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Grade Level and Typical Learner

A typical third grade is around the ages of eight and nine years old. Physically, third graders push themselves and make themselves past their limits. Third graders are impatient and industrious! Their vocabulary is growing and they love to play with words and language. Socially, third graders still prefer to spend time with the same gender. According to NAEYC (1986), “nine- years old still feel self-conscious and prefer group work over individual work.” The students will be doing many of their projects or brainstorm activities in groups with their peers to help them gain their self-confidence as well as learn how to work respectfully with their peers. Third grade students still feel as every thing should be fair and they have a hard time letting go of certain situations. Students work well in groups but have a short attention span. Third grade students feel a scene of accomplishment in all that they do and they bounce back quickly from mistakes. Third grade students developmentally learn about their local, state, national governments and how people interact with their governments.

Rationale

Students in the third grade need to participate in this unit of people and the government because they learn about their local communities and how it works with their state and national government. They learn how people can help their community as well as their state and nation communities. The students learn how to protect their environment, use public buildings and services provided by their government through writings, group work, and reading media articles. According to the NCSS standards, students need to learn how “institutions such as schools, religions, families, governments, and businesses all play major roles in our lives.” Students studying about their government will help them identify how their community building, families, and government influence their lives and how they can influence the governments. Students need to learn how their government started and how it is run with authority and power. This particular unit allows the students to identify the roles and responsibilities of their government leaders and government branches.

Goals

- Students will be able to identify the three branches of government and their roles and responsibilities.
- Students will be able to discuss why governments are need and the services and good they provide us.
- Students will be able to identify which level of government enforces implements and makes laws.
- Students will be able to identify community building and how they help us in our communities.
- Students will be able to identify and describe what it means to be a good citizen and identify a leader that has the qualities of a good citizen.
• Students will be able to explain how citizen are a part of the decision making process in their communities.
• Students will be able to label and map the road they will travel through the Midwest States to their capital buildings.
• Students will be able to identify and describe how local businesses provide goods and services for their communities.

Standards and Objectives

(Social Studies) 3.2.1 Discuss the reasons why governments are needed and identify specific goods and services that governments provide.
• Given a list of services governments provide, students will write a letter explaining why one of those services is important to their community by receiving 10 out 12 on the provided rubric.

(Social Studies) 3.2.2 Identify fundamental democratic principles and ideals.
• Making a tree with three branches, students will identify the three branches of government
• Making a tree with three branches, students will identify the three key offices and 3 responsibilities of those offices.

(Social Studies) 3.2.3 Identify the duties of and selection process for local and state government officials who make, implement, and enforce laws.
• After a class discussion of duties, laws, and consequences, students will write one new law for the school by explaining 3 reasons why we need the law.
• After a class discussion of duties, laws, and consequences, students will write 2 consequences for the law if it would be if broken.

(Social Studies) 3.2.4 Explain that the United States had different levels of government (local, state and national) and that each has special duties and responsibilities.
• Given specific duties or responsibilities, students will identify which level of government is responsible for each duty or responsibility with 3 out of 4 correct.

Social Studies) 3.1.6 Use a variety of community resources to gather information about regional communities. (Individuals, Society, and Culture)
• Given outside resources, students will work together in groups of 5 to 6 and will write a paragraph of 5 to 7 sentences on why that community building is important to their community.
Given outside resources, students will work together in groups of 5 to 6 to draw a picture of their community building.

(Social Studies) 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship.

- Given video examples of citizenship, the students will identify 3 different characteristics of a good citizen.
- Given a list of 10 choices, students will identify the rights of a citizen with 4 out of 5 correct.
- Given a list of 10 choices, students will identify the responsibilities of a citizen with 4 out of 5 correct.
- Given a list of people in the state, the students will write a story about a person in the state the exhibits the characteristics of a good citizen by scoring a 90% on the provided rubric.

(Social Studies) 3.3.2 Locate Indiana and other Midwestern states on maps using simple grid systems.

(Social Studies) 3.2.6 Explain the role citizen have in making decisions and rules within the community, state, and nation.

- Give an article about a damaged park, students in groups of 5 or 6 will write a proposal of five rules and/or decisions for their City Council Committee that will help clean the park up and make it a better place for children and parents to play.

(Social Studies) 3.4.2 Give examples of goods and services provided by local business and industry

- Given a list of local businesses and industries, students will draw an advertisement for one of the businesses or industries containing the name of the company and an appropriate logo.
- Using the business or industry advertisements, students will write 3 sentences describing the goods and/or services of his/her assigned company.

(Social Studies) 3.2.7 Use a variety of information resources to gather information about local, state, and regional leaders and civic issues

- Given a variety of media resources, students will individual answer the 5 questions who, what, when, where, why about their article over a local, state, regional leader or civic issue.
(Science) 3.1.5 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.

- Give an article about a damaged park, students will be able to work cooperatively in groups of 5 to 6 while respecting the ideas of their peers.

(Music) 3.9.1 Investigate the use of music for special occasions and celebrations, both in the United States and across world cultures.

- Given the song “Star-Spangled Banner”, students will demonstrate how a good citizen acts when they hear this song by stand up, facing the American Flag and putting their hand over their heart.

(Writing) 3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:

- show awareness of the knowledge and interests of the audience.
- establish a purpose and context.
- include the date, proper salutation, body, closing, and signature.

- Given a sample of a letter format, the students will prepare their letters in the correct format by receiving 10 out of 12 on the provided rubric.
Unit Web

People and the Government

Math - Mapping Midwest States and how far the travel is to local, state buildings (Lesson 12)

Art and Drama - Identifying the Three Branches of Government (Lesson 1)

P.E. Gross Motor - Using locomotor movements in identifying the rights and responsibilities in the different levels of government (Lesson 2)

Writing - Letter to Governor about services and good provided by the government (Lesson 3)

Reading - Identifying the duties of local and state government offices who make, implement and enforce laws (Lesson 4)

Social Studies - Identifying the rights and responsibilities of a citizen (Lesson 5)

Music - Identify characteristics of a good citizen through American symbols (Lesson 6)

Science - Working together in groups in explaining the role of citizens in making decisions about their community (Lesson 7)

Story Telling - Identifying people who exhibit a good citizenship (Lesson 8)

Cooking - Turtle cupcakes, while identifying why local business are important to their communities (Lesson 10)

P.E. Fine Motor - Making in identifying good and services provided by their local business (Lesson 11)

Reading - Identifying the 5 "w" questions about an article that deals with regional leaders or civic issues (Lesson 9)
Dear Parent/Guardians,

This month will be studying about our local, state, and national governments. The students will be learning about services that the different level of governments provide for people. There are many different state standards that we will cover when identifying the different governments and their roles and responsibilities. We will covering how good citizens act and their roles and responsibilities. Students will be able to identify leaders in our communities that have the characteristics of a good citizen as well as identify some American symbols.

Your student will be expect to know the three branches of government, the people involved, and their responsibilities in making laws. The student will be able to identify characteristics of good citizen as well as know and understand their rights and responsibilities. The students will be expected to identify the Midwest states and the distance needed to travel to the capitals of each state.

Some of the activities we will be doing to help them learn about our governments are letter writing to our Governor, cooking Turtle cupcakes, and role playing! Students will be writing stories to present to their class about a person who has the characteristics of a good citizen. The students will be expected to make a tree out of construction paper and add three branches explaining how the three branches of government works. Students will also be reading newspapers, editorials, and magazines about regional leaders and civic issues.

I encourage you to ask your students after each day about what they learned about our government. When you read the newspaper or watch the News at night it is important to discuss with your students what is going on with the government and how they help the people in their communities, state, and nation. I encourage you to have conversations with your students about the local issues going on in the community. Students learn best through real life experiences.

Sincerely,

Ms. Kirsten Schneider
Annotated List of Trade Books about People and the Government


- The Marshal Mouse and his team of Supreme Court Judges must settle a difficult case. The case is about which cheese should be eaten on which days of the week. The book does a good job in explaining an overview of some vocabulary words that are important to the courts, for examples, bench, case, and clerks. The authors also included a quick overview of the Bill of Rights and the Constitution.


- This book helps teach students the law making process that happens in the House of Representatives and the Senate. A school teacher (mouse) has her class write and idea to Congress about declaring a National Cheese Day! The use the words “Squeaker” and Senate Mouse-jority, these are to represent the leaders in Congress as the Speaker of the House and the Senate Majority.


- This non-fictional book teaches students about the history of the Electoral College and how it works. The students learn why the Electoral College was made. It also discusses how elected presidents and no-elected presidents have been affected by the Electoral College. The book leaves a place for students to think about whether this system is effective and what efforts are trying to change the Electoral College.


- This children friendly book takes students through the campaign process of a mayor. The book help students focus on questions spectators might have when deciding who they are going to vote for in the election. This book help students understand the history of voting rights as well as the voting right of now!


- The duck is tired of doing chores around the farm for Framer Brown, therefore, he thinks that running the farm would be so much easier. Then when he realizes that running a farm is too much work he runs for governor, and then the president. However, duck soon realizes that maybe running a nation is not so easy either. Duck returns how and writes about his journey of life. The book allows students to see that no matter what we do or the offices we hold there is always hard work involved.

- This fun and exciting book help students understand why we need governments and the importance of government. The book explains the three branches of government, who is elected to those positions and who is appointed to those positions. The book also explain the different responsibilities of the branches and how they check and balances one another.


- This book teaches students that the American Flag is a symbol of our nation. It explains the important pieces of the flag, like, the stripes and stars. It offers students information about how we present ourselves when we listen to the National Anthem and face the flag.


