Government
3rd grade
Kelsey Heisler
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 Introductory Sheet

I will be teaching this unit on government to third grade students. In third grade, students are usually eight years of age. My lessons are geared toward their developmental stage in life. When children are eight years old they are very flexible, they incorporate open-mindedness, and they are tolerant of unfamiliar ideas essential in social studies. Eight year olds combine great curiosity with increased social interest. They are able to learn about people who live elsewhere in the world. During these early grades, children can learn from the symbolic experiences of reading books and listening to stories; however, their understanding of what they read is based on their ability to relate the written word to their own experience (NAEYC 1986). Third grade is the grade that, in Indiana, all students learn about government.


Rationale:

Students need to participate in the unit of government, because we are all citizens of the United States. It is important for them to know how a government is run, and what is crucial about how government makes the United States a successful country. According to the NCSS standard/goals, the goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. We must also follow the academic standards of the state. This is what Indiana state standards say, “Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices”. I think it is vital for my students to know and understand what it takes to be a good citizen. It is also imperative for them to comprehend who works for the government, and the United States would not be striving, if we did not have a sustainable government.

Goals:

• Want my students to know how to be a good citizen of the United States
• Identify crucial functions of government, including rules and laws
• Identify who works for the government
• Understand how the government of the United States operates under the constitution
• Ask critical thinking questions about government
• Become experts on understanding and comprehending what the word government entails
Learning Objectives and Standards:

Lesson 1   Social Studies 3.2.6 Roles of Citizens: Explain the role citizens have in making decisions and rules within the community, state, and nation.
- The students will write a paragraph explaining three important reasons why Americans need rules and laws in government for completion.

Lesson 2   Physical Education- 3.1.1 Demonstrate mature fundamental locomotors and manipulative movement skills with variations.
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.
- The students will show different movements of the body (throwing), while spelling the vocabulary word, with 100% participation. (Practice of the spelling words) *I will go around the room and check off on a clipboard, who is actively participating.*
- The students will write two sentences using two out of three spelling words for completion points.
- The students will complete the assessment given at the end of the lesson about State Government answering 3 out of 5 questions correctly.

Lesson 3   Social Studies- 3.4.2 Give examples of goods and services provided by local business and industry.
English- 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.
- The students will write a letter to firefighters or police officers, expressing their feelings of gratitude for their service, and what they have done for the city, with a completion grade.

Lesson 4   Social Studies. 3.2.7 Use a variety of information resources to gather information about local, state, and regional leaders and civic issues.
Music, 3.6.6 Discuss and demonstrate appropriate listening behaviors for various types of performances.
- Social Studies: The students will write three sentences explaining/summarizing the idea of Native American government that agree with what was said in the book for six points.
- Music- The students will participate with appropriate listening skills while hearing the song The Hé-de Wa-chi (An Omaha Festival of Joy) Native American song and dance that exemplifies tribal unity, wherein everyone was a part of the living whole.
  Appropriate listening skills require, not talking, witting some things that they hear, and listening intently.

Lesson 5   Social Studies 3.2.2- Identify fundamental democratic principles and ideals.
Art, 3.6.2- Create artwork that communicates personal ideas and experiences.
Art (Fine Motor) 3.7.5- Demonstrate safe and proper use, care, and storage of materials, and equipment.
• The students will create a seal defining their family, friends, or local city with accuracy following the critique of the rubric.

• The students will contribute to putting materials away properly, in the correct place following their activity.

Lesson 6  
Reading, 3.7.2- Connect and relate experiences and ideas to those of a speaker.  
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.
• The students will draw a picture of what they connected from the book, with 100% completion.

• The students will write one sentence of what they connected from the book, with 100% completion. These pictures will then become a class quilt.

Lesson 7  
Social Studies, 3.1.6- Use a variety of community resources to gather information about regional communities.  
Science, 3.6.2- Investigate how and describe that something may not work if some of its parts are missing.
• The students will have a classroom debate, by presenting their findings on poster board to one group, and in return the other group will rebuttal with 100% participation

Lesson 8  
Reading, 3.2.5- Distinguish the main idea and supporting details in expository (informational) text.  
Social Studies, 3.1.5- Create simple timelines that identify important events in various regions of the state.  
Writing, 3.7.6- Provide a beginning, middle, and end to a book, including details that develop a central idea.
• The students will complete a graphic organizer following the ideas from the book with 100% completion.

