Lesson 1: Living Together in a Community

Big Ideas of the Lesson

Communities have natural characteristics, buildings, businesses, transportation, places to have fun, and a government. Most communities have diversity. Diversity means differences among people and groups of people. Differences include foods, language, religion, and traditions. Diversity is a strength in a community.

Lesson Abstract:
This lesson begins with a review of the characteristics of a community as the class constructs a large graphic organizer on chart paper or poster board. Next, the concept of diversity is introduced through use of the book Everybody Brings Noodles or a similar book. Following a discussion of the book, students identify examples of diversity in their own community such as differences in food, language, religion, or traditions. Next, they consider what a community would be like if everybody was the same. Finally, they discuss how diversity can strengthen and enrich a community.

Content Expectations
2 - G4.0.3: Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Integrated GLCEs
R.NT.02.03 Identify and describe characters’ actions and motivations, setting (time and place), problem/solution, and sequence of events. (English Language Arts)

Key Concepts
community
diversity

Instructional Resources
Equipment/Manipulative
Chart paper or one piece of white poster board
Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource
Lesson Sequence

Using Word Card #1, located in the Supplemental Materials (Unit 3, Lesson 1,) review the term ‘community.’ Explain that you will now be creating a large graphic organizer with students as a way of reviewing the characteristics of a community. Cut out and glue the center section of the organizer labeled “Characteristics of a Community”, onto the center of a large piece of chart paper or poster board. Note that all the pieces for the organizer are located in the Supplemental Materials (Unit 3, Lesson 1) as well as an example of the “Finished Graphic Organizer”.

Cut out and glue the organizer piece labeled ‘Natural Characteristics” in the correct place on the organizer. Using Word Card #2, review the term. Ask students to identify examples of natural characteristics. Note that possible answers include trees, rivers, lakes, and hills. Finally, ask students to identify those natural characteristics which are present in their own community.

Cut out and glue the organizer piece labeled “Buildings” in the correct place on the organizer. Ask students to identify examples of buildings found in most communities. Note that possible answers include houses, stores, churches, schools, and fire stations.

Continue to create the organizer in the same manner as Steps 2 and 3. Use Word Cards #3 -#5, with the appropriate organizer pieces. Note that you should not add the final piece for the organizer, the one labeled ‘diversity’, until Step 8.

Display the book Everybody Cooks Noodles. Explain that as you read this book, students should try to identify the characteristics of a community described on the graphic organizer you have just created. Explain that this book will also introduce students to another important characteristic of most communities.

Display the two-page illustration of the block party from the book Everybody Brings Noodles and discuss the illustration using the following questions:

What do you see?
What do you think is happening in the picture?
Does this picture show the past or present? How do you know?
What title would you give the picture?
Read the book to students stopping in appropriate places to discuss the plot, setting, and characters. Note that a similar multicultural book describing diversity in a community can be substituted. Other choices include *Everybody Bakes Bread, Everybody Cooks Rice,* or *Everybody Serves Soup.* All of these books are all by Norah Dooley.

Using Word Card #6, introduce the term ‘diversity.’ Then, ask students to identify examples of diversity from the book. Note that examples include different foods people cooked, different cultures they represented, different instruments they played, etc. Ask students how people in the community in the book responded to the many differences. Guide students in understanding that the people enjoyed the variety in the food and music. They respected the differences in their community. Explain that diversity is another common characteristic of communities. Cut out and glue the organizer piece labeled “Diversity” in the correct place on the graphic organizer.

Label a large sheet of chart paper “Diversity in Our Community.” Guide students in identifying examples of diversity in their own community and describing them on chart paper. Note that examples of diversity could be different places of worship, different ethnic restaurants, different languages spoken in the community, different cultural festivals held, and different holidays celebrated.

Display the page labeled “What if everybody in a community was exactly the same?” located in the *Supplemental Materials (Unit 3, Lesson 1.)* Discuss what a community like this would be like. Guide students in understanding that a community where everyone was alike would probably be quite a boring place to live since there would be no diversity.

Discuss ways in which diversity can strengthen and enrich a community. Encourage students to return to the book used in the lesson to look for examples as well as examples from their own community.

**Assessment**
A lesson assessment has been included in the *Supplemental Materials (Unit 3, Lesson 1)* in which students describe in words and an illustration an example of diversity in their own community. Note that if desired the pages can be bound together to create a class book.
Graphic Organizer

Diversity

Food

Language

Religion

Traditions
Big Ideas of Lesson 1, Unit 3

- Communities have natural characteristics, buildings, businesses, transportation, places to have fun, and a government.
- Most communities have diversity.
- Diversity means differences among people and groups of people.
- Differences include foods, language, religion, and traditions.
- Diversity is a strength in a community.
### Word Cards

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>community</strong></td>
<td><strong>natural characteristics</strong></td>
</tr>
<tr>
<td>a place where people live, work, and play together.</td>
<td>things that were not made by humans.</td>
</tr>
<tr>
<td><strong>Example:</strong> Communities help families meet their basic needs.</td>
<td><strong>Examples:</strong> Tree and lakes are natural characteristics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>transportation</strong></td>
<td><strong>businesses</strong></td>
</tr>
<tr>
<td>different ways to move people and goods from one place to another</td>
<td>places where people sell goods and services</td>
</tr>
<tr>
<td><strong>Example:</strong> Cars, trains and buses are part of transportation.</td>
<td><strong>Example:</strong> Restaurants and grocery stores are businesses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>government</strong></td>
<td><strong>diversity</strong></td>
</tr>
<tr>
<td>A group of citizens chosen to make and carry out the rules in a community.</td>
<td>Differences among people or groups of people</td>
</tr>
<tr>
<td><strong>Example:</strong> A community government helps keep people safe.</td>
<td><strong>Example:</strong> Diversity includes differences in foods, language, religion, and traditions.</td>
</tr>
</tbody>
</table>
Finished Graphic Organizer

Characteristics of a Community

- Natural Characteristics
- Buildings
- Transportation
- A Government
- Diversity
- Places to have fun
- Businesses

Michigan Citizenship Collaborative Curriculum
www.micitizenshipcurriculum.org
Graphic Organizer Pieces

Characteristics of a Community
Businesses

Transportation
A Government

Places to have fun
Final Piece for the Graphic Organizer

Note: This piece should be added after the lesson book has been read and discussed.

Diversity
What if everybody in a community was exactly the same?
An Example of Diversity in Our Community
Lesson 2: Why Do People Form Governments?

Big Ideas of the Lesson

People form governments for many reasons.
People form governments because they want to be safe.
People form governments because they need laws and services.
Community laws and services help keep people safe.
People form governments because they need help solving problems.

Lesson Abstract:
This lesson begins with a connection back to Unit 1 as students review the reasons people live in communities. Students re-examine a scenario from unit 1, exploring how people form community governments in order to keep them safe. The need for safety is then tied to the need for laws and services in a community. Finally, students explore how government can help solve problems in a community. As an assessment and culminating activity, students complete an open-ended sentence beginning “People form governments because …” and illustrate their idea. Illustrations are gathered together to create a class book entitled Why People Form Governments.

Content Expectations
2 - C1.0.1: Explain why people form governments.
2 - C3.0.2: Use examples to describe how local government affects the lives of its citizens.
2 - C3.0.3: Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

Key Concept
government

Instructional Resources
Equipment/Manipulative
Chart paper
Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource
Lesson Sequence

As a way of connecting back to Unit 1 as well as building on the previous lesson, pose the following question: “Why do people live in communities?” Ask students to ‘turn and talk’ with a partner about answers to the question. Have students share their ideas in the large group. Then, using the “Connecting Back” graphic organizer located in the Supplemental Materials (Unit 3, Lesson 2,) review the reasons students examined in Unit 1 which include:

- Communities help people meet their basic needs.
- Communities have places where people can live, work, and play.
- Communities help keep people safe.

Pointing to the lower left section of the “Connecting Back” organizer used in the previous step pose the following question: “Who keeps people safe in a community?” Make a list of student responses on chart paper. Note that possible answers include fire fighters, police officers, people who fix roads, etc.

Share the story “A Walk in Michelle’s Community”, located in the Supplemental Materials (Unit 3, Lesson 2) with students. As you read the story, ask students to identify examples of people who were keeping Michelle’s community safe. Note that examples include:

- Officer Clark giving a speeding ticket
- Someone fixing the traffic light
- Fire trucks heading to put out a fire
- A community worker picking up broken glass in the park.
- A community worker fixing the broken swing.

Using Word Card #5, (used in Lesson 1) explain that a ‘government’ is a group of people who have been chosen to help run a community and keep people safe in a community. Explain that people form governments because they want to be safe.

Using Word Card #7, explain that community governments make rules in order to keep people safe. Using Word Card #8, explain that rules in a community are called ‘laws.’ Explain that people form governments because they need laws. Pose the following question: “Why did Officer Clark give the driver in Michelle’s story a ticket?” Discuss student responses and guide students in understanding that Michelle’s community must have had a law against speeding.

Using Word Card #9, explain that people also form governments because
they need to have certain things done for them in order to be safe. Returning to Michelle’s story, ask students to identify services the government of Michelle’s community was providing. Note that these include putting out fires, fixing traffic lights, cleaning the park, and fixing the swing. Explain that the government of a community is responsible for the police, the fire department, and other city workers who have the job of keeping people safe.

Note that you may wish to use selected pages in Bobbie Kalman’s *Community Workers A-Z* or a similar book at this point in the lesson to explore community services and community workers in greater depth. If you use this book, make sure to guide students in differentiating between the workers who work for a community government such as the sanitation workers and those who don’t, like the veterinarian.