- The book examines the rights and responsibilities of citizen in America. It provides specific requirements of citizen, for example, role of military, voting, freedom of speech. It talks about the history of voting and how women and minorities had to fight to vote. The is a great book of information for the students to expand their knowledge about their government and its history.


- This little girl goes with her grandmother to the polling plain in the first election that blacks our allowed to vote. The grandmother is sure to go vote with the help of her great-granddaughter and community. The story is inspiring because of the help that the great-grandmother needs to get to the polls and to stand in the lines. This book really explains and shows how important it is that people vote in the elections.


- This book was written to commemorate the 100th anniversary of the pledge. The book traces the history back of the pledge and provide the steps in which the pledge was created. The book also provides the words of the pledge and how pledge was made in honor of the 400th anniversary of Columbus arriving in America.
**Bulletin Board**

This interactive bulletin board is for the unit over People and the Government. The students will have a new question or topic they will vote on every day, at the beginning of the day! Below are the questions listed, and each question deals with the lesson of the day. The student will write their answers on a piece of paper, with their names on it, and vote on what they think the correct answer is or their vote. Their votes will only count if they put it into one of the folders either “YES” or “NO.” This bulletin board for the students helps them feel like they really are involved in something bigger than their classrooms. We will discuss the question of the day at the beginning of each lesson. The pictures represent our flag, constitution, the Capital building, and it shows that people are a part of our government. The teacher will add a nice flag banner round the blue but was unable to complete that on a computer.
Question for Bulletin Board

- Day 1: Is one of the three branches of government called judicial?
- Day 2: Does the state have the responsibility of printing our money?
- Day 3: Is it important that our state government provides us with highways? Why?
- Day 4: Do the police have the duty of pulling your parents over if they are speeding in the car?
- Day 5: Is it our right to vote as a citizen?
- Day 6: Should we put our hand over our heart when saying “The Pledge of Allegiance?”
- Day 7: Can we as citizens, help make decisions about our community, state or nation?
- Day 8: Does Barack Obama have the characteristics of a good citizen?
- Day 9: Did you listen to the news or read the newspaper with your family last night? If so, what do you remember?
- Day 10: Is it important for our community to have a library? Why or Why not?
- Day 11: Does the restaurant Mountain Top provide a service to its people in the community? Why or Why not?
- Day 12: Is Interstate 69 the highway we would take if we were traveling to the State Capital building from the school?
Field Trip/ Guest Speaker

The unit over People and the Government has many opportunities for field trips and guest speakers. A list of possible places for a field trip is a community library, museum, courthouse, police station, fire station, or any local business. Students will be expected to learn how local businesses provide goods and services to their communities. Students will also be expected to learn about the different levels and government and what their responsibilities are to provide for their people in the communities. A field trip to the local courthouse will the opportunity to visit the Mayor will allow the students to understand what his/ her role is in helping protect and provide for his/her people in the community. Along with field trips that could help make great connections for the students guest speakers could help benefit students understanding of different service men and women and how they help protect and provide for the people in the community. A list of possible guest speakers is firefighter, police officer, Mayor, councilmen, judge and etc. These people would be able to provide students with specific responsibilities and duties they perform to help provide and protect for the people of their communities.

After the field trip or guest speaker we can come back as a class and make large list of things we learned and remembered what the people of our communities told us. We can make a list of responsibilities that each one of our guest speakers has in order to help protect us and our community. The teacher could also allow the students gather into groups and have them discuss one new thing they learned from the field trip or guest speaker and present their new information in a presentation to the class. As a teaching opportunity on how to write letters students will be expected to write “Thank you” letters to our guest speaker(s) and adding two or three things they learned from them. Student will be expected to write the letter and address it properly as a writing assignment.
People and the Government Pre-Test

Directions: Please read each question carefully and circle the best word(s) that answers the question!!

1. Which one of these phrases or words is a responsibility of a citizen?
   
   A. Voting
   B. Freedom of Speech
   C. Freedom to practice a religion
   D. To ask for help

2. Circle the three branches of Government.
   
   A. Legislative, President, Executive
   B. Executive, Judges, President
   C. Judicial, Executive, Congress
   D. Legislative, Executive, Judicial

3. Which level of government (Local, State, or National) is responsible for printing our money?
   
   A. Local
   B. State
C. National

4. Which one of these is NOT a service our governments provide for the people in communities?
   A. Schools
   B. Highways
   C. Gas Stations
   D. Health Programs

5. Which branch of government (Legislative, Executive, and Judicial) makes the laws?
   A. Legislative
   B. Executive
   C. Judicial

6. Which branch of government if the President a part of (Legislative, Executive, and Judicial)?
   A. Judicial
   B. Legislative
   C. Executive

7. Which one of these is NOT an American Symbol?
   A. American Flag
   B. Bald Eagle
   C. Indiana State Flag
   D. Liberty Bell
8. True or False: Citizens can help make decisions within their communities, state and nation?
   A. True
   B. False

9. True or False: When standing for the National Anthem, “Star-Spangled Banner” everyone must remove their hats?
   A. True
   B. False

10. What is the Interstate Number that we would take if we were to go to the State Capital Building in Indianapolis from our school?
    A. IN 75
    B. IN 65
    C. IN 69
    D. IN 70
People and the Government Pre-Test

Directions: Please read each question carefully and circle the best word(s) that answers the question!!

1. Which one of these phrases or words is a responsibility of a citizen?
   - E. Voting
   - F. Freedom of Speech
   - G. Freedom to practice a religion
   - H. To ask for help

2. Circle the three branches of Government.
   - E. Legislative, President, Executive
   - F. Executive, Judges, President
   - G. Judicial, Executive, Congress
   - **H. Legislative, Executive, Judicial**

3. Which level of government (Local, State, or National) is responsible for printing our money?
   - D. Local
   - E. State
4. Which one of these is NOT a service our governments provide for the people in communities?
   
   E. Schools
   F. Highways
   G. Gas Stations
   H. Health Programs

5. Which branch of government (Legislative, Executive, and Judicial) makes the laws?
   
   D. Legislative
   E. Executive
   F. Judicial

6. Which branch of government if the President a part of (Legislative, Executive, and Judicial)?
   
   D. Judicial
   E. Legislative
   F. Executive

7. Which one of these is NOT an American Symbol?
   
   E. American Flag
   F. Bald Eagle
   G. Indiana State Flag
   H. Liberty Bell
8. True or False: Citizens can help make decisions within their communities, state and nation?
   A. True
   B. False

9. True or False: When standing for the National Anthem, “Star-Spangled Banner” everyone must remove their hats?
   A. True
   B. False

10. What is the Interstate Number that we would take if we were to go to the State Capital Building in Indianapolis from our school?
    A. IN 75
    B. IN 65
    C. IN 69
    D. IN 70
People and the Government Post Test

1. List (2) responsibilities and (2) rights of a citizen.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What are the three branches of government?
   A. Legislative, President, Judicial
   B. Executive, Judicial, Congress
   C. Judicial, President, Legislative
   D. Executive, Judicial, Legislative

3. Write the three branches of government, who is a part of that branch, and what their role is in the law making process.
   Branch: ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   Branch: ______________________________________________________________
   ______________________________________________________________
4. Which level of government has the responsibility of providing people with police officers in their communities?
   A. Local
   B. State
   C. National

5. Name (2) American Symbols we talked about in class.
   Symbol: ________________________________________________
   Symbol: ________________________________________________

6. True or False: When standing for the “Star-Spangled Banner” we need to remove our hats?
   A. True
   B. False

7. List two characteristics of a good citizen.
   Characteristic: ________________________________________________
   Characteristic: ________________________________________________

8. List one leader in your community, which we talked about in class, who has the characteristics of a good citizen. Explain one characteristic he/she has of a good citizen.
   Leader: ________________________________________________
   ________________________________________________
9. Explain why it is important that the State government provide people with state highways, like Interstate 69.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

10. Explain why it is important to read the newspaper or listen to the news. What kind of information does the newspaper or news provides us as people in the community?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Extra Credit: What is the name of our President and which branch of government does he run?
People and the Government Post Test

These are just some examples that students could write! There be a variety of answers.

5. List (2) responsibilities and (2) rights of a citizen.

Responsibilities                      Rights
__________________________________________
Voting                                Freedom of Speech
Paying Taxes                          Freedom to practice a religion

6. What are the three branches of government?

E. Legislative, President, Judicial
F. Executive, Judicial, Congress
G. Judicial, President, Legislative

H. Executive, Judicial, Legislative

7. Write the three branches of government, who is a part of that branch, and what their role is in the law making process.

Branch: __Executive: President and he helps carry out the laws________________
Branch: __Judicial: nine Judges- they help decide if the laws are fair and follow the constitution

Branch: __Legislative: Congress- House of Representatives and Senate- they write the laws

8. Which level of government has the responsibility of providing people with police officers in their communities?
   A. Local
   B. State
   C. National

5. Name (2) American Symbols we talked about in class.
   Symbol: _______Bald Eagle_____________________________________________________
   Symbol: _______American Flag___________________________________________

6. True or False: When standing for the “Star-Spangled Banner” we need to remove our hats?
   C. True
   D. False

7. List to characteristic of a good Citizen.
   Characteristic: ______Standing when signing of the National Anthem_________
   Characteristic: ______Taking our hats off when signing of the National Anthem_________
8. List one leader in your community, which we talked about in class, who has the characteristics of a good citizen. Explain one characteristic he/she has of a good citizen.