Lesson 9  
Social Studies- 3.2.2 Identify fundamental democratic principles and ideals.  
Fine Arts: Theater- 3.1.3 Examine the value of theatre as a means of integrating history and culture.
• The students will present their role in the reader’s theater *Unite or Die, How 13 States became a Nation* with 100% participation.

Lesson 10  
Social Studies 3.2.3 Identify the duties for local and state government officials who make, implement, and enforce laws.  
Cooking- Identify that all the ingredients in the trial mix, represents an important official in government.
• The students will complete the worksheet given about government officials getting 4 out 5 correct.

Lesson 11  
Social Studies 3.2.1 Discuss the reasons why governments are needed and identify specific goods and services that governments provide.
Math 3.3.2 Solve problems involving numeric equations.
- The students will complete the worksheet given about taxes, goods, and services with 3 out of 5 correct

Lesson 12 Social Studies 3.2.4 Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities.
Fine Motor: 3.6.12 Write independently with consistent use of capitalization, punctuation, and spelling.
- The students will write two sentences about what they learned in the School House Rock video with correct punctuation, spelling, and capitalization getting 4 points out of 5.
Dear Parents/Guardians,

I am excited to announce that we will be starting a new unit in third grade social studies in the next couple of weeks. Our unit will be on government. We will be spending a big chunk of our time on this unit, because I believe it is important to understand the concepts of government. We will focus on mainly state government, and what it entails. Please be sure to ask your child what he/she is learning, so this way they continue to get practice and remember what concepts are being learned in the classroom. The Indiana state standards have an entire section devoted to government for third grade. I will also be integrating many other subjects throughout our unit.

I have many fun activities planned, including a field trip to a museum in downtown Fort Wayne. I will be sending home permission slips, and I would love to have parent chaperones. We will also be including a guest speaker in our class. I believe that your child will have a fun time with this unit. I felt it was special to teach about government because as they get older, they will get the right to vote, and they will get the responsibility to be a good citizen of the state. If you have any question or concerns, feel free to contact me through my school e-mail kcheisler@spartans.manchester.edu or you may call me at school. Thank you for all of your support.

Sincerely,

Miss Heisler 😊
Annotated List of Trade Books for Government

A Mice Way to Learn about Government


Summary: *A Mice Way to Learn About Government*, teaches children about community service, voting and elections, from presidential to local. Learn how Woodrow, the White House Mouse became the "Commander in Cheese". This book is a fun and engaging book to get students thrilled about learning government.

House Mouse, Senate Mouse


Summary: House Mouse, Senate Mouse teaches children about our nation's Capitol and how our laws are made, from the research of a bill, through the signing at the President's desk. Children learn about how are laws are made in Congress, when the Squeaker of the House and the Senate Mouse-jority leader must pass a bill to establish a national cheese! It is important for our students to know what entails when talking about a bill, or how important the president is. This is an engaging book, and has great illustrations for children to look at while reading.

We the Kids: The Preamble to the Constitution


Summary: In this book about the preamble to the Constitution of the United States, David Catrow breaks down and defines the phrases in the preamble to help make it understandable to young readers. With the help of a dog and a cast of cartoon-like characters, teachers, parents and librarians can explain these words written by our forefathers to the very young, and readers will enjoy this on their own. Many children would not be able to understand the books meaning, but with this fun and illustrated book- children will be better able to make sense of what the constitution stores.

We the People: The Story of our Constitution


Summary: America had won the Revolution, but our troubles were far from over. The thirteen states were squabbling, the country could not pay its bills, and in Massachusetts farmers had taken up arms against the government. Was our country, which had fought so hard for its independence, going to survive? In May 1787 delegates from across the country -- including
George Washington, James Madison, and Benjamin Franklin -- gathered in Philadelphia and, meeting over the course of a sweltering summer, created a new framework for governing: the Constitution of the United States. Their efforts turned a shaky alliance of states into a nation that would prosper and grow powerful, drawing its strength for centuries to come from "We the people" and inspiring hope for freedom around the world. This book engages readers to understand the struggles that America went through before becoming a successful country.

*Shh! We're Writing the Constitution*


Summary:  *Shh! We're Writing the Constitution* is the story of how our Constitution was created, and how important is was for America. In 1786 delegates were sent to Philadelphia to try and create an ordered system of government. A system was developed based on the Virginia plan's three branches of government. The story outlines the personalities of people including George Washington, James Madison, and Benjamin Franklin who were instrumental in creating this important document. The story also tells why people were opposed to the formation of a "national" government and the necessity for a "Bill of Rights" outlining the freedoms of the nation's people.