Explain that people also form governments to help them solve problems. Review the part of the story in which the community worker was picking up broken glass in the park. Then, pose the following question: “What problem seems to be happening in the park in Michelle’s community?” Guide students in understanding that people must be littering in the park. Ask students to work with a partner to come up with one way the government of the community could help solve the littering problem.

Give pairs time to work and then have them describe their solution to the large group. Keep a list of solutions on chart paper. Note that possible answers include:

- The government could make a law against littering.
- The government could fine people who litter.
- The government could put up “Keep Our Park Beautiful” signs.
- The government could put up “No Littering” signs.
- The government could ask Officer Clark to watch the park and tell people not to litter.

**Assessment**
A lesson assessment has been included in the Supplemental Materials *(Unit 3, Lesson 2)*, in which students complete an open-ended sentence beginning “People form governments…” and illustrate their idea.
Unit 3: How Do Citizens Live Together in A Community?
Lesson 2
Graphic Organizer

Why do people form governments?

People want to be safe.

People need laws.

People need services.

People need help solving problems.
### Big Ideas of Lesson 2, Unit 3

- People form governments for many reasons
- People form governments because they want to be safe.
- People form governments because they need laws and services.
- Community laws and services help keep people safe.
- People form governments because they need help solving problems.
### Word Cards

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

- Community – Word Card #1 From Lesson 1
- Government – Word Card #5 from Lesson 1

<table>
<thead>
<tr>
<th>7 rules</th>
<th>8 laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>something that tells us what we should do or not do to keep us safe</td>
<td>what rules are called in a community, state, or country</td>
</tr>
</tbody>
</table>

**Example:** Family and school rules help keep people safe.

**Example:** Community laws keep people safe.

<table>
<thead>
<tr>
<th>9 community services</th>
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</thead>
<tbody>
<tr>
<td>things that a community government does for people living in a community</td>
</tr>
</tbody>
</table>

**Example:** Fighting fires and providing police protection are community services.
Connecting Back

Communities have places where people can live, work, and play.

Why Do People Live in Communities?

Communities help keep people safe.

Communities help people meet their basic needs.
A Walk in Michelle’s Community

Michelle went for a walk in her community. As she went down her street, she saw Officer Clark giving a speeding ticket to a driver. The driver had been going too fast in the neighborhood. She smiled at Officer Clark and went on.

At the corner, she saw a man high above the street fixing the traffic light. He waved down at her and she waved back.

Suddenly, two fire trucks zoomed by her on their way to a fire. She watched as the cars moved out of their way.

She came to the park and decided to take a rest there. She sat down on a bench. Two community workers were busy near her. One was sweeping up the glass from a broken bottle. The other was busy with a tool box fixing a broken swing. She watched them for awhile and then left for home. She stopped just once to buy an ice cream.
Why Do People Form Governments?

People form governments
Lesson 3: Why Do Communities Need Laws?

Big Ideas of the Lesson

People form governments because they want to be safe.
Laws help keep people safe.
Laws also help to solve problems.
One of the most important jobs of a government is to make laws.

Lesson Abstract:
The lesson begins with students describing what the school would be like without rules. The teacher then explains that just as schools need rules, communities need laws. Students then return to the story of Michelle’s community used in the previous lesson and re-write a section of the story describing what the community would be like without laws. Next, the teacher shares an example of a local ordinance, or law, and asks students to hypothesize why the law was needed. This activity is then repeated with a law from the students’ own community. Students then work in small groups to write a law to solve a problem in a community. As a springboard for the next lesson, students think about the question, “Who should make the laws in a community?”

Content Expectations
2 - C3.0.1: Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.

Integrated GLCEs
R.NT.02.05: Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. (English Language Arts)

S.DS.02.01: Engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions. (English Language Arts)

Key Concept
laws

Instructional Resources
Equipment/Manipulative
Chart paper
Lesson Sequence

Prior to this lesson, obtain at least one example of a local ordinance, or law, from your own community. These can be found through your local community website or clerk’s office. Note that laws relating to pet ownership are good to use with second graders.

Give each student a piece of drawing paper. Explain that they should draw an illustration or cartoon showing what the school would be like without rules. Give students time to work and then have them share and discuss their illustrations in a group of four. Have each group choose one illustration to share with the large group.

As the groups share their illustrations, create a class list of words and phrases to describe what the school would be like without rules. Note that possible answers include unsafe, confusing, wild, full of conflict, etc.

Explain that just as schools need rules, communities need laws. Give each student a copy of the “What if a Community Had No Laws?” writing activity, located in the Supplemental Materials (Unit 3, Lesson 3). Read the excerpt from the story about Michelle and her community used in the previous lesson. Explain that students need to re-write the text to show how it would be different if Michelle’s community had no laws. Give students time to think and to write. Note that this could be given as a homework assignment.

Have students share their writing with a partner and then with the large group. Note that a sample re-write is likely to resemble the following: Michelle went for a walk in her community. As she went down her street cars were zooming along. Officer Clark was watching them but there was nothing he could do.

Return to the list generated in Step 2. Ask students if these words and phrases would also apply to a community without laws.

Display “Community Law”, located in the Supplemental Materials (Unit 3, Lesson 3). Read the law out loud and discuss it. Make sure to define the term ’kennel’ for students. Pose the following question: “Why do you think this community needed this law?” Make a list of student answers on chart paper. Note that possible answers include: maybe people had too many dogs that were bothering other people, maybe people had too many dogs and were
not taking care of them, maybe people had too many dogs that were getting loose and hurting people.

Display the ordinance, or law, that you have obtained from your own local community. Read and discuss the law. Then, ask students why they think the law was needed. Note that if it is a recent law, the clerk's office may even be able to give you background information as to why the law was made.

Display the story “The Smiths Buy Biggy”, located in the Supplemental Materials (Unit 3, Lesson 3). Read over the story with students and guide them in identifying the problem described in the story. Ask students why they think the neighbors are concerned about Biggy. Guide students in understanding that the neighbors probably feel Biggy is causing safety problems and causing conflict in the community.

Ask students what the community could do to solve the Biggy problem. Guide students in understanding that the community could make a law to solve the problem. Divide students into groups of 3 or 4. Explain that groups should work together to write out a law that would solve the problem in the Smith’s community. Give students time to work. Then, have each group explain their law. Make a list of the laws on chart paper.

Guide students in evaluating each law. For example, is the law fair, is the law clearly written, would the law be acceptable to most people in the community, would the law be useful in solving similar problems such as a family that buys a tiger, does the law have 'loopholes' or ways people could get around the law.

As a culminating discussion, review reasons laws are so important including:
- Laws help keep people safe.
- Laws help solve problems
- Laws help people live together peacefully.

As a springboard for the next lesson pose the following question for students to think about: “Who should make the laws in a community?”

**Assessment**
The writing activity from Step 3 can be used as an assessment. In addition, the small group activity in which students write a law to solve the “Biggy Problem” in Step 10 can be used.
People form governments because they want to be safe.

Laws help keep people safe.

Therefore, one of the most important jobs of a government is to make laws.
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 3, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People form governments because they want to be safe.</td>
</tr>
<tr>
<td>• Laws help keep people safe.</td>
</tr>
<tr>
<td>• Laws also help to solve problems.</td>
</tr>
<tr>
<td>• One of the most important jobs of a government is to make laws.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Government – Word Card #5 from Lesson 1
- Laws – Word Card #8 from Lesson 2
What if a Community Had No Laws?

Michelle went for a walk in her community. As she went down her street she saw Officer Clark giving a speeding ticket to a driver. The driver had been going too fast in the neighborhood. She smiled at Officer Clark and went on.

Directions: Re-write the words above to show how it would be different if Michelle’s community had no laws.
Community Law

No more than three (3) dogs, four (4) months or older, can be kept per household without receiving Special Approval through the Planning Commission for a kennel.
The Smiths Buy Biggy

One year, the circus came to Flint. There were five elephants that were part of the circus. Herby Smith took his family to see the circus. The family fell in love with the oldest elephant named Biggy. They thought Biggy looked very sad to be part of the circus. Mr. Smith talked the circus owner into letting him buy Biggy.

The family took their new elephant home. They cleared out their garage and made Biggy a home in it. Unfortunately, Biggy barely fit in the garage.

Each day they tied Biggy in their back yard. There was hardly enough room for Biggy to walk around.

The neighbors began to complain about Biggy. He made a lot of loud noises. Twice he stomped on the fence between the Smith family and their neighbors. Once he got loose. He stomped on most of the bushes in the neighborhood before the Smith family could catch him. He scared a lot of people.
The neighbors had had enough. They wanted the city government to do something about this problem.
Lesson 4: How is Our Local Government Organized?

Big Ideas of the Lesson

Local or community governments are divided into three parts, or branches. One branch makes the laws. Some communities have a council for this branch. One branch enforces the laws. Some communities have a mayor for this branch. One branch explains what laws mean. This branch also decides the punishment for people who break the laws. This branch is made up of a court.

Lesson Abstract:
In this lesson, students explore some common ways local governments are organized and then create a graphic organizer illustrating the structure of their own local government. The lesson begins with two different books. The first, My Grandma's the Mayor, is narrative text and the second, What's a Mayor?, is informational text. After listening to the books, students are guided in creating a list of important ideas about mayors from the two books. Then, students make text-to-text connections and discuss how narrative text differs from informational text in terms of structure, etc. The teacher then briefly describes a common local government structure that includes a mayor and city council. The concept of branches of government is introduced using a graphic representation of a tree with 3 branches of city government. Students are reminded that laws are necessary in a community and that a city council makes laws and a mayor enforces them through people like police officers. The teacher then introduces the term 'court' and explains that the job of a court is to interpret, or explain, what laws mean. In addition, courts are responsible for handing out punishment to people who break laws. Finally, the students create a graphic organizer that illustrates the structure of their own local government and compares it to the mayor and city council tree structure.

Content Expectations
2 - C3.0.1: Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.

2 - C3.0.2: Use examples to describe how local government affects the lives of its citizens.

Integrated GLCEs
R.CM.02.01: Make text-to-self and text-to-text connections and comparisons by
activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses. (English Language Arts)

Key Concepts
branches of government
city council
court
mayor

Instructional Resources
Equipment/Manipulative
Chart paper
Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource


Teacher Resource

Lesson Sequence
Begin by posing the same question with which you ended the previous lesson: “Who should make the laws in a community?” Discuss student answers to the question. Explain that in this lesson students will learn the correct answer.

Using Word Card #10, introduce the term ‘mayor’ and discuss how a mayor functions as the main leader in many communities. Explain that the class will now be using two books to learn about what a mayor does. Remind students to listen for evidence as to whether or not the mayor makes the laws in a community.

Introduce the book *My Grandma’s the Mayor* by reading the first page of the book. Note that a similar book with a story about a mayor can be substituted. Ask students what kind of book this appears to be. Guide students in understanding that this is an example of narrative text, or text that tells a story.

Display “What Do Mayors Do?” T-chart, located in the *Supplemental Materials (Unit 3, Lesson 4)* or create a similar chart on chart paper. As you read the
Display the book *What’s a Mayor?* and show students several pages from the book. Ask students how this book differs from the previous book. Guide students in understanding that this book is an example of informational text.

Read the book with students and add information to the T-chart you began in Step 4. Note that it is not necessary to read all the text in this book. For example, you can skip over the sections on strong and weak mayor governments. Stress the sections of the book which deal with things a mayor does.

Guide students in making text-to-text connections by discussing similar information found in the two books. Then, discuss how narrative text differs from informational text in terms of structure. Make sure to draw students’ attention to the following features of the informational book:

- Organizational features: table of contents, glossary, index
- Text features: bold text, headings
- Graphic features: a diagram, photographs, captions with the photographs

Discuss the advantages of each book and how, together they offer a clearer picture of what a mayor does.

Using Word Card #11, introduce the term ‘council’ and explain that many communities have a city council that helps the mayor run the city government. Note that the book *What’s a Mayor?* Makes reference to a city council. Explain that a city council has a very important role in the government because it makes the laws.

Draw a three-limbed tree like the one on the lesson graphic organizer on large chart paper. Label the tree “Community Government.” Using Word Card #12, explain that a community government is like a tree in that it has three branches, or sections. Using the lesson graphic organizer as your guide write ‘Council’ in the appropriate section of the organizer and then write ‘Makes Laws” on the correct branch.

Add the term ‘mayor’ in the appropriate section of the organizer. Then, write ‘Enforces Laws” on the correct branch. Explain that a mayor is in charge of the community police department and other departments who help the mayor enforce the laws.

Draw students’ attention to the final branch of the tree. Ask them what they think this branch of the government does. Discuss student responses. Then,
using Word Card #13, explain that courts make up the third branch of
government. Add the term ‘court’ to the appropriate section of the organizer.
Then, write ‘Interprets Laws’ on the branch and discuss how courts have the
job of explaining what laws mean. For example, review the Dog Law used in
the previous lesson and tell students that a court might be called upon to
explain the term ‘household.’ Explain that courts have a second job to do in
government. Courts also have to decide punishment for people who break
laws.

Explain that all communities have three branches of government. However,
different names are used for the people and groups who are in charge of the
branches. For example, sometimes a mayor is called a ‘supervisor’ and a
council is called a ‘board.’ Using the tree organizer labeled “Our Community
Government” located in the Supplemental Materials (Unit 3, Lesson 4), guide
students in understanding how their own local community is organized.

Note that this lesson can be enriched by asking a member of your local
government to visit your class as a guest speaker.

Assessment
An assessment has been included in the Supplemental Materials (Unit 3, Lesson 4) in which students’ answer multiple choice questions and complete a graphic organizer of the three branches of government. Correct answers to the multiple choice questions are as follows: 1:C, 2:A, 3:D, 4: B, 5: C. The graphic organizer should match the lesson graphic organizer. Note that if your students struggle with reading the text of the assessment, make an overhead of the assessment and read each question and set of answers aloud.
Graphic Organizer

Government

Mayor
Enforces Laws

Court
Interprets Laws

Council
Makes Laws
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 4, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Local, or community, governments are divided into three parts, or branches.</td>
</tr>
<tr>
<td>• One branch makes the laws. Some communities have a council for this branch.</td>
</tr>
<tr>
<td>• One branch enforces the laws. Some communities have a mayor for this branch.</td>
</tr>
<tr>
<td>• One branch explains what laws mean. This branch also decides the punishment for people who break the laws. This branch is made up of a court.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Government — Word Card #5 from Lesson 1
- Laws — Word Card #8 from Lesson 2

10 mayor

the leader in a community who enforces the laws

*Example:* A mayor is part of one of the branches of government.

11 council

a group of people who make the laws in a community

*Example:* A council is part of one of the branches of government.

12 three branches of government

the three different sections of government

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

13 court

the branch of government that interprets laws and decides the punishment for breaking laws

*Example:* A court is part of one of the branches of government.
# What Do Mayors Do?

Finding Evidence in Books

<table>
<thead>
<tr>
<th>From <em>My Grandma’s the Mayor</em></th>
<th>From <em>What’s a Mayor?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text</td>
<td>Informational Text</td>
</tr>
</tbody>
</table>
**What Do Mayors Do?**
Finding Evidence in Books – Reference Sheet

<table>
<thead>
<tr>
<th>From <em>My Grandma’s the Mayor</em> Narrative Text</th>
<th>From <em>What’s a Mayor?</em> Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attends meetings</td>
<td>• Act as leaders of community governments.</td>
</tr>
<tr>
<td>• <em>Listen to ideas from people in the community</em></td>
<td>• Talk to people about community issues and problems</td>
</tr>
<tr>
<td>• <em>Try to help solve community problems</em></td>
<td>• Work with other government workers such as a council to make decisions</td>
</tr>
<tr>
<td>• Attend openings of new businesses</td>
<td>• Work with different departments like the fire and police departments</td>
</tr>
<tr>
<td>• <em>Survey the community during events like storms</em></td>
<td>• Make decisions for the community</td>
</tr>
<tr>
<td>• <em>Work with the fire and police departments</em></td>
<td></td>
</tr>
<tr>
<td>• <em>Help handle emergencies</em></td>
<td></td>
</tr>
</tbody>
</table>
How Our Community Governments is Organized
Lesson Assessment

1. What are the different sections or parts of a government called?
   A. a tree
   B. the mayor and council
   C. the three branches
   D. laws and services

2. What does a mayor do?
   A. enforce the laws
   B. interpret the laws
   C. make the laws
   D. write the laws

3. When a court interprets a law what does it have to do?
   A. make a law
   B. enforce a law
   C. ask the mayor about a law
   D. decide what a law means

4. What does a city council do?
   A. enforce the laws
   B. interpret the laws
   C. make the laws
   D. punish people who break the laws

5. Why are laws so important in a community?
   A. Laws are a way to punish bad people.
   B. Laws are made by the government.
   C. Laws help keep people safe.
   D. Laws make a mayor powerful.
Directions: Put these words in the correct places on the graphic organizer:

- mayor: makes
- council: enforces
- court: interprets
Lesson 5: What Does our Government Do?

Big Ideas of the Lesson

Local governments provide many services. They provide services like police departments and fire departments to keep us safe. They also provide services of parks, libraries, and schools. Local governments have the power to do many things like make laws. There are limits on what local governments can do. States have governments also.

Lesson Abstract:
In this lesson, students explore some of the functions of local government. Students generate a list of different things that local governments do as reflected in the book, My Grandma’s the Mayor. Students then add to their list by examining newspaper headlines that illustrate community services. Next, the teacher draws students’ attention to the idea that local governments have power in the community and leads students to understand that power has limits. Using a scenario of a bedroom needing cleaning, students learn the difference between private and government actions. Finally, as a foundational concept for third grade, the teacher explains that states have governments also.

Content Expectations
2 - C3.0.2: Use examples to describe how local government affects the lives of its citizens.
2 - C1.0.2: Distinguish between government action and private action.
2 - C3.0.3: Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

Key Concept
government

Instructional Resources
Equipment/Manipulative
Chart paper
Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource
Pellegrino, Marjorie White. My Grandma’s the Mayor. New York: Magination
Lesson Sequence

Review the book, *My Grandma’s the Mayor,* (read in lesson 4) by asking students to summarize the main plot of the book. Then, review the term ‘services’ which was used in Lesson 2. Ask students to identify examples of services, or things community governments do, as reflected in the book.

Make a list of their ideas on chart paper. Note that examples include:
- Community governments have fire departments that put out fires.
- Community governments take care of people during emergencies.
- Community governments have community centers where they can take care of people.

Define the term ‘headline’ for students and using a newspaper show them examples of headlines. Then, display the “Newspaper Headlines”, located in the *Supplemental Materials (Unit 3, Lesson 5).* Read the headlines one at a time and guide students in identifying examples of community government services reflected in the headlines. Highlight the services and add them to the list you began in Step 1. Discuss reasons a community government would provide each of these services. For example, community governments repave streets to make them safer and easier to drive on. Note that services reflected in the headlines include:
  - Repaving streets
  - Trimming trees
  - Investigating crimes
  - Providing libraries
  - Providing community programs like music programs
  - Providing parks for people
  - Snow removal

Locate and share a newspaper article from your local newspaper that describes a service provided by your own local government. Discuss how the service has benefitted people in your community.

Remind students that community governments do many things besides providing services. For example, they make and enforce laws. Explain that this gives local governments quite a lot of power. Pose the following question: “Do you think there are limits on what local governments can do?” Discuss student responses. Guide students in understanding that although local governments have a lot of power in the community, there are limits on what they can do.
Share the following scenario with students: One afternoon, you see the mayor coming down the street. The mayor stops at your house. Then the mayor enters your home and goes to your bedroom. She demands that you clean your room. Using Word Card #14, explain that the mayor is taking a “government action” by demanding that you clean your room. Ask students if they think this type of government action is allowed. Guide students in understanding that a government official cannot take this kind of action, it is in the privacy of your home, not the community.

Share the following scenario with students: Your Mom comes home from work and goes straight to your bedroom. She demands that you clean your room. Using Word Card #15, explain that the Mom in the scenario is taking a ‘private action.’ Ask students if they think this type of private action is allowed. Guide students in understanding that a Mom can take private action like this.

Using Word Card #16, explain that community governments are also called ‘local governments.’ This is the term most often used in social studies textbooks. As foundational knowledge for grade 3, use Word Card #17, to explain that states have governments also. State governments take care of problems and issues that affect all the people in a state.

Give each student a copy of the “Local and State Government” graphic organizers, located in the Supplemental Materials (Unit 3, Lesson 5.) Guide students in comparing and contrasting local and state governments. Then, give one or two examples of services provided by both state and local governments. For example, state governments provide state parks and local governments provide community parks.

Using Word Card #18, briefly explain that our country, the United States, has a government also. It takes care of problems and issues that affect our country as a whole.

**Assessment**

An assessment has been included in the Supplemental Materials (Unit 3, Lesson 5) in which students identify and describe services provided by local governments and then explain how the service benefits people in a community.
Graphic Organizer

Police and Fire Departments

Local Government Services

Libraries

Road Repair

Garbage Pickup

Parks

Schools
**Big Ideas Card**

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 5, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Local governments provide many services.</td>
</tr>
<tr>
<td>• They provide services like police departments and fire departments to keep us safe.</td>
</tr>
<tr>
<td>• They also provide services like parks, libraries, and schools.</td>
</tr>
<tr>
<td>• Local governments have the power to do many things such as make laws.</td>
</tr>
<tr>
<td>• There are limits on what local governments can do.</td>
</tr>
<tr>
<td>• States have governments also.</td>
</tr>
</tbody>
</table>
# Word Cards

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

- Government – Word Card #5 from Lesson 1
- Services – Word Card #9 from Lesson 2

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>government action</strong></td>
<td><strong>private action</strong></td>
</tr>
<tr>
<td>things a government or people working for a government do</td>
<td>things a private person does</td>
</tr>
</tbody>
</table>

**Example:** Repairing the road is a government action.

**Example:** Making you clean your room is a private action your mother can take.

<table>
<thead>
<tr>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>local government</strong></td>
<td><strong>state government</strong></td>
</tr>
<tr>
<td>the government of a community</td>
<td>the government of one of the fifty states</td>
</tr>
</tbody>
</table>

**Example:** Cities and towns have local governments.

**Example:** The state government of Michigan is centered in Lansing.
18

**national government**

the government of our country

**Example:** Our national government solves problems for the whole country.

(SS020305)
Newspaper Headlines

Flushing City Council Adopts Resolution to Repave Coutant Street

City of Jackson Closing Part of Greenwood Avenue Thursday for Tree Trimming

Ypsilanti Police Investigate Several Auto Break-ins

Farmington Community Library Offers Music Concert

Mount Clemens Puts New Flower Garden in one of its City Parks

City of Pontiac Buys New Snow Plow to Help Keep City Streets Free of Snow this Winter
Local and State Governments

Our Community

Our Local Government

Takes care of problems that affect our community.

There are many, many local governments.

Michigan

Our State Government

Takes care of problems that affect our state.

There are 50 state governments.
## Assessment

<table>
<thead>
<tr>
<th>Government Service</th>
<th>What is the service?</th>
<th>How does this help people in a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Stop Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Tree Trimming" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="City Park Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Draw another community service here:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Assessment – Sample Answers

<table>
<thead>
<tr>
<th>Government Service</th>
<th>What is the service?</th>
<th>How does this help people in a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="stop_sign.png" alt="Stop Sign" /></td>
<td>Putting up stop signs</td>
<td>It helps keep people safe.</td>
</tr>
<tr>
<td><img src="traffic_light.png" alt="Traffic Light" /></td>
<td>Fixing a traffic light</td>
<td>It helps keep people safe.</td>
</tr>
<tr>
<td><img src="park_sign.png" alt="Park Sign" /></td>
<td>Running a park.</td>
<td>It gives people a place they can play.</td>
</tr>
<tr>
<td><strong>Draw another community service here:</strong></td>
<td><strong>Answers will vary</strong></td>
<td><strong>Answers will vary</strong></td>
</tr>
</tbody>
</table>

*Answers will vary*

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Page 8 of 8  
February 28, 2010
Lesson 6: What Do Core Democratic Values Have to do with Government?

Big Ideas of the Lesson

When people form governments, they keep important ideas, or values, in mind.
One important idea is common good. This means that governments should try to do what is best for everybody in a community.
Another important idea is individual rights. This means that governments should try to protect the rights of individual people in the community.
Local governments try to balance the common good and individual rights when problems need to be solved.

Lesson Abstract:
The lesson begins with students learning that governments are founded on important ideas, or values, like individual rights and common good. Students examine examples of these values in conflict using the story “The Smiths Buy Biggy” introduced in a previous lesson, and the book Old Henry. Students identify examples of individual rights that conflicts with the common good.
Working in cooperative groups, students act as the town government and brainstorm solutions to the issue in Old Henry. Groups share their solutions with the class and then the students consider which solution best balances the rights of Old Henry and the common good of the community. Students then listen to the end of the book and discuss the outcome. As a culminating activity, students write a letter from the Mayor to Henry as a response to the letter which ends the book.

Content Expectations
2 - C2.0.1: Explain how local governments balance individual rights with the common good to solve local community problems.

Integrated GLCEs
R.NT.02.03: Identify and describe characters’ actions and motivations, setting (time and place), problem/solution, and sequence of events. (English Language Arts)

R.NT.02.05: Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. (English Language Arts)

Key Concepts
Instructional Resources

Equipment/Manipulative
- Chart paper
- Overhead projector or Document Camera/Projector
- Student journal or notebook

Student Resource

Teacher Resource

Lesson Sequence

Using Word Card #19, explain that governments are founded, or based, on important ideas or values. Review the term ‘diversity’ from Lesson 1, and explain that it is an example of one of these important values. Explain that local governments try to ensure that differences among people in a community are respected. They also consider differences when they make laws and solve problems.

Using Word Card #20, discuss the term ‘common good’ and explain that local governments try to promote the common good. They try to do what is best for everybody in the community. Ask students to identify an example of how the common good can be applied to their own classroom. For example, discuss how your role as a teacher requires you to try and do what is best for all the students in the class.

Using Word Card #21, discuss the term ‘individual rights’ and explain that local governments have to consider not only the common good and the community as a whole but also the rights of individual citizens. Discuss some examples of individual rights, such as the right to own property and the right to speak freely.

Remind students of the story, “The Smiths Buy Biggy”, which was used in Lesson 3 and has been included in the *Supplemental Materials (Unit 3, Lesson 6)*. Explain that you will be sharing this story again with them. Tell students as you read the story this time, they should look for one example of common good and one example of individual rights. Read the story to students.

Make a T-Chart on large chart paper and label one side “Common Good” and
the other side “Individual Rights.” Guide students in describing an example of each value from the story and write it on the T-Chart. Note that sample answers include:

**Common Good:** The people in the community wanted the city government to do something about the elephant. The elephant made a lot of noises and got loose. People were afraid he would hurt someone. **Individual Rights:** The elephant belonged to the Smith Family. They kept him on their own property. People have a right to own a pet in a community.

Explain that the story shows that values are often in conflict. For the sake of the common good, people wanted the government to do something about the elephant. In communities, however, people have the right to own property and the elephant was the Smith’s property. Therefore, the common good was in conflict with individual rights. Explain that when values are in conflict it is hard for local governments to solve a problem.

Show students the cover of the book, *Old Henry*, and explain that in this story, the values of common good and individual rights are also in conflict. Read the book up until page 10 (the page with the words “That Henry.”) Ask students to identify the community problem described in the book. Guide students in understanding that people in the community felt Henry was not taking care of his house and his property.

Using the same T-Chart you used in Step 5, guide students in describing an example of each both the common good and individual rights from the story and write it on the T-Chart. Note that sample answers include:

**Common Good:** The people in the community wanted their community to look nice. They felt it would benefit everybody if Henry cleaned up his house and yard. **Individual Rights:** The house and yard belonged to Henry and he felt he could keep them any way he liked.

Place students in groups of four and give each group a copy of the “Solving a Community Problem” group recording sheet, located in the Supplemental Materials (*Unit 3, Lesson 6.*) Go over the three sections of the sheet and select a group recorder for each group. Explain that students should work together to find a solution to the “Old Henry Problem” and describe it on the recording sheet. Give students sufficient time to complete the activity.

Have groups present their solutions one at a time. Following each presentation discuss the group’s solution using these questions:

- What do you like about this solution?
- What might be a problem with this solution?
- Does this solution balance Henry’s rights and the common good? If so, how?
After each group has presented, guide students in choosing the best solution to the problem using the following criteria: “Which solution best balances the common good and the rights of Henry?”

Read the next few pages of *Old Henry*, just up to the part when Henry leaves. Guide students in identifying the various ways the community tried to solve the problem. Then, have them evaluate each of the solutions using the same questions you used in Step 10. Note that the solutions from the book include:
- They fined Henry.
- They threatened to put Henry in jail.
- They tried being nice to Henry.

Read students the next part of the book in which Henry moves away. Ask students to describe why they think Henry moved. Guide students in understanding that Henry felt he was different from the others and didn’t want to live like them. Connect Henry’s feelings back to the concept of diversity.

Finish reading the book except for the final page which contains Henry’s letter to the mayor. Discuss the ending using the following questions:
- Why did Henry want to return to his house and the community?
- Why did the people in the community want Henry to come back?

Display the final page of the book containing Henry’s letter to the mayor. Give each student a copy of the “Letter to Henry” template, located in the *Supplemental Materials (Unit 3, Lesson 6)*. Explain that students should pretend they are the mayor and write a letter back to Henry.

Give students time to write their letters. Then, have them share them in small groups of three or four. Finally, have them share in the large group.

As a culminating discussion, pose the following question and ask students to write an answer in their social studies journals: “What do you think the author was trying to say about people and communities in the book?” Give students time to write and then have them share their answers in the large group.

**Assessment**
The letter written as the culminating activity can be used as an assessment. In addition, the small group activity from Steps 9 and 10 can be used as a performance assessment.
Graphic Organizer

The Common Good

Individual Rights
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 6, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When people form governments they keep important ideas, or values, in mind.</td>
</tr>
<tr>
<td>- One important value is common good. This means that governments should try to do what is best for everybody in a community.</td>
</tr>
<tr>
<td>- Another important value is individual rights. This means that governments should try to protect the rights of individual people in the community.</td>
</tr>
<tr>
<td>- Local governments try to balance the common good and individual rights when problems need to be solved.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Government – Word Card #5 from Lesson 1
- Diversity – Word Card #6 from Lesson 1
- Local Government – Word Card #16 from Lesson 5

19 values

important ideas that people believe in

*Example:* Governments are based on values such as diversity.

(SS020306)

20 common good

people working together for the benefit of everybody

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

(SS020306)

21 individual rights

things an individual person is entitled to have or to do

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

(SS020306)
The Smiths Buy Biggy

One year, the circus came to Flint. There were five elephants that were part of the circus. Herby Smith took his family to see the circus. The family fell in love with the oldest elephant named Biggy. They thought Biggy looked very sad to be part of the circus. Mr. Smith talked the circus owner into letting him buy Biggy.

The family took their new elephant home. They cleared out their garage and made Biggy a home in it. Unfortunately, Biggy barely fit in the garage.

Each day they tied Biggy in their back yard. There was hardly enough room for Biggy to walk around. The neighbors began to complain about Biggy. He made a lot of loud noises. Twice he stomped on the fence between the Smith family and their neighbors. Once he got loose. He stomped on most of the bushes in the neighborhood before the Smith family could catch him. He scared a lot of people. The neighbors had had enough. They wanted the city government to do something about this problem.
Solving a Community Problem

Members of your group:

What is your solution to the problem?

Why do you think this is a good solution?
Dear Henry,

Sincerely yours,

The Mayor
Lesson 7: What are some of the Roles and Responsibilities of Citizens in our Local Community?

Big Ideas of the Lesson

Citizens have an important role in a community. As citizens, people have responsibilities like voting and obeying laws. People also have personal responsibilities like brushing their teeth and keeping track of their own things.

Lesson Abstract:
In this lesson, students explore some roles and responsibilities of citizens in a local community. The lesson begins with a review of important ideas related to why people form local governments, values on which they are based, the organization of local governments, and some of the things local governments do. Then, students explore responsibilities of citizens in a community by connecting civic responsibilities to purposes of local government. For example, local governments make laws and citizens have the responsibility to obey them. Students then learn to differentiate between personal responsibilities and civic responsibilities through a classification activity. As a culminating activity, students take on the role of a citizen and voice their opinion in writing on whether the community should purchase a police car or add new playground equipment for a local park.

Content Expectations
2 - C5.0.1: Identify ways citizens participate in community decisions.
2 - C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.

Integrated GLCEs
R.NT.02.05: Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. (English Language Arts)

Key Concepts
citizen
civic responsibility

Instructional Resources
Equipment/Manipulative
A toothbrush
Chart paper
Overhead projector or Document Camera/Projector
Plain white paper – one piece per student
Student journal or notebook

**Student Resource**


**Teacher Resource**
Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 7)*. Teacher-made material.

**Lesson Sequence**
Display the ‘Local Government’ graphic organizer located in the *Supplemental Materials (Unit 3, Lesson 7)* and give each student a copy of the organizer plus a sheet of plain white paper. Place a plain piece of paper diagonally to cover the entire organizer except the section on why people form governments and direct students to do the same. This will allow students to concentrate on one section of the organizer at a time. Review the four reasons people form governments. Note that you may wish to use the appropriate Word Cards from the unit as you review term such as ‘services.’

Repeat the process used in Step 1, but this time cover the entire organizer except for the section on how local governments are organized. Discuss the three branches of local government as well as the specific way in which your own local government is organized. Use appropriate Word Cards from the unit as necessary.

Cover the top section of the graphic organizer so that only the section on ‘values’ is exposed. Discuss the common good and individual rights. Using “Old Henry”, discuss how these two values are often in conflict in a community and how local governments work to balance these two values.

Using Word Card #22, discuss the term ‘citizen’ and explain that citizens have an important role to play in a community. Help connect this idea to students’ lives by discussing how they are citizens of their classroom and school. Using Word Card #23, review the term ‘responsibilities’ and then briefly review some of their responsibilities as school citizens such as the following:
- Follow rules
- Keep the school and classroom clean.
- Respect others
- Do you school work
- Try to get along with others.
Using Word Card #24, introduce the term ‘civic responsibilities’ and guide students in understanding that the term ‘civic’ relates to a ‘citizen.’ Explain that just as students have responsibilities in their school community, citizens have responsibilities in their local community.

Briefly review the plots of the books Everybody Brings Noodles and My Grandma’s the Mayor which were used previously in the unit. Ask students what the two main characters in the books had in common regarding their community. Guide students in understanding that both characters demonstrated civic responsibility. One helped to plan and carry out a block party and the other gathered toys for the children who were in the community center following the apartment fire.

Display the chart “Civic Responsibilities”, located in the Supplemental Materials (Unit 3, Lesson 7) or make a similar chart on chart paper. Go over the four purposes of government shown on the chart. Explain that citizens have responsibilities relating to each of these purposes. Pose the following question: “If a government has the responsibility to make laws, what responsibility does a citizen have?” Discuss student ideas. Guide students in understanding that citizens have the responsibility to obey laws.

Complete the chart by connecting civic responsibilities to the purposes of government. Note that a chart showing sample answers has been included in the Supplemental Materials (Unit 3, Lesson 7) for you to use as reference. Note that the last section of the chart is likely to be most difficult for students to understand. Explain that a responsibility of government is to provide leaders in a community. These leaders, however, in most cases are elected by the citizens. Therefore, voting is a very important civic responsibility.

Display a toothbrush and pose the following question: “Do you think brushing your teeth a civic responsibility?” Discuss student responses. Using Word Card #25, explain that people also have personal responsibilities as well as civic responsibilities. Ask students to work with a partner to identify another personal responsibility. Give pairs time to work together and then have them share their ideas in the large group.

Give each student a copy of the “Responsibilities” cards located in the Supplemental Materials (Unit 3, Lesson 7.) Explain that they should cut the cards out and arrange them in two groups: one group showing civic responsibilities and the other group personal responsibilities. Give students time to classify the cards and then discuss how they classified the various cards. Note that the correct classification is as follows:

**Personal responsibilities**: cleaning a bedroom, doing homework, feeding a pet, brushing teeth
Civic responsibilities: obeying laws, picking up litter in a park, helping to clean a river, voting for a new mayor

Explain that as a final activity for this lesson, students will have the chance to take on the role of a citizen in their community and discuss a community issue. Share the following scenario with students: Like many communities, our community never has enough money to buy everything it needs. Therefore, our local government often has to make choices about how to spend money. Our government is trying to decide whether to buy a new police car or new playground equipment for one of our parks.

Display the T-chart, located in the Supplemental Materials (Unit 3, Lesson 7) which shows the two choices described in the previous step. Guide students in identifying benefits of each of the choices. Note that possible answers include the following:

**Police car:** it could help make our community safer, it would put one more police car on the road, it might mean we could get rid of an old police car that is not in very good condition any more, police are very important in a community

**New playground equipment:** children like to play in parks, it would benefit a lot of children, it might mean it could replace older equipment, newer equipment might be safer, children need plays to play

Give each student a copy of the “My Opinion” writing form located in the Supplemental Materials (Unit 3, Lesson 7.) Explain that they should make a decision regarding whether they think the community should buy a police car or new playground equipment for the park and then give reasons for their opinion.

Give students time to write out their opinion. Then, after them share their opinions in the large group.

**Assessment**

The writing activity from Step 13 in which students voice their opinion on whether the community should purchase a police car or add new playground equipment for a local park can be used as an assessment. In addition, the classification activity from Step 10 can be used as an assessment.
Unit 3: How Do Citizens Live Together in A Community?
Lesson 7

February 28, 2010
Graphic Organizer

Helping to solve community problems

Helping keep the community safe and clean

Obeying community laws

Voting

Civic Responsibilities
## Big Ideas Card

### Big Ideas of Lesson 7, Unit 3

- Citizens have an important role in a community.
- As citizens, people have responsibilities like voting and obeying laws.
- People also have personal responsibilities like brushing their teeth and keeping track of their own things.
Word Cards

Word Cards from previous lessons needed for this lesson:

Since this lesson serves as a review for the main content of the entire unit it is suggested that use Word Cards #1 - #21 for this lesson.

<table>
<thead>
<tr>
<th>22 citizen</th>
<th>23 responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a member of a community</td>
<td>things people are supposed to do</td>
</tr>
</tbody>
</table>

*Example:* You are a citizen of your classroom, your school, and your community.

(SS020307)

<table>
<thead>
<tr>
<th>24 civic responsibilities</th>
<th>25 personal responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>things members of a community are supposed to do</td>
<td>things individual people are supposed to do</td>
</tr>
</tbody>
</table>

*Example:* Voting and obeying laws are civic responsibilities.

*Example:* Brushing your teeth and doing your homework are personal responsibilities.

(SS020307)
Local Government Graphic Organizer

Why do people form them?

How are they organized?

On what values are they based?

Local Governments

Laws

Problem Solving

Make Laws

Enforce Laws

Interpret Laws

Safety

Services

Common Good

Individual Rights

Michigan Citizenship Collaborative Curriculum
www.micitizenshipcurriculum.org
## Civic Responsibilities

<table>
<thead>
<tr>
<th>Purpose of government</th>
<th>Responsibility of a citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make laws</td>
<td></td>
</tr>
<tr>
<td>Keep people safety</td>
<td></td>
</tr>
<tr>
<td>Help solve problems</td>
<td></td>
</tr>
<tr>
<td>Provide leaders</td>
<td></td>
</tr>
</tbody>
</table>
## Civic Responsibilities – Answer Key

<table>
<thead>
<tr>
<th>Purpose of government</th>
<th>Responsibility of a citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make laws</td>
<td>Obey laws</td>
</tr>
<tr>
<td>Keep people safety</td>
<td>• Obey laws&lt;br&gt;• Help keep the community safe and clean</td>
</tr>
<tr>
<td>Help solve problems</td>
<td>• Learn about community problems&lt;br&gt;• Give ideas about how to solve problems</td>
</tr>
<tr>
<td>Provide leaders</td>
<td>Vote to choose leaders</td>
</tr>
</tbody>
</table>
## Responsibilities

<table>
<thead>
<tr>
<th>Obeying laws</th>
<th>Cleaning your bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Law Icon" /></td>
<td><img src="image2" alt="Bedroom Icon" /></td>
</tr>
<tr>
<td>Doing homework</td>
<td>Picking up litter in a park</td>
</tr>
<tr>
<td><img src="image3" alt="Homework Icon" /></td>
<td><img src="image4" alt="Litter Icon" /></td>
</tr>
<tr>
<td>Helping to clean a river</td>
<td>Brushing teeth</td>
</tr>
<tr>
<td><img src="image5" alt="River Icon" /></td>
<td><img src="image6" alt="Toothbrush Icon" /></td>
</tr>
<tr>
<td>Feeding a pet</td>
<td>Voting for a new mayor</td>
</tr>
<tr>
<td><img src="image7" alt="Dog Icon" /></td>
<td><img src="image8" alt="Voting Icon" /></td>
</tr>
<tr>
<td>New police car</td>
<td>New playground equipment for the park</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>

Michigan Citizenship Collaborative Curriculum
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Page 8 of 9
February 28, 2010
My Opinion

I think our community should buy ______________________
____________________________________________________
Because ____________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Because ________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

or
Lesson 8:  What is the Pledge of Allegiance and Why is it Important?

Big Ideas of the Lesson

The flag is an important symbol of our country.
The Pledge of Allegiance is a promise to honor and love our country.
Patriotism means showing love, honor, and respect for our country.
There are many ways to show patriotism such as saying the Pledge of Allegiance and singing patriotic songs.

Lesson Abstract:
In this lesson, students explore the meaning of the Pledge of Allegiance as well as the core democratic value of patriotism. The lesson begins with a review of content learned in kindergarten and first grade as the teacher poses the following question, “What are some important symbols of our country?” Then, the teacher shows students an American flag and leads a discussion of why the flag is important. Using the book I Pledge Allegiance or a similar book, the teacher explains the meaning of each of the phrases in the Pledge. Students are introduced to Pledge etiquette and flag etiquette. Next, the teacher writes the term ‘patriotism’ on the board and explains the term in simple words. Working together, the class creates a list of different ways people can show their patriotism. Then, each student chooses one idea from the list and makes a “Patriotism Poster.”

Content Expectation
2 - C2.0.2:  Describe how the Pledge of Allegiance reflects the core democratic value of patriotism

Key Concepts
core democratic values
patriotism

Instructional Resources
Equipment/Manipulative
A large piece of chart paper with the Pledge of Allegiance written on it
An American Flag
Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource
Martin, Bill and Michael Sampson. I Pledge Allegiance. Cambridge,
Lesson Sequence

Review some of the responsibilities of citizens which from the previous lesson such as voting and obeying laws.

Remind students that people are not only citizens of their community and their state; but also citizens of their country. Explain that as citizens of the United States, we need to learn about our country and respect our country.

Using Word Card #26, review the term ‘symbol.’ Then, as a way of connecting back to content learned in kindergarten and first grade, pose the following question: “What are some important symbols of our country?” Guide students in creating a list of important symbols including such things as the flag, the White House, the Statue of Liberty, and the bald eagle.

Show students an American flag and remind students that the flag is one of our most important symbols. Lead a brief discussion of why the flag is so important.

Using Word Card #27, explain that we make a promise to our country by reciting the Pledge of Allegiance to the American flag.

Display a large piece of chart paper with the Pledge of Allegiance written on it. Make sure there is plenty of space between the lines of the Pledge. Using the “Helping Students Understand the Pledge of Allegiance” reference sheet located in the Supplemental Materials (Unit 3, Lesson 8) as your guide, help students understand the difficult words and phrases in the Pledge. Use the same kind of underlining, highlighting, and arrows used on the reference sheet.

Note that you may wish to share the book “I Pledge Allegiance” by Bill Martin, Jr. and Michael Sampson to extend student understanding of the Pledge. This book also offers good background information for teachers.

Review the following proper etiquette for reciting the Pledge with students and then guide them in reciting the Pledge together.

- Stand still and straight.
- Look at an American flag.
- Place your right hand over your heart.
- If you have a hat on, it is polite to take it off and place it over your heart.
Explain that just as there are proper things to do when saying the Pledge, there are also proper ways to handle and respect the American flag. Display the “Respecting Our Flag” information sheet located in the Supplemental Materials (Unit 3, Lesson 8) and go over the ways in which the flag should be displayed and handled.

Explain that saying the Pledge of Allegiance and respecting the flag are ways to show patriotism. Using Word Card #28, explain this term. Label a large piece of chart paper “Ways to show patriotism.” Write “Saying the Pledge of Allegiance” and “Respecting the Flag” on the chart paper. Then, guide students in identifying other examples of patriotism and write their ideas on the chart paper. Note that possible answers include:

- Singing a patriotic song
- Flying the flag
- Learning about our country's history
- Celebrating a patriotic holiday like the Fourth of July
- Loving our country

As a culminating project, have each student create a Patriotism Poster. Note that as an alternative you may wish to have each student create an illustration for a class Patriotism book.

Note that this lesson can be enriched by teaching students one or more patriotic songs such as American the Beautiful. Note that you may want to enlist the help of your building music teacher in this. There are also numerous recordings of patriotic music that could be used.

Assessment
A multiple choice assessment has been included in the Supplemental Materials (Unit 3, Lesson 8). Correct answers to the assessment are as follows: 1:B, 2:A, 3:D, 4: B, 5: C. Note that if your students struggle with reading the text of the assessment, make an overhead of the assessment read each question and set of answers aloud. The Patriotism Posters constructed in the lesson can also be used as an assessment.
Graphic Organizer

- Say the Pledge of Allegiance
- Fly the American flag
- Love our country
- Learn about our country's history
- Celebrate a patriotic holiday
- Sing a patriotic song
## Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 8, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The flag is an important symbol of our country.</td>
</tr>
<tr>
<td>- The Pledge of Allegiance is a promise to honor and love our country.</td>
</tr>
<tr>
<td>- Patriotism means showing love, honor, and respect for our country.</td>
</tr>
<tr>
<td>- There are many ways to show patriotism such as saying the Pledge of Allegiance and singing patriotic songs.</td>
</tr>
</tbody>
</table>
### Word Cards

<table>
<thead>
<tr>
<th><strong>26</strong> symbol</th>
<th><strong>27</strong> Pledge of Allegiance</th>
</tr>
</thead>
<tbody>
<tr>
<td>something that stands for something else</td>
<td>a promise to love, honor and respect our country</td>
</tr>
</tbody>
</table>

**Example:** The flag is a symbol of our country.  
(SS020308)

**Example:** We salute the flag when we say the Pledge of Allegiance.  
(SS020308)

<table>
<thead>
<tr>
<th><strong>28</strong> patriotism</th>
</tr>
</thead>
<tbody>
<tr>
<td>showing love and respect for our country</td>
</tr>
</tbody>
</table>

**Example:** You are showing patriotism when you say the Pledge of Allegiance.  
(SS020308)
Helping Students Understand the Pledge of Allegiance

I pledge allegiance to the flag

Of the United States of America and to

Our kind of government

the Republic for which it stands,

country

We can’t be split apart

one Nation under God, indivisible, freedom

with liberty and justice for all.
Respecting Our Flag

- The flag should be lighted at all times, either by sunlight or by an appropriate light source.
- The flag should be flown in good weather, unless the flag is specially designed for use in bad weather.
- When the flag is lowered, no part of it should touch the ground or any other object; it should be received by waiting hands and arms.
- To store the flag, it should be folded neatly and carefully.
- The flag should be cleaned and mended when necessary.
- When a flag is so worn it is no longer fit to serve as a symbol of our country, it should be destroyed by burning in a dignified manner.
Lesson Assessment

1. Which of the following is an important symbol of our country?
   A. a bank
   B. the American flag
   C. a key
   D. a McDonald’s restaurant

2. What is the Pledge of Allegiance?
   A. a promise to honor and love our country
   B. a symbol of our country
   C. a song all Americans should learn to sing
   D. some words that are hard to understand

3. How should the flag be stored?
   A. It should just be put in a plastic bag.
   B. It should be rolled up in a ball.
   C. It should be tied up with ribbons.
   D. It should be folded neatly and carefully.

4. What is patriotism?
   A. a symbol for our country
   B. showing love and respect for our country
   C. trying to prove that you are better than other people in our country
   D. a promise you make

5. Which of the following would be the best way to show patriotism?
   A. drawing a map of the United States
   B. learning to cook a lot of American foods
   C. saying the Pledge of Allegiance with your hand on your heart
   D. reading a book about rivers in the United States
Unit 3: How Do Citizens Live Together in a Community?
Big Picture Graphic

Overarching Question:

How do people live together in a community?

Previous Unit:
Where is My Community and What is it Like There?

This Unit:
How Do Citizens Live Together in a Community?

Next Unit:
How Do People Work Together in a Community?

Organization

Purpose

Local Government

Citizens

Values

Questions To Focus Assessment and Instruction:

1. What is the purpose of government?
2. What does our local government do?
3. What are important roles and responsibilities of citizens in a community?

Types of Thinking

Cause and Effect

Descriptive
Questions for Students

In this unit, we are going to be learning about how people live together in a community. Think about the focus questions:

1. What is the purpose of government?
2. What does our local government do?
3. What are important roles and responsibilities of citizens in a community?

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

<table>
<thead>
<tr>
<th>Things I Know</th>
<th>Questions I Have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 Graphic Organizer

Diversity

- Food
- Language
- Religion
- Traditions
**Big Ideas Card**

**Big Ideas of Lesson 1, Unit 3**

- Communities have natural characteristics, buildings, businesses, transportation, places to have fun, and a government.
- Most communities have diversity.
- Diversity means differences among people and groups of people.
- Differences include foods, language, religion, and traditions.
- Diversity is a strength in a community.

---

**Word Cards**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>community</strong></td>
<td><strong>natural characteristics</strong></td>
</tr>
<tr>
<td>a place where people live, work, and play together.</td>
<td>things that were not made by humans.</td>
</tr>
<tr>
<td>Example: Communities help families meet their basic needs.</td>
<td>Examples: Tree and lakes are natural characteristics.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>transportation</strong></td>
<td><strong>businesses</strong></td>
</tr>
<tr>
<td>different ways to move people and goods from one place to another</td>
<td>places where people sell goods and services</td>
</tr>
<tr>
<td>Example: Cars, trains and buses are part of transportation.</td>
<td>Example: Restaurants and grocery stores are businesses.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>government</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>A group of citizens chosen to make and carry out the rules in a community.</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> A community government helps keep people safe.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6</strong></th>
<th>diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences among people or groups of people</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Diversity includes differences in foods, language, religion, and traditions.</td>
<td></td>
</tr>
</tbody>
</table>
What if everybody in a community was exactly the same?
An Example of Diversity in Our Community
Lesson 2 Graphic Organizer

People want to be safe.

Why do people form governments?

People need laws.

People need services.

People need help solving problems.
## Big Idea Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 2, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People form governments for many reasons.</td>
</tr>
<tr>
<td>• People form governments because they want to be safe.</td>
</tr>
<tr>
<td>• People form governments because they need laws and services.</td>
</tr>
<tr>
<td>• Community laws and services help keep people safe.</td>
</tr>
<tr>
<td>• People form governments because they need help solving problems.</td>
</tr>
</tbody>
</table>

## Word Cards

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

- Community – Word Card #1 From Lesson 1
- Government – Word Card #5 from Lesson 1

### 7 rules

Something that tells us what we should do or not do to keep us safe

*Example:* Family and school rules help keep people safe.

### 8 laws

What rules are called in a community, state, or country

*Example:* Community laws keep people safe.

### 9 community services

Things that a community government does for people living in a community

*Example:* Fighting fires and providing police protection are community services.
Connecting Back

Communities have places where people can live, work, and play.

Why Do People Live in Communities?

- Communities help keep people safe.
- Communities help people meet their basic needs.
A Walk in Michelle’s Community

Michelle went for a walk in her community. As she went down her street, she saw Officer Clark giving a speeding ticket to a driver. The driver had been going too fast in the neighborhood. She smiled at Officer Clark and went on.

At the corner, she saw a man high above the street fixing the traffic light. He waved down at her and she waved back.

Suddenly, two fire trucks zoomed by her on their way to a fire. She watched as the cars moved out of their way.

She came to the park and decided to take a rest there. She sat down on a bench. Two community workers were busy near her. One was sweeping up the glass from a broken bottle. The other was busy with a tool box fixing a broken swing. She watched them for awhile and then left for home. She stopped just once to buy an ice cream.
Why Do People Form Governments?

People form governments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 3 Graphic Organizer

People form governments because they want to be safe.

Laws help keep people safe.

Therefore, one of the most important jobs of a government is to make laws.
Big Idea Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 3, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People form governments because they want to be safe.</td>
</tr>
<tr>
<td>• Laws help keep people safe.</td>
</tr>
<tr>
<td>• Laws also help to solve problems.</td>
</tr>
<tr>
<td>• One of the most important jobs of a government is to make laws.</td>
</tr>
</tbody>
</table>

Word Cards

Word Cards from previous lessons needed for this lesson:

• Government – Word Card #5 from Lesson 1
• Laws – Word Card #8 from Lesson 2
What if a Community Had No Laws?

Michelle went for a walk in her community. As she went down her street she saw Officer Clark giving a speeding ticket to a driver. The driver had been going too fast in the neighborhood. She smiled at Officer Clark and went on.

Directions: Re-write the words above to show how it would be different if Michelle’s community had no laws.
Community Law

No more than three (3) dogs, four (4) months or older, can be kept per household without receiving Special Approval through the Planning Commission for a kennel.
The Smiths Buy Biggy

One year, the circus came to Flint. There were five elephants that were part of the circus. Herby Smith took his family to see the circus. The family fell in love with the oldest elephant named Biggy. They thought Biggy looked very sad to be part of the circus. Mr. Smith talked the circus owner into letting him buy Biggy.

The family took their new elephant home. They cleared out their garage and made Biggy a home in it. Unfortunately, Biggy barely fit in the garage.

Each day they tied Biggy in their back yard. There was hardly enough room for Biggy to walk around.

The neighbors began to complain about Biggy. He made a lot of loud noises. Twice he stomped on the fence between the Smith family and their neighbors. Once he got loose. He stomped on most of the bushes in the neighborhood before the Smith family could catch him. He scared a lot of people. The neighbors had had enough. They wanted the city government to do something about this problem.
Lesson 4 Graphic Organizer

Government

Mayor

Enforces Laws

Court

Interprets Laws

Council

Makes Laws
Big Idea Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 4, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Local, or community, governments are divided into three parts, or branches.</td>
</tr>
<tr>
<td>• One branch makes the laws. Some communities have a council for this branch.</td>
</tr>
<tr>
<td>• One branch enforces the laws. Some communities have a mayor for this branch.</td>
</tr>
</tbody>
</table>

One branch explains what laws mean. This branch also decides the punishment for people who break the laws. This branch is made up of a court.

Word Cards

Word Cards from previous lessons needed for this lesson:

• Government – Word Card #5 from Lesson 1
• Laws – Word Card #8 from Lesson 2

10 **mayor**

the leader in a community who enforces the laws

*Example:* A mayor is part of one of the branches of government.

11 **council**

a group of people who make the laws in a community

*Example:* A council is part of one of the branches of government.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>three branches of government</td>
<td>court</td>
</tr>
<tr>
<td>the three different sections of government</td>
<td>the branch of government that interprets laws and decides the punishment for breaking laws</td>
</tr>
<tr>
<td><em>Example:</em> One branch makes laws. One branch enforces laws. One branch decides what the laws mean.</td>
<td><em>Example:</em> A court is part of one of the branches of government.</td>
</tr>
</tbody>
</table>
# What Do Mayors Do?

## Finding Evidence in Books

<table>
<thead>
<tr>
<th>From <em>My Grandma’s the Mayor</em> Narrative Text</th>
<th>From <em>What’s a Mayor?</em> Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Our Community Governments is Organized
Lesson Review

1. What are the different sections or parts of a government called?
   A. a tree
   B. the mayor and council
   C. the three branches
   D. laws and services

2. What does a mayor do?
   A. enforce the laws
   B. interpret the laws
   C. make the laws
   D. write the laws

3. When a court interprets a law what does it have to do?
   A. make a law
   B. enforce a law
   C. ask the mayor about a law
   D. decide what a law means

4. What does a city council do?
   A. enforce the laws
   B. interpret the laws
   C. make the laws
   D. punish people who break the laws

5. Why are laws so important in a community?
   A. Laws are a way to punish bad people.
   B. Laws are made by the government.
   C. Laws help keep people safe.
   D. Laws make a mayor powerful.
Directions: Put these words in the correct places on the graphic organizer:

- mayor makes
- council enforces
- court interprets
Lesson 5 Graphic Organizer

Local Government Services

- Police and Fire Departments
- Libraries
- Schools
- Road Repair
- Garbage Pickup
- Parks
Big Idea Card

Big Ideas of Lesson 5, Unit 3

- Local governments provide many services.
- They provide services like police departments and fire departments to keep us safe.
- They also provide services like parks, libraries, and schools.
- Local governments have the power to do many things such as make laws.
- There are limits on what local governments can do.
- States have governments also.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Government – Word Card #5 from Lesson 1
- Services – Word Card #9 from Lesson 2

14 government action
things a government or people working for a government do

Example: Repairing the road is a government action.

15 private action
things a private person does

Example: Making you clean your room is a private action your mother can take.
### 16 local government

The government of a community

**Example:** Cities and towns have local governments.

### 17 state government

The government of one of the fifty states

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

### 18 national government

The government of our country

**Example:** Our national government solves problems for the whole country.
Newspaper Headlines

Flushing City Council Adopts Resolution to Repave Coutant Street

City of Jackson Closing Part of Greenwood Avenue Thursday for Tree Trimming

Ypsilanti Police Investigate Several Auto Break-ins

Farmington Community Library Offers Music Concert

Mount Clemens Puts New Flower Garden in one of its City Parks

City of Pontiac Buys New Snow Plow to Help Keep City Streets Free of Snow this Winter
Local and State Governments

Our Community

Our Local Government

Takes care of problems that affect our community.

There are many, many local governments.

Our State Government

Takes care of problems that affect our state.

There are 50 state governments.

Michigan
## Lesson Review

<table>
<thead>
<tr>
<th>Government Service</th>
<th>What is the service?</th>
<th>How does this help people in a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Stop Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Ladder and Tree" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="City Park Sign" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw another community service here:
**Lesson 6 Graphic Organizer**

**Big Idea Card**

**Big Ideas of Lesson 6, Unit 3**

- When people form governments they keep important ideas, or values, in mind.

- One important value is common good. This means that governments should try to do what is best for everybody in a community.

- Another important value is individual rights. This means that governments should try to protect the rights of individual people in the community.

- Local governments try to balance the common good and individual rights when problems need to be solved.
### Word Cards

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

- Government – Word Card #5 from Lesson 1
- Diversity – Word Card #6 from Lesson 1
- Local Government – Word Card #16 from Lesson 5

<table>
<thead>
<tr>
<th>19 values</th>
<th>20 common good</th>
</tr>
</thead>
<tbody>
<tr>
<td>important ideas that people believe in</td>
<td>people working together for the benefit of everybody</td>
</tr>
</tbody>
</table>

*Example:* Governments are based on values such as diversity.

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

| 21 individual rights |  
|----------------------|--------------------------------------------------|
| things an individual person is entitled to have or to do |  

*Example:* You have the right to own property. You have the right to speak freely.
The Smiths Buy Biggy

One year, the circus came to Flint. There were five elephants that were part of the circus. Herby Smith took his family to see the circus. The family fell in love with the oldest elephant named Biggy. They thought Biggy looked very sad to be part of the circus. Mr. Smith talked the circus owner into letting him buy Biggy.

The family took their new elephant home. They cleared out their garage and made Biggy a home in it. Unfortunately, Biggy barely fit in the garage.

Each day they tied Biggy in their back yard. There was hardly enough room for Biggy to walk around.
The neighbors began to complain about Biggy. He made a lot of loud noises. Twice he stomped on the fence between the Smith family and their neighbors.

Once he got loose. He stomped on most of the bushes in the neighborhood before the Smith family could catch him. He scared a lot of people. The neighbors had had enough. They wanted the city government to do something about this problem.
### Solving a Community Problem

**Members of your group:**

<table>
<thead>
<tr>
<th>What is your solution to the problem?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

**Why do you think this is a good solution?**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
Dear Henry,

Sincerely yours,
The Mayor
Lesson 7 Graphic Organizer

Civic Responsibilities

- Obeying community laws
- Voting
- Helping keep the community safe and clean
- Helping to solve community problems
## Big Idea Card

### Big Ideas of Lesson 7, Unit 3

- Citizens have an important role in a community.
- As citizens, people have responsibilities like voting and obeying laws.
- People also have personal responsibilities like brushing their teeth and keeping track of their own things.

## Word Cards

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

Since this lesson serves as a review for the main content of the entire unit it is suggested that use Word Cards #1 - #21 for this lesson.

<table>
<thead>
<tr>
<th>Word Card</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>22</strong> citizen</td>
<td>a member of a community</td>
<td>You are a citizen of your classroom, your school, and your community.</td>
</tr>
<tr>
<td><strong>23</strong> responsibilities</td>
<td>things people are supposed to do</td>
<td>You have responsibilities at home and at school.</td>
</tr>
<tr>
<td><strong>24</strong> civic responsibilities</td>
<td>things members of a community are supposed to do</td>
<td>Voting and obeying laws are civic responsibilities.</td>
</tr>
<tr>
<td><strong>25</strong> personal responsibilities</td>
<td>things individual people are supposed to do</td>
<td>Brushing your teeth and doing your homework are personal responsibilities.</td>
</tr>
</tbody>
</table>
Local Government Graphic Organizer

Why do people form them?

Local Governments

On what values are they based?

How are they organized?

Individual Rights

Common Good

Safet

Services

Problem Solving

Make Laws

Enforce Laws

Interpret Laws

Laws
## Civic Responsibilities

<table>
<thead>
<tr>
<th>Purpose of government</th>
<th>Responsibility of a citizen</th>
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</thead>
<tbody>
<tr>
<td>Make laws</td>
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<tr>
<td>Keep people safety</td>
<td></td>
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<tr>
<td>Help solve problems</td>
<td></td>
</tr>
<tr>
<td>Provide leaders</td>
<td></td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Obeying laws</td>
<td>Cleaning your bedroom</td>
</tr>
<tr>
<td>Doing homework</td>
<td>Picking up litter in a park</td>
</tr>
<tr>
<td>Helping to clean a river</td>
<td>Brushing teeth</td>
</tr>
<tr>
<td>Feeding a pet</td>
<td>Voting for a new mayor</td>
</tr>
<tr>
<td>New police car</td>
<td>New playground equipment for the park</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>

New police car

New playground equipment for the park
My Opinion

I think our community should buy ______________________

____________________________________________________

Because ________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

or

Michigan Citizenship Collaborative Curriculum
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Big Idea Card

Big Ideas of Lesson 8, Unit 3

- The flag is an important symbol of our country.
- The Pledge of Allegiance is a promise to honor and love our country.
- Patriotism means showing love, honor, and respect for our country.
- There are many ways to show patriotism such as saying the Pledge of Allegiance and singing patriotic songs.

Word Cards

26 symbol
something that stands for something else

*Example:* The flag is a symbol of our country.

27 Pledge of Allegiance
a promise to love, honor and respect our country

*Example:* We salute the flag when we say the Pledge of Allegiance.

28 patriotism
showing love and respect for our country

*Example:* You are showing patriotism when you say the Pledge of Allegiance.
Helping Students Understand the Pledge of Allegiance

I *pledge allegiance* to the flag

Of the United States of America and to

Our kind of government

the **Republic** for which it stands,

country

one Nation under God, **indivisible**, freedom

We can’t be split apart fairness

with **liberty** and **justice** for all.
Respecting Our Flag

- The flag should be lighted at all times, either by sunlight or by an appropriate light source.
- The flag should be flown in good weather, unless the flag is specially designed for use in bad weather.
- When the flag is lowered, no part of it should touch the ground or any other object; it should be received by waiting hands and arms.
- To store the flag, it should be folded neatly and carefully.
- The flag should be cleaned and mended when necessary.
- When a flag is so worn it is no longer fit to serve as a symbol of our country, it should be destroyed by burning in a dignified manner.
Lesson Review

1. Which of the following is an important symbol of our country?
   A. a bank
   B. the American flag
   C. a key
   D. a McDonald’s restaurant

2. What is the Pledge of Allegiance?
   A. a promise to honor and love our country
   B. a symbol of our country
   C. a song all Americans should learn to sing
   D. some words that are hard to understand

3. How should the flag be stored?
   A. It should just be put in a plastic bag.
   B. It should be rolled up in a ball.
   C. It should be tied up with ribbons.
   D. It should be folded neatly and carefully.

4. What is patriotism?
   A. a symbol for our country
   B. showing love and respect for our country
   C. trying to prove that you are better than other people in our country
   D. a promise you make

5. Which of the following would be the best way to show patriotism?
   A. drawing a map of the United States
   B. learning to cook a lot of American foods
   C. saying the Pledge of Allegiance with your hand on your heart
   D. reading a book about rivers in the United States
## Unit 3 Vocabulary Words

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<th>Page</th>
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<td>citizen</td>
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<tr>
<td>civic responsibilities</td>
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<tr>
<td>common good</td>
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<td>community</td>
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<td>community services</td>
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<td>government</td>
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<tr>
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<tr>
<td>rules</td>
<td>10</td>
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<tr>
<td>state government</td>
<td>28</td>
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<tr>
<td>symbol</td>
<td>45</td>
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<tr>
<td>three branches of government</td>
<td>21</td>
</tr>
</tbody>
</table>
Unit 3 Key Concepts

branches of government

citizen

city council

civic responsibility

common good

community

core democratic values

court

diversity

government

individual rights

laws

mayor

patriotism