Leader: ______ Mayor because he help carry out the laws in our community.

11. Explain why it is important that the State government provide people with state highways, like Interstate 69.

____ It is important that the State government provide us with highways because it allows us to get to places quicker and safer.

12. Explain why it is important to read the newspaper or listen to the news. What kind of information does the newspaper or news provides us as people in the community?

____ The newspaper and news tells us what is going on in our communities and tells us about important people that are helping to protect us so we can live safer lives.

Extra Credit: What is the name of our President and which branch of government does he run?

_____________Barack Obama and he is a part of the Executive Branch
Technology and Literature

Throughout the lesson the teacher and student will interact with the Smartboard in the classroom. The teacher and students will make lists of different responsibilities and duties of the government and people involved. In one of the lesson the Internet is need for some video clips that the students will watch in identifying characteristics of a good citizen. Student will have the opportunity to learn through literature by the trade books that I will set out during the unit. These trade books are fun and easy for them to read about different ways people or animals would run the nation if they were president. There are some trade books that our non-fiction and provide the students with facts about the different levels of government as well as the different branches of government. The students will learn how to read newspapers, editorials, and magazines in learning about regional leaders and civic issues. Students will be learning how to understand and pick out the important information from their articles.
Unit- People and the Government Lesson Plan #1

Lesson Plan by: Kirsten Schneider
Lesson: Three Branches of Government
Length: 35 minutes
Age or Grade Intended: 3rd grade

Academic Standard(s):
- (Social Studies) 3.2.2 Identify fundamental democratic principles and ideals
- (Fine Arts: Theatre) 3.6.3 Explore the use of sounds and the voice to express character, feelings, and mood. (not assessing on this)
- (Fine Arts: Visual Arts) 3.8.2 Create artwork utilizing concepts, subject matter, or the sign systems of other disciplines. (not assessing on this)

Performance Objective(s):
- Making a tree with three branches, students will identify the three branches of government
- Making a tree with three branches, students will identify the three key offices and responsibilities of those offices.

Assessment:
- The students will make a tree with three big branches and label each branch with a different part of the government. (executive, legislative, judicial) Next, the students will need to make two smaller branches from each big branch and write who is a part of that specific branch as well as what that specific branch does in government. The teacher is looking for that the students labeled the three branches, the branches specific job, and who is a part of the branch.

Advance Preparation by Teacher:
- Role Play
- Questions for role play
- Sample of Tree of the Three branches of Government
  - Green/ brown construction paper

Procedure:

Introduction/Motivation: (10- 15 minutes)
- Yesterday we talked about how governments are important and why we have governments. Can anyone remind us why we have governments? (To protect our rights as citizens.) (Bloom’s- Knowledge)
- Well today, we are going to talk about the three different branches that make up the government.
- First, we are going to role-play a scenario that will help us focus in on the different types of government. We will be in groups of four. Two of the group members will do the role-play first and the other two group members will answer a couple of questions about the role-play. Then the group members will switch roles. The role-play members will answer questions and the members answering the questions will role-play. Each member in the group will need to answer the questions. (Gardner’s- Interpersonal, Bodily/ Kinesthetic)
Pass out the role-play and the questions. As the teacher passes out the papers explain that student need to read their role play with expressive tone and feeling! Ask for a student to explain what you mean when you said to speak with expressive tone and feeling. Listen for a variety of answers. The teacher needs to explain that if a student got a Wii for his birthday would he be excited or sad! So, if you were to read some one opening up a Wii for a birthday present would you read it in a sad voice or an excited voice. You would read it as (excited) Joe opened his birthday present and he got a Wii!!! The teacher needs to make sure his/her students understand what they mean when talk in expressive voice and with feeling. If need be they could use a couple other examples.

- These are the questions on the worksheet.
  - Did anyone hear anything that did not sound correct?
  - What did the officer do?
  - Could this happen in the United States? Why? *(Bloom’s Evaluation)*

- Allow the students to role-play for 10 to 15 minutes.

**Step-by-Step: (15-20 minutes)**
- Come back together and go through the questions together. Talk about what was wrong with that scenario.
- Ask the students if that could be a real life situation that would happen between a Police Officer and a pedestrian.
- That would happen because the cop cannot try the pedestrian and have him pay a fee right there.
- Our government does not allow one person to write the laws, enforce the laws, and make sure the laws are fair. This is why we have three branches of government that each have their own rules and jobs. Each branch is allowed to check and balance the other branches to make sure they are doing just their job.
- Does anyone know the three different branches of government? (Executive, Judicial, Legislative) *(Bloom’s Knowledge)*
- Each of these branches is part of the law making process but each of them has a different role in the process.
- Give the students 5 to 7 minutes to read the three different boxes in their textbook on page 198-199. *(Gardner’s Intrapersonal)*
- On the Smartboard, bring up pictures of the Whitehouse, Capitol building, and the Supreme Court building.
- Explain that each individual branch has specific people involved and that they all have important role in that branch.
- Ask the students: Who is a part of the executive branch? (President) What does the executive branch do in the law making process? (carries out the laws) *(as the students answer these questions write them next to the pictures that they relate to on the Smartboard)* *(Gardner’s Visual/Spatial, Verbal/Linguistic)*
- Ask the students: Who is a part of the judicial branch? (Nine judges) What does the judicial branch do in the law making process? (helps decide if the laws are fair and follow the constitution)
Ask the students: Who is a part of the legislative branch. (Congress) Who makes up congress, what are the two different parts of this branch? (Senate and House of Representatives) What does the legislative branch do in the law making process? (writes the laws)

Your assignment now is to make a tree that has three big branches on it, on each big branch you are going to write the name of one of the three branches of government. Then you need to make two smaller branches coming off each big branch. On one small branch, you will need to write who is a part of that branch of government and on the other small branch you need to write what the role is of that branch of government in the law making process. (Need to show the students your sample that you already made!)

- Allow the student to work for 10 to 15 minutes.
- If the students do not get this done in time then it is homework.

Closure:
- What are the three branches of government?
- Who can tell me which branch of government the president, congress, and judges are a part of? (ask individually)
- Tell your neighbor what the judicial branch does in the law making process. Now tell your other neighbor what the executive and legislative branches do in the law making process.
- Tomorrow we will be looking symbols that are a part of our country and what they mean to us as citizens.

Adaptations/ Enrichment:
- Gifted/Talented- Give these students an option to either make the tree or to write sentences on paper of who is a part of each government and what role is plays in the law making process.
- ADHD- Make sure for the role- play they know what is expected. Then have them help you pass out the materials to the students to make the trees.
- Learning Disability with Reading- Have these students read with a partner or the aide.

Self- Reflection:
- How did the students interact with the role-playing? Did they have too much freedom?
- How did the threes turn out? Did the tree show me that the students understood the different levels of government?
- Did the role-play help make the connection for the students that not just one branch of government is in control?
- Did I feel confident that the students understood the lesson after I was done teaching?
Works Cited


Role-Play Questions

Name:__________________________________________________________

1. Did anyone hear anything that did not sound correct?

2. What did the officer do?

3. Could this happen in the United States? Why?
He Does It All
After school one day, your mother asks you to return some books to the library on your bike. You park your bike carefully in front of the library on the sidewalk, making sure there are no “No Bikes on the Sidewalk” signs. Once the books are dropped off, you return to your bike and find a police officer writing out a ticket for you.

Role Play
You: What did I do wrong, Officer?
Officer: You can’t park your bike here.
You: But there isn’t a “No Bikes on the Sidewalk” sign.
Officer: I just made it a “Bikes on the Sidewalk” zone.
You: But you can’t do that.
Officer: I can now. You’re under arrest.
You: Arrest? How can I be arrested when I didn’t break the law?
Officer: You did break the law—my law. I just made it. You are under arrest.
You: What happens now?
Officer: I try you.
You: Try me! You’re not a judge!
Officer: I am now. You’re guilty. I fine you $25 and costs for parking your bike on the sidewalk.
You: How much are the costs?
Officer: Another $25.
You: But I am not guilty.
Officer: Pay me.
Unit- People and the Government Lesson Plan #2

Academic Standard(s):
- (Social Studies) 3.2.4 Explain that the United States has different levels of government (local, state, and national) and that each has specific duties and responsibilities.
- (P.E. Gross Motor) 3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations. (not assessing them over this standard)

Performance Objective(s):
- Given specific duties or responsibilities, students will identify which level of government is responsible for each duty or responsibility with 3 out of 4 correct.

Advance Preparation by Teacher:
- List of duties and responsibilities for each level of government
- Enough copies to provide each student with 4 different duties or responsibilities
- List of locomotor movements
- Musical triangle chime to cue students
- Arrange for large space

Lesson Plan:
- The teacher will remind students that during the previous lessons we learned about the three branches. The teacher will need to review the three branches, who is involved and what their specific responsibilities are in the law making process! Today we are going to put into action the duties and responsibilities at the three different levels of government.
- Students will be divided into 3 groups; one small-sized group for local government, one medium-sized group for state government, and the largest group for national government.
- The teacher and students will discuss specific duties and responsibilities that are affiliated with each level of government.
- The students representing local government will make a small circle in the center of the room. The students representing state government will make a medium-sized circle around the small circle. The students representing national government will make a larger circle around the medium-sized circle of students. (The center circles in the gym would be helpful here.)
- Once the students are in the circles representing different levels of government, the teacher will give each child 4 slips of paper. Each paper will have a different duty and/or responsibility and a different locomotor movement. The students will write their names on the back of each slip of paper.
• When the teacher makes the triangle ring, students will move using the locomotor movement on their paper to the corresponding circle representing the level of government whose duty or responsibility is listed. For example, if the student has a slip of paper that says firefighter and jumping, the student will jump from their original spot to the small inner circle. If they are already at the correct circle, they need to do their movement in place.

• After each time that the teacher gives the cue to move, the teacher will collect the slips of paper from students who correctly chose the correct level of government for the duty or responsibility listed. For those that are not correct, discuss where they should have went, but keep those slips of paper in a separate pile.

• Do four rounds of the activity.

• After reflecting on several different responsibilities and which government they belong with the teacher will discuss that tomorrow will be citizens make rules on how to better our community.

Assessment:
• The teacher will pick up each slip of paper and count how many each child was able to correctly match to the right level of government.
List of Duties and Responsibilities

**Local**
- Mayor
- Firefighter
- Police officer
- Street department
- Parks and Recreational

**State**
- Highway department
- Educational Department
- Governor
- Attorney General
- IN department of Health
- IN department of Parks and Recreational
- IN Police Officers
- Give money to schools
- License doctors to practice in IN
- Makes License plates of cars and trucks

**National**
- Protect our rights as citizens
- President
- Secretary of State
- Commander in Chief
- Protect from other countries
- Make laws
- Print money
- Enforce laws
- Supreme Court
- House of Representatives
- Senate
- Makes trade agreements with other countries
- Protect the environment of the country
- Vice President
- Protect the United States Constitution
Unit- People and the Government- Lesson #3

Lesson Plan by: Kirsten Schneider
Lesson: Good and Services provided by the Governments
Length: 30- 45 minutes
Age or Grade Intended: 3rd grade

Academic Standard(s):
- (Social Studies) 3.2.1 Discuss the reasons why governments are needed and identify specific good and services that governments provide. (not assessing on the first part of standard)
- (Writing) 3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:
  - show awareness of the knowledge and interests of the audience.
  - establish a purpose and context.
  - include the date, proper salutation, body, closing, and signature.

Performance Objective(s):
- Given a list of services governments provide, students will write a letter explaining why one of those services is important to their community by receiving 10 out 12 on the provided rubric.
- Given a sample of a letter format, the students will prepare their letters in the correct format by receiving 10 out of 12 on the provided rubric.

Assessment:
- I will be assessing the content of the student’s letters and their format. The students need to have 5 to 7 sentences explain why that service is important to their community.

Advance Preparation by Teacher:
- Sample of Letter Format
- List of services
  - Schools
  - Parks
  - Highways
  - Libraries
  - State Buildings- courthouse, jail, BMV (Bureau of Motor Vehicles)
  - Health programs
  - State Colleges (IU or Purdue)
  - Fire/ Police Officers
  - State Parks (Chain-O-Lakes)

Procedure:
Introduction/Motivation: (5-10 minutes)
- Have everyone move back to the meeting area and take their textbooks with them. As the students walk back to the meeting area have the students think about some of the different responsibilities that the different levels governments have in help protect and provide for the people of the government. Have all the students stay standing when they get back to the meeting area. As the students if the local government prints our money? If they do not think that the local government does then they need to stay standing, however
if they do think that the local government does print our money they need to sit down. Ask the students which level of government does print our money for us? Then ask two different students to give examples of responsibilities that our local and state governments have to help protect us. Well then today we are going to talk about…. 

- Today we are going to talk about different services and goods governments provide us as citizens.
- Ask the students: “Do you know what kind of services the government provides us as citizens?” (Bloom: Knowledge) We are going to read about several services governments provide us and I want all of you to think about why they are important to us as citizens. Why are schools, highways, and libraries important to our communities? Why are they important to us as citizens? How do they help people in their communities? How to citizen interact with these services? What would happen to our communities if we did not have these services? (As these questions one at a time while they read pages 210 and 211!)
- Explain that state governments provide services, such as schools, parks, and highways for people in the state’s communities.
- Then have them turn the page to 210. Ask for volunteers to read the paragraphs on pages 210 and 211. Please remember to follow along while your classmates are reading. (Gardner: Visual/Spatial and Verbal/Linguistic)
- After reading, ask the students: “What are some services that the government provides us?” (Bloom: Knowledge)
- Make a list on the board: (Here are some in case they do not come up with very many)
  - Schools
  - Parks
  - Highways
  - Libraries
  - State Buildings- courthouse, jail, BMV (Bureau of Motor Vehicles)
  - Health programs
  - State Colleges (IU or Purdue)
  - Fire/ Police Officers
  - State Parks (Chain-O-Lakes)
- Ask the students, “Why do you think these services are important to our communities?” Allow the students to talk about these different services for several minutes. If needed allow them to brainstorm with partners and share their ideas with the class. Make sure that student have discussed a variety of services from the list above. (Bloom: Evaluation) (Gardner: Verbal/Linguistic)
- Ask the students, “Can you predict what would happen if we did not have schools or highways, if our government did not provide these services for us?” (Bloom: Synthesis) (Gardner: Verbal/Linguistic)
- Now have the students take out a piece of paper and brainstorm on one service and why that one service is important to our community. Remember that brainstorming can be a list and it does not have to be complete sentences. (Allow the students to brainstorm for a 5 to ten minutes.)
Step-by-Step: (20-30 minutes)

- Today I want you to think about one service and write a letter to our Governor Mitch Daniels, explain why it is important to fund or give money to one of these specific services of our community.
- We have written letters before in our class, however, I want you use the correct format this time when writing your letter. I will be passing out the samples of the letter format; yours should look very similar. (Writing letters- Gardner: Intrapersonal)
- Bring a sample of a letter up on the Smart board. Point to how all the lines line up along the left side and there are no indentations. Point to them as you show them these different elements, there are always a date, greeting, introduction, body and conclusion paragraphs, closing and a signature.
- The date…
- Your greeting is Dear Governor Daniels,
- We will not worry about having introduction or conclusion paragraphs.
- You closing should say Thank you, or Sincerely
- And then you sign your name at the bottom for the signature.
- Remember you are writing to the Governor explaining why he should fund a particular service that is important to your community.
- You must have 5 to 7 sentences and your sentences and each sentence should have at least six words in them.
- Ask the students if there are any questions!
- Allow the students to work for 20 minutes. If they get done then they can turn them into the designated tray. However, if they do not get done in time, it will be homework.

Closure: (5 minutes)

- Ask the students, “What some of the services you picked to write about and why did you feel they are important to your community?” (Listen to 4 or 5 students)
- Remember if you did not finish your letter it is homework.
- Tomorrow we will be talking about the different levels of government and how they each have a specific role and responsibility.

Adaptations/ Enrichment:

- ADHD- Have these students pass out the sample letter format.
- Gifted/Talented- Give these students an option to either do the original assignment or have them add an introduction paragraph to their letter.
- Learning Disability with Writing- Have these students dictate to an aide or yourself on what they want their letter to say and you can write it down for them and then the students can copy it.
- Visual Impairment- Have an enlarged copy of the sample letter format. Make sure that when you use the Smart board those particular students in the front of the classroom and it is enlarged big enough they can see.

Self- Reflection:

- Was the sample letter easy for the students to understand?
- How can I improve this lesson for next time?
- Where the adaptations/enrichments appropriate for these students?
- Did the student’s letters have the correct format?
- Was this lesson grade level appropriate?
Dear Governor Daniels,

Paragraph 1: introduce yourself (name, age, nationality, where you live)

Paragraph 2: your job, what languages you speak, why you are learning English

Paragraph 3: your likes and dislikes

Thank you or Sincerely,

(student’s name)
### Rubric for Letter writing on “Why we need the services the governments provide us?”

<table>
<thead>
<tr>
<th>Letter Writing Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of Sentences with important of their service to their community</strong></td>
<td>Student did not make complete sentences that explained the importance of their service to their community.</td>
<td>Student has 1 to 2 sentences that explained the importance of their service to their community.</td>
<td>Student has 3 to 4 sentences that explained the importance of their service to their community.</td>
<td>Students has 5 to 7 sentences that explained the importance of their service to their community.</td>
<td></td>
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<tr>
<td><strong>Complete sentences</strong></td>
<td>Student has one word sentences.</td>
<td>Student has at least 2 to 3 words in each sentence.</td>
<td>Student has at least 4 to 5 words in each sentence.</td>
<td>Student has at least 6 words in each sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Letter Format</strong></td>
<td>Student did not have any of the elements of the letter format.</td>
<td>Student has 1 to 2 elements of the letter format.</td>
<td>Student has 3 to 4 elements of the letter format.</td>
<td>Student has all five elements of the letter format.</td>
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<tr>
<td><strong>Date</strong></td>
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<tr>
<td><strong>Greeting</strong></td>
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<td><strong>Body (5-7 sentences)</strong></td>
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<tr>
<td><strong>Closing</strong></td>
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<tr>
<td><strong>Signature</strong></td>
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**TOTAL**
Unit- People and the Government Lesson #4

Academic Standard(s):
- (Social Studies) 3.2.3 Indentify the duties of and selection process of local and state government officials who make, implement, and enforce laws.
- (Reading) The teacher will be reading a story to the students (Not assessing)

Performance Objective(s):
- After a class discussion of duties, laws, and consequences, students will write one new law for the school by explaining 3 reasons why we need the law.
- After a class discussion of duties, laws, and consequences, students will write 2 consequences for the law if it would be if broken.