*D is for Democracy: A Citizen’s Alphabet*


Summary:  Democracy — America has it and it seems like many other countries want it. But what exactly is a democracy and how easy is it to maintain? Despite today's media, many Americans are still in the dark when it comes to knowing and acting upon their rights and responsibilities as citizens of a democratic society. In refreshingly candid and straight-to-the-point language author Elissa Grodin takes readers of all ages on an A-Z trip through our government's structure, from its earliest beginnings to definitions of basic components and concepts. From founding fathers, first ladies, and the First Amendment to the presidential oath of office, "D is for Democracy" details the political processes, parties, and people of democracy, American-style. This book is used in one of my lessons to get my students engaged in learning about democracy.

*The Flag We Love*


Summary:  With patriotic verse and dazzling illustrations, *The Flag We Love* presents a lyrical journey through the history of our nation's flag. Both famous and commonplace moments are depicted in brilliant oil paintings in this wonderful book that's sure to inspire readers of all ages. Brings to life many famous moments in our country's history and reveal fascinating facts about one of its most enduring symbols. I will read this book to my class to engage them in learning
about the American flag.

*How the U.S. Government Works*


Summary: This book is written by one of the directors of the Judicial Center in Washington, D.C. Having someone who works in the judicial branch of our government lay out how our government works in book form brings an unprecedented clarity to the subject for children. In addition to explaining the three distinct branches of our federal government, the book discusses the extension of the judicial branch throughout the country by our federal court system. How government officials are elected and appointed is also explained, as is the unique concept that government employees work for the people. This is a wonderful book, because it is written from the eyes of someone who works first hand in government.

*The Bill of Rights: Protecting Our Freedom Then and Now*


Summary: When the U.S. Constitution was first written, many of the freedoms we now take for granted were not yet guaranteed. Nowhere did the Constitution say anything about freedom of religion, freedom of speech, freedom of assembly, protection from unreasonable searches and seizures, to name just a few of them. Many Americans feared that the government might someday take away these rights, just as the British had done when the American states were still colonies. That was when the people added ten new amendments to the Constitution, clearly guaranteeing many basic rights to all citizens. Those first ten amendments are called *The Bill of Rights*. Children know about our rights, so this book is great for them to read to relate to what they learn in school.

*The U.S. Constitution and You*


Summary: All elementary school students learn about the history of the U.S. Constitution when they first begin social studies. This book is different. It tells boys and girls about the great American document itself--explaining exactly what the Constitution does, as well as how it affects and protects people today. Kids discover how the Constitution provides for the federal government's three branches--legislative, executive, and judicial. Then they see how it gives all citizens many rights, including the right to vote, to enjoy freedom of speech and the press, to worship--or not worship--according to one's religious beliefs, to disagree openly with government policy, and to defend oneself in courts of law when accused of crimes or civil wrongs. Kids also see how, according to the Constitution, many rights are kept beyond control of the federal government, and are reserved for the separate states, communities, and individuals.
This book's language is clear and simple. It cites many examples that relate directly to each student's own experiences.
Field Trip

I think it is a great opportunity for students to be able to go on a field trip, that relates to the theme of government during our unit. A field trip that I choose to take my students on is located in Fort Wayne. I will be taking my class to the History Center. The History Center is home to the Allen County-Fort Wayne Historical Society, its museum and collections. When formed in 1921, the society's assets were few, consisting of some historical relics that had been preserved by the Mary Penrose Wayne Chapter of the Daughters of the American Revolution. Today it maintains a collection of more than 23,000 artifacts, photographs and documents representing the history of Fort Wayne and Allen County. The largest of these is the very building in which the society has resided since 1980—the 1893 City Hall building designed by Fort Wayne architects John F. Wing and Marshall S. Mahurin. The History Center also oversees the historic Barr Street Market (adjacent to the building), the oldest public space in Fort Wayne, dating back to 1837, and the 1827 home of Miami Chief Jean Baptiste de Richardville.

The purpose of going to the History Center, is so my students can see the different changes through pictures and artifacts comparing when Fort Wayne first became a city, to the changes of how its developed today. Children are visual learners, so being able to actually see the pictures, will help them develop their sense of change over time better. I would like to ask parents to chaperone the field trip. I would split the class up into small groups of less than five. I would ask parents to take students to all exhibits, and explain children’s questions as much as possible. I will give the parents guidance. When we are finished at the History Center, I will have students ask questions, and the curator can answer them. Because he/she would know the best. Being able to view information in front of you, is helpful to recognize what we have
studied in government. I would like to take this field trip in the middle of the unit, so the students get a good idea of what government is, but they can continue to learn by visiting the History Center. This field trip would focus on local government, and how Fort Wayne has become a successful city.
Pre-test

Name: ___________________________ Date: _______________________

1) List one way to be a good citizen at school.

________________________________________________________________________

Answer: Follow rules and expectations.

2) How many branches is the state government divided into?

A) 1    B) 3    C) 5

3) Where is the capitol in Indiana?

A) Indianapolis    B) Fort Wayne    C) Bloomington

4) What is the name of one branch in the state government?

A) President Obama    B) Court House    C) Judicial

5) State the official that goes along with this definition. This official's position is similar to the president of the United States.

A) mayor    B) state senator    C) governor    D) state representative
Post-test

Name: ___________________________   Date: _______________________

1. Circle two words that are branches of the government.

President Obama    judicial    governor    secretary of state    legislative

2. Draw a line from the correct definition to the correct word.

This official’s duties are to control taxes, propose and pass laws, determine state budgets, run state government offices, and establish rules for state schools.

Answer: state senator            mayor

This official’s duty is to meet with citizens, budget the community funds, recruits business for the betterment of the community.

Answer: mayor

3. Complete this problem. Be sure to show your work 😊

60 x .10 = ______________________

Answer: $6.00

4. Is a hospital an example of a good or service provided to us citizens?

________________________________________________________________________

Answer: Service

5. Write two complete sentences describing how you will be a good citizen in school. Please write nice and neat!

Answers: will vary
Technology

Technology is the world we live in. I believe that it is very important to incorporate technology in the classroom any way possible. With that being said I have incorporated technology into many of my lessons throughout the unit. Unfortunately my schools do not have a smartboard, but I will get my students engaged in other areas of technology. I will use YouTube by showing videos of Native American music being played. I will integrate computers into my lessons. I will find games on the internet that will reflect on government. I will also use my projector to show my students samples of what I am discussing or ideas that I want them to gain from my lessons. Any way that I can incorporate technology, I will because I think it is crucial for students to be exposed to it early in their years, especially if they do not have access to it at home. School gives children a chance to experience technology, because it is a growing opportunity.

Literature

Reading is crucial in the young lives of children. There are many lessons that I am incorporating reading. We will be participating in a reader’s theater, and this entails reading and acting. I think this is a great way to get my students up and actively participating. I have made a list of trade book that will support the theme of government. I use a couple of book in my lessons. In one lesson, we are going to ask the principal of the school to come and read a book to the class. The makes the students more intrigued in the book. I am also adding another book in a lesson. This book is to help my students understand democracy better. I always enjoyed reading books when I was younger, so I want to incorporate books into my classroom whenever possible.
Lesson Plan # 1: by Kelsey Heisler

Lesson: Why have rules and laws?    Length: 30 minutes

Age or Grade Intended: 3rd grade

Academic Standards: Social Studies 3.2.6   Roles of Citizens: Explain the role citizens have in making decisions and rules within the community, state, and nation.

Performance Objectives: The students will write a paragraph explaining three important reasons why Americans need rules and laws in government for completion.

Assessment: Attached at the end of the lesson. I am looking for completion. I am also making sure they have some ways to be a good citizen, about what we discussed in class. Naming two examples of what they could be a good citizen in school. Finally, the reason we have rules and laws is to keep us safe. I will grade for completion, and then we will go over these in class, and I will let students share their answers. (Blooms: Evaluate)

Advanced Preparation for the Teacher: Bring in poster board. Assessment worksheet.

Procedure

Introduction/Motivation: What is a rule? A rule is a principle or regulation following procedures, arrangements, or actions. Who can give me an example of a rule in our third grade classroom? Ex: No put downs. (Blooms: Knowledge) For the next three minutes, I am going to let you roam in the classroom without any rules; you may do what you want for the next three minutes. GO! After three minutes, tell students to take their seat. What happened in those three minutes? (Chaos) (Blooms: Application) If we did not have rules, this is how it would always be everywhere we went, even in public places. We must have rules that are set, so people do not get hurt, or so we do not have many problems. We are going to look at examples of how we can follow rules and laws.

Step-by-step:
- Tell students that rules and laws help keep us safe.
- Laws in the school or outside of school are rules, and everyone (even the president of the United States) must follow them.
- Each community or towns have their own laws. An example would be no littering. What would happen if we littered? (The town would be a mess, and not pretty to look at.)
- It is important that everyone tries to take care of the community/school by cleaning up and helping out.
- Split students up into groups of four. Have students make a small poster about one of the ways to be a good citizen (student) at school. They may write down ideas or draw a picture. Give them eight minutes to do this. (Gardner’s: Interpersonal)
- After, they complete this activity; let them share posters with the class. (Gardner’s: Interpersonal)
Verbal/Linguistic)

- We are now going to create our own classroom rules, with my guidance. We are going to use some of the rules that you, as a class came up with to share with all of us.
- Tell them that these posters will be displayed around the room, and they should show the others grades how to be good citizens of the school and community.

Closure: Now that we know reasons that it is important to follow and obey rules and laws, I want you to remember these by following what you stated on your posters as a class. It is important to be good role models to the other grades. (Gardner’s: Intrapersonal) We are going to take the next ten minutes, and I want you to write a paragraph, which is five to seven sentences, stating and explaining three important reasons why we need rules and laws in government. (Blooms: Understand/Application) I will be collecting these so do a good job, please. Remember to start your sentences with a capital letter, and end your sentence with punctuation. For homework tonight I am going to give you a piece of paper with three questions to answer about what we learned today in Social Studies. (Blooms: Knowledge) Bring it back tomorrow, and we will go through it together as a class in the morning. This unit our main focus is government. In our next lesson we are going to begin with an exciting activity, and learn about state government.

Adaptations/Enrichment

Student with ADHD: Allow student to be the presenter, because it gives him/her a chance to be in charge of a task.

Gifted and Talented Student: Allow student to do the poster on his/her own if wanted. Ask them if they would want to help lower ability students.

Student with Mild Disability: Allow this student to work with an aide, or another gifted and talented student. Allow them to verbally state what to write on the poster.

Student with Vision Impairment: Allow this student to near the front so he/she can see the posters being presented.

Reflection: Did the students meet the standard and objective? Did I allow enough time for this lesson? What could I do to improve this lesson? Do the students understand the importance of having laws and rules in a government? Was the poster activity successful?
Name:_______________________________________ Date:________________

Rules and Laws

1. What can young people do to be good citizens?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. List two ways that you could be a good citizen at school? Why?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Why do we have rules and laws?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
**Lesson Plan # 2** by Kelsey Heisler

**Lesson:** State Government  
**Length:** 30 minutes

**Age or Grade Intended:** 3rd grade

**Academic Standards:**  
Physical Education- 3.1.1 Demonstrate mature fundamental locomotors and manipulative movement skills with variations.  
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.

**Performance Objectives:** The students will show different movements of the body (throwing), while spelling the vocabulary word, with 100% participation. (Practice of the spelling words) *I will go around the room and check off on a clipboard, who is actively participating.*

The students will write two sentences using two out of three spelling words for completion points.

The students will complete the assessment given at the end of the lesson about State Government answering 3 out of 5 questions correctly.

**Assessment:** Attached at the end of the lesson.

**Advanced Preparation for the Teacher:** Assessment worksheet. Vocabulary worksheet.

**Procedure**  
**Introduction/Motivation:** Lets quickly review from the last social studies lesson. What is a rule? A rule is a principle or regulation following procedures, arrangements, or actions. Who can give me an example of a rule in our third grade classroom? Ex: No put downs.  
(Blom's: Knowledge) Great! Now why do we need rules and laws? Rules and laws help keep us safe, and so things do not get chaotic. Remember, that we are all citizens of Indiana, so it’s good to make sure we connect with rules to better everyone. Ok, now we are going to learn about State Governments. First of all we are going to do a quick activity with vocabulary words. I am going to write the vocabulary words and their definitions on the chalkboard. The three words are governor, capitol, and Indiana State House. Governor is a person elected to be head of a state’s executive branch, and they carry out the laws of the state. The capitol is a building in which the state government meets. The capitol for Indiana is Indianapolis. Indiana State House is located in Indianapolis, and that is where the governor works. Everyone get in three small circles, which will be about 8 people in a group. I am going to give you a small ball and you are going to learn these vocabulary words during this time. I am going to hand someone a ball, and they must toss it underhand to a person in the group. The person that catches the ball must spell one of the vocabulary words. Then they will toss the ball to another person in the group, and that person must say the definition of the word previously stated. (Gardner's: Bodily-
Do this until I say time is up. (Gardner’s: Linguistic) Make sure everyone gets a chance to talk. We will do this for 5 minutes. If I see someone not following along, they will go back to their seat and write down the words and definitions. Good activity, now go back to your desks and we are going to begin learning about State Government.

**Step-by-step:**

- Each state has its own government. A government is divided into three branches. Who can tell me what a governor is? (Answer: a person elected to be head of a state’s executive branch) Does anyone know who the governor is of Indiana? (Answer: Mitch Daniels) Mitch Daniels was elected in 2004 to be the governor of Indiana.
- Indiana also has a legislative branch, this branch write laws for Indiana. The last branch is the judicial branch. This branch makes sure that all of Indiana’s laws agree with what the constitution is. What is a constitution? (Answer: the act of forming or establishing laws) All three branches of state government work in Indianapolis at the state capitol. Who can define what a capitol is? (Answer: a building in which the state government meets)
- State government provides services, such as schools, parks, and highways. All of these things cost money! Does anyone know how the government pays for these goods? (Answer: Taxes) There are many types of taxes, but state taxes are from sales tax or income tax. This means that if you buy a shirt, they add extra money (usually cents) to the price, and this “extra” money goes to the state government. The other tax we are going to learn about is income tax. This kind of tax is when people work, have jobs, and they pay money to the national government. This money helps pay for goods to citizens of the state of Indiana.
- State governments also provide many services to citizens. Examples; they build our roads we drive on, they build colleges, like IPFW, and they also give money to help local schools, like us at Lincoln. State government tries to protect the environment that we live in, so it’s clean, healthy, and safe.
- We are going to do a short activity. Get into groups of four. Name two things that we just discussed about how state government helps our community or state. (Blooms: Evaluate) You will have seven minutes to complete. Choose one member to be the recorder, and one to be the presenter. (Gardner’s: Interpersonal) Write your answer on the white board. The presenter will tell the class, what your group came up with.
- It is important to have state government to keep Indiana a good state.

**Closure:** Now that you are experts about state government, I want you to go home and tell others what you learned today in school. (Blooms: Knowledge) By this I want you to go in depth about what we did specifically in social studies. Your quick assessment on this lesson is to pick two of the three spelling words, and write a sentence using the vocabulary word in it. (Blooms: Application) Remember, sentences must have a capital letter, and punctuation at the end. I will give you five minutes to complete this. (Gardner’s: Intrapersonal) Great Job! Tomorrow, before we start our next lesson in Social Studies on local government, we will take a short quiz, to see what you remember from today. Tomorrow’s lesson will be fun because we are going to incorporate the mayor from Fort Wayne and his name is Tom Henry.

**Adaptations/Enrichment**

**Student with ADHD:** Allow student to be the presenter, because it gives him/her a chance
to be in charge of a task.

**Gifted and Talented Student:** Allow student to do the short activity on their own about how state government helps our community or state.

**Student with Mild Disability:** Allow this student to work in a group with a gifted and talented student, or with an aide. Allow them to verbally state what to write on the white board.

**Student with Vision Impairment:** Allow this student to near the front, so he/she can see the posters being presented.

**Reflection:** Did the students meet the standard and objective? Did I allow enough time for this lesson? What could I do to improve this lesson? Do the students understand the importance of state government?
Name: ____________________________________ Date: ____________________________

Vocabulary Assessment

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<thead>
<tr>
<th>Indiana State House</th>
<th>Governor</th>
<th>Capitol</th>
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State Government

1) How many branches is the state government divided into?
   A) 1  B) 3  C) 5

2) Where is the capitol in Indiana?
   A) Indianapolis  B) Bloomington  C) Fort Wayne

3) What do state government provide for citizens?
   A) Cars  B) Malls  C) Schools

4) What kind of tax do people pay when they buy things?
   A) Sales  B) Federal  C) income

5) What did two men discover in Benson, Arizona, and the state is protecting it?
   A) animal  B) river  C) cave
Lesson Plan # 3 by Kelsey Heisler

Lesson: Local Government- 1st part  
Length: 30 minutes

Age or Grade Intended: 3rd grade

Academic Standards: Social Studies- 3.4.2 Give examples of goods and services provided by local business and industry.  
English- 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.

Performance Objectives: The students will write a letter to firefighters or police officers, expressing their feelings of gratitude for their service, and what they have done for the city, with a completion grade.

Assessment: A checklist of students to check for completion of letter.

Advanced Preparation for the Teacher: Letter writing prompt, for students.

Procedure

Introduction/Motivation: Let’s review. Who can remember what we talked about in our last social studies lesson? (Answer: State Government)  Who can tell me how many branches a government has?  (3)  What are they?  Let’s have a mini discussion about the branches.  (Executive, Legislative, and Judicial)  (Blooms: Knowledge)  Great memory! Today, we are going to continue to talk about government, local government.  Local government is the people who run a town or a city.  Local government is the level of government that most closely touches our everyday lives.  An example would be, people in our city make sure the trash gets picked up, and they make sure our stop lights are working properly.  Let’s learn some vocabulary words before we go any deeper into local government.  What is local government? (The people who run a town or a city)  A mayor is the head of the local government.  Mayor is a proper noun, when used with a specific person, so the “M” is capitalized.  The last word is council.  A council is a group of people who make laws for a community.  (Councils usually have 5, 7, or 9 people to create the laws).  Great, now that we know all of the words that go along with local government, let’s learn more!

Step-by-step:

• We are going to learn about goods and services.  A good is something that benefits the citizens of the United States, such as food and clothing.  A service is a something or someone that helps citizens in need.  For example, transportation, health services, police officers.  Can you name any more goods and services in Fort Wayne?  Now, we are going to look at the mayor of Fort Wayne, and his service to the community.

• The mayor of Fort Wayne, the city that we are in, is Tom Henry.  He became mayor on January 1, 2008.  We are going to read his biography of what he has accomplished since being mayor.  Who can tell me what a biography is? (A series of events explaining a person’s life)  On the projector, go to this website - http://www.cityoffortwayne.org/meet-the-mayor.html, have students follow along as I am reading.  Each week Mayor Henry goes to meetings, he tries to solve city problems, and makes sure city laws are followed.

• Mayor Henry works with the city council (a group of people who make laws for a community) to plan for the future of Fort Wayne.  The council is elected by the citizens
of Fort Wayne. How the city elects people is by voting. We are going to do a activity, I am going to select two people to pretend that they are running for mayor. They will not be able to vote. The two people I choose to run for mayor have showed leadership in the classroom, and they are always doing what they are asked, and they show respect for their friends in the room. (I have asked each student beforehand, if they would be willing to participate to run for mayor.) They are each going to give a 30 second speech, telling us why they would be a good citizen for mayor. (Gardner’s: Linguistic) The rest of the class is going to vote with a ballet, a piece of paper, and select who they would want to be the mayor of the class. In real life, people get to choose who they select to be the mayor. I will tally up the votes, while you are at recess, and when you return, I will let you know who won, the practice election. The winner will get to read a short story to the class, after this lesson. (Blooms: Comprehension) Let’s look at what taxes are.

• Citizens and local businesses pay taxes to the local government. What are taxes? (paying money to the local government to help pay for services) With this money, local government can provide services to the citizens. Services include hiring people to fix roads, collect trash, and run the library. Taxes also pay government employees, such as police officers and firefighters. Now, that we know local businesses, like police officers, and firefighters are important in our community we are going to write letters to them, thanking them for their hard work, and keeping us (citizens) safe. We would not have special services, if it were not for firefighters and police officers.

• You may either write your letter to the firefighters or police officers of Fort Wayne. (Gardner’s: Intrapersonal) Remember you letter needs to begin with Dear….. then a ,. Write at least 5 sentences. You may ask them questions, or you may thank them for doing a good job to keep us safe. (Blooms: Evaluate) When you are finished writing, you need to have a closure of Your Friend, (your name) I will put a sample letter on the overhead, but use your own ideas, and words. Do not forget the date at the top of the letter. When you are finished, I have envelopes, and we will address them, to send to the police officers, and firefighters. Do your best work. (Blooms: Application) I am now going to come around and collect your work.

Closure: Great job class. I now know you are experts with how the local government is important in our everyday lives. Go home and remind a friend, family member, or neighbor to say thanks to those who help out our community. (Gardner’s: Interpersonal) We are all citizens of our community and it is important to thank others, keep it clean, and be thankful we live in a safe place. Tell a parent or friend about the letter you wrote today, and what you said in it. Next, social studies lesson in the unit, we are going to look at Native American government and listen to some of their music. Get your thinking caps on, and think of some music that you might have heard before from Native Americans. (Gardner’s: Existential)

Adaptations/Enrichment
**Student with ADHD**: Allow student to pass out paper for the letter writing, because it gives him/her a chance to stand up, and be in charge of a task.

**Gifted and Talented Student**: Student may write their own letter, without following the prompt given, or they may chose to write to another community leader.

**Student with Mild Disability**: Allow student to work with an aide, or to verbally state what they want written in the letter, and have another student, aide, or myself write their letter for them.

**Student with Vision Impairment**: Allow student to sit near the projector screen, so he/she can see the screen better.

**Reflection**: Did the students meet the standard and objective? Did I allow enough time for this lesson? What could I do to improve this lesson? Do the students understand the importance of local government?

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**Sample Letter**

October 24, 2010  
Dear Firefighters or Police Officers of Fort Wayne,  
Write 5 sentences. Do not forget to write capital letters at the beginning of your sentences.  
Make sure you put punctuation at the end of your sentence. Make sure to include any question that you have for the firefighters or police officers. Make sure to thank them for their services of helping citizens of Fort Wayne. Include any other information that you would like. Take your time, and enjoy writing.  
Your Friend,  
(Your Name Here)
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Lesson Plan # 4 by Kelsey Heisler  
Lesson: Local Government- 2nd part  
Length: 30 minutes  
Age or Grade Intended: 3rd grade  

Academic Standards: Social Studies 3.2.7 Use a variety of information resources to gather information about local, state, and regional leaders and civic issues.  
Music 3.6.6 Discuss and demonstrate appropriate listening behaviors for various types of performances.  

Performance Objectives: Social Studies: The students will write three sentences explaining/summarizing the idea of Native American government that agree with what was said in the book for six points.  
Music- The students will participate with appropriate listening skills while hearing the song The Hé-de Wa-chi (An Omaha Festival of Joy) Native American song and dance that exemplifies tribal unity, wherein everyone was a part of the living whole. Appropriate listening skills require, not talking, writing some things that they hear, and listening intently.  
Assessment: Appropriate listening skills, by taking notes on students. Students will write three sentences and I will grade for completion. Rubric for sentences.  

Advanced Preparation for the Teacher- Native American Music.  

Procedure  
Introduction/Motivation: While the students are entering the room for their social studies lesson, I will have Native American Music playing on the projector from YOUTUBE. Once all of the students are ready to learn, I will ask them if they know what type of music that was. (Answer: Native American) How do they know? (People, instruments, words) Who can tell me what we talked about in our last lesson? (Local Government) Today, we are going to continue Local Government, but we are going to focus on Native American Government. Let’s review quickly. What is local government? (The people who run a town or a city) (Bloom’s: Knowledge) Who is an example of somebody that works for the local government? (Mayor, police officers, firefighters…) Let’s learn about what might be different with Native American Government.  

Step-by-step:  
- The Native Americans are citizens (A person who lives in the city or state) of two sovereign governments- the United States, and their own tribal group. What does sovereign mean? (Answer: independent, or self-governing) (Gardner’s: Linguistic)  
- Teach students about how Native American government is different than national, state, and local governments.  
- Native Americans get to vote in national or local elections, but they also get to vote in their own tribal elections too. Each tribal group can make its own laws and choose its own leaders. Remember when we talked earlier in the year about different tribes in Indiana? (Native Americans are one of those tribes.)  
- There are more than 500 Native American governments in the United States. The governments of the Native Americans all share the same goal- which is they work for
their people. An example, the Navajo Nation makes laws that protect Navajo people and Navajo culture.

- Tribal governments work with the national, state, and local governments. They also work with other tribal governments and cooperate on many issues that are important to their tribes.
- We are going to compare the governments from the state to the Native American government. This has been our focus this unit is dealing with various governments.
- Split up into groups of four. I am going to give you a dry erase board I want each group to come up with one idea that Native American government might be different from local or even state government. You may use your book. I am giving you 8 minutes. (Blooms: Analysis/Gardner’s Interpersonal)
- Have students present their findings to the rest of the class. Good now everyone get out a sheet of notebook paper.
- On this paper I want you to write three sentences explaