Big Ideas of Lesson 3, Unit 5

- In our country we have three levels of government.
- Our national government is the government of our whole country.
- Each of the fifty states has a state government.
- Each community in our country has its own local government.
- State and local governments are alike in some ways. For example, they both provide police and parks.
- State and local governments are different in some ways. State governments make laws that are for everybody in the state. Local governments make laws that are just for the people of one community.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- State Government – Word Card #5 from Lesson 1

<p style="text-align: center;">13 local government</p>  <p>the government of a community</p> <p>Example: Cities and towns have local governments.</p> <p style="text-align: right;">(SS030503)</p>	<p style="text-align: center;">14 national government</p>  <p>the government of our country</p> <p>Example: Our national government makes laws for all the people of the country, or nation, of the United States.</p> <p style="text-align: right;">(SS030503)</p>
<p>15 levels of government</p>  <p>national, state and local governments</p> <p>Example: In our country we have three levels of government.</p> <p style="text-align: right;">(SS030503)</p>	

Examples of Local Government Laws

Tawas City, Michigan

It shall be unlawful for any person to own a pit bull, dangerous animal, poisonous reptile, or poisonous insect in the city.

Norway, Michigan

It shall be unlawful for any person to own more than three cats over four months of age at any one time anywhere in the city. This law shall not apply to cats that are being kept by a veterinarian, or any veterinary hospital, or by a pet shop.

Holland, Michigan

No person shall own any dog four months old or older that does not, at all times, when a dog is off the property of the owner, wear a collar or harness with a license tag.

Macomb Township, Michigan

It shall be unlawful for any person to own any dog which shall cause annoyance or disturbance to persons by frequent barking, howling, and yelping.

Simplified Versions adapted from: *Local Municipal Codes*. <http://www.municode.com/Library/Library.aspx>

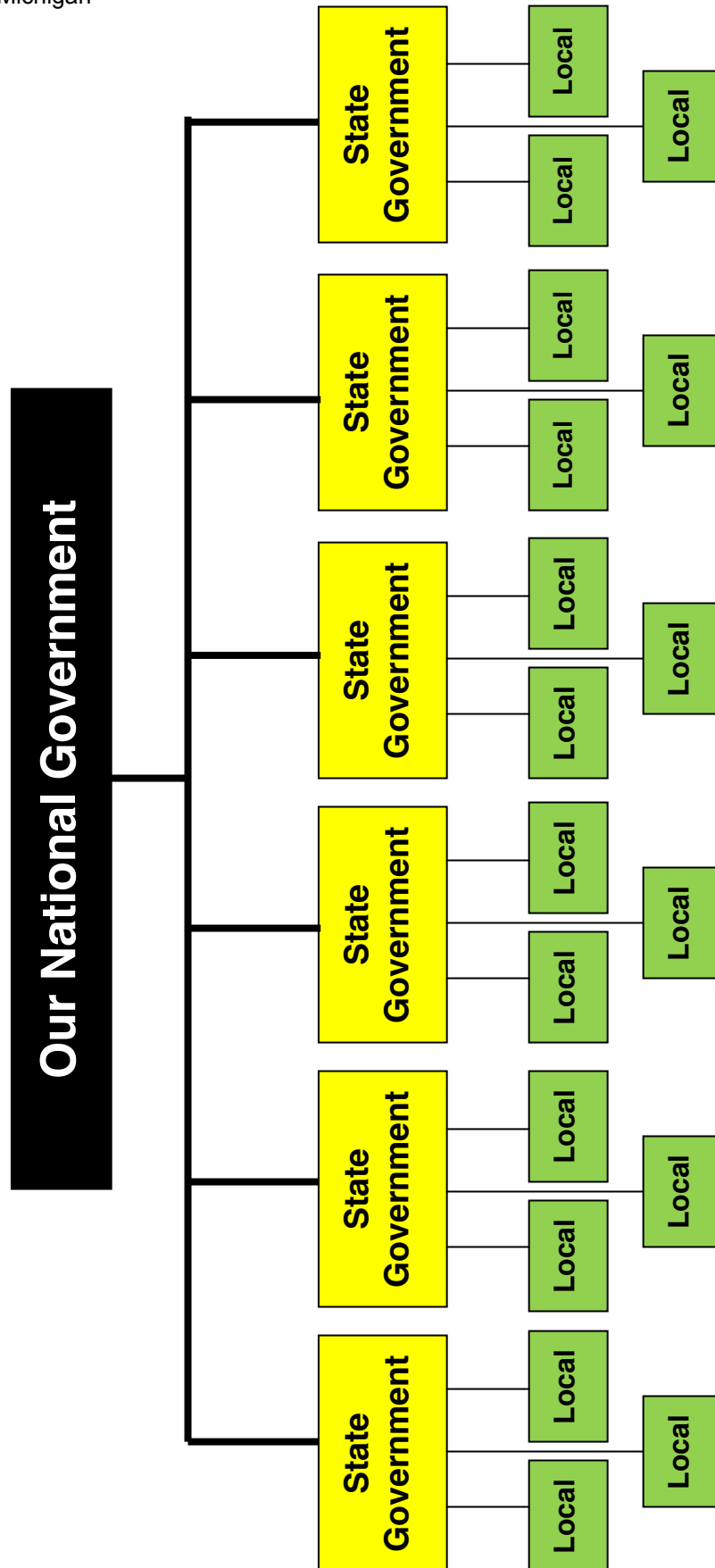
Who Should Make the Laws?

	Local or State?	Why?
Laws about what kind of fences you can have		
Laws about marriage		
Laws about adoption		
Laws about garage sales		
Laws about wearing motorcycle helmets		

Who Should Make the Laws? – *Sample Answers*

	Local or State?	Why?
Laws about what kind of fences you can have	Local	<i>Different communities may need different laws about fences. For example, communities on lakes often have laws that keep people from building fences that block another person's view of the lake.</i>
Laws about marriage	State	<i>Laws about marriage should be the same for everybody in a state since marriage affects everyone in a state. For example, you wouldn't want one community making a law that said you could marry at age 12.</i>
Laws about adoption	State	<i>Laws about adoption should be the same in the whole state. For example, a child might be living in one community but adopted by people in another community. It would cause problems if the laws about adoption were different in the two communities.</i>
Laws about garage sales	Local	<i>Garage sales are community events so laws about them should be made in communities. Some communities may have problems with too many garage sales and other communities may not. Therefore, it would be a problem if the state made garage sale laws.</i>
Laws about wearing motorcycle helmets	State	<i>Since motorcyclists often move between communities it would be confusing if communities made their own laws about helmets. Also, laws like these affect everybody in a state.</i>

Levels of Government



Assessment

Directions: Put an **(X)** in the correct column.

	Local Government	State Government	Both
Which provides police protection?			
Which makes laws about adoption?			
Which makes laws about pets?			
Which provides fire stations?			
Which takes care of the Mackinac Bridge?			
Which fixes roads?			
Which solves problems with streetlights?			

Write a short answer:

Why do we need both a state government and local governments?

Assessment – Answer Sheet

Directions: Put an **(X)** in the correct column.

	Local Government	State Government	Both
Which provides police protection?			X
Which makes laws about adoption?		X	
Which makes laws about pets?	X		
Which provides fire stations?	X		
Which takes care of the Mackinac Bridge?		X	
Which fixes roads?			X
Which solves problems with streetlights?	X		

Write a short answer:

Why do we need both a state government and local governments?

- *The state government makes laws that affect all the people in Michigan and local governments make laws that affect the people in just one community.*
- *Local governments provide services that are needed in a community like garbage pick-up. The state government provides services for all the people in the state.*
- *Local governments solve problems in one community and the state government solves problems that affect everybody in the state.*

Lesson 4: What is the Purpose of the Michigan Constitution?

Big Ideas of the Lesson

A constitution is a written plan for government.
The Michigan Constitution describes what the state government can do and what it cannot do.
The Michigan Constitution describes rights people have such as freedom of speech and freedom of religion.
The Michigan Constitution separates power among three branches of government.
The Michigan Constitution limits the power of the state government.

Lesson Abstract:

This lesson introduces students to the concept of limited government. Students are introduced to the Constitution as a written plan of government. Students explore how our state constitution limits the power of government. As well, students learn that the Constitution describes rights of citizens.

Content Expectations

3 - C3.0.5 Describe the purpose of the Michigan Constitution.

Key Concepts

constitution
limited government

Instructional Resources

Equipment/Manipulative

Chart paper
Overhead projector or document camera/projector
Student journal or notebook

Student Resource

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. pg. 349-353.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 4)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

Lesson Sequence

Divide students into small groups and assign a recorder for each group. Give each group a copy of the “Group Activity Sheet”, located in the *Supplemental Materials (Unit 5, Lesson 4)*. Read the information about the government of Westler out loud with students. Review their two previous experiences with Westler. In the first, they explored Westler before it had a government and in the second, they explored the difficulties Westler experienced when it formed a government consisting of all the adults. Read the two questions beneath the text and tell students to work together in their small groups to answer the two questions on the sheet. Give groups time to finish the activity.

Ask groups to share their responses to the first question and discuss the responses. Note that possible answers include that the government is not looking out for the common good, that the government is acting unfairly, and that the government is misusing its power.

Discuss student responses to the second question. Possible answers include that the people need to elect new representatives, that the people need to find a way to prevent representatives from being unfair, and that the people need to find a way to keep a government from being too powerful.

Review the terms ‘republic’ and ‘representative government’ and discuss with students the idea that the people of Westler gave the power of government to their representatives who became the government. The problem was that the representatives misused their power. Pose the following question: Could our Representatives and Senators whom we learned about in Lesson 2 do the same thing? Discuss student responses. Guide students in understanding that we have tried to create a plan for Michigan government that prevents that from happening.

Using Word Card #14, explain that our written plan for state government is called the Michigan Constitution. Explain that this document describes what the state government can do and what it can’t do. In this way, it puts limits on the state government. For example, our representatives can’t make us all send them presents and they can’t make unfair laws.

Using Word Card #17, explain that in our republic, people want to have limited government. People don’t want the government to be too big or too powerful. This means that the government can only do what the people have given it the power to do. Explain that the people of Westler elected representatives and formed a government but they did not put limits on their leaders. Pose the following question: How could a Constitution help solve the problems of Westler? Discuss student responses.

Explain that besides putting limits on what the state government can do, the Michigan Constitution limits government in other ways. For example, the Constitution begins by describing 24 rights that the people of Michigan have.

Explain that the government cannot take these rights away from people. These include freedom of speech and freedom of religion. Briefly discuss what these two rights mean. Tell students they will learn more about the rights of Michigan citizens in Lesson 7.

Briefly review with students that when they studied their community government in second grade they learned that it was made up of three different sections, called branches. Refer students again to the description of the government of Westler, which was explored in Steps 1-3. Pose the following question: How many different branches did the government of Westler have? Discuss student responses. Guide students in understanding that Westler only had one branch of government. Ask students what kind of problems might happen if there is only one branch of government? Discuss student responses. Guide students in understanding that when there is only one branch with all the power of government, there is danger that it will misuse the power. Remind students that this is what happened in Westler.

Explain that as a way of preventing this, the Michigan Constitution divides the power of government among three branches. In this way the organization of the state government is like that of local governments. Explain that dividing power among three branches is another way the Michigan Constitution limits the power of government. Explain that students will learn more about what the three branches do in the next lesson.

Note that Michigan's Constitution has been revised four times. A teacher reference sheet has been included in the *Supplemental Materials (Unit 5, Lesson 4)* to provide background information for your knowledge.

Note that pages 349-353 in *Meet Michigan* or a similar text selection relating to the Michigan Constitution can be used to supplement this lesson.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 4)* in which students demonstrate what they have learned in the lesson by answering multiple choice questions. The answer key is as follows: 1: B, 2: A, 3: B

3rd Grade Michigan Studies

SS030504

Unit 5: The Government of Michigan

Lesson 4

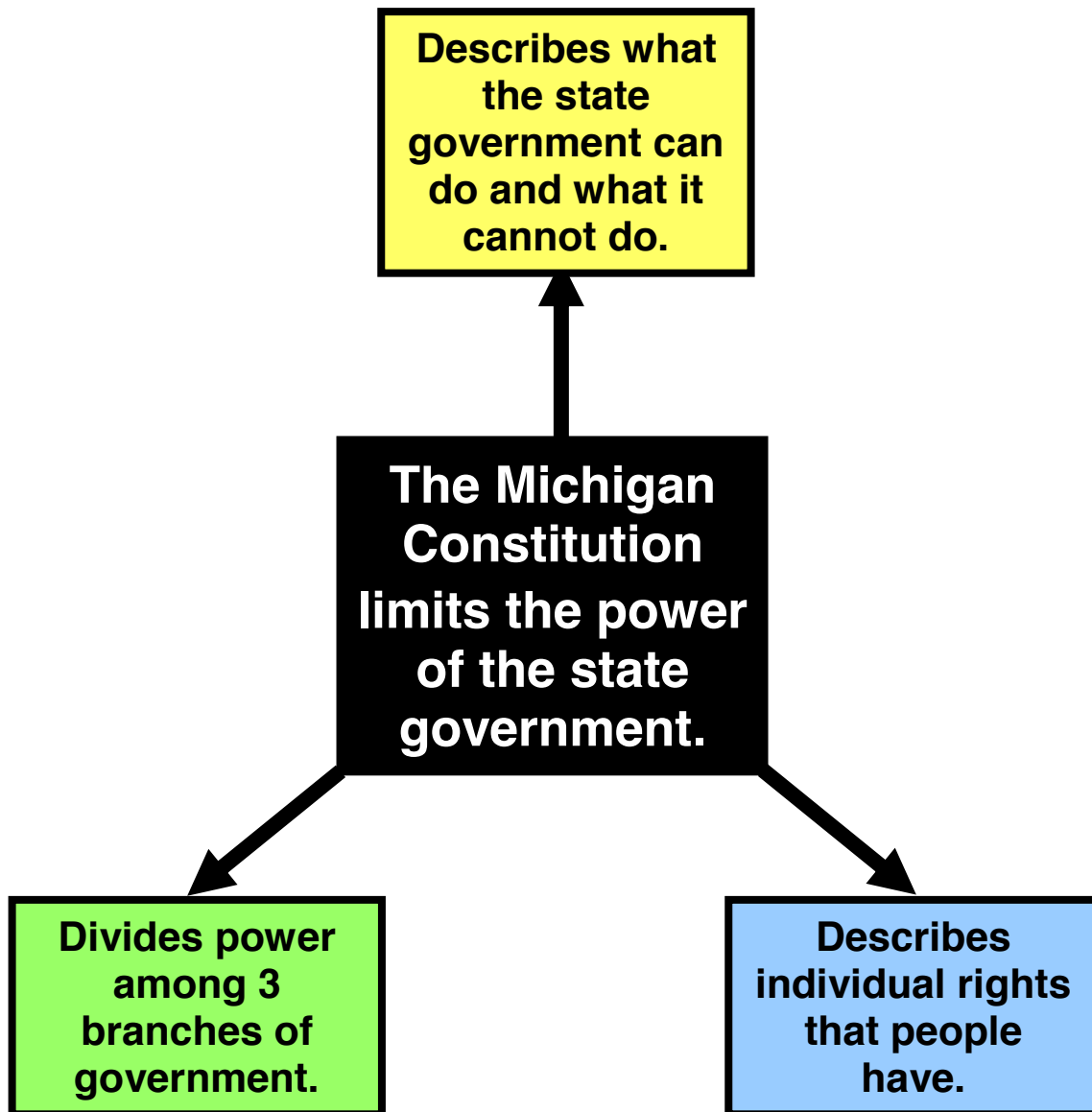
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March 23, 2010

Graphic Organizer



Big Ideas Card


Big Ideas of Lesson 4, Unit 5

- A constitution is a written plan for government.
- The Michigan Constitution describes what the state government can do and what it cannot do.
- The Michigan Constitution describes rights people have such as freedom of speech and freedom of religion.
- The Michigan Constitution divides power among three branches of government.
- The Michigan Constitution limits the power of the state government.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- The Common Good – Word Card #2 from Lesson 1
- Individual Rights – Word Card #3 from Lesson 1
- Republic – Word Card #6 from Lesson 2
- Representative Government – Word Card #7 from Lesson 2

<p style="text-align: center;">16 constitution</p>  <p>a written plan for government</p> <p>Example: Michigan’s first constitution was written in 1835.</p> <p style="text-align: right;">(SS030504)</p>	<p style="text-align: center;">17 limited government</p> <p>the government can only do what the people have given it the power to do</p> <p>Example: Limited government means the government can’t just do whatever it wants.</p> <p style="text-align: right;">(SS030504)</p>
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GROUP ACTIVITY SHEET

The people of Westler decided their government made up of all the adults did not work. They decided to try a representative government instead. They elected 12 people to be the government of Westler. These 12 people made all the laws and decisions. They decided right away that all the people of Westler should give them presents because they were the government. They made a law that said anyone who didn't give them a present would be put in jail. They also passed a law that said everyone had to put a big sign on their lawn that said "We love the government." They passed another law that said anyone who complained about the government had to leave Westler.

Questions:

What is the problem with the government of Westler?

What could be done to solve the problem?

Teacher Reference Guide: Michigan's Four Constitutions

Year	Information
#1 1835	<ul style="list-style-type: none">• Michigan's first Constitution• Said that the power of government belonged to the people• Divided the powers of government into 3 sections, or branches• Included many rights for people• Said the government had to encourage education
#2 1850	<ul style="list-style-type: none">• Twice as long as the first Constitution• Had more details• Placed more limitations on the powers of government leaders• Increased the number of state elected officials
#3 1908	<ul style="list-style-type: none">• Few changes were made• The Constitution stayed pretty much the same.
#4 1963	<ul style="list-style-type: none">• Made a change so the governor served for four years instead of two years• Combined 120 state agencies into just 20 departments

Michigan's Constitutions – Assessment

Directions: Choose the best answer:

1. What is a constitution?
 - A. an important law
 - B. a written plan for government
 - C. a branch of a government
 - D. a symbol for a government

2. Which of these can be found in the Michigan Constitution?
 - A. a list of rights that people have
 - B. the name of the governor
 - C. a map of Michigan
 - D. a timeline

3. How is the state government of Michigan organized?
 - A. It has one leader who has all the power.
 - B. It has three different branches of government.
 - C. It has a constitution.
 - D. It has a President and some people who make laws.

4. How might a constitution have helped the people in Westler?

Lesson 5: How is the Government of Michigan Organized?

Big Ideas of the Lesson

The Michigan Constitution separates power between three branches of government.

Separating the power helps limit the power of the state government.

The legislative branch makes the laws. It is made up of the House of Representatives and the Senate.

The executive branch enforces the laws. This branch is led by the governor.

The judicial branch interprets the laws. This branch is made up of the Supreme Court and other state courts.

Lesson Abstract:

In this lesson students explore how the Michigan constitution limits the power of government by separating power. Students begin by creating a graphic organizer illustrating the organization of their local government. Students then examine how power is separated among the three branches of Michigan government and construct an organizer illustrating the branches. As an optional activity, students apply examples from newspapers as they analyze the functions and powers of each branch.

Content Expectations

3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

Key Concepts

legislative, executive and judicial branches

limited government

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student journal or notebook

White card stock or white paper – one piece per student for creating the graphic organizer on the three branches of Michigan government.

Student Resource

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers,

2009. pg. 355-361

Teacher Resource

A Citizen's Guide to State Government. 9 February 2010 HYPERLINK "<http://www.legislature.mi.gov/documents/publications/citizensguide.pdf>" <http://www.legislature.mi.gov/documents/publications/citizensguide.pdf>

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 5)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

Newly Proposed Bill. 13 February 2010 HYPERLINK "<http://www.9and10news.com/category/story/?id=201991>" <http://www.9and10news.com/category/story/?id=201991>

Lesson Sequence

As a way of connecting and reviewing the concepts in the previous lessons of this unit give each student a copy of the incomplete "Connecting it all Together!" graphic organizer located in the *Supplemental Materials (Unit 5, Lesson 5)* and a copy of the pieces to insert on the organizer. Explain that students should cut out the pieces and place them in the correct places on the organizer.

Give students time to complete the activity and then have them check their organizer against the completed organizer included in the *Supplemental Materials (Unit 5, Lesson 5)*. Go over the organizer reviewing terms and concepts as needed. Using Word Card #18, explain that in this lesson students will learn more about the three branches of the Michigan government.

Place students in pairs and give each pair a copy of the "Organization of our Local Government" graphic organizer located in the *Supplemental Materials (Unit 5, Lesson 5)*. Tell pairs to work together to complete as much of the graphic organizer as they can. Note that students should have completed a similar organizer in grade two. However, it is possible that students may struggle with remembering all the details.

Display a completed "Organization of our Local Government" graphic organizer and have students compare the one they created in Step 3 with this one. Note that a "Sample Graphic Organizer" of a local government consisting of a mayor and city council has been included in the *Supplemental Materials (Unit 5, Lesson 5)* for you to use for reference. Tell students that as they learn more about the organization of the Michigan government they should look for ways it is alike and different from their local government.

Using Word Card #19, explain that our state government is centered in our

state capital of Lansing. All three branches of government meet and work in this city. Give each student a copy of the “Organization of the State Government of Michigan” incomplete graphic organizer and a copy of the “Pieces for the Organizer” located in the *Supplemental Materials (Unit 5, Lesson 5)*. Explain that students will be creating the organizer as they study each branch of the Michigan government.

Using Word Card #20, explain that the legislative branch is in charge of making laws. Using the lesson graphic organizer as reference guide students in placing the following pieces in the correct place on the State Government organizer: Legislative Branch, Make laws.

Using Word Cards #21 from this lesson and Word Cards #9 - #12 from Lesson 2, explain that Michigan’s legislative branch consists of a Legislature made up of two parts: the House of Representatives (often referred to as the “House”) and the Senate. Have students add the “Legislature” piece to the organizer they began in Step 6.

If time permits share some information about Michigan’s legislative branch from the “Teacher Reference Sheet” located in the *Supplemental Materials (Unit 5, Lesson 5)*. As an optional informational text activity, have students read the “Michigan Legislature Information Sheet” located in the *Supplemental Materials (Unit 5, Lesson 5)* and then complete the chart beneath it comparing the House of Representatives and the Senate. This can be given as homework. Note that a completed chart has been included in the *Supplemental Materials (Unit 5, Lesson 5)*.

Using Word Card #22, explain that the Executive Branch of the Michigan government is in charge of enforcing the laws. Guide students in adding the following pieces to the graphic organizer they are constructing: Executive Branch, Enforce laws. Using Word Card #23 explain that the governor heads the executive branch of government. Have students add the ‘governor” piece to their organizer.

If time permits share some of the information from the “Michigan Executive Branch” Teacher Reference sheet located in the *Supplemental Materials (Unit 5, Lesson 5)* with students.

Using Word Card #24, explain that the judicial branch is in charge of interpreting laws, or deciding what laws mean. Using the lesson graphic organizer for reference guide students in placing the following pieces in the correct place on the State Government organizer: Judicial Branch, Interpret laws.

Using Word Card #25, explain that the judicial branch is made up of several

courts. Explain that some of these courts not only interpret laws but also set the consequences for breaking laws and help solve conflicts between citizens. Using Word Card #26, explain that the highest court is called the "Supreme Court." Have students add the final piece to the organizer they have been constructing. Explain that in the next lesson students will explore how the courts of the judicial branch function.

As an optional activity have students search newspapers for articles relating to the three branches of the Michigan government. Note that a "Sample Newspaper Article" relating to the legislative branch has been included in the *Supplemental Materials (Unit 5, Lesson 5)*.

Note that pages 355-361 in *Meet Michigan* or a similar text selection relating to the Michigan Constitution can be used to supplement this lesson.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 5)* in which students demonstrate what they have learned in the lesson by answering multiple choice questions and completing a graphic organizer describing the organization of the Michigan government. The answer key for the multiple choice questions is as follows: 1: C, 2: C, 3: D, 4: A, 5:B. Note that the Informational Text activity from Step 8 can also be used as an assessment.

3rd Grade Michigan Studies

SS030505

Unit 5: The Government of Michigan

Lesson 5

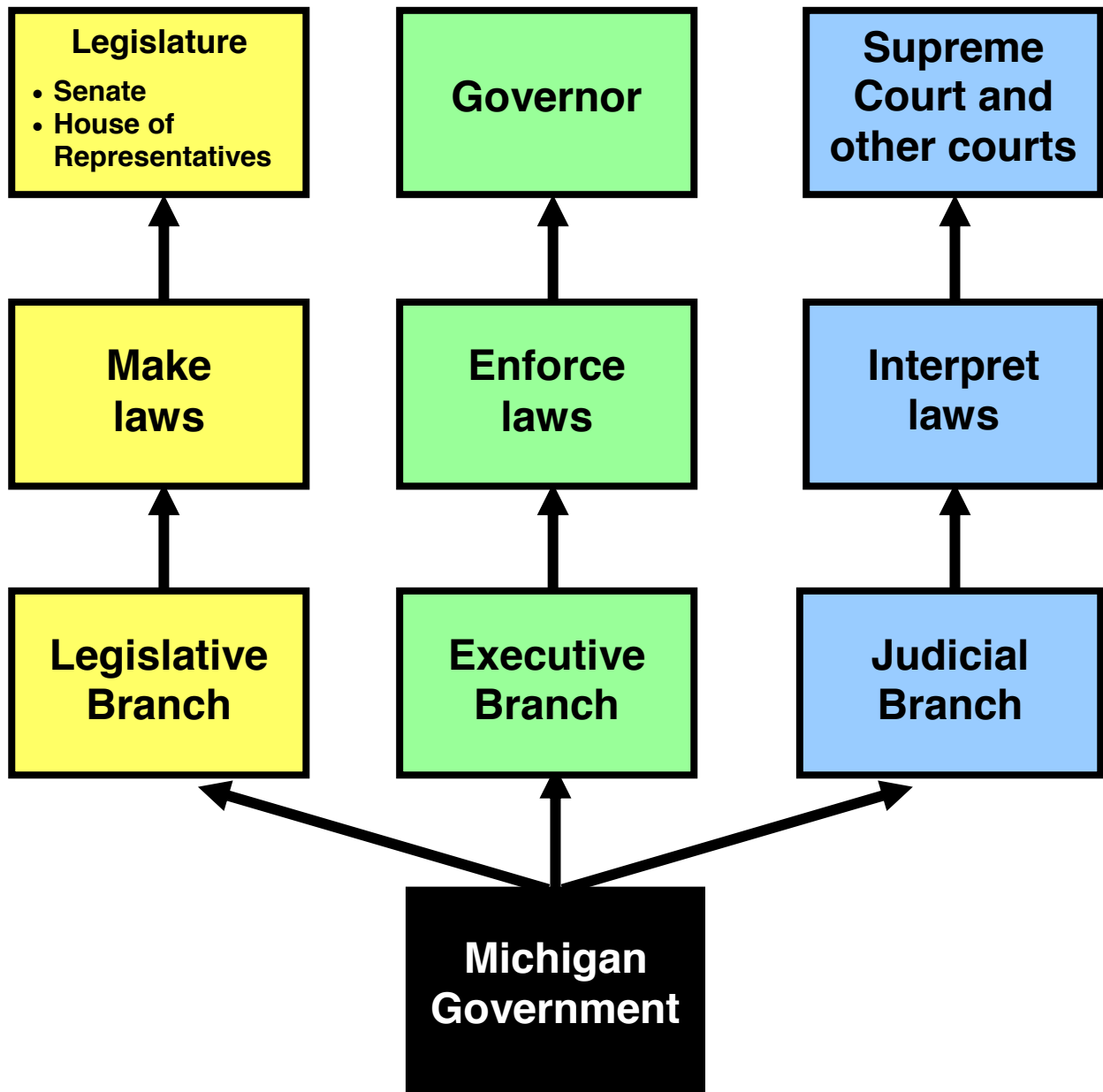
Michigan Citizenship Collaborative Curriculum

Page PAGE 4 of NUMPAGES 4

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 23, 2010

Graphic Organizer



Big Ideas Card





Big Ideas of Lesson 5, Unit 5

- The Michigan Constitution separates power between three branches of government.
- Separating the power helps limit the power of the state government.
- The legislative branch makes the laws. It is made up of the House of Representatives and the Senate.
- The executive branch enforces the laws. This branch is led by the governor.
- The judicial branch interprets the laws. This branch is made up of the Supreme Court and other state courts.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- State Government – Word Card #5 from Lesson 1
- Representative Government – Word Card #7 from Lesson 2
- Elect – Word Card #8 from Lesson 2
- Representative – Word Card #9 from Lesson 2
- House of Representatives – Word Card #10 from Lesson 2
- Senate – Word Card # 11 from Lesson 2
- Senator – Word Card #12 from Lesson 2
- Local Government – Word Card # 13 from Lesson 3
- Constitution – Word Card #16 from Lesson 4
- Limited Government – Word Card #17 from Lesson 4

<p>18 branches of government</p>  <p>the different sections of government</p> <p>Example: One branch of government makes laws. One branch of government enforces laws. One branch of government decides what the laws mean.</p> <p>(SS030505)</p>	<p>19 capital</p>  <p>the city where a government is located.</p> <p>Example: Lansing is the capital of Michigan.</p> <p>(SS030505)</p>
<p>20 legislative branch</p>  <p>the branch of government that makes laws</p> <p>Example: The legislative branch made a law that set a new speed limit.</p> <p>(SS040304)</p>	<p>21 legislature</p>  <p>the name of Michigan's legislative branch</p> <p>Example: The Michigan Legislature is made up of the House of Representatives and the Senate.</p> <p>(SS040304)</p>

<p>22 executive branch</p>  <p>the branch of government that enforces laws</p> <p>Example: It was up to the executive branch to enforce the new speed limit.</p> <p>(SS030505)</p>	<p>23 governor</p>  <p>the leader of a state</p> <p>Example: Michigan's governor lives and works in Lansing, the state capital.</p> <p>(SS030505)</p>
<p>24 judicial branch</p>  <p>the branch of government that decides what laws mean</p> <p>Example: Courts are part of the judicial branch. Courts decide what happens to people who drive over the speed limit.</p> <p>(SS030505)</p>	<p>25 court</p>  <p>the place where a trial is held</p> <p>Example: Many different courts make up the judicial branch of our state government.</p> <p>(SS030505)</p>
<p>26 Supreme Court</p>  <p>the highest court in Michigan</p> <p>Example: The Supreme Court meets in the state capital of Lansing.</p> <p>(SS030505)</p>	

Connecting it all together!

Our country is a republic.



Some of these representatives become our state government.



Directions: Cut out these pieces and put them in the correct place on the graphic organizer.

Separating power into three branches is a way of limiting the power of government.

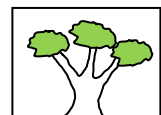


The people give power to leaders that they elect to represent them.



Limiting the power of government makes it harder for representatives to misuse the power the people have given them.

Our state Constitution describes how our state government is organized into three branches.



In a republic power is held by the people.



Connecting it all together! – Completed Organizer

Our country is a republic.



In a republic power is held by the people.



The people give power to leaders that they elect to represent them.



Some of these representatives become our state government.



Our state Constitution describes how our state government is organized into three branches.

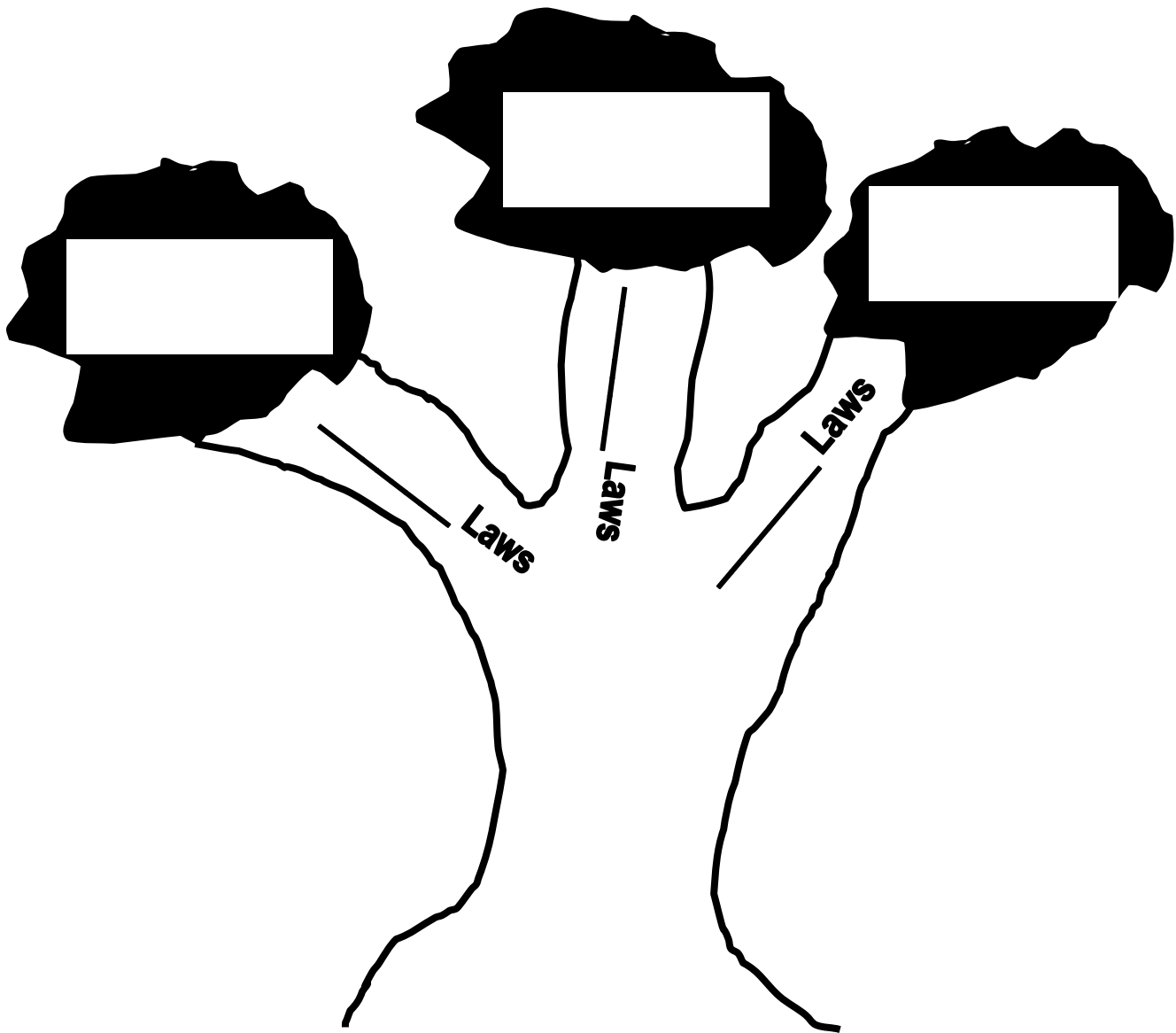


Separating power into three branches is a way of limiting the power of government.

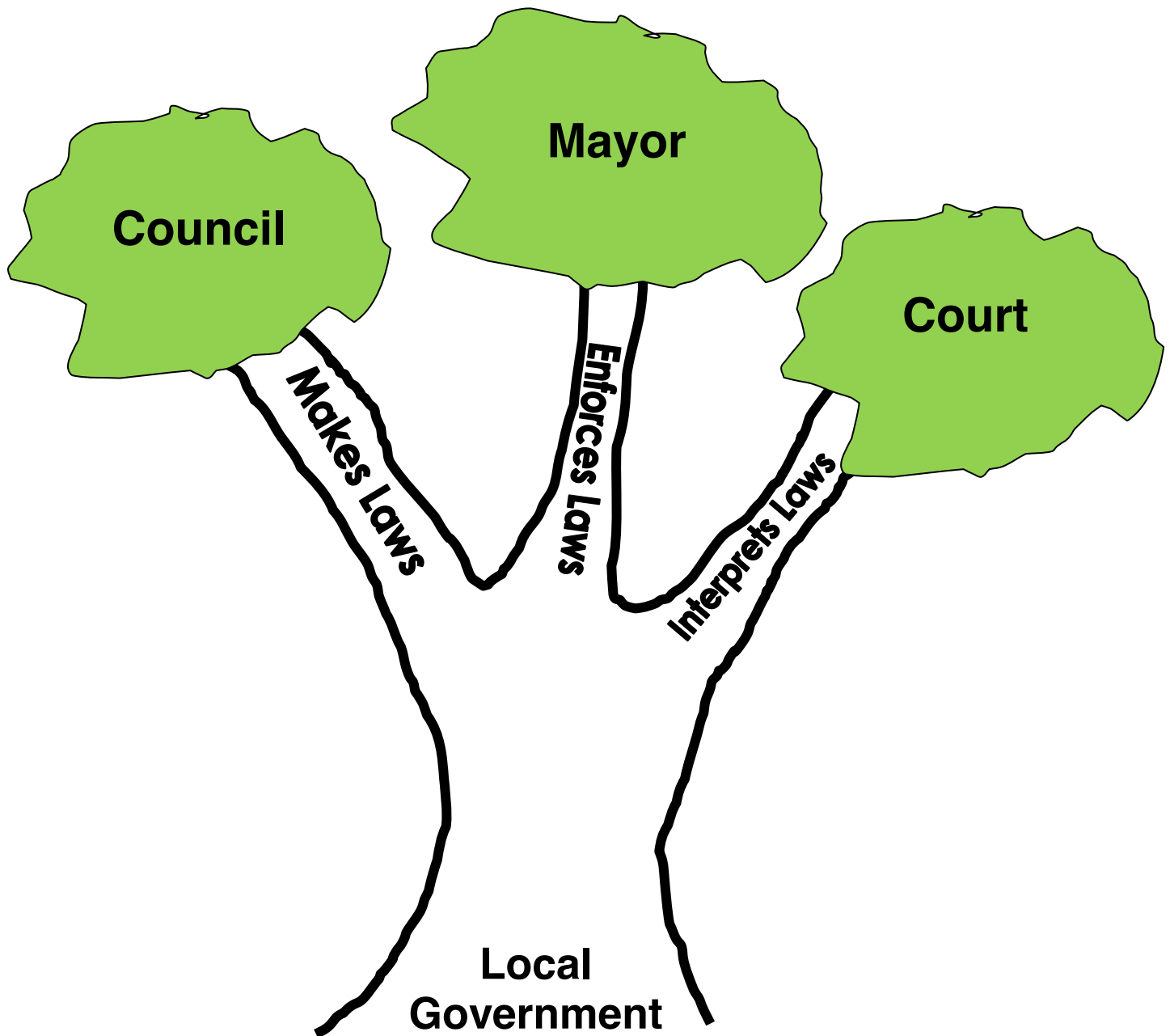


Limiting the power of government makes it harder for representatives to misuse the power the people have given them.

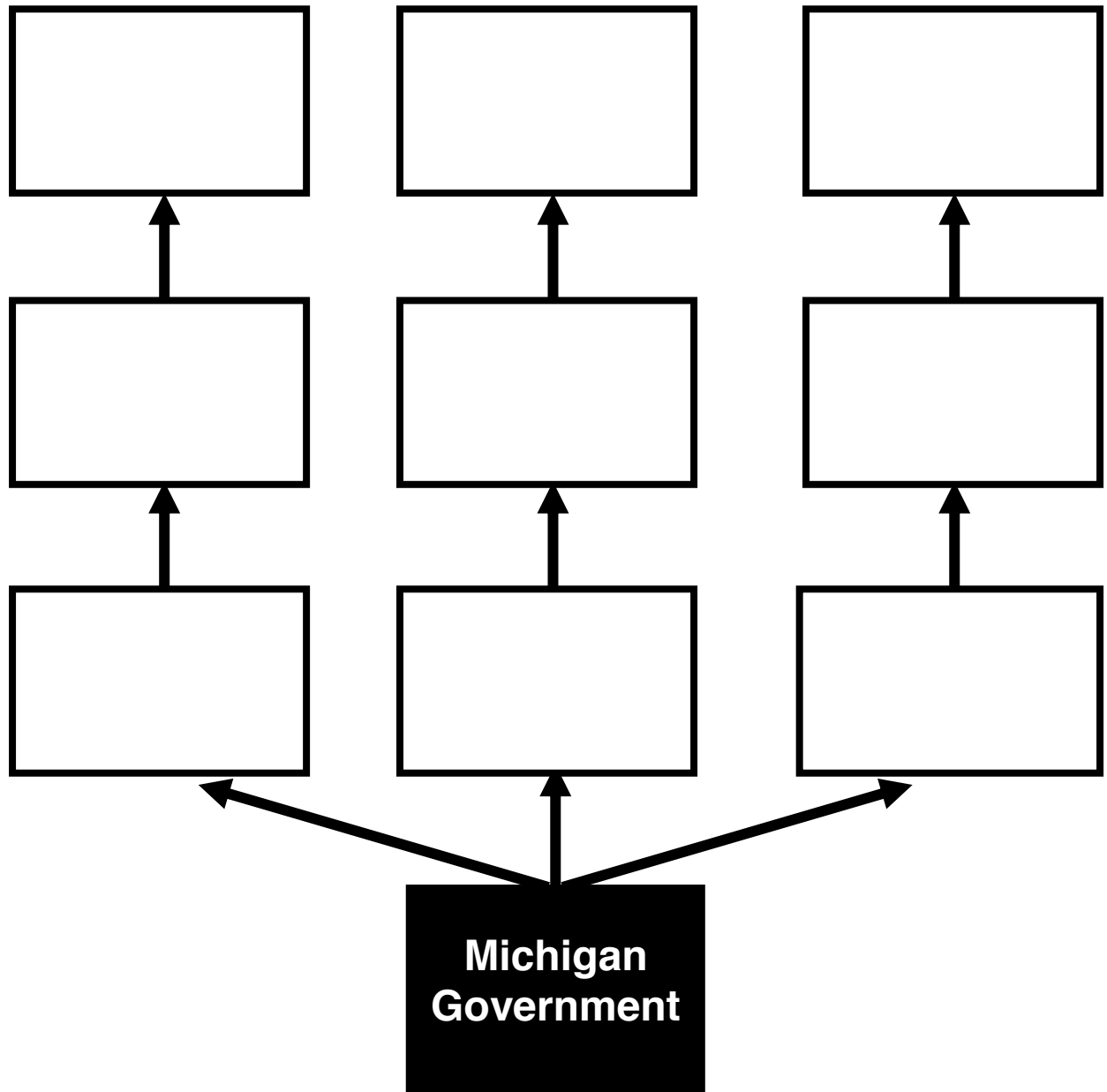
The Organization of our Local Government



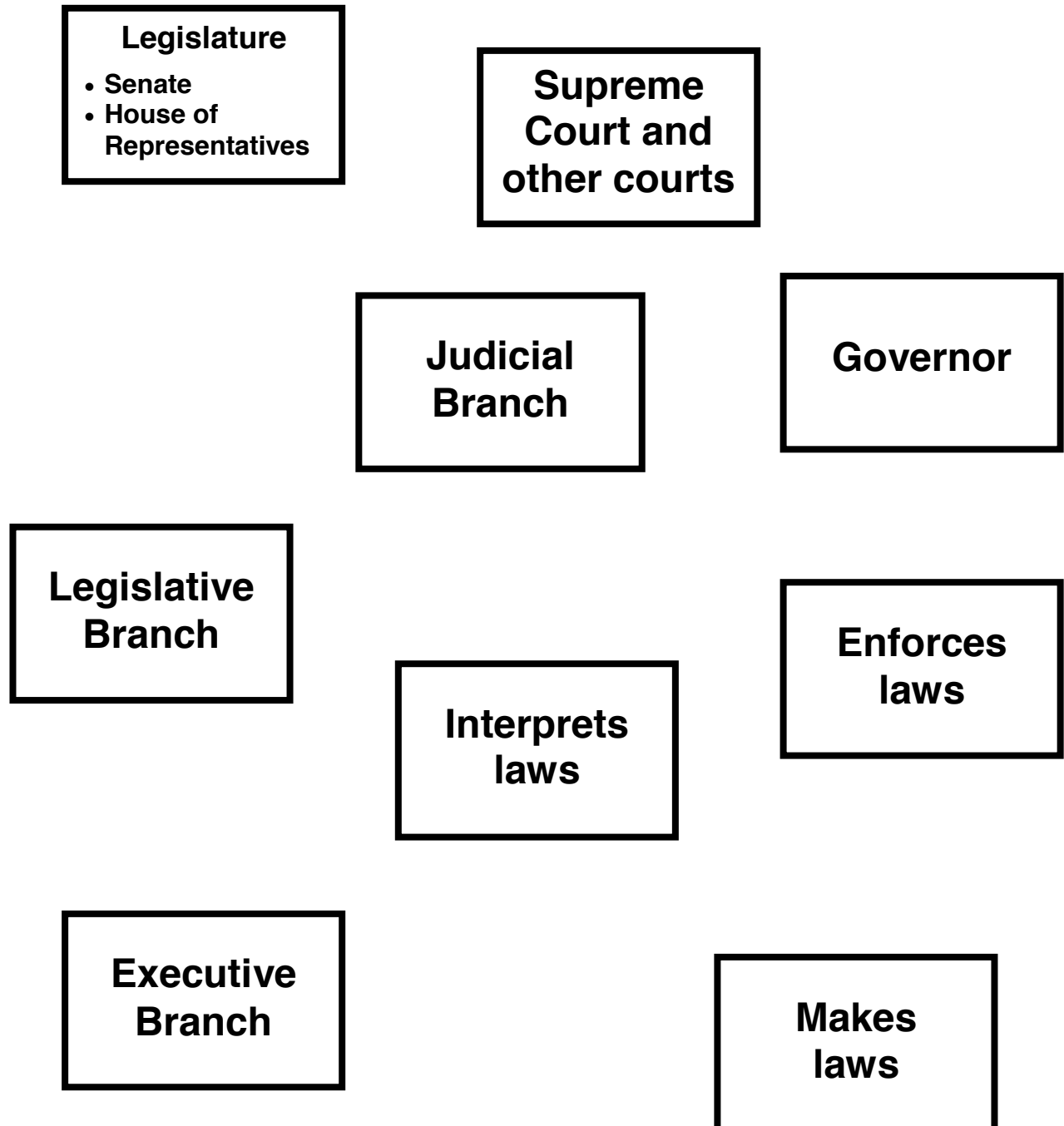
Sample Local Government Graphic Organizer



The Organization of the State Government of Michigan



Pieces for Michigan Government Graphic Organizer



Teacher Reference: Michigan Legislature Chart

	Michigan House of Representatives	Michigan Senate
What are members called?	Representatives	Senators
How many members?	110	38
How are they chosen?	Elected by the people	Elected by the people
What is the length of their term?	2 years	4 years
How many terms can they serve?	3	2
How old do you have to be to be a member?	21	21

Michigan Legislature Information Sheet

The Michigan Legislature is made up of the House of Representatives and the Senate. The House has 110 members who are elected to two-year terms. These members are called Representatives. The Senate has 38 members who are elected to four-year terms. These members are called Senators.

There is a limit to how many terms each member can serve. Representatives are limited to 3 terms or 6 years. Senators are limited to 2 terms or 8 years.







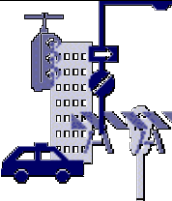

To be elected to the House or Representatives or the Senate you have to be at least 21 years old. You also have to be a United States citizen.

	Michigan House of Representatives	Michigan Senate
What are members called?		
How many members?		
How are they chosen?		
What is the length of their term?		
How many terms can they serve?		
How old do you have to be to be a member?		

Completed Michigan Legislature Chart

	Michigan House of Representatives	Michigan Senate
What are members called?	Representatives	Senators
How many members?	110	38
How are they chosen?	Elected by the people	Elected by the people
What is the length of their term?	2 years	4 years
How many terms can they serve?	3	2
How old do you have to be to be a member?	21	21

INFORMATION ABOUT THE MICHIGAN EXECUTIVE BRANCH – Teacher Reference Sheet

	<p>The executive branch is headed by one person, the governor.</p>
	<p>Responsibilities of the governor include enforcing state laws, presenting a yearly budget and signing and approving laws created by the Legislature.</p>
	<p>In addition, the governor oversees several departments in the executive branch.</p>
	<p>Departments in the executive branch are in charge of things like natural resources, the state police and transportation.</p>
	<p>The governor is helped by a lieutenant governor, a secretary of state and an attorney general.</p>
	<p>All of these positions, including the governor, are elected by the people for a four year term.</p>
	<p>The Secretary of State is in charge of a department responsible for traffic safety, motor vehicles, elections and record keeping.</p>
	<p>The Attorney General is the state's chief law officer. This person investigates crimes and handles other law issues.</p>

Sample Newspaper Article

Newly Proposed Bill Raises Fuel Tax to Save Michigan Roads

Posted: 1/28/2010

In order to keep several Michigan road construction projects on track two state lawmakers proposed a bill to raise the fuel tax.

Representative Richard Ball and Representative Pam Byrnes sponsored a new fuel bill that would increase the tax on gasoline from 19 cents per gallon to 23 cents per gallon this year and to 27 cents in 2013.

It's estimated that the tax increase would raise \$480 million a year.

But not everybody favors this idea. For example, a trucking company in Reed City and several drivers want lawmakers to put the brakes on this new fuel tax hike.

Source: <http://www.9and10news.com/category/story/?id=201991>

Assessment – part 1

Directions: Choose the best answer:

1. How is the government of Michigan organized?
 - A. It has a governor and a Senate.
 - B. It has a capital in Lansing.
 - C. It has three branches with different powers.
 - D. It has a mayor and a council.

2. The House of Representatives and the Senate are part of the
 - A. executive branch
 - B. judicial branch
 - C. legislative branch
 - D. governing branch

3. Who is in charge of the executive branch?
 - A. the senators
 - B. the representatives
 - C. the Supreme Court
 - D. the governor

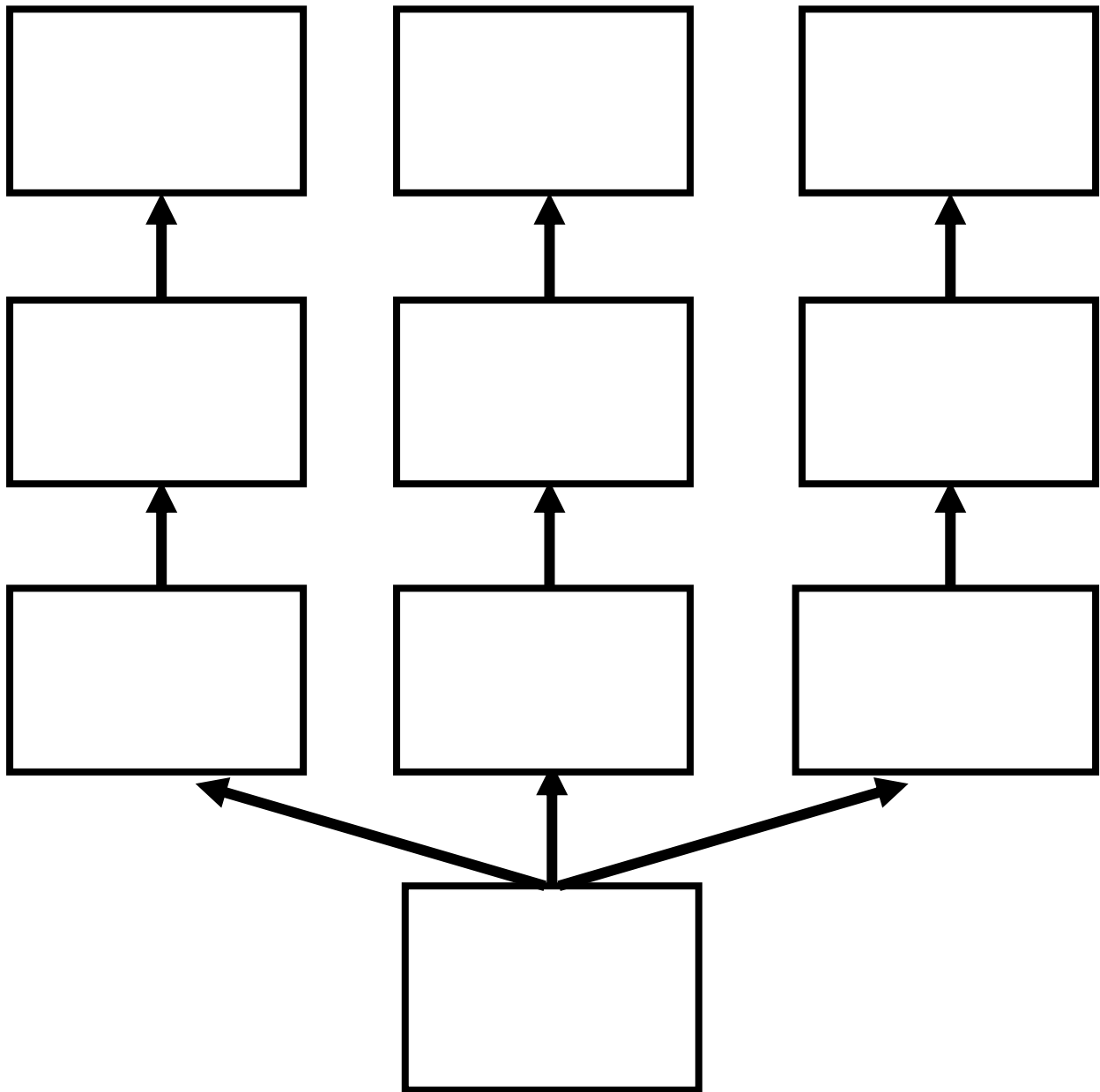
4. What does the legislative branch do?
 - A. It makes the laws.
 - B. It enforces the laws.
 - C. It interprets the laws.
 - D. It runs the courts.

5. The Supreme Court is part of the
 - A. executive branch
 - B. judicial branch
 - C. legislative branch
 - D. governing branch

Assessment – part 2

Write these in the correct places on the Graphic Organizer

Executive Branch	Make laws	Michigan Government	Legislative Branch
Interpret laws	Governor	Judicial Branch	Enforce laws
Legislature	Supreme Court and other courts		



Lesson 6: How Do Courts Function to Resolve Conflict?

Big Ideas of the Lesson

One purpose of the judicial branch is to interpret laws, or decide what laws mean.

Another purpose is to decide whether or not a law has been broken.

The judicial branch helps people resolve conflicts.

Different kinds of courts make up the Michigan judicial system.

Important Michigan courts include the Supreme Court and other lower courts.

Lesson Abstract:

In this lesson, students deepen their understanding of the judicial branch of the Michigan government and explore how courts work to resolve conflict. The civic responsibility of serving on a jury is addressed and launches the subsequent lesson on rights and responsibilities of citizens. The lesson includes an optional mock trial.

Content Expectations

3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

3 - C3.0.4 Explain how state courts function to resolve conflict.

Key Concept

judicial branch

Instructional Resources

Equipment/Manipulative

Chart paper

Highlighters – one per student

Overhead projector or document camera/projector

Student journal or notebook

Student Resource

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. pg. 364-368.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 6)*. Teacher-made material.

Michigan Citizenship Collaborative Curriculum, 2010.

Educational Resources. Michigan Supreme Court Learning Center. 12 March 2010 < HYPERLINK "http://courts.michigan.gov/plc/resources.htm" <http://courts.michigan.gov/plc/resources.htm>>.

Michigan Court System. 12 March 2010 < HYPERLINK "http://courts.michigan.gov/plc/resources/third/Levels%20book.pdf" <http://courts.michigan.gov/plc/resources/third/Levels%20book.pdf>>.

Mini-Court Teaching Guide: The Case of the Missing Puppy. New Jersey State Bar Foundation. 12 March 2010 < HYPERLINK "http://www.njsbf.org/images/content/1/1/11139/k-2-mini-court2000.pdf" <http://www.njsbf.org/images/content/1/1/11139/k-2-mini-court2000.pdf>>.

Lesson Sequence

Using the lesson organizer from Lesson 5, review the three branches of Michigan government. Explain to students that in this lesson they will explore the judicial branch and its main purposes. *Note: a teacher reference sheet about Michigan's judicial branch has been included in the Supplemental Materials (Unit 5, Lesson 6).* Explain that the judicial branch has several important purposes. These include:

- deciding what laws mean
- deciding what to do when laws are broken
- helping resolve conflicts

Use the laws from Lesson 3 to show students the important role that courts play in interpreting the laws. These articles are reprinted again in the *Supplemental Materials (Unit 5, Lesson 6)*. Use the following examples and questions:

- Tawas, MI: A police officer arrested Sam for having a gerbil because the officer thought gerbils were dangers. Here, the term "dangerous animal" is unclear. The court will have to determine if a gerbil is what was meant by "dangerous animal."
- Norway, MI: What if a neighbor asks you to watch her cat and you already own three? Does this violate the law? The court would determine whether the law applies to this situation.
- Holland, MI: Suppose Susie takes her license plate from her car and puts it on her dog. Is she following the law? The court would determine what is meant by "license."
- Macomb Twp, MI: This law says people cannot have a dog that frequently barks or yelps. What is yelping? What is frequent? A court would have to determine what is meant by each of these terms.

Display "Newspaper Article #1", located in the *Supplemental Materials (Unit 5, Lesson 6)* and go over the article with students. Use the following questions

to discuss the article:

What purpose of the judicial branch does this scenario involve?

How do you know?

Do you agree with the ruling? Why or why not?

Display “Newspaper Article #2”, located in the *Supplemental Materials (Unit 5, Lesson 6)* and go over the article with students. Use the following questions to discuss the article:

What purpose of the judicial branch does this scenario involve?

How did the court rule in this case?

Display “Newspaper Article #3”, located in the *Supplemental Materials (Unit 5, Lesson 6)* and go over the article with students. Use the following questions to discuss the article:

What purpose of the judicial branch does this scenario involve?

How do you know?

Ask students if they know who is in charge in a courtroom. Allow students time to answer and guide them to understand that a judge controls the courtroom. Introduce word card #27. Using word card #28, explain that when a law is broken or there is a conflict, and it is handled in court, it is called a trial.

6. Explain that citizens play a very important part in our court system. Using Word Card #28, explain that citizens are called upon to be a member of a jury, or a group of people who listen in a trial and decide if a law has been broken. Ask students why they think courts have a jury instead of just having a judge decide the case. Discuss student responses. Explain that one important right that citizens have is the right to a fair trial. Explain that in many cases that means a jury trial made up of a group of citizens. In this way, several people, not just one judge, are listening to evidence and deciding on a case. Therefore, one of the important responsibilities of a citizen is serving on a jury. Explain that in the next lesson students will learn about additional rights and responsibilities of citizens.

As an enrichment activity for this lesson, involve students in the mock trial, *The Case of the Missing Puppy*, which can be found at this website: HYPERLINK "http://www.njsbf.org/images/content/1/1/11139/k-2-mini-court2000.pdf" <http://www.njsbf.org/images/content/1/1/11139/k-2-mini-court2000.pdf> . This short mock trial designed especially for young students includes a full script, role cards, and lesson plans.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 6)* in which students demonstrate what they have learned in the lesson by completing a constructed response and using a Word Bank to complete

sentences about the judicial branch.

3rd Grade Michigan Studies

SS030506

Unit 5: The Government of Michigan

Lesson 6

Michigan Citizenship Collaborative Curriculum

Page PAGE 1 of NUMPAGES 3

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 23, 2010

Graphic Organizer



Interpret
Laws
(Decide what
laws mean)

Decide what
to do when
laws are
broken

Solve
Conflicts



Big Ideas Card

Big Ideas of Lesson 6, Unit 5

- One purpose of the judicial branch is to interpret laws, or decide what laws mean.
- Another purpose is to decide whether or not a law has been broken.
- The judicial branch helps people resolve conflicts.
- Different kinds of courts make up the Michigan judicial system.
- Important Michigan courts include the Supreme Court and other lower courts.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Elect – Word Card #8 from Lesson 2
- Branches of Government – Word Card #18 from Lesson 5
- Judicial Branch – Word Card #24 from Lesson 5
- Court – Word Card #25 from Lesson 5
- Supreme Court – Word Card #26 From Lesson 5

27 judge

the person who is in charge of the court

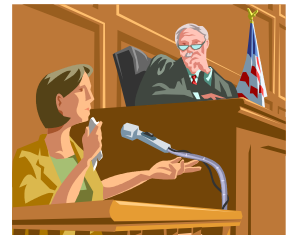


Example: The judge sits in the front of the courtroom.

(SS030506)

28 trial

when a crime or conflict is handled in a court



Example: The person went on trial for stealing a car.

(SS030506)

29 jury

a group of citizens who listen to the evidence at a trial and decide if the law has been broken



Example: The jury listened carefully as evidence was presented.

(SS030506)

Examples of Local Government Laws

Tawas City, Michigan

It shall be unlawful for any person to own a pit bull, dangerous animal, poisonous reptile, or poisonous insect in the city.

Norway, Michigan

It shall be unlawful for any person to own more than three cats over four months of age at any one time anywhere in the city. This law shall not apply to cats that are being kept by a veterinarian, or any veterinary hospital, or by a pet shop.

Holland, Michigan

No person shall own any dog four months old or older that does not, at all times, when a dog is off the property of the owner, wear a collar or harness with a license tag.

Macomb Township, Michigan

It shall be unlawful for any person to own any dog which shall cause annoyance or disturbance to persons by frequent barking, howling, and yelping.

Simplified Versions adapted from: *Local Municipal Codes*. <http://www.municode.com/Library/Library.aspx>

Teacher Reference Sheet: Courts

District Courts

- Handle minor crimes involving state or local laws.
- Hear all civil cases involving less than \$25,000.
- Handle criminal cases of crimes that have punishments of not more than a year of jail.
- Judges are elected to a 6-year term.

Circuit Courts

- Hear all civil cases involving more than \$25,000.
- Hear all criminal cases involving serious crimes.
- Hear appeals (request for a higher court to review a case) from district courts.
- The Family Division of the Circuit Court deals with family matters such as divorce, child custody issues, and adoption.
- Judges are elected for a 6-year term.

Courts of Appeals

- Hear civil and criminal cases appealed from lower courts.
- Have a panel of at least three judges, not a single judge.
- Cases are heard in Detroit, Grand Rapids, Lansing, and Marquette.
- Decisions are final, unless the Supreme Court agrees to review a case.
- Judges are elected to 6-year terms.

Supreme Court

- The highest court in the state.
- It hears cases appealed to it from other state courts.
- Composed of 7 judges, called justices who are elected by the people.
- Justices serve an 8-year term.
- The court meets in Lansing.

Newspaper Article #1

Neighbor has to pay

FARMINGTON – A longtime dispute between two neighbors finally ended in the 47th District Court yesterday. Mary Battle had accused John Hanson of ruining her expensive car when he painted his house last summer. Battle claimed Hanson was painting carelessly and got paint all over her car which was parked in her own driveway. Hanson claimed it was a windy day and the wind carried the paint from his sprayer into her yard. He stated during the trial that it was not his fault that her car was parked so close to his house. The court ruled in Battle's favor and ordered Hanson to pay her \$3000 in damages.

Newspaper Article #2

Court finds man guilty

PONTIAC – In the Oakland County Circuit court late yesterday, James McDonald was found guilty of robbing the Big Star Party Store. Evidence presented in the case included videotape of the robbery from a store security camera which showed McDonald robbing the store.

Newspaper Article #3

NILES, MICHIGAN – The McGuire’s house will not be torn down after all. A court ruled yesterday that the city of Niles could not tear down abandoned homes. The court decided that the law was not clear. The court said that an unclear law could not be enforced.

Last year, Niles passed a law to deal with abandoned homes. The law said that the Chief of Police could hire people to tear down abandoned homes. The law did not say how long homes had to be empty before they could be torn down.

Jude and Mac McGuire go to Florida for the winter. This winter, the Chief of Police noticed the driveway had not been plowed and no one appeared to live there. After two months, he hired a company to tear down the house.

The McGuire’s went to court to try to stop the company from tearing down their house. The court decided that the law was unfair. The law was unclear because the word “abandoned” was not explained. The court decided the McGuire’s house could not be torn down.

Assessment

What are two important things that Michigan courts do?	

Use the words in the Word Bank to fill in the blanks in these sentences:

1. The _____ branch of Michigan government is made up of different _____.
2. This branch _____ state laws.
3. This branch also decides what happens to people who break _____.
4. This branch also helps to resolve _____ between people.
5. One important responsibility of citizenship is serving on a _____.

<u>WORD BANK</u>		
conflicts	interprets	courts
laws	judicial	jury

Assessment – Answer Sheet

What are two important things that Michigan courts do?

Possible Answers:

Courts interpret laws.

Courts decide what laws mean.

Courts help resolve conflicts.

Courts decided what to do when laws are broken.

Courts help protect individual rights.

Use the words in the Word Bank to fill in the blanks in these sentences:

1. The **judicial** branch of Michigan government is made up of different **courts** .
2. This branch **interprets** our state laws.
3. This branch also decides what happens to people who break **laws** .
4. This branch also helps to resolve **conflicts** between people.
5. One important responsibility of citizenship is serving on a **jury** .

Lesson 7: What are the Rights and Responsibilities of Michigan Citizens?

Big Ideas of the Lesson

Citizens have many important rights.
Rights include freedom of speech, freedom of religion, the right to a fair trial, and the right to vote.
Laws and governments help protect people's rights.
Rights come with responsibilities.

Lesson Abstract:

This lesson explores some of the rights of citizens such as freedom of expression, freedom of religion, and the right to vote. After students brainstorm a list of rights, they discuss how laws and governments protect people's rights and how rights come with responsibilities. The lesson concludes with students creating a visual depiction of some of the rights and responsibilities of Michigan citizens.

Content Expectations

3 - C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Key Concepts

responsibilities of citizenship
rights of citizens

Instructional Resources

Equipment/Manipulative

Overhead projector or document camera/projector
Student journal or notebook

Student Resource

McConnell, David. *Meet Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 2009. 371-375.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 5, Lesson 7)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.

Lesson Sequence

Write the word “rights” on the board. Ask students what this term means. Discuss student responses. Guide students in understanding that rights are things that people are entitled to or are entitled to do by law, because they are citizens/residents of a country. Remind students that one of the main purposes of government is to protect the rights of people. This is true of all three levels of government.

Ask students to think of some examples of rights people have in Michigan and write one of them down. Then share with the whole class. Possible examples of rights include freedom of speech, religious freedom, and property ownership, voting, etc. Be prepared to suggest some of these to students.

Ask students: “Who protects people’s rights?” Discuss student responses. By now, students should be able to cite several “protectors” of rights such as the police and the courts. Ask the class, “Are there enough police and courts to protect everyone’s rights all of the time?” Then ask: “How can we make sure our rights are protected?” Guide students in a discussion that reaches the conclusion that citizens are responsible for protecting their own rights as well as the rights of others.

Explain to the class that in order to protect people’s rights there must be fair laws. There must also be good leaders in important positions like governor, senator, representative, and judge. It is important for citizens as well as leaders to obey the laws.

Display the “Rights and Responsibilities” graphic organizer, located in the *Supplemental Materials (Unit 5, Lesson 7)*. Note that you will be using the “Rights” section of the organizer in this step and the “Responsibilities” section of the organizer in a subsequent step. Explain that the rights shown here are guaranteed in both the U.S. Constitution and the Michigan Constitution. Using Word Cards #29 and #30 from this lesson, as well as #28 from lesson 6, discuss the first three rights shown on the organizer. Explain that these rights can be summarized as follows:

Freedom of speech: The government cannot unfairly limit your right to speak freely.

Freedom of religion: The government cannot interfere with your right to believe as you wish. It cannot unfairly limit your right to practice your religious beliefs.

The right to a fair trial: If you are accused of a crime, the government has to give you a fair trial to find out if you are guilty of the crime.

Point to the ‘right to vote’ section on the organizer used in the previous step. Using Word Card # 31, explain to students that the right to vote is a very important right. Ask students why they think this is true. Discuss student responses and then share the following information:
Voting is the way leaders are chosen in our country.

Our government is a republic where people have the power of government. They use their power by voting for leaders to make decisions for them. Voting is a way of getting rid of leaders who are not doing a good job.

Display “Thinking about Rights” chart, located in the *Supplemental Materials (Unit 5, Lesson 7)*. As a class, work together to read each short scenario and determine what right is being denied in each example. Note that a chart showing correct answers has also been included in the *Supplemental Materials (Unit 5, Lesson 7)*.

Using the same graphic organizer on “Rights and Responsibilities” that you began in Step 5, draw an arrow between the word “Rights” and the word “Responsibilities.” Explain to students that rights come with responsibilities. Using Word Card #32, explain that the responsibilities that come with citizenship are called ‘civic responsibilities.’

Draw an arrow between “Freedom of Speech” and the empty box to the right of it. Pose the following question: What responsibilities come with freedom of speech? Discuss student responses. Note that possible answers include the responsibility to allow others to give their opinions and the responsibility not to lie about others. As a group, select one idea to write in the empty box. Note that a completed organizer has been included in the *Supplemental Materials (Unit 5, Lesson 7)* for you to use for reference.

Continue to complete the organizer in the same manner by drawing arrows, discussing the right, thinking of connected responsibilities and writing one responsibility on the organizer.

Divide students in pairs and each pair a copy of the “Thinking about Responsibilities” chart located in the *Supplemental Materials (Unit 5, Lesson 7)*. Explain that partners should work together to read each short scenario and determine why the citizen described in each scenario is not demonstrating civic responsibility. Give students time to work together and then go over each scenario in the large group and discuss what students have written. Note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 5, Lesson 7)*. Note that this chart could also be completed by students independently or as homework.

Give each student a copy of the “Connecting it All Together!” graphic organizer located in the *Supplemental Materials (Unit 5, Lesson 7)* and explain that this organizer helps connect all the lessons of the unit together. Have students take out all the Word Cards from the unit. As you go over the organizer with them, have students identify Word Cards that are connected with each section of the organizer. For example Word Card #1, (government) and Word Card #5, (republic) and Word Card #14, (national government) could all be connected with the first section of the organizer (Our country is a

republic.)

13. Note that this lesson can be supplemented with pages 371-375 in *Meet Michigan* or a similar text selection relating to the judicial system of Michigan in another textbook.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 5, Lesson 7)* in which students identify two rights and a responsibility connected to each right. The activities on “Thinking about Rights” and “Thinking about Responsibilities” can also be used as assessments.

3rd Grade Michigan Studies

SS030507

Unit 5: The Government of Michigan

Lesson 7

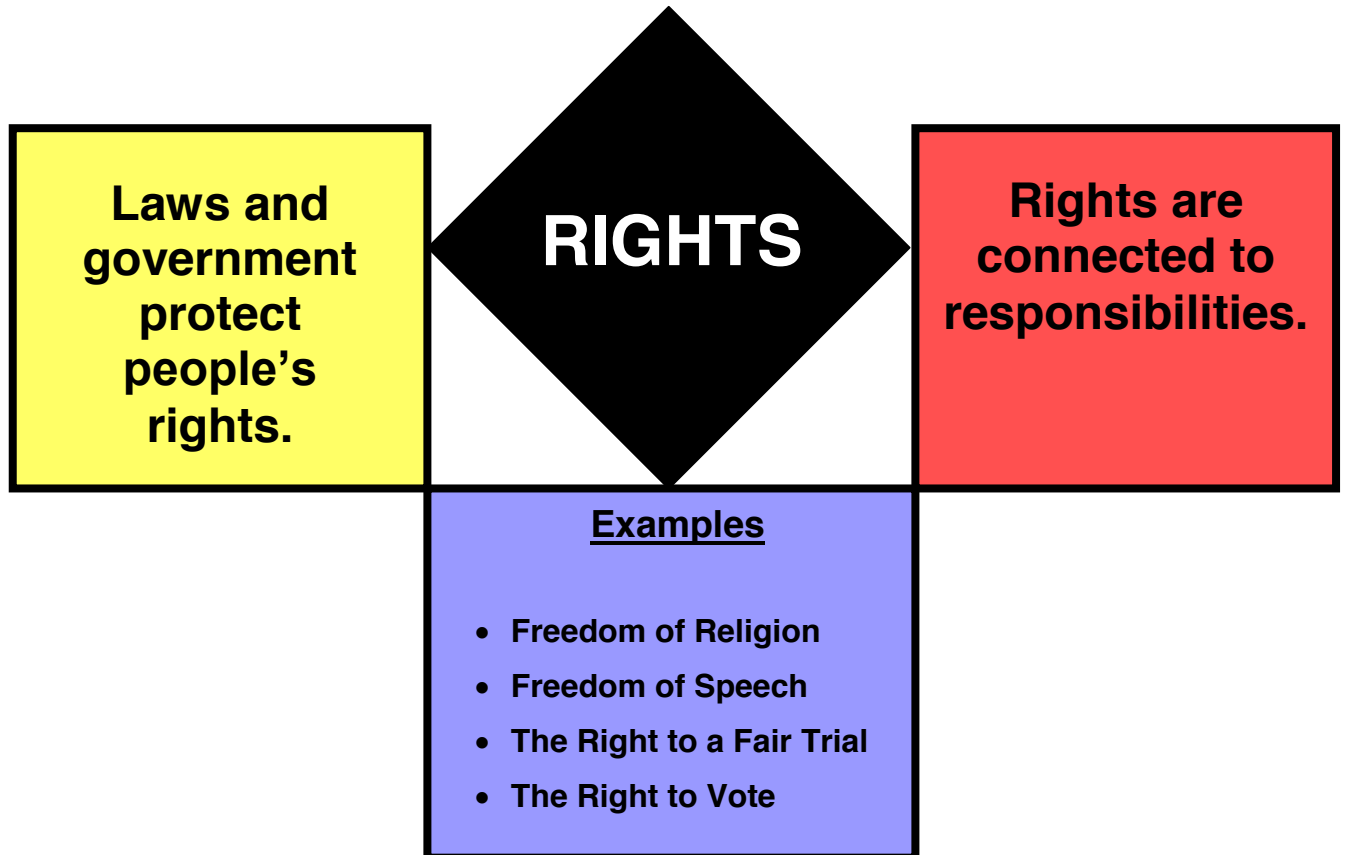
Michigan Citizenship Collaborative Curriculum

Page PAGE 1 of NUMPAGES 3

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 23, 2010

Graphic Organizer



Big Ideas Card


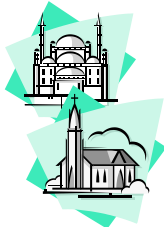


Big Ideas of Lesson 7, Unit 5

- Citizens have many important rights.
- Rights include freedom of speech, freedom of religion, the right to a fair trial, and the right to vote.
- Laws and governments help protect people's rights.
- Rights come with responsibilities.

Word Cards


Word Cards from previous lessons needed for this lesson:

- Individual Rights – Word Card #3 from Lesson 1
- Republic – Word Card #6 from Lesson 2
- Elect – Word Card #8 from Lesson 2
- Constitution – Word Card #16 from Lesson 4
- Court – Word Card #25 from Lesson 5
- Trial – Word Card #28 from Lesson 6

<p style="text-align: center;">30 freedom of speech</p>  <p>the right to say what you want and to talk about your beliefs, ideas, and feelings</p> <p>Example: He exercised freedom of speech when he stood up and gave his opinion in the meeting.</p> <p style="text-align: right;">(SS030507)</p>	<p style="text-align: center;">31 freedom of religion</p>  <p>the right to have any religious beliefs you want or no religious beliefs at all</p> <p>Example: We have many different religions in our country because we believe in freedom of religion.</p> <p style="text-align: right;">(SS030507)</p>
<p style="text-align: center;">32 voting</p>  <p>the way leaders are chosen in our country.</p> <p>Example: People in Michigan voted for both a new president and a new governor.</p> <p style="text-align: right;">(SS030507)</p>	<p style="text-align: center;">33 civic responsibilities</p>  <p>things citizens are supposed to do.</p> <p>Example: Voting and obeying laws are civic responsibilities.</p> <p style="text-align: right;">(SS030507)</p>

Rights


Freedom of Speech




Freedom of Religion



The right to a fair trial



The right to vote



Responsibilities

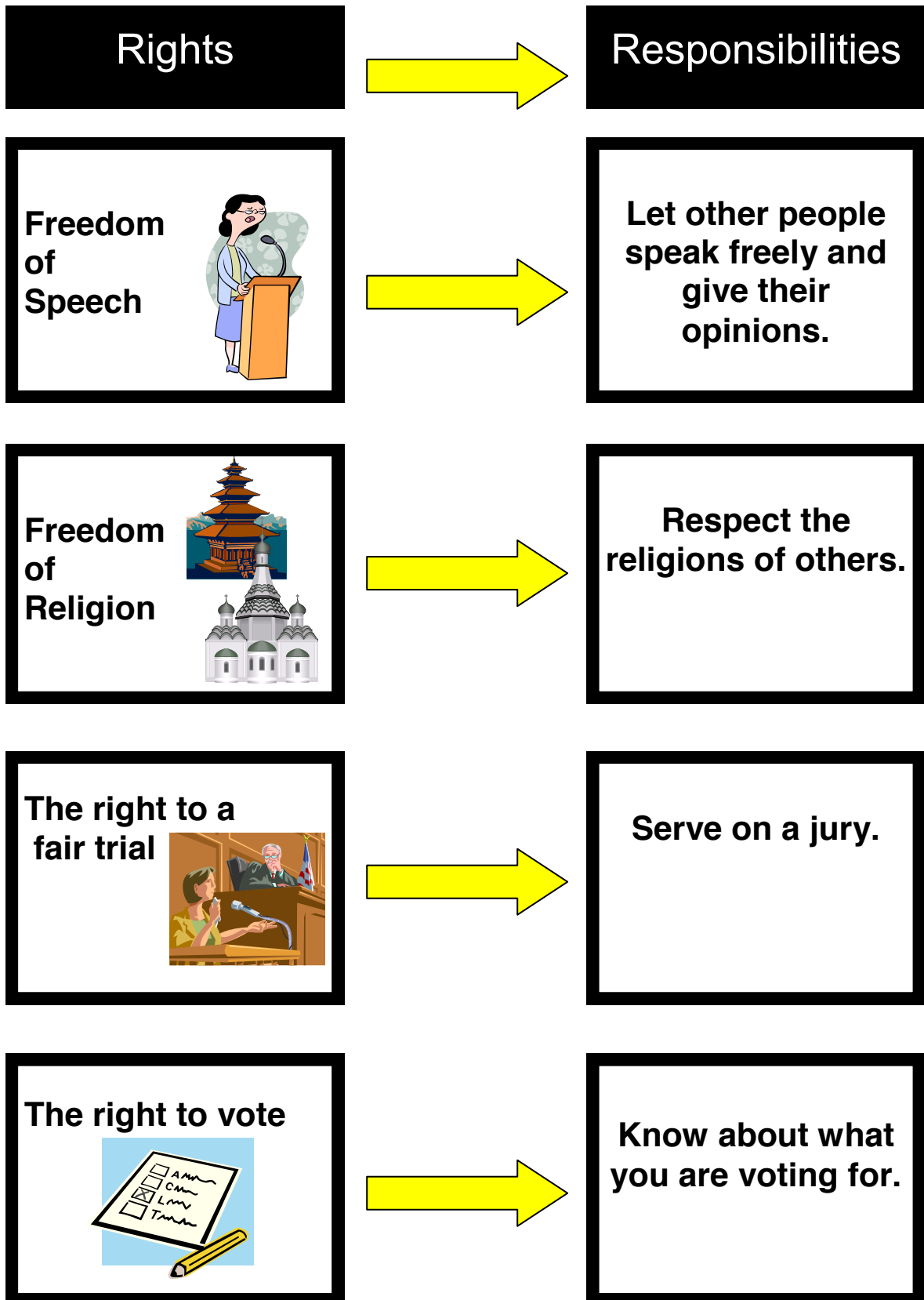


Thinking about Rights

	What right was being denied?
Randy Miller robbed a party store. A video camera in the store recorded him robbing it. Because the camera showed him clearly he was sent directly to jail and spent four years there.	
Mary was angry about a new law passed in her community. She went to a city council meeting and asked to give her opinion about the law. Council members said they were happy with the new law and didn't need to hear anymore about it. They told Mary to go home and stop complaining.	
Herbert Frizzleston was mayor of a very small town with only 3 churches. Mayor Frizzleston loved the church he went to. He decided it would be best to have only one church in town. That way, everybody could attend church together. He sent police officers to close the other two churches. Then, he told citizens they would all have to attend his church on Sunday.	

Thinking about Rights – Answers

	What right was being denied?
Randy Miller robbed a party store. A video camera in the store recorded him robbing it. Because the camera showed him clearly he was sent directly to jail and spent four years there.	<i>Right to a Fair Trial</i>
Mary was angry about a new law passed in her community. She went to a city council meeting and asked to give her opinion about the law. Council members said they were happy with the new law and didn't need to hear anymore about it. They told Mary to go home and stop complaining.	<i>Freedom of speech</i>
Herbert Frizzleston was mayor of a very small town with only 3 churches. Mayor Frizzleston loved the church he went to. He decided it would be simpler to have just one church in town. Then, everybody could attend church together. He sent police officers to close the other two churches. Then, he told citizens they would all have to attend his church on Sunday.	<i>Freedom of religion</i>



Thinking about Responsibilities

	Why is the person not being a responsible citizen?
Mary's neighbor was running for mayor. Mary didn't think he'd make a very good mayor. He often had conflicts with other neighbors. Mary voted for him anyway because he was her neighbor.	
Robert doesn't like people who don't agree with him. Whenever someone tries to give an opinion, he gets angry and starts yelling at them.	
Henry makes fun of people who don't belong to his religion. He teases them and says their religion is wrong.	
Amy says she is a busy person and does not have time to serve on a jury. Therefore, she is going to try and get out of having to do to it.	

Thinking about Responsibilities – Sample Answers

	Why is the person not being a responsible citizen?
Mary's neighbor was running for mayor. Mary didn't think he'd make a very good mayor. He often had conflicts with other neighbors. Mary voted for him anyway because he was her neighbor.	<i>Citizens have the responsibility to vote wisely and carefully. They should not just vote for someone because they are a neighbor.</i>
Robert doesn't like people who don't agree with him. Whenever someone tries to give an opinion, he gets angry and starts yelling at them.	<i>Citizens have the right of freedom of speech and they should allow other people to have the same right.</i>
Henry makes fun of people who don't belong to his religion. He teases them and says their religion is wrong.	<i>People are free to have whatever religion they want. Other citizens should not make fun of their religion.</i>
Amy says she is a busy person and does not have time to serve on a jury. Therefore, she is going to try and get out of having to do to it.	<i>Citizens have the responsibility to serve on a jury.</i>

Connecting it all together!

Our country is a republic.



In a republic power is held by the people.



The people give power to leaders that they elect to represent them.



Some of these representatives become our state government.



Our state Constitution describes how our state government is organized into three branches.



Our state Constitution also describes rights that Michigan citizens have.



Rights come with civic responsibilities.

Assessment

Directions: List two rights and one responsibility that goes with each right.

<i>Right</i>	<i>A responsibility that goes with the right</i>

Assessment – Sample Answers

Directions: List two rights and one responsibility that goes with each right.

<i>Right</i>	<i>A responsibility that goes with the right</i>
<i>Freedom of Religion</i>	<i>The responsibility to respect the religion of others.</i>
<i>Freedom of Speech</i>	<i>The responsibility to allow other people to have their own opinions.</i> <i>The responsibility not to lie about other people.</i>
<i>Right to vote</i>	<i>The responsibility to vote.</i> <i>The responsibility to learn about people who are running for office.</i>
<i>Right to a Fair Trial</i>	<i>The responsibility to serve on a jury if you are called.</i> <i>The responsibility to be a witness in a trial if you are needed.</i>

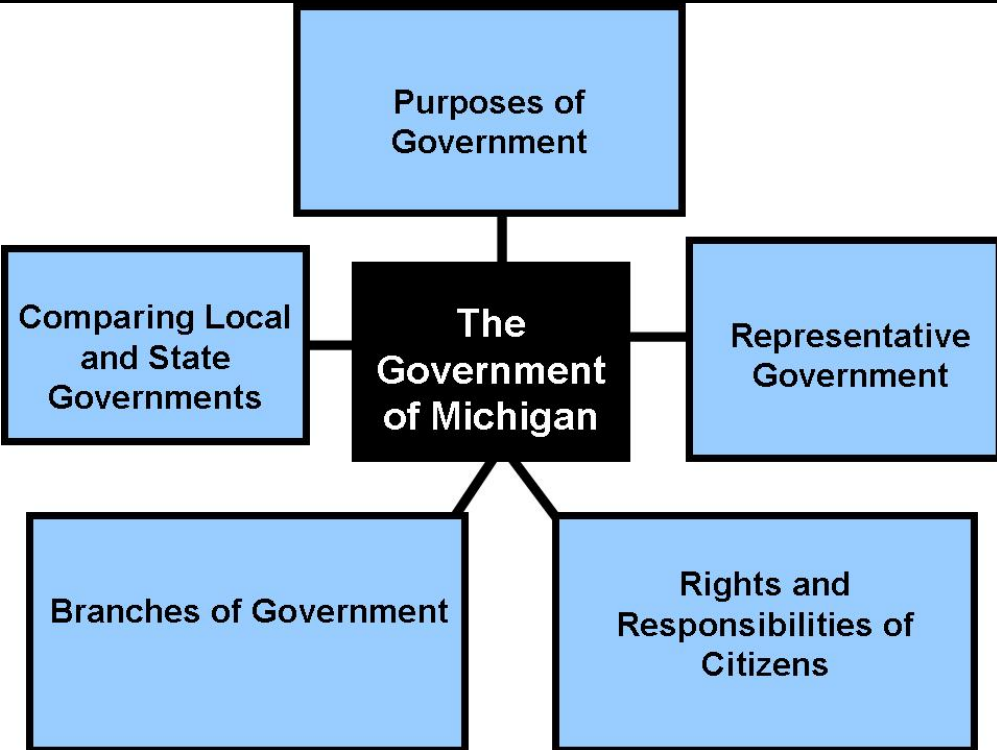
Third Grade Social Studies



Unit 5: The Government of Michigan

Student Name:

Big Picture Graphic

Overarching Question: <p style="text-align: center;">How has the government in Michigan responded to the needs of people as Michigan has grown?</p>		
Previous Unit: <p>The Growth of Michigan</p>	This Unit: <p>The Government of Michigan</p>	Next Unit: <p>Public Issues Facing Michigan Citizens</p>
 <pre> graph TD A[The Government of Michigan] --- B[Purposes of Government] A --- C[Comparing Local and State Governments] A --- D[Representative Government] A --- E[Branches of Government] A --- F[Rights and Responsibilities of Citizens] </pre>		
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none"> 1. Why do the people in the state of Michigan need a government? 2. How is our state government organized? 3. What are some important rights and responsibilities of Michigan citizens? 		<u>Types of Thinking</u> Compare/Contrast Description

Questions for Students

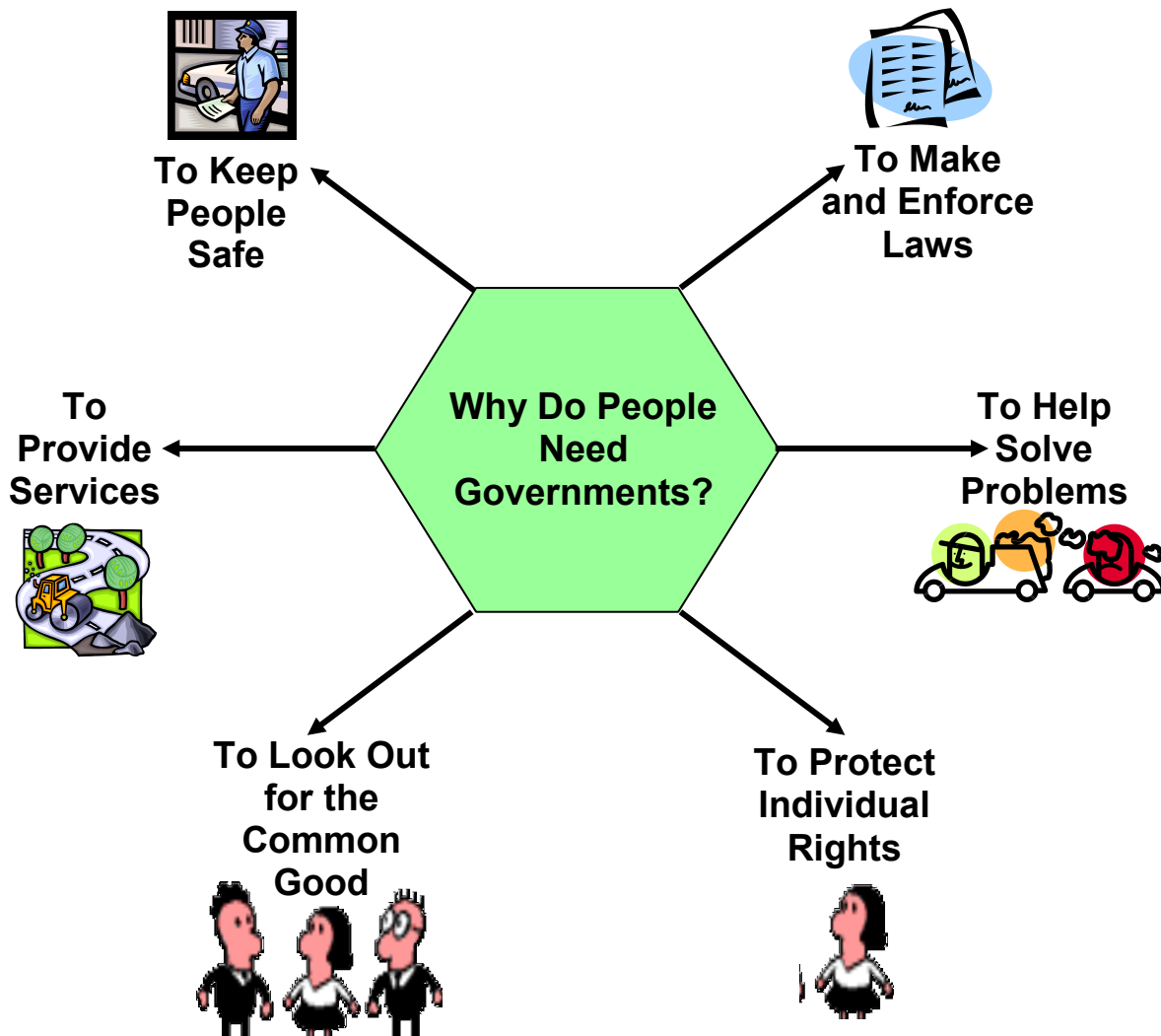
In this unit, we are going to be learning about the government of Michigan. Think about the focus questions:

1. Why do the people in the state of Michigan need a government?
2. How is our state government organized?
3. What are some important rights and responsibilities of Michigan citizens?

Use the chart below to write or draw about these questions.

Things I Know	Questions I Have

Lesson 1 Graphic Organizer



Big Ideas of Lesson 1, Unit 5

- People need governments for many reasons.
- Governments keep people safe, make laws, and provide services.
- Governments look out for the common good and also protect individual rights.
- Governments also help to solve problems.
- To carry some purposes of government, the state government of Michigan provides many things like State Police, State Parks, and State Roads.

Word Cards

1 government



a system of laws and leaders that helps keeps people safe and protects their rights

Example: Cities, states, and countries all have a government.

2 the common good



people working together for the benefit of everybody

Example: When governments provide services like fixing roads they are looking out for the common good.

3 individual rights



things one person is entitled to have or to do

Example: You have the right to own property. You have the right to speak freely.

4 public services



things that a government does for people

Example: The government of Michigan provides public services like state police and road repair.

5 state government



the government of one of the fifty states

Example: The state government of Michigan is centered in Lansing.

GROUP ACTIVITY SHEET

There were about 400 people living on the island of Westler. They were having lots of problems. People did whatever they wanted. If one family liked the lawn furniture of another family, they just took it. Rich families pushed poor families around. People drove as fast as they wanted and were always running into each other. People argued over everything. Most of the arguments ended in fights. Nobody felt safe on the island.

Questions:






How would you describe the main problem on the island of Westler?

What could be done to solve the problem?

Michigan State Police



How the Government of Michigan Carries out the Purposes of Government

	Purpose of Government
<p>There are many state parks run by the government of Michigan</p> 	
<p>The government of Michigan made a law to fine people who pollute rivers in Michigan.</p> 	
<p>There are many state roads that are repaired by the government of Michigan.</p> 	
<p>The state government of Michigan runs a State Library that all people in Michigan can use.</p> 	
<p>The Mackinac Bridge was built by the government of Michigan.</p> 	

Lesson Review

<p>How would you describe a community without laws and a government?</p>	
---	--

Describe one purpose of government and one way the government of Michigan carries out that purpose:

One Purpose of Government	One way the government of Michigan carries out that purpose

Use the words in the Word Bank to fill in the blanks in these sentences:

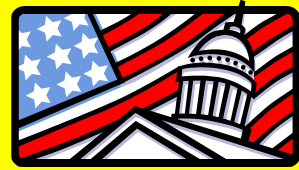
1. _____ is a system of _____ and leaders that helps keep people _____ and protects their individual _____.

2. Governments look out for the common _____ and try to protect _____ rights.

<u>WORD BANK</u>		
good	laws	government
safe	rights	individual

Lesson 2 Graphic Organizer

Our government is a republic.



In a republic power is held by the people.



The people give power to leaders who they elect to represent them.



The representatives help all the people, not just a few.



If the representatives don't do their job well, the people will not re-elect them.



Big Ideas of Lesson 2, Unit 5

- Our government is a republic.
- In a republic power is held by the people.
- The people give power to leaders who they elect to represent them. This is called representative government.
- If the representatives don't do their job well, the people will not re-elect them.
- Representatives and Senators represent people in the Michigan government.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- The Common Good – Word Card #2 from Lesson 1
- State Government – Word Card #5 from Lesson 1

6 republic



a government where people hold the power of government and choose leaders to make laws and decisions for them

Example: Our government is a republic.

7 representative government



people elect representatives to make laws for them and be their leaders

Example: Representative government is an important part of a republic.

8 elect

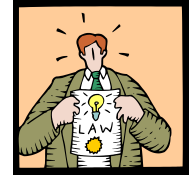
to choose someone by voting



Example: People elect their representatives by voting in elections.

9 Representative

a member of the House of Representatives



Example: Your area has a representative who represents you in the Michigan House of Representatives.

10 House of Representatives

one of the two groups that make up law-making branch of Michigan government



Example: The Michigan House of Representatives meets in Lansing to make laws.

11 Senate

one of the two groups that make up the law-making branch of Michigan government



Example: The Michigan Senate meets in Lansing to make laws.

12 Senator

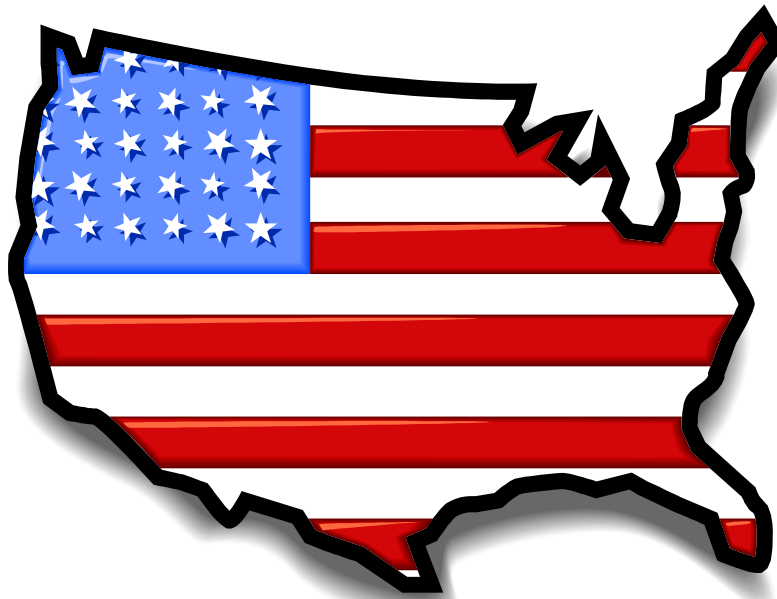
a member of the Senate

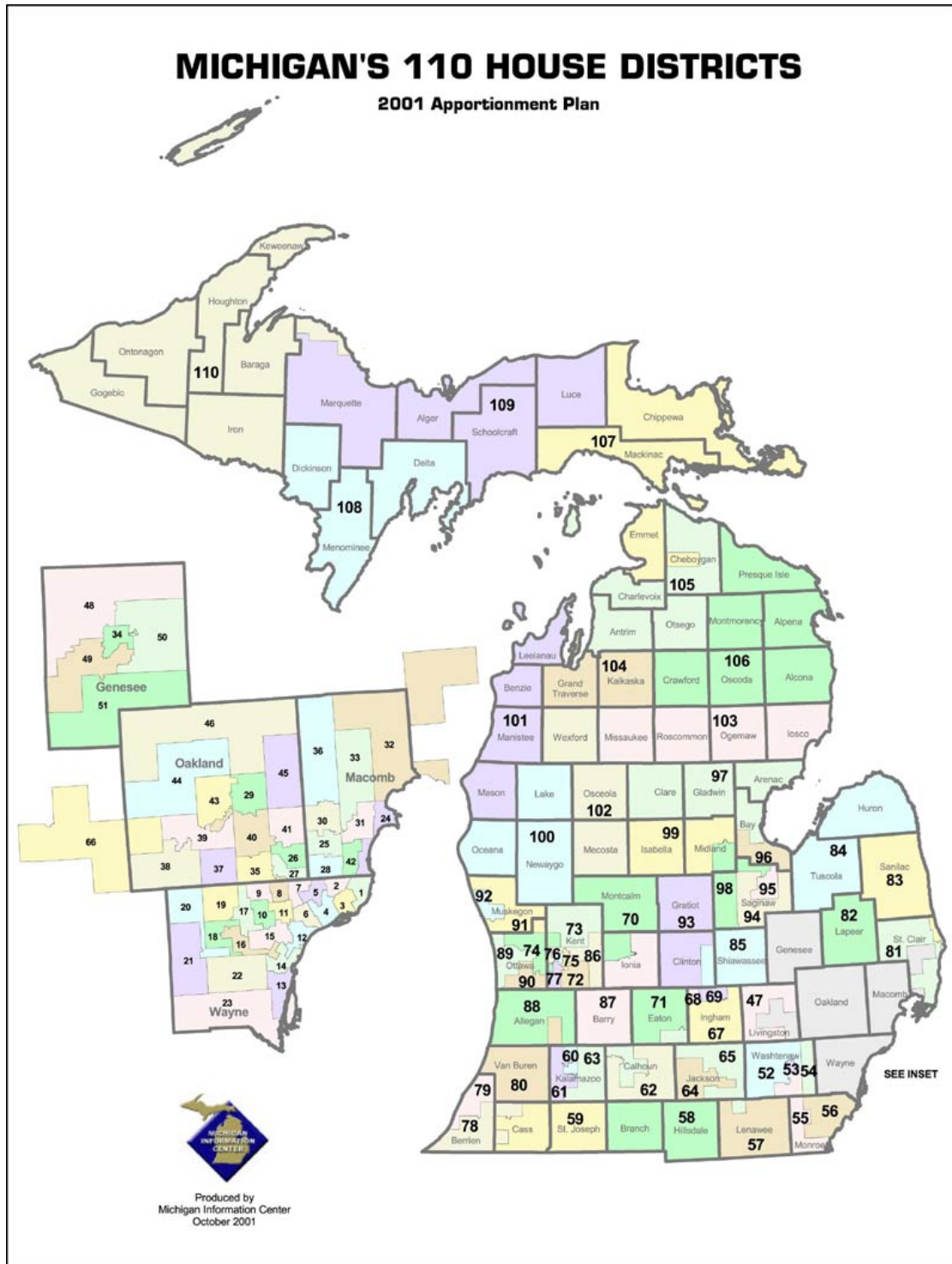


Example: Your area has a senator who represents you in the Michigan Senate.

Pledge of Allegiance

**I pledge allegiance to the flag
of the United States of America
and to the republic for which it stands,
one nation under God, indivisible,
with liberty and justice for all.**





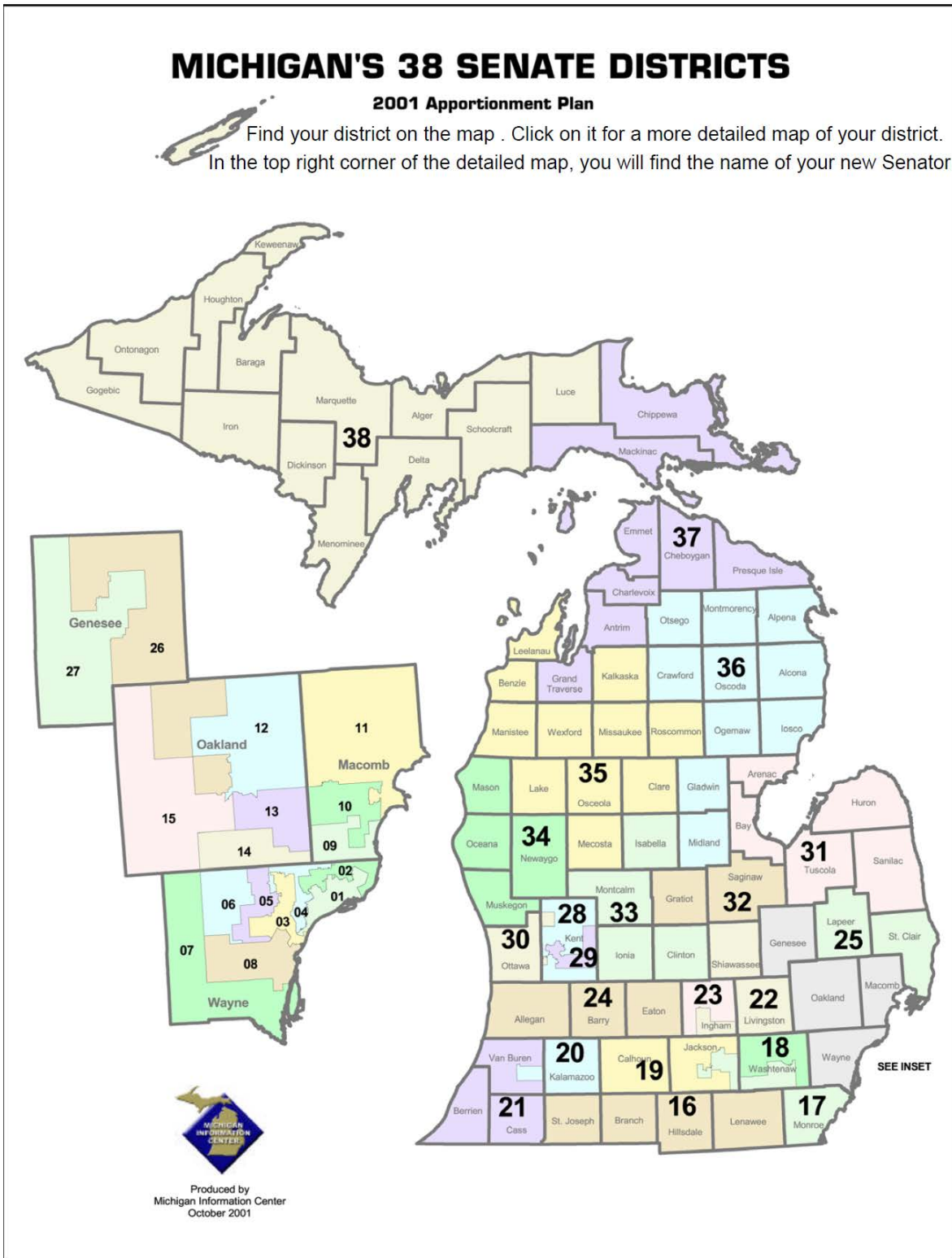
Michigan's House Districts.31 January 2010 <<http://www.infomi.com/gov/housedistricts.jpg>>.

MICHIGAN'S 38 SENATE DISTRICTS

2001 Apportionment Plan



Find your district on the map . Click on it for a more detailed map of your district.
In the top right corner of the detailed map, you will find the name of your new Senator.



Produced by
Michigan Information Center
October 2001

Michigan Senate Districts. <http://www.senate.michigan.gov/2003/senatedistricts.pdf>

My Representatives in Lansing

My House District is Number _____

My Representative is _____

He/She is a member of the _____ of
_____.

My Senator is _____

He/She is a member of the _____.

The Michigan
Capitol where the
House of
Representatives
and Senate
meet.



Michigan's Senate Districts. 31 January 2010 <<http://www.infomi.com/gov/distmap.html>>.

Lesson Review

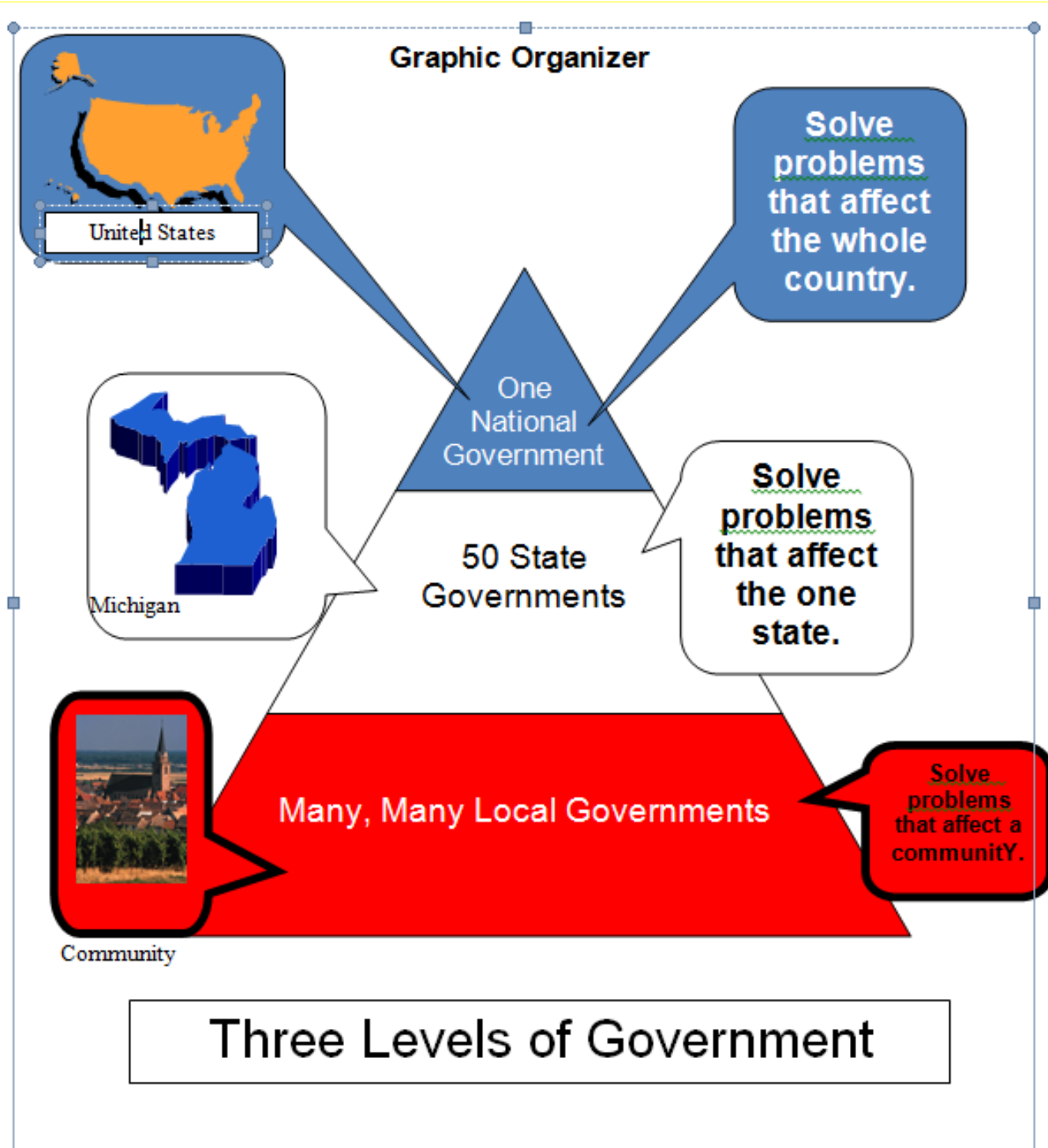
Directions: Choose the best answer:

1. Our government is a republic. Who holds the power in a republic?
 - A. the President
 - B. the people
 - C. the richest people in the country
 - D. the army and the navy
2. What does representative government mean?
 - A. People make all the laws themselves.
 - B. People all meet together to make decisions.
 - C. People have a king to rule over them.
 - D. People elect leaders to make laws and decisions for them.
3. Who represents you in our state government?
 - A. the State Police
 - B. a community leader like a mayor
 - C. a Representative and a Senator
 - D. a judge
4. What happens if the representatives chosen by people don't do a good job?
 - A. The people put them in jail.
 - B. The people don't vote for them again.
 - C. The people make them pay lots of money.
 - D. The people send them to work in another state.

Write a short answer:

5. Why would it be important to know the names of the people who represent you in our state government in Lansing?

Lesson 3



Big Ideas of Lesson 3, Unit 5

- In our country we have three levels of government.
- Our national government is the government of our whole country.
- Each of the fifty states has a state government.
- Each community in our country has its own local government.
- State and local governments are alike in some ways. For example, they both provide police and parks.
- State and local governments are different in some ways. State governments make laws that are for everybody in the state. Local governments make laws that are just for the people of one community.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- State Government – Word Card #5 from Lesson 1

13 local government



the government of a community

Example: Cities and towns have local governments.

14 national government



the government of our country

Example: Our national government makes laws for all the people of the country, or nation, of the United States.

15 levels of government



national, state and local governments

Example: In our country we have three levels of government.

Examples of Local Government Laws

Tawas City, Michigan

It shall be unlawful for any person to own a pit bull, dangerous animal, poisonous reptile, or poisonous insect in the city.

Norway, Michigan

It shall be unlawful for any person to own more than three cats over four months of age at any one time anywhere in the city. This law shall not apply to cats that are being kept by a veterinarian, or any veterinary hospital, or by a pet shop.

Holland, Michigan

No person shall own any dog four months old or older that does not, at all times, when a dog is off the property of the owner, wear a collar or harness with a license tag.

Macomb Township, Michigan

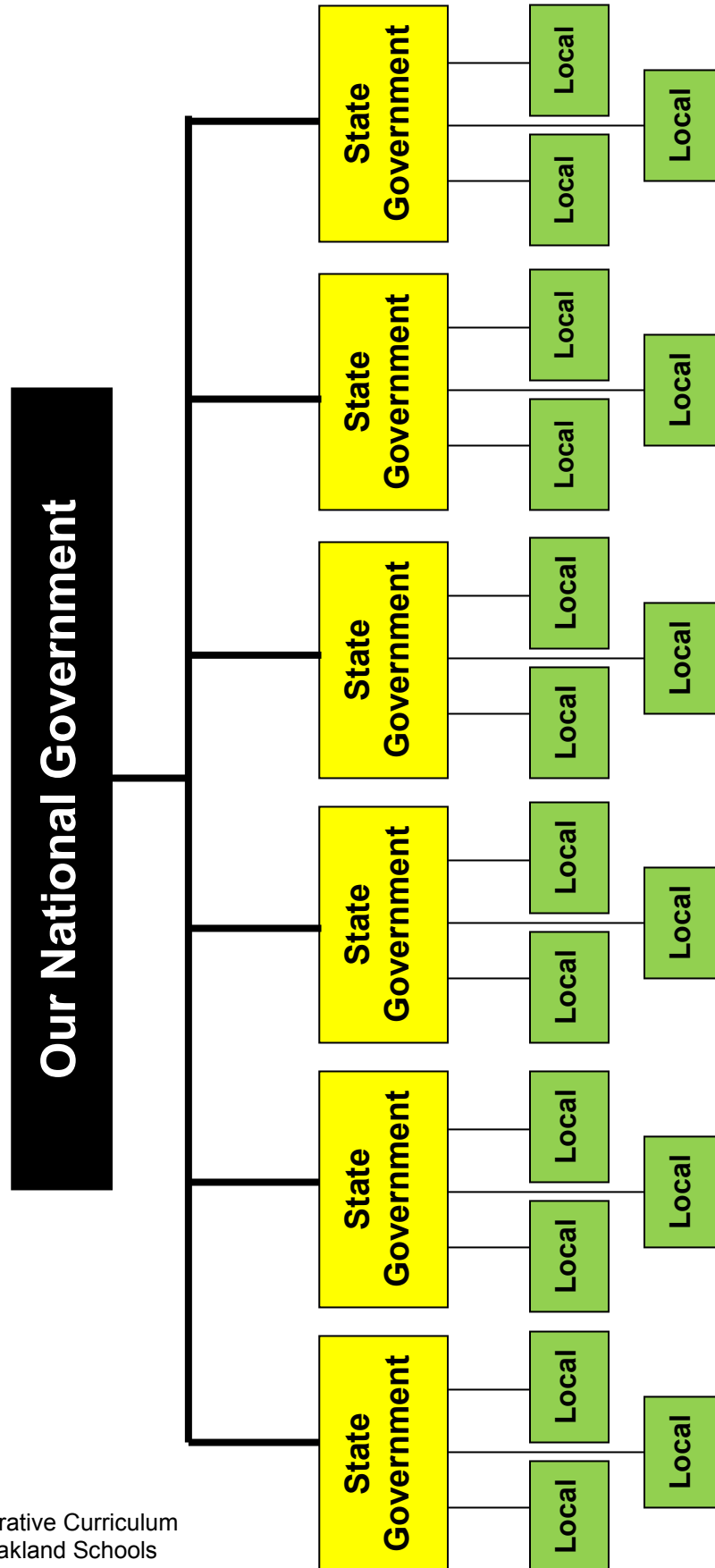
It shall be unlawful for any person to own any dog which shall cause annoyance or disturbance to persons by frequent barking, howling, and yelping.

Simplified Versions adapted from: *Local Municipal Codes*. <http://www.municode.com/Library/Library.aspx>

Who Should Make the Laws?

	Local or State?	Why?
Laws about what kind of fences you can have		
Laws about marriage		
Laws about adoption		
Laws about garage sales		
Laws about wearing motorcycle helmets		

Levels of Government



Lesson Review

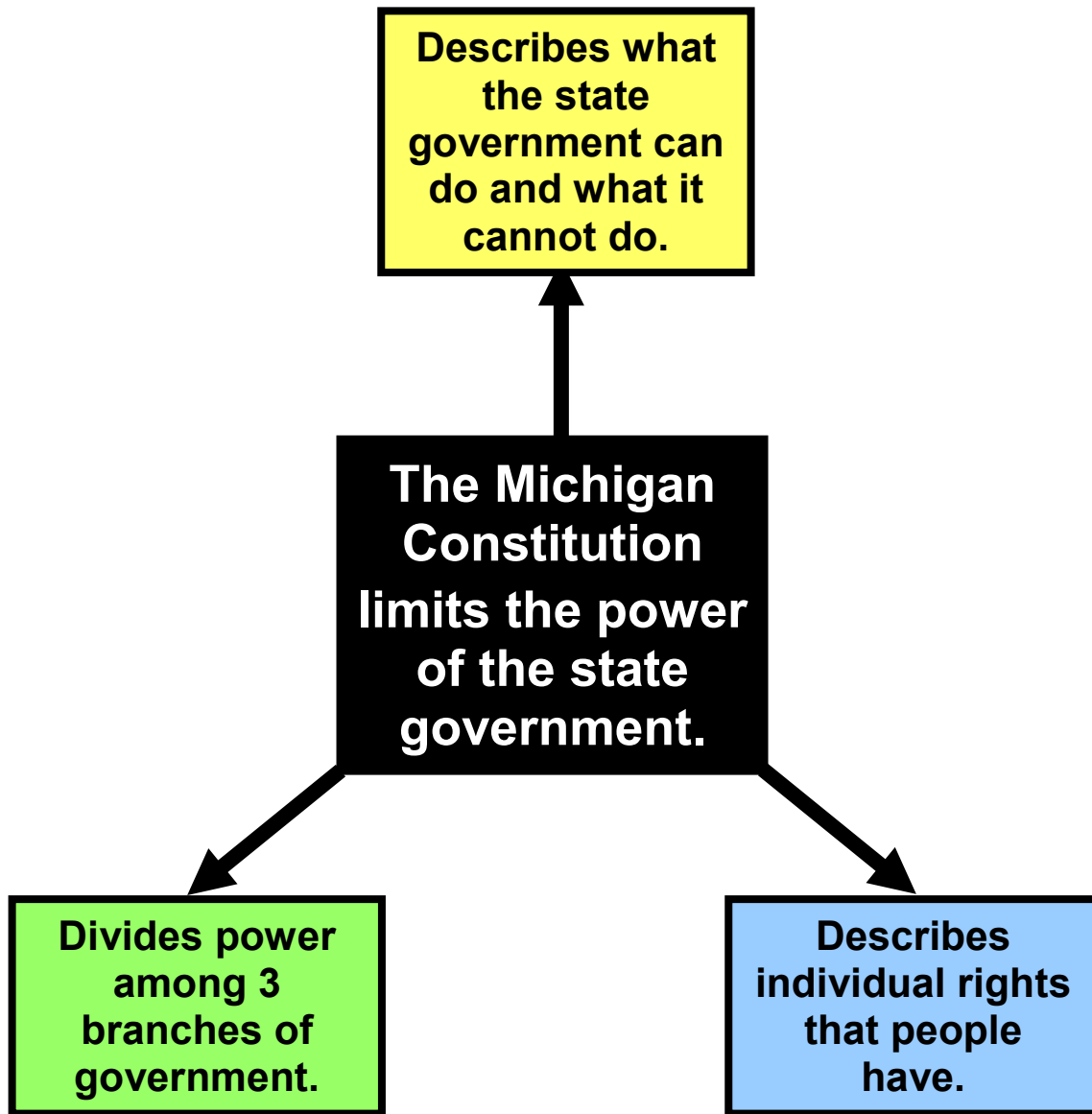
Directions: Put an **(X)** in the correct column.

	Local Government	State Government	Both
Which provides police protection?			
Which makes laws about adoption?			
Which makes laws about pets?			
Which provides fire stations?			
Which takes care of the Mackinac Bridge?			
Which fixes roads?			
Which solves problems with streetlights?			

Write a short answer:

Why do we need both a state government and local governments?

Lesson 4 Graphic Organizer



Big Ideas of Lesson 4, Unit 5

- A constitution is a written plan for government.
- The Michigan Constitution describes what the state government can do and what it cannot do.
- The Michigan Constitution describes rights people have such as freedom of speech and freedom of religion.
- The Michigan Constitution divides power among three branches of government.
- The Michigan Constitution limits the power of the state government.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government– Word Card #1 from Lesson 1
- The Common Good – Word Card #2 from Lesson 1
- Individual Rights – Word Card #3 from Lesson 1
- Republic – Word Card #6 from Lesson 2
- Representative Government – Word Card #7 from Lesson2

16 constitution

a written plan for government



Example: Michigan's first constitution was written in 1835.

17 limited government

the government can only do what the people have given it the power to do

Example: Limited government means the government can't just do whatever it wants.

GROUP ACTIVITY SHEET

The people of Westler decided their government made up of all the adults did not work. They decided to try a representative government instead. They elected 12 people to be the government of Westler. These 12 people made all the laws and decisions. They decided right away that all the people of Westler should give them presents because they were the government. They made a law that said anyone who didn't give them a present would be put in jail. They also passed a law that said everyone had to put a big sign on their lawn that said "We love the government." They passed another law that said anyone who complained about the government had to leave Westler.

Questions:

What is the problem with the government of Westler?

What could be done to solve the problem?

Michigan's Constitutions – Lesson Review

Directions: Choose the best answer:

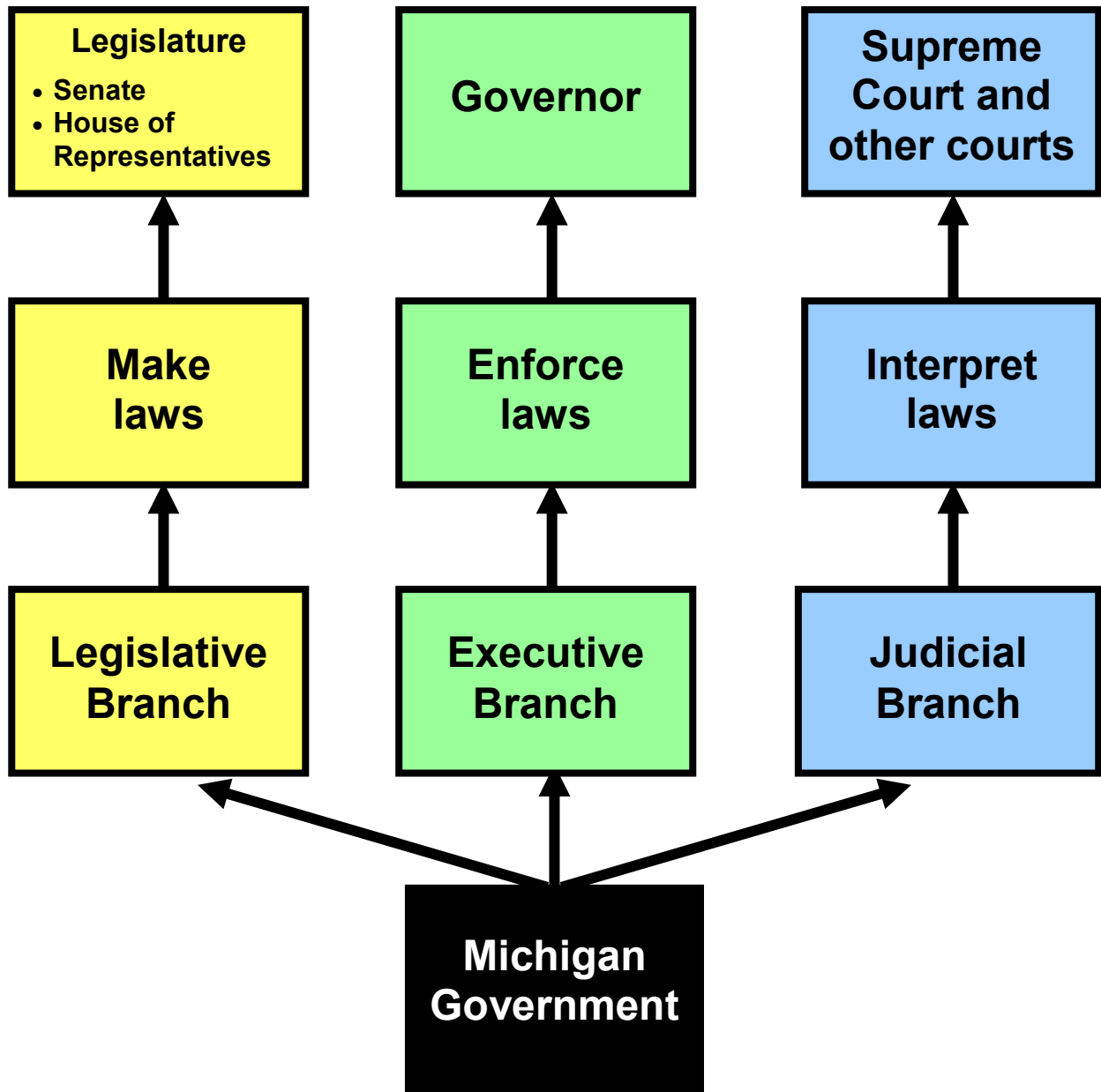
1. What is a constitution?
 - A. an important law
 - B. a written plan for government
 - C. a branch of a government
 - D. a symbol for a government

2. Which of these can be found in the Michigan Constitution?
 - A. a list of rights that people have
 - B. the name of the governor
 - C. a map of Michigan
 - D. a timeline

3. How is the state government of Michigan organized?
 - A. It has one leader who has all the power.
 - B. It has three different branches of government.
 - C. It has a constitution.
 - D. It has a President and some people who make laws.

4. How might a constitution have helped the people in Westler?

Lesson 5 Graphic Organizer



Big Ideas of Lesson 5, Unit 5

- The Michigan Constitution separates power between three branches of government.
- Separating the power helps limit the power of the state government.
- The legislative branch makes the laws. It is made up of the House of Representatives and the Senate.
- The executive branch enforces the laws. This branch is led by the governor.
- The judicial branch interprets the laws. This branch is made up of the Supreme Court and other state courts.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Government– Word Card #1 from Lesson 1
- State Government – Word Card #5 from Lesson 1
- Representative Government – Word Card #7 from Lesson 2
- Elect – Word Card #8 from Lesson 2
- Representative – Word Card #9 from Lesson 2
- House of Representatives – Word Card #10 from Lesson 2
- Senate – Word Card # 11 from Lesson 2
- Senator – Word Card #12 from Lesson 2
- Local Government – Word Card # 13 from Lesson 3
- Constitution – Word Card #16 from Lesson 4
- Limited Government – Word Card #17 from Lesson 4

18 branches of government



the different sections of government

Example: One branch of government makes laws. One branch of government enforces laws. One branch of government decides what the laws mean.

19 capital

the city where a government is located.



Example: Lansing is the capital of Michigan.

20 legislative branch



the branch of government that makes laws

Example: The legislative branch made a law that set a new speed limit.

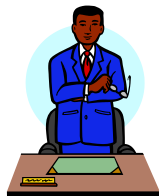
21 legislature



the name of Michigan's legislative branch

Example: The Michigan Legislature is made up of the House of Representatives and the Senate.

22 executive branch



the branch of government that enforces laws

Example: It was up to the executive branch to enforce the new speed limit.

23 governor



the leader of a state

Example: Michigan's governor lives and works in Lansing, the state capital.

24
judicial branch

the branch of government that decides what laws mean

Example: Courts are part of the judicial branch. Courts decide what happens to people who drive over the speed limit.

25
court

the place where a trial is held

Example: Many different courts make up the judicial branch of our state government.

26
Supreme Court

the highest court in Michigan

Example: The Supreme Court meets in the state capital of Lansing.

Michigan Legislature Information Sheet

The Michigan Legislature is made up of the House of Representatives and the Senate. The House has 110 members who are elected to two-year terms. These members are called Representatives. The Senate has 38 members who are elected to four-year terms. These members are called Senators.

There is a limit to how many terms each member can serve. Representatives are limited to 3 terms or 6 years. Senators are limited to 2 terms or 8 years.

To be elected to the House of Representatives or the Senate you have to be at least 21 years old. You also have to be a United States citizen.

	Michigan House of Representatives	Michigan Senate
What are members called?		
How many members?		
How are they chosen?		
What is the length of their term?		
How many terms can they serve?		
How old do you have to be to be a member?		

Sample Newspaper Article

Newly Proposed Bill Raises Fuel Tax to Save Michigan Roads

Posted: 1/28/2010

In order to keep several Michigan road construction projects on track two state lawmakers proposed a bill to raise the fuel tax.

Representative Richard Ball and Representative Pam Byrnes sponsored a new fuel bill that would increase the tax on gasoline from 19 cents per gallon to 23 cents per gallon this year and to 27 cents in 2013.

It's estimated that the tax increase would raise \$480 million a year.

But not everybody favors this idea. For example, a trucking company in Reed City and several drivers want lawmakers to put the brakes on this new fuel tax hike.

Source: <http://www.9and10news.com/category/story/?id=201991>

Lesson Review – part 1

Directions: Choose the best answer:

1. How is the government of Michigan organized?
 - A. It has a governor and a Senate.
 - B. It has a capital in Lansing.
 - C. It has three branches with different powers.
 - D. It has a mayor and a council.

2. The House of Representatives and the Senate are part of the
 - A. executive branch
 - B. judicial branch
 - C. legislative branch
 - D. governing branch

3. Who is in charge of the executive branch?
 - A. the senators
 - B. the representatives
 - C. the Supreme Court
 - D. the governor

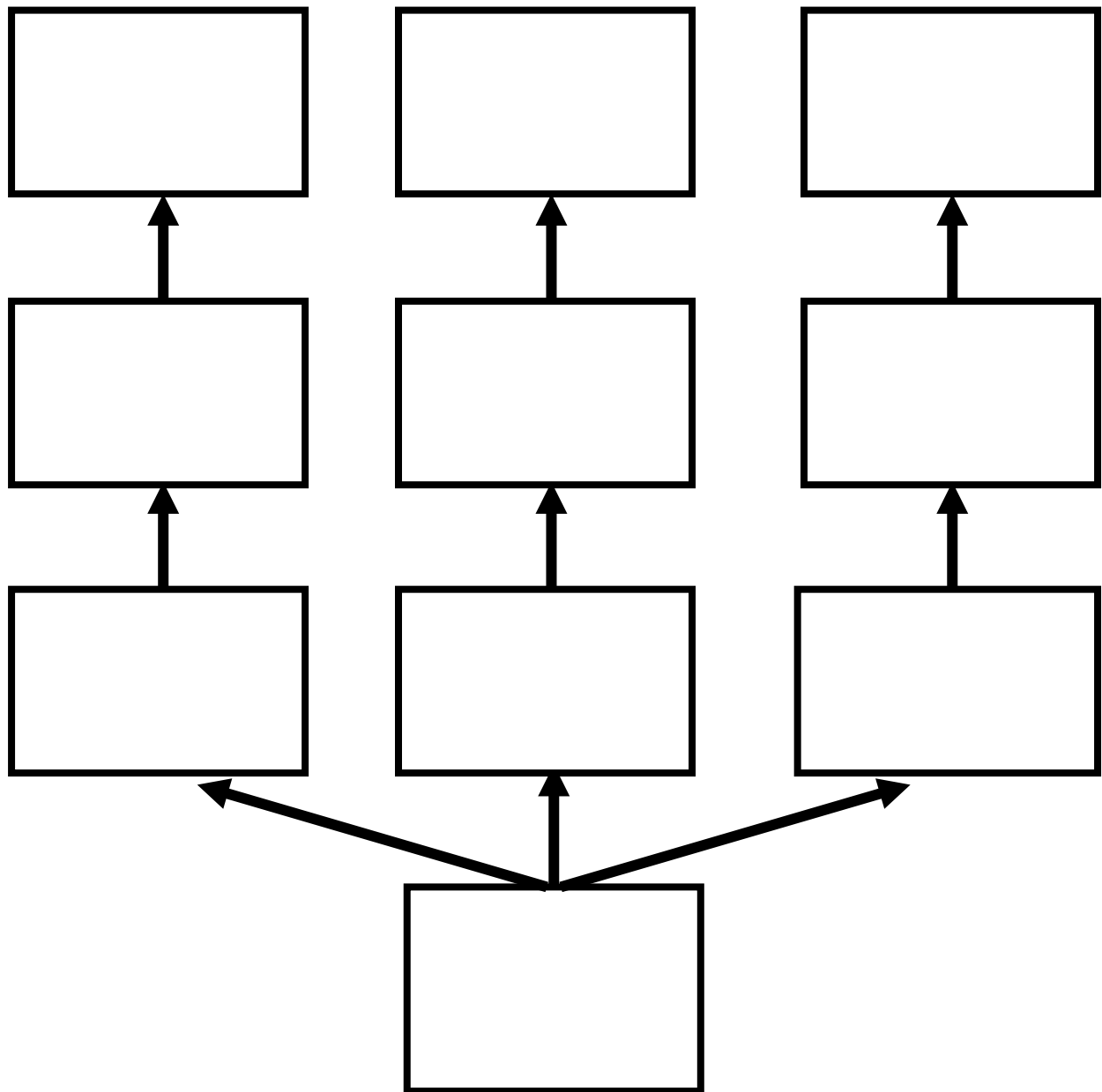
4. What does the legislative branch do?
 - A. It makes the laws.
 - B. It enforces the laws.
 - C. It interprets the laws.
 - D. It runs the courts.

5. The Supreme Court is part of the
 - A. executive branch
 - B. judicial branch
 - C. legislative branch
 - D. governing branch

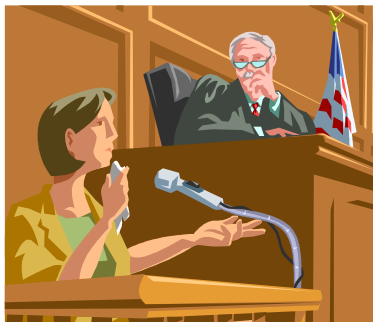
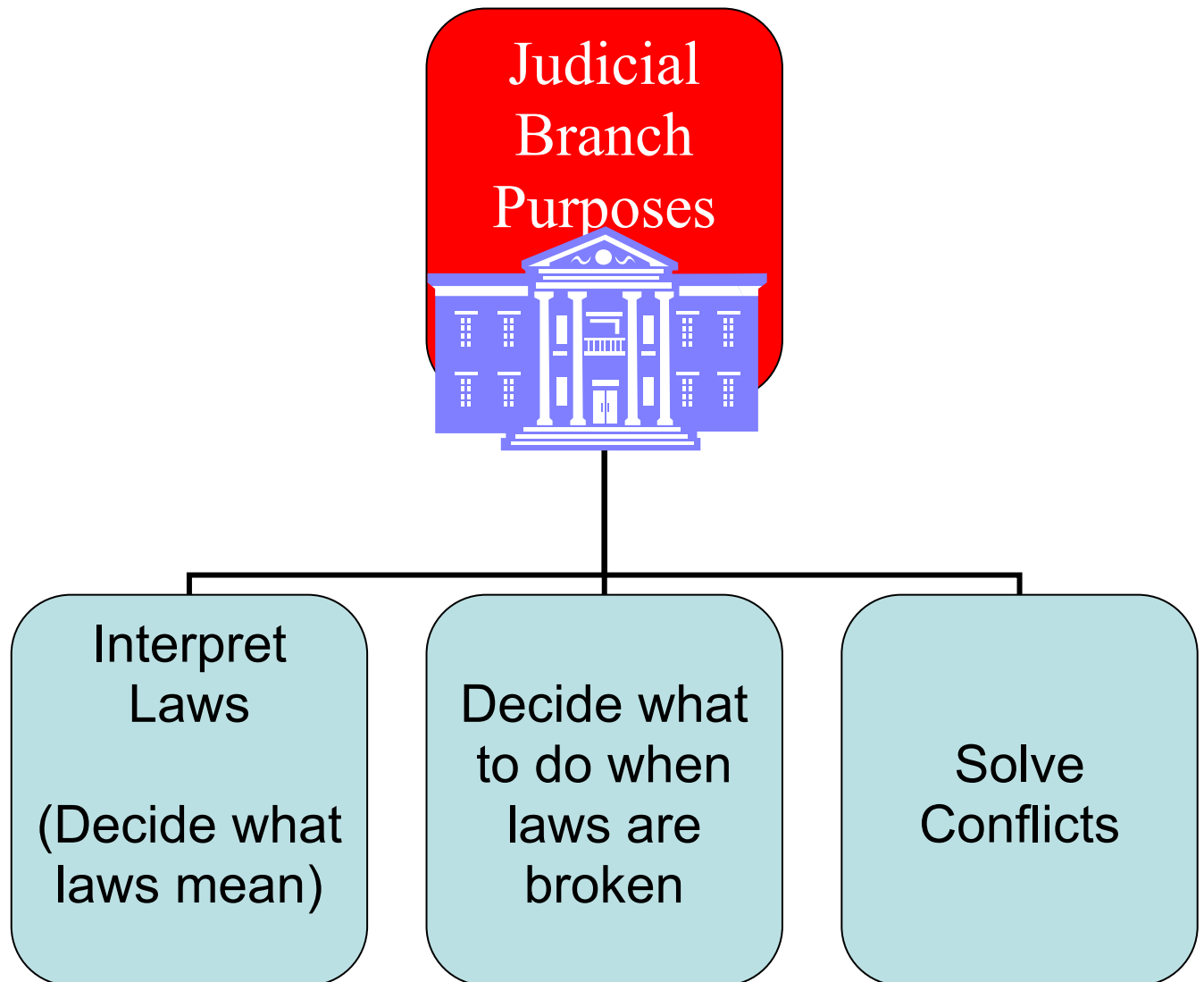
Lesson Review – part 2

Write these in the correct places on the Graphic Organizer

Executive Branch	Make laws	Michigan Government	Legislative Branch
Interpret laws	Governor	Judicial Branch	Enforce Laws
Legislature	Supreme Court and other courts		



Lesson 6 Graphic Organizer



Big Ideas of Lesson 6, Unit 5

- One purpose of the judicial branch is to interpret laws, or decide what laws mean.
- Another purpose is to decide whether or not a law has been broken.
- The judicial branch helps people resolve conflicts.
- Different kinds of courts make up the Michigan judicial system.
- Important Michigan courts include the Supreme Court and other lower courts.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Elect – Word Card #8 from Lesson 2
- Branches of Government – Word Card #18 from Lesson 5
- Judicial Branch – Word Card #24 from Lesson 5
- Court – Word Card #25 from Lesson 5
- Supreme Court – Word Card #26 From Lesson 5

27 judge

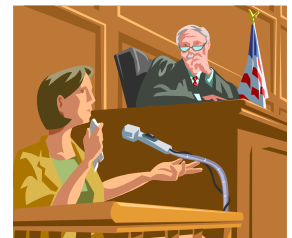
the person who is in charge of the court



Example: The judge sits in the front of the courtroom.

28 trial

when a crime or conflict is handled in a court



Example: The person went on trial for stealing a car.

29 jury

a group of citizens who listen to the evidence at a trial and decide if the law has been broken



Example: The jury listened carefully as evidence was presented.

Examples of Local Government Laws

Tawas City, Michigan

It shall be unlawful for any person to own a pit bull, dangerous animal, poisonous reptile, or poisonous insect in the city.

Norway, Michigan

It shall be unlawful for any person to own more than three cats over four months of age at any one time anywhere in the city. This law shall not apply to cats that are being kept by a veterinarian, or any veterinary hospital, or by a pet shop.

Holland, Michigan

No person shall own any dog four months old or older that does not, at all times, when a dog is off the property of the owner, wear a collar or harness with a license tag.

Macomb Township, Michigan

It shall be unlawful for any person to own any dog which shall cause annoyance or disturbance to persons by frequent barking, howling, and yelping.

Simplified Versions adapted from: *Local Municipal Codes*. <http://www.municode.com/Library/Library.aspx>

Newspaper Article #1

Neighbor has to pay

FARMINGTON – A longtime dispute between two neighbors finally ended in the 47th District Court yesterday. Mary Battle had accused John Hanson of ruining her expensive car when he painted his house last summer. Battle claimed Hanson was painting carelessly and got paint all over her car which was parked in her own driveway. Hanson claimed it was a windy day and the wind carried the paint from his sprayer into her yard. He stated during the trial that it was not his fault that her car was parked so close to his house. The court ruled in Battle's favor and ordered Hanson to pay her \$3000 in damages.

Newspaper Article #2

Court finds man guilty

PONTIAC – In the Oakland County Circuit court late yesterday, James McDonald was found guilty of robbing the Big Star Party Store. Evidence presented in the case included videotape of the robbery from a store security camera which showed McDonald robbing the store.

Newspaper Article #3

NILES, MICHIGAN – The McGuire’s house will not be torn down after all. A court ruled yesterday that the city of Niles could not tear down abandoned homes. The court decided that the law was not clear. The court said that an unclear law could not be enforced.

Last year, Niles passed a law to deal with abandoned homes. The law said that the Chief of Police could hire people to tear down abandoned homes. The law did not say how long homes had to be empty before they could be torn down.

Jude and Mac McGuire go to Florida for the winter. This winter, the Chief of Police noticed the driveway had not been plowed and no one appeared to live there. After two months, he hired a company to tear down the house.

The McGuire’s went to court to try to stop the company from tearing down their house. The court decided that the law was unfair. The law was unclear because the word “abandoned” was not explained. The court decided the McGuire’s house could not be torn down.

Lesson Review

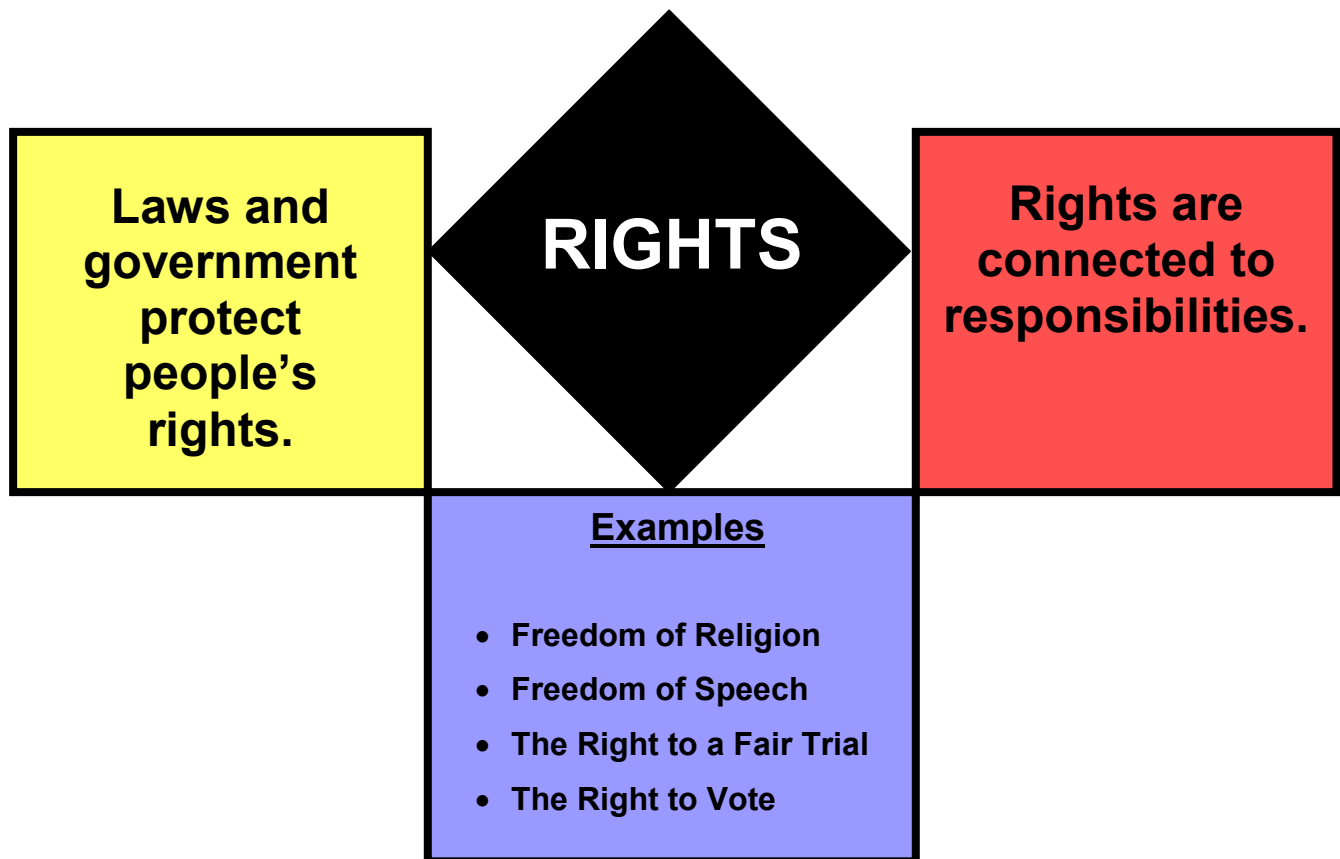
<p>What are two important things that Michigan courts do?</p>	
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Use the words in the Word Bank to fill in the blanks in these sentences:

2. The _____ branch of Michigan government is made up of different _____.
2. This branch _____ state laws.
3. This branch also decides what happens to people who break _____.
4. This branch also helps to resolve _____ between people.
5. One important responsibility of citizenship is serving on a _____.

<u>WORD BANK</u>		
conflicts	interprets	courts
laws	judicial	jury

Lesson 7 Graphic Organizer







Big Ideas of Lesson 7, Unit 5

- Citizens have many important rights.
- Rights include freedom of speech, freedom of religion, the right to a fair trial, and the right to vote.
- Laws and governments help protect people's rights.
- Rights come with responsibilities.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Individual Rights – Word Card #3 from Lesson 1
- Republic – Word Card #6 from Lesson 2
- Elect – Word Card #8 from Lesson 2
- Constitution – Word Card #16 from Lesson 4
- Court – Word Card #25 from Lesson 5
- Trial – Word Card #28 from Lesson 6

<p>30 freedom of speech</p>  <p>the right to say what you want and to talk about your beliefs, ideas, and feelings</p> <p>Example: He exercised freedom of speech when he stood up and gave his opinion in the meeting.</p>	<p>31 freedom of religion</p>  <p>the right to have any religious beliefs you want or no religious beliefs at all</p> <p>Example: We have many different religions in our country because we believe in freedom of religion.</p>
<p>32 voting</p>  <p>the way leaders are chosen in our country</p> <p>Example: People in Michigan voted for both a new president and a new governor.</p>	<p>33 civic responsibilities</p>  <p>things citizens are supposed to do</p> <p>Example: Voting and obeying laws are civic responsibilities.</p>

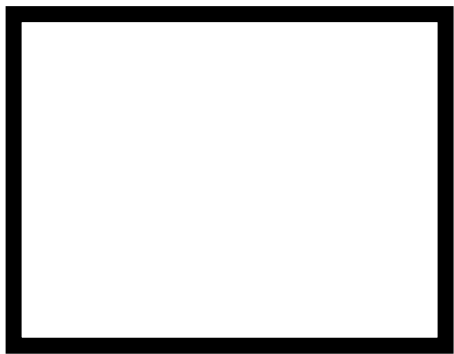
Rights

Responsibilities

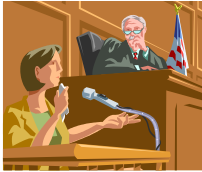
Freedom of Speech




Freedom of Religion



The right to a fair trial



The right to vote



Thinking about Rights

	What right was being denied?
<p>Randy Miller robbed a party store. A video camera in the store recorded him robbing it. Because the camera showed him clearly he was sent directly to jail and spent four years there.</p>	
<p>Mary was angry about a new law passed in her community. She went to a city council meeting and asked to give her opinion about the law. Council members said they were happy with the new law and didn't need to hear any more about it. They told Mary to go home and stop complaining.</p>	
<p>Herbert Frizzleston was mayor of a very small town with only 3 churches. Mayor Frizzleston loved the church he went to. He decided it would be best to have only one church in town. That way, everybody could attend church together. He sent police officers to close the other two churches. Then, he told citizens they would all have to attend his church on Sunday.</p>	

Thinking about Responsibilities

	Why is the person not being a responsible citizen?
<p>Mary's neighbor was running for mayor. Mary didn't think he'd make a very good mayor. He often had conflicts with other neighbors. Mary voted for him anyway because he was her neighbor.</p>	
<p>Robert doesn't like people who don't agree with him. Whenever someone tries to give an opinion, he gets angry and starts yelling at them.</p>	
<p>Henry makes fun of people who don't belong to his religion. He teases them and says their religion is wrong.</p>	
<p>Amy says she is a busy person and does not have time to serve on a jury. Therefore, she is going to try and get out of having to do to it.</p>	

Connecting it all together!

Our country is a republic.



In a republic power is held by the people.



The people give power to leaders that they elect to represent them.



Some of these representatives become our state government.



Our state Constitution describes how our state government is organized into three branches.



Our state Constitution also describes rights that Michigan citizens have.



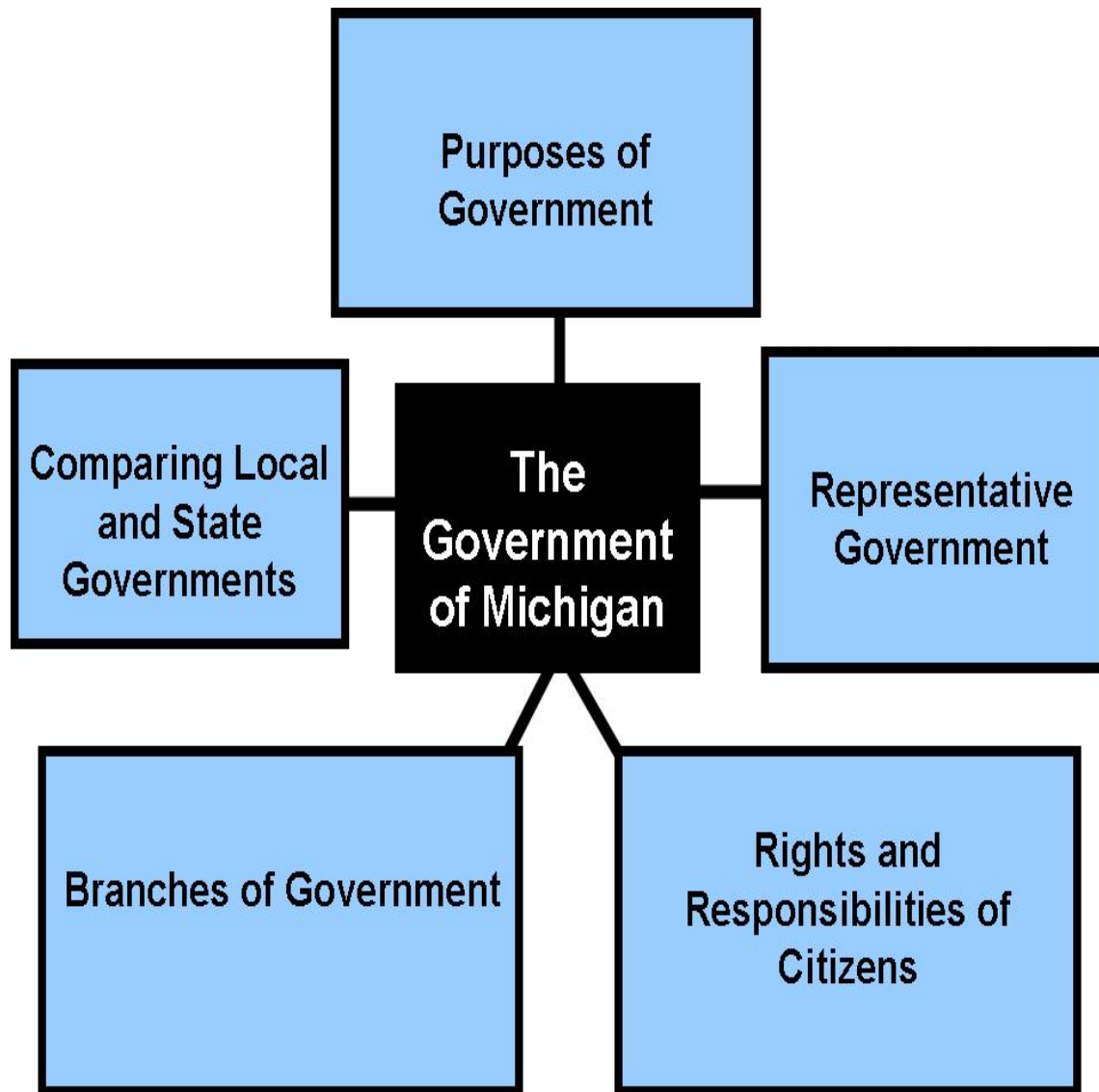
Rights come with civic responsibilities.

Lesson Review

Directions: List two rights and one responsibility that goes with each right.

<i>Right</i>	<i>A responsibility that goes with the right</i>

Unit 5 Graphic Organizer



Unit 5 Vocabulary Words

branches of government.....	29
capital	29
civic responsibilities	43
constitution.....	24
court.....	30
elect	11
executive branch.....	29
freedom of religion	43
freedom of speech	43
government.....	4
governor.....	29
House of Representatives	11
individual rights	4
judge	36
judicial branch.....	30
jury	36
legislative branch.....	29
legislature	29
levels of government.....	18
limited government	24
local government	18

national government	18
public services	4
representative	11
representative government.....	10
republic	10
senate	11
senator.....	11
state government.....	4
Supreme Court	30
the common good.....	4
trial	36
voting	43

Key Concepts

constitution
 executive branch
 government
 judicial branch
 legislative branch
 levels of government
 limited government
 Michigan
 public issues
 representative government
 responsibilities of citizenship
 rights of citizens