Source: http://dc.doe.state.in.us/Standards/AcademicStandards/files/soc/ss_3_2_4.pdf

Advance Preparation by the Teacher:
- List of laws, duties and consequences
- Police Officers by Paulette Bourgeois
- Worksheet: Making Laws and Taking Consequences
- Checklist of students’ names
- Smart board

Lesson Plan:
- Yesterday we learned about what kinds of services our governments provides us and why they are important. Who can name one service that our government provides us? Then as for another student to explain why that particular service is important to our community? Explain that our main focus today is to learn how police officers implement and enforce laws.
- The teacher is first going to read Police Officers by Paulette Bourgeois. Before the teacher starts reading he/she will pose some questions for the students to think about, for example…
  - What different problems to police officers have to solve?
  - Are there different types of police officers, if so what kinds?
  - What kinds of duties do law officers have?
- As a class, the students will help brainstorm different ideas of laws, duties and consequences police officers have to deal with everyday. The teacher needs to make sure the student’s are understand the difference between laws, duties and consequences and who implements them as well as who enforces the laws. Make sure the lists have a variety so the students will be able to make their new law/rule. The teacher will be writing all of the student’s ideas on the board and breaking every couple of minutes for the students to write. During those couple of minutes the teacher will walk around to make sure all the students are taking notes.
- After the students have a understanding of laws, duties, and consequences, it is time to pass out the worksheet: Making Laws and Taking Consequences. Each student should work on this worksheet individual. Some directions for this worksheet are have the students really think about what is important to them at school, is it their safety walk to and from school, is it that should be able to vote on their lunch choices, or it is that there should be a rule to allow students to chew gum in class. Allow the students to work for
10 to 15 minutes on this worksheet. When they get it done they can turn it into the proper tray and if they do not get it done then they need to finish it for homework.

Assessment:
- I will assess the student on the new law they created as to why it is important law to have and the consequences that are needed if the law is broken. I will also be walking around the room while we are having our class discussion to make sure the students are taking notes from the board. I will just use a checklist to make which students are paying attentions or not.

List of Laws, Duties, and Consequences
- Do not speed- speeding ticket
- Keeping the roads safe
- No drinking alcohol while driving- DWI (Driving while Intoxicated)
- Stopping at a STOP sign- failure to regard stop sign (ticket)
- Protect the safety of people in the community
- Robbing a bank- time in prison
- Stealing- prison time and/or restitution
- Forgery- prison time for 2 to 6 years
- Possession of Drugs- license maybe suspended, time in prison, or restitution
- Hanging crime scenes
- Escort prisoners to their trail
- Controlling crowds at riots or concerts
- Help people when their car breaks down
Name:

Making Laws and Taking Consequences

Think of a new rule for your classroom or school. List the rule. Write why the rule is needed. List consequences for breaking the rule.

New rule:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Why is this rule needed?

________________________________________________________________
________________________________________________________________
________________________________________________________________

What are the consequences of breaking this rule?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Think of a new law for your community. List the new law. Write why the law is needed. List consequences for breaking the law.

New law:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Why is the law needed?

________________________________________________________________
________________________________________________________________
________________________________________________________________

What are the consequences of breaking the law?

________________________________________________________________
________________________________________________________________
Unit - People and the Government Lesson #5

Lesson Plan by: Kirsten Schneider
Lesson: Understanding rights and responsibilities of a citizen
Length: 35 minutes
Age or Grade Intended: 3rd grade

Academic Standard(s):
- Social Studies: 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship (only focusing on the first half of this standard)

Performance Objective(s):
- Given a list of 10 choices, students will identify the rights of a citizen with 4 out of 5 correct.
- Given a list of 10 choices, students will identify the responsibilities of a citizen with 4 out of 5 correct.

Assessment:
- Given the T chart and a list of 10 choices of responsibilities and right, the students will organize the choices into the proper columns.

Advance Preparation by Teacher:
- T chart for group work
- Large T chart (this one will look just like the smaller one)
- T chart for individual work

Procedure:

Introduction/Motivation: (10 minutes)
- How does a police officer help protect us? What are two laws we much follow and if ew do not follow them what are the consequences? Ask on person to tell us one of the law we wrote yesterday and one consequence that would happen if a person did not fowl it. Well today we are going to talk about our responsibilities and rights as a citizen? But first, what is a citizen? (a person who lives in a community and has certain rights and responsibilities, or duties) (Gardner’s- Verbal/ Linguistic)
- You as one person can be a citizen of many different communities! What kind of communities do you think you are a part of? (National, state, local community(Churubusco), school, class, and family) (Bloom-Knowledge)
- We are going to make a list of our rights and responsibilities in our classroom because remember we are citizens in our own classroom.
- On your graphic organizer at the top of the paper, we are going to write the definition of rights and responsibilities.
- What is the definition of rights? (Rights are privileges for all people) Ask for an example of a right. (A free public education) (Bloom-Knowledge)
- What is the definition of responsibilities? (Responsibilities are things we should do) Ask for an example of a responsibility. (Turning in your homework)

Step- by- Step: (20 mintues)
• We are going to be in to groups of five. We have assigned the groups. Each group will write down five rights that we have as students and five responsibilities as students. (Gardner’s Visual/Spatial, Interpersonal)

• Pass out the T chart paper that the students will use.

• Restate the expectations of working in groups.
  o Everyone needs to listen to each other
  o Take turns
  o Pick one person to write
  o Pick one person to be the leader and keep the group on task
  o Pick one person to share their chart with the class.
  o We should only be hearing talk about rights and responsibilities

• Give the students seven minutes to work on the T chart

• Come back together and write on a large group T chart the rights and responsibilities the students listed.

• Explain that citizens in the nation have rights and responsibilities too.

• Why do we have governments? (They help to protect the right of us as citizens) (Bloom-Analysis)

• Bring a picture up of the Constitution on the Smart Board.

• Does any one know what the Constitution is and why it helps us as citizens? (The Constitution protects our basic rights as citizens.)

• As citizens, we have responsibilities that we should take a part of in our government.

• Remind the students of the definition of a right.

• What is an example of a right for a citizen in the nation? (freedom to meet peacefully in groups)

• Remind the students of the definition of a responsibility.

• What is an example of a responsibility for a citizen in the nation? (voting)

• We are going to pass out a blank T chart that has a word bank at the top. Your job is to organize the rights and responsibilities of a citizen in the right columns.

• Provide the students 10 minutes to work on this as individuals.

Closure: (5 minutes)
• Today we talked about rights and responsibilities.
• Who can give me an example of right and or responsibility for a citizen in the nation?
• Tomorrow we will work on the different symbols that are a representation of our country.

Adaptations/Enrichment:
• ADHD- When explaining the expectations look at these students especially so they understand they need to follow these rules. As you and the aide walk around make, sure these students are staying on task.

• Gifted/Talented- Give these students an option work in a group or to work alone.

• Learning Disability in Writing- Have these students work in a group with the aide or your self so either adult can write down what they say.

Self-Reflection:
• How did the student work with the T charts? Did they understand the use of them?
- Did the students work corporately together in the groups? Or do I need to change the groups around?
- How did the students perform on the assessments?
- Did we allow too much time for the group work?
**Group T Chart for Student Citizens**

Names of Group members:________________________________________________________________________

Definition of right:________________________________________________________________________
_________________________________________________________________________________________

Definition of responsibility:____________________________________________________________________
_________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
# Rights and Responsibilities of a Citizen in a Nation

Name: _____________________________________________________________________________________________

## Word Bank

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom to practice Religion</td>
<td>Voting</td>
</tr>
<tr>
<td>Freedom to speak</td>
<td>Paying Taxes</td>
</tr>
<tr>
<td>Freedom of write what we think</td>
<td>Right to ask for help</td>
</tr>
<tr>
<td>Take care of our natural resources</td>
<td>Follow the laws</td>
</tr>
</tbody>
</table>
Lesson Plan by: Kirsten Schneider
Lesson: Characteristics of Good Citizens
Length: 35-45 minutes
Age or Grade Intended: 3rd grade
Academic Standard(s):
- (Social Studies) 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship. (only assess the first part of standard)
- (Music) 3.9.1 Investigate the use of music for special occasions and celebrations, both in the United States and across world cultures.

Performance Objective(s):
- Given video examples of citizenship, the students will identify 3 different characteristics of a good citizen.
- Given the song “Star-Spangled Banner”, students will demonstrate how a good citizen acts when they hear this song by stand up, facing the American Flag and putting their hand over their heart.

Assessment:
- The teacher will observe the students to see if they demonstrate (stand with their hands over their heart) how good citizen acts when listening to the “Star- Spangled Banner.”
- The teacher will provide the students with three short video clips that show people being good citizens. Then students will identify and write three different characteristics of being a good citizen that the people show in the video clips. I will use a student checklist and mark off the student that display all three of the characteristics listed above.

Advance Preparation by Teacher:
- Music of “Star- Spangled Banner”
- 5 video clips
  - http://www.youtube.com/watch?v=Z8v4rcNPz80&feature=related
  - http://www.youtube.com/watch?v=QKCVS57j284
  - http://www.youtube.com/watch?v=JkIWWcei_yg
  - http://www.youtube.com/watch?v=a6hujcVgvfA
  - http://www.youtube.com/watch?v=f83fATFxSDE

Procedure:
Introduction/Motivation: (10- minutes)
- Have the students gather in the back meeting area and make sure they take their textbook with them!
- Yesterday, we learned about our right and responsibilities. The teacher is going to say either a right or responsibility of a citizen. If it is a right you have to put your hand on your head, if it is a responsibility then you need to put your hand on your stomach.
  - Freedom to practice Religion (Right)
  - Voting (Responsibility)
  - Freedom to meet in groups (Right)
  - Freedom to speak (Right)
- Paying Taxes (Responsibility)
- Serving on a Jury (Responsibility)
- Freedom of write what we think (Right)
- Ask for help (Responsibility)
- Follow the laws (Responsibility)
- Take care of our natural resources (Responsibility)

- Well today we are going to talk about some of our American Symbols. Students I am going to play a song and I want you to pretend you are at sporting event, like a basketball game or a football game. When I play this song and if you might usually do something when this particular song plays and I want you to do it. (Not assessing the students here over their understand of demonstrating how to act when they hear the “Star-Spangled Banner”) (Gardner: Visual/ Spatial and Bodily Kinesthetic)
- Play the song “Star- Spangled Banner”
- Observe and see the students that stand and look at the American Flag and put the hand over their heart.
- After the song is over ask the students: “Do you know the name of that song? (Bloom: Knowledge)
- I saw some of you standing and facing the American Flag as well as putting your hands across your hearts. Ask the students: “Why did some of you do that?” (Bloom: Knowledge)
- A good citizen stands up and faces the American Flag and puts their hand over their heart when they hear the “Star- Spangled Banner.” We, as citizens of America, do this to show respect to our country and is proper flag etiquette. Proper flag etiquette is to remove a hat that you might be wearing. You might have been to a sporting event and saw men or women in military uniform. Ask the students: “Where is their hand, instead of being across their heart?” “When is another time that you stand, face the American Flag and put hand over your heart?” (Bloom: Knowledge)
- Now, that we all know the proper etiquette of be a good citizen when listening to the “Star- Spangled Banner,” I am going to play the song again and I want all of you to show me what a good citizen would do when they are listening to the song.
- Ask the students to open there textbook to page 200. Ask for a volunteer to read the first paragraph. (Now here is where the teacher will assess the students on their understand of demonstrating how to act when they hear the “Star-Spangled Banner”) (Gardner: Visual/ Spatial and Verbal/ Linguistic)
- Before asking another student to read the next paragraph, ask the students to think about this question while they read, “Why do you think the “Star- Spangled Banner” is a symbol of our country?” (Bloom: Analysis)
- Ask for three different volunteers to read one of the three paragraphs.
- Ask the students after reading, “Why do you think the “Star- Spangled Banner” is a symbol of our country?” (Bloom: Analysis) (Answer: Key had written a poem, the “Star-Spangled Banner,” of what he had seen in a battle against the British. People then turned his poem into a song, which became our national anthem or official song!) (There will
probably be a variety of answers; however, the discussion needs to lead to the previous idea.)

**Step-by-Step: (20-30 minutes)**

- Have the students turn their page to 202 and ask them to think about these two questions while I (the teacher) read to them. “What is another American Symbol?” (Bloom: Knowledge) “And, how would you show or tell your understanding of what a good citizen would do when that American symbol is present?” (Listen for a variety of answers and guide the students in the direction of the explanation written below) (Bloom: Application) (Gardner: Visual/Spatial Verbal/Linguistic)
- Explain that the America Flag reminds us of our freedom and values we have as an American. As a good citizen we display the American Flag on national holidays and other special occasions. We show respect to fallen heroes (that have died) in lowering the flag to half mast, meaning that we lower it half way down. As good citizens when we lower the flag to take in for the night, it must never touch the ground.
- On the last page, 203, it talks about the Liberty Bell and the bald eagle. As good citizen we look to the Liberty Bell as promoting liberty or freedom throughout the land. We look to the bald eagle to represent freedom because he is able to fly throughout the land freely.
- Have the student go back to their seat, put their book away and get a clean sheet of line paper.
- Now we are going to watch 5 different video clips. I want to you to number your paper one to five and leave three spaces between each number. In the video clips, a person or persons are displaying different characteristics or actions of a good citizen your job is to write that characteristic or action down.
- We will work through these together!
- Video #1 is called, Folding the American Flag, please write this title under number one. Watch this video [http://www.youtube.com/watch?v=Z8v4rcNPz80&feature=related](http://www.youtube.com/watch?v=Z8v4rcNPz80&feature=related)
- Now you all need to write one characteristic of people demonstrating good citizenship. Remember what we said a flag cannot do when folding a flag.
- Give the students 3 to 5 minutes to write their answer after each video clip, depending how long it is taking students.
- Video #2 is called “Star-Spangled Banner,” please write this title under number two. Watch this video [http://www.youtube.com/watch?v=QKCVS7j284](http://www.youtube.com/watch?v=QKCVS7j284) pause the video for a couple of seconds as 0.48 and tell the students to look at what the players are doing, point to the screen, but do not have them talk about it.
- Write a characteristic that you saw a good citizen do while listening to the “Star-Spangled Banner.”
- Video #3 is called “American Flag at Half Mast,” please write this title under number three. Watch this video [http://www.youtube.com/watch?v=a6hujcVgyfA](http://www.youtube.com/watch?v=a6hujcVgyfA) please pause this video at 0.13 seconds and do not play it on.
- Tell the students that on this question I would like them to write why we move flags down to half mast.
- Video #4 the video is called “Watching the American Flag,” please write this title under number four. Watch this video however,
http://www.youtube.com/watch?v=JkIWc ei_yg  PLEASE DO NOT PLAY THE SOUND OF THIS VIDEO! THE MUSIC IS NOT IMPORTANT TO THIS VIDEO AND THE STUDENTS DO NOT NEED TO LISTEN TO IT, TO IDENTIFY THE CHARACTERISTIC!

- Ask the students to write a characteristic of good citizenship that the military men are demonstrating in the video
- Video #5 is called, “Baseball” please write this title under number five. Watch this video, http://www.youtube.com/watch?v=f83fATFxSDE, please pause at 2.02.
- Ask the students to write the good characteristic of citizenship the umpires and baseball player demonstrated while listen to the “Star-Spangled Banner”
- Have the students turn these papers into the proper tray and then return back to their seats.

Closure: (5 minutes)

- Someone raise their hand and tell me one characteristic they saw in these video clips. Select three or four students to answer that question.
- Tonight when you go home I want to watch and observe your family, neighbor, friends, and other people of our community to see if they display any other characteristics of a good citizen. Then I want you to write down on a piece of paper and we will share it tomorrow in class.
- “What is another characteristic of a good citizen we did not talk about?” (Listen to a variety of answers but add these if they are not said, holding the door for someone at the store, helping someone to their car with their groceries, or going to a public meeting for the school)
- Tomorrow we will be talk about different goods and services our government provides us as citizens.

Adaptations/ Enrichment:

- ADHD- After they move back to their seats, allow these students to walk out in the hall for a minute to get a drink and come to their seats and sit down.
- Gifted/Talented- Give these students an option to watch the video and participate or have them write 3 different characteristics of good citizens in complete sentence.
- Learning Disability with writing- While these students watch the video, have them dictate to the aide or the teacher three characteristics of a good citizen and the aide or the teacher will write them down.
- Visual Impairment- Have these students sit in front of the classroom so they can see the board. As the teacher, make sure you make the video as large as it can be for this student to see.

Self- Reflection:

- Where the video clips too hard to juggle?
- Did the students answer the questions correctly?
- Was the lesson grade level appropriate?
- Did the students understand the directions?
- Were the adaptations and enrichments effective for these students?
Unit- People and the Government Lesson #7

Academic Standard(s):
- (Social Studies) 3.2.6 Explain the role citizens have in making decisions and rules within the community, state, and nation.
- (Science) 3.1.5 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.

Performance Objective(s):
- Give an article about a damaged park, students in groups of 5 or 6 will write a proposal of five rules and/or decisions for their City Council Committee that will help clean the park up and make it a better place for children and parents to play.
- Give an article about a damaged park, students will be able to work cooperatively in groups of 5 to 6 while respecting the ideas of their peers.

Advance Preparation by Teacher:
- Groups of Students
- Group of Student for City Council Committee
- Article of damaged park

Lesson Plan:
- The teacher will begin the lesson reviewing, characteristics of good citizen. Have two students stand up and display or tell a characteristic of a good citizen.
- The teacher will discuss and pose questions about who makes rules for our community, state, and nation. The teacher will also discuss what kind of rules these different levels of government provide. The discussion will continue with how do we as citizens make decision or rules within the different levels of government, who are the people that come up with the rules that we follow as citizens. (City Council, Legislative Branch, State and House Representatives)
- After the students understand that we as citizens can help make rules and decisions for our community, state and nation. The teacher will pass out an article of a city park that needs help from local citizens in that community to make it better. The park is a disaster with weeds, litter, and broken equipment. The park is polluted from the nearby businesses and it is making it hard for children and parents to play at the park with all the chemicals in the air.
- The students will be in a group of 5 or 6 and will need to come up will five rules or decisions on how they can clean up the park up and make a safer environment for children and parents to play. They will need to write it in a proposal form so that their City Council Committee will either approve or disapprove their plan.
• The City Council Committee will pick the best plan that exemplifies the health of the community and the cleanliness of the park.

• Tomorrow we will get the chance to read about Police Officers and how they implement and enforce laws. Individually you will be writing new law/rule for the school and explaining why the law/rule is important and what the consequences will be if someone breaks that law/rule.

Assessment:
• I will assess the student on their ability to work in a group and the five different rules and/or decisions they proposed that would help clean up the park and make the environment healthy for children and parents to play.

Article of Damaged Park
The Turtle Park in Churubusco, Indiana needs your help! The 3 acre park is full of weeds and the grass is dead. There are many dirt piles that are dangerous for children to play on because people have littered their trash in the park. There are to factories by the park that are causing the park to be polluted. One company is leaking chemicals into the river that runs through the park. The river is a very dark brown color and is killing the fish that live in it. The company does not know that they are leaking chemicals in the river because they do not realize that some of their pipes are broken. The other company does not care that their dumpster overflows into the park. When they run out of room in the dumpster their trash overflows into the park! The jungle gym and equipment that the children play on are broken and the paint it chipping off. Some of the pieces of the equipment is rusting and is dangerous for the children to play on.
Your job is to write a proposal to their City Council Committee with five rules or decisions on how they city need to clean up the park and make it a safer environment for children and parents to play.
Unit- People and the Government Lesson #8

Academic Standard(s):
- (Social Studies) 3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of a good citizen. (Only assessing on the second part of the standard.)
- (Story Telling) 3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays. (not assessing the students over this standard)

Performance Objective(s):
- Given a list of people in the state, the students will write a story about a person in the state the exhibits the characteristics of a good citizen by scoring a 90% on the provided rubric.

Advance Preparation by the Teacher:
- List of people in the State
- List of Characteristics of a good Citizen
- Rubric for Writing

Lesson Plan:
- Yesterday, we wrote letters to the City Council posing why we need to clean the park up for the children and parent to play. We discussed that we as citizens can help our city make changes and rules about our community. What is one of whys you thought we could help change the park to make it better for our community? Today then we are going to identify important leaders in our community, as well as our state and national communities that have the characteristics of a good citizen.
- **Have the students gather into groups of six or seven and brainstorm a list of characteristics of a good citizen.** We have already done this lesson so this should not take the students more than five minutes. After each group has made a list of five characteristics then they need to write them on the Smartboard.
- **Have the students gather back in their groups and make a list of leaders or people in their states that exhibit those characteristics listed on the Smartboard.** Allow students to have about ten minutes to make a list of seven or eight leaders. Then have them go back to their seats. Together as a class compile the lists of leaders or people on to the Smartboard.
- **Have the students brainstorm for fifteen minutes on a story that they would like to share with the class.** Have them write some key words or phrases that will help write the story later.
- **Explain that they will be writing a story about one of these leaders or people that exhibit characteristics of a good citizen.** Their writing needs to be in a story format meaning that the character in the story should be doing something whether that is sad, happy, or exciting. The teacher will be passing out the rubric all the different elements that their story should include. Their writing should be in a story format, with ten sentences, each sentence should have a least 6 words and they should have correct punctuation and capitalization. The story must have at least 3 characteristics that the leader or person exhibits of a good citizen.

Assessment:
• The teacher will be assessing the students’ base on the rubric provided for the students. The teacher will be looking for their writing to be in a form of a story. Their story will need to be at least 10 sentences long with at least 6 words in each sentence. The students will be expected to use correct punctuation and capitalization. The story must be about one person or leader from the state. The person or leader in their story must exhibit at least 3 characteristics of a good citizen. When the students present this to their class, the audience should be able to clearly understand the story.

List of People in the State
• Mayor
• Governor
• Police Officer
• Firefighter
• Regional Representative
• Superintendent of Public Instruction
• City Council
• Judges of Indiana Supreme Court

List of Characteristics of a Good Citizen
• Helping someone in or out of the grocery store
• Standing facing the American flag during the signing of the National Anthem
• Saluting the American flag when the flag is presented
• Saying “please” and “thank you” when talking to people
• Helps protect the people in the community
• Decides whether a flag should be flown at half mast
• Do they take their hats off when during the singing of the National Anthe,
• Respects the property of their neighbors
• Listens to other views and respects what they say
• Respects the environment while taking care of it
• Respect people of authority
• Respects people of other nationalities
<table>
<thead>
<tr>
<th>Rubric for Identifying a Good Citizen of the State Story Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying a Good Citizen of the State Story Writing</strong></td>
</tr>
<tr>
<td><strong>Story Format</strong></td>
</tr>
<tr>
<td>1. The student’s writing was not in a story format.</td>
</tr>
<tr>
<td>2. The student’s writing had one to four sentences that were in a story format.</td>
</tr>
<tr>
<td>3. The student’s writing had five to eight sentences that were in a story format.</td>
</tr>
<tr>
<td>4. The student’s writing was in a story format.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
</tr>
<tr>
<td>The student had three to one sentence(s).</td>
</tr>
<tr>
<td>The student had six to four sentences.</td>
</tr>
<tr>
<td>The student had nine to seven sentences.</td>
</tr>
<tr>
<td>The student had all ten sentences.</td>
</tr>
<tr>
<td><strong>Number of words in a sentence</strong></td>
</tr>
<tr>
<td>The student had one work sentences.</td>
</tr>
<tr>
<td>The student had two to three word sentences.</td>
</tr>
<tr>
<td>The student had four to five word sentences.</td>
</tr>
<tr>
<td>The student had six word sentences.</td>
</tr>
<tr>
<td><strong>Punctuation and Capitalization</strong></td>
</tr>
<tr>
<td>The student has more than 6 errors with punctuation and capitalization.</td>
</tr>
<tr>
<td>The student had three to five errors with punctuation and capitalization.</td>
</tr>
<tr>
<td>The student had one or two errors with punctuation and capitalization.</td>
</tr>
<tr>
<td>The student correctly used punctuation and capitalization.</td>
</tr>
<tr>
<td><strong>Person or Leader</strong></td>
</tr>
<tr>
<td>The student did not write about a person or leader of the State</td>
</tr>
<tr>
<td>The student did write about a person or leader in the State.</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
</tr>
<tr>
<td>The student did not include characteristics of a good citizen.</td>
</tr>
<tr>
<td>The student included one characteristic of a good citizen.</td>
</tr>
<tr>
<td>The student included two characteristics of a good citizen.</td>
</tr>
<tr>
<td>The student included three characteristics of a good citizen.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>/24</td>
</tr>
</tbody>
</table>
Unit- People and the Government Lesson #9

**Academic Standard(s):**
- 3.2.7 Use a variety of information resources to gather information about local, state, and regional leaders and civic issues.

**Performance Objective(s):**
- Given a variety of media resources, students will individual answer the 5 questions who, what, when, where, why about their article over a local, state, regional leader or civic issue.

**Source:** http://dc.doe.state.in.us/Standards/AcademicStandards/files/soc/ss_3_2_7.pdf

**Advance Preparation by the Teacher:**
- Variety forms of media, newspapers (school, local, state, national), magazines, editorials, etc.
- Worksheet: News Detective

**Lesson Plan:**
- Yesterday, we wrote stories and shared them with the class about leaders in our different levels of government that have the characteristics of a good citizen. Who was one person we heard about yesterday? Today we are going to research leaders and civic issues that are about of our community at the local, state and national levels.

- The teacher will start will a discussion with the class asking them what issues they have heard about on the news or read in the newspaper lately or even their parents have talked about at the dinner table. Make to listen to a variety of responses and list them on the Smartboard. Encourage the conversation to take a turn of where can we find more information about these issues. (Newspapers, library, computer/internet, television etc.) Make sure to make list on the Smartboard. Explain that good citizens read different articles about local, state and national leaders and issues to know what is going on in the world and to understand some of the actions our leaders take to help protect us.

- Explain that each student will have an article to read and to fill the worksheet: New Detective out about their article. As a class you are going to do one together, therefore students understand what they are looking for and understand the worksheet.

- The students need to find the who, what, when, where, why of the articles they will be reading. Then students will get into groups of 4 or 5 and share their articles with one another. Allow the student 15 minutes to fill out their worksheet.

- Then as a group they will pick one article to report on to the class, they can either do this by a radio announcement, television advertisement, or news station broadcast. The students will be allowed 20 to 30 minutes to work in their groups to come up with how they are going to present their article to the class.

- Allow the groups to present their articles.

**Assessment:**
- I will be assess the students over their worksheet and the information they found on the who, what, when, where, why in their articles as well as their effort on the assignment. I will not be assessing the students on their presentation as a group but I will be look at how they cooperatively work together.
News Detective

Fill in each question with information from your news article. Write down as much information as you can find.

Who?
______________________________________________________________

What?
______________________________________________________________

When?
______________________________________________________________

Where?
______________________________________________________________

Why?
______________________________________________________________

How?
______________________________________________________________
Unit- People and the Government Lesson #10

Academic Standard(s):
- (Social Studies) 3.1.6 Use a variety of community resources to gather information about regional communities (Individual, Society, and Culture)
- (Cooking) (Not assessing)

Performance Objective(s):
- Given outside resources, students will work together in groups of 5 to 6 and will write a paragraph of 5 to 7 sentences on why that community building is important to their community.
- Given outside resources, students will work together in groups of 5 to 6 to draw a picture of their community building.

Advance Preparation by the Teacher:
- Gather information like brochures, letters, documents and books from 8 or 9 community buildings or places that are unique to local community.
- Recipe for Turtle cupcakes
- Ingredients for Turtle cupcakes
- Permission slips from home to eat Turtle cupcake in case of allergies

Lesson Plan:
- Yesterday, we read different articles about regional leaders and civic issues. Will two people share with the class what they found was important in their article? We talked about this yesterday, and I want to see how many of you remember… Why is it important that we read the newspaper and listen to the news? Today we are going to learn more about our community and how certain building are important to us as people in the community.
- First pose the question: What is one thing that important to use here in Churubusco our city? What is the name of our town? Listen to a variety of answers but lead to the students to answer “Turtle Town.”
- Have a discussion about different community resources, libraries, museums, county history building, chambers of commerce, etc. and how they are important to our community and what they do for our community.
- Explain that the class is going to divide up into 8 to 9 groups and each group will be responsible to present 5 to 7 facts about their community building and to draw picture of their building. The students will receive the information the teacher have collected for them to find the facts. Explain what good facts are and what they might consider important. Make sure explain that it will be their job together as a group to present their community resource buildings with the class. Allow the students to work 20 to 30 minutes on this project.
- Explain that while the students work in these groups you are going to pull the groups up one at a time to help you make the Turtle Cupcakes that they will all be able to enjoy after lunch time. Remember we are making Turtle Cupcakes because we are a part of “Turtle Town.”
• Allow the students to share about their community building resources one at a time. Remind them that not just one person should talk in their group but each person should say at least one thing to help contribute to the group presentation.

Assessment:
• I will be assessing the students’ ability to work in groups cooperatively. I will be assessing the 5 to 7 facts to make sure that are the important facts we talked about and they correlate with their community building. The assessment will also consist of how well they presented their material to their classmates.

Recipe for Turtle Cupcakes

1 box Betty Crocker® SuperMoist® yellow or devil's food cake mix
Water, vegetable oil and eggs called for on cake mix box
1 container (1 lb) Betty Crocker® Rich & Creamy vanilla frosting
Green food color
1 container (1 lb) Betty Crocker® Rich & Creamy chocolate frosting
4 green candy-coated chocolate candies
4 brown miniature candy-coated chocolate candies, if desired
1 piece red string licorice
1 green licorice twist, cut in half

1. Heat oven to 350°F (325°F for dark or nonstick pans). Place paper baking cup in each of 24 regular-size muffin cups. Make and bake cake mix as directed on box for cupcakes, using water, oil and eggs. Cool 10 minutes; remove from pan to cooling racks. Cool completely, about 30 minutes.
2. In small bowl, mix vanilla frosting and green food color until desired shade. Place 1/4 cup green frosting and 1/4 cup chocolate frosting in separate small resealable plastic freezer bags; seal bags. Cut small tip from corner of each bag; set aside.
3. On each of 2 large serving trays, arrange 12 cupcakes as shown in diagram. Frost shell of one turtle with chocolate frosting. Frost head and feet with green frosting. (Push cupcakes together slightly to frost entire turtle, not just individual cupcakes.) Pipe green frosting on chocolate shell to create turtle design. Add 2 candies for eyes; add pupils with chocolate frosting. Add nostrils with chocolate frosting or miniature chocolate candies. Add red string licorice for mouth (trimming to fit) and green licorice for tail.
4. Frost remaining cupcakes with green frosting for shell and chocolate frosting for head and feet. Pipe chocolate frosting on green shell to create turtle design. Add 2 candies for eyes; add pupils with chocolate frosting. Add nostrils with green frosting or miniature chocolate candies. Add red string licorice for mouth (trimming to fit) and green licorice for tail. Store loosely covered.
Unit- People and the Government Lesson #11

Academic Standard(s):

- (Social Studies) 3.4.2 Give examples of goods and services provided by local business and industry.
- (P. E. Fine Motor) 3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations. (Not assess the students; however the teacher will be hitting on the second part of this standard.)

Performance Objective(s):

- Given a list of local businesses and industries, students will draw an advertisement for one of the businesses or industries containing the name of the company and an appropriate logo.
- Using the business or industry advertisements, students will write 3 sentences describing the goods and/or services of his/her assigned company.

Advance Preparation by Teacher:

- Paper plate turtle shapes
- Glue
- Scissors
- Crayons
- Markers
- Paper fasteners
- Pre-made example
- Idea list of Churubusco’s businesses and industries
  - Mountain Top
  - IGA
  - Lassus Handy Dandy
  - Magic Wand
  - McDonalds
  - PNC Bank
  - East of Chicago Pizza
  - Star Financial Bank
  - Subway
  - Valero Gas Station
  - C and A Tool
  - Brevins Restaurant
  - Sheets and Sons Funeral Home

Lesson Plan

- The teacher will begin the discussion with a reference to the last lesson and talking about the different community buildings we have and why they are important to us. Then the
teacher will explain that this lesson will be about goods and services provided by local businesses and industries.

- The teacher will have the students brainstorm local businesses and industries that they know about in the community.
- Using their fine motor skills, students will make a paper plate turtle after discussing Churubusco’s nickname, Turtle Town.
- On the back of the turtle shell the students will draw a logo with the name of the company that could be used as an advertisement for that company.
- Then on the inner side of the shell will be the three sentences that could be used to promote the goods and/or services that the company provides.
- The teacher will end the lesson with students sharing their turtle as well as explaining that in tomorrow lesson the students will identify which level of government (local, state, and national) is responsible for each duty or responsibility.

Assessment:
- I will assess the students over their company name and logo they provide on their Turtle. I will also assess the students on their three sentences for appropriateness as to the goods and services provided by the business or industry.
Unit- People of the Government Lesson #12

Academic Standard(s):

- (Social Studies) 3.3.2 Locate Indiana and other Midwestern States on maps using a simple grid system.
- (Math) 3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones. (not assessing the students over this standard)

Performance Objective(s):

- Provided an atlas of the Midwestern States, the students will be able to locate the 5 states Michigan, Ohio, Indiana, Illinois, and Kentucky by using a simple grid system.
- Given an atlas of the South Dakota the student will be able to identify what interstate highway they would travel on by completing the worksheet with a 90%.

Advance Preparation by the Teacher:

- Atlas of the 5 Midwestern States on Smartboard
- Checklist of student’s names
- A Trip Through South Dakota Worksheet

Lesson Plan:

- Yesterday we talked about the goods and services that some of our local business provide us with, as the people of our community. What is one service that our local grocery (IGA) store provides us? Well today we are going to be traveling through the different Midwest states and look at the different highways we can take to get to the different capital buildings of the states. Explain that we are going to be looking at maps!
- How many of you have gone on trips or vacations with your parents? Do you know any of the names or numbers of the streets you took to take to your destination? Listen to a variety of answers.
- Well usually if you take a trip for a while your parent will drive on a road call and Interstate. That is just a fancy name for a road that our state government has provided us to get to big cities faster. Usually on an interstate your parents can go faster than in the city.
- Everyone look at the Smartboard, What is this picture of? (It is of Indiana) Do you see any other things on the map that you know about? (State names or roads)
- Well today we going to using this grid system to help us locate specific cities in these state. But first we need to learn the names of these states so I need every one to stand up and spread about the room, everyone is going to need a little space to move. There are five states we are going to learn about and where they are located next to Indiana.
  - The teacher needs to do this with the students. I need everyone to put their right hand out like you are telling someone to stop, this is Indiana. Good! Now, bend down on your knees! Good! Below Indiana is Kentucky. Therefore, when you think about Kentucky
think below your knees. Next everyone put their left hand out to your side! Good! Does anyone know which state is to the left of Indiana when you look at an atlas? (Illinois) So your left hand is Illinois! Now I need everyone to put both hands straight up in the air! What state is located to the north or is above Indiana? (Michigan) That’s right!! Good!! Awesome! Ok, last state; everyone put their right hand out to your side! Does anyone know the name of this state? (Ohio) Good job!

- Let’s review! I am going to my hands and body when I do you, you need to move your body or hands and tell me what state you are pointing too. Do this until you notice the students really understand where the different states are located.
- Explain how the grid system works with an atlas. When reading a map you start with coordinates like (A,2). We start with the A (horizontal) and move down or vertically to the 2. Make sure and model this for the students. Now, locate Indianapolis for the students using the grid system. Our state capital is Indianapolis and in the city is our state capitol building. Who do you think works in the Capitol building that we have talked about, he has a very special job to our State? (the Governor) Make sure to point out the coordinates.
- Call on groups of students to work together to use the grid system to locate specific cities or capitals. Make sure to highlight that each state has each own Capitol building and Governor. The teacher needs to use a checklist of student’s names to mark off which students understand how to use the grid system.
- Now, explain that we are going to look at interstates on the map! Everyone turn to page 213 in your text book. The interstates on the numbers that or in the blue shield. The other numbers on the road that are in white circles on state roads. Therefore we have state roads and interstates. Which numbers are the state roads? Which are the interstate roads?
- Now ask the student to point to the city Fort Wayne…now follow the interstate 69 down to Indianapolis. Interstate 69 is the road we would take if we were to go to the State Capitol building to see Governor Mitch Daniels! Now everyone point to the Kokomo…which state road would you take if to get to South Bend? (State Road 31) Are there any questions on how to read these maps?
- Pass out the work sheet and allow the students to work for 10 to 15 minutes.

Assessment:

- I will be assessing the students by having them come up to the Smartboard in groups of three to identify specific capitals and states using the grid system. The teacher will use a checklist of student’s names to identify which students understood how to use a grid system. I will be assessing the student on their worksheet to see if they understand how to read the maps and the road numbers to get one place to the next.
A Trip Through South Dakota

Use the road map of South Dakota to answer the questions.

1. Which interstate highway would you take to drive from Sioux Falls to Rapid City?

2. What interstate highway runs north and south through South Dakota?

3. Which U.S. highway connects Brookings and Pierre?

4. To go east from Aberdeen, what highway would you take?
References


Trade book summaries found at: Amazon.com

Videos found at: Youtube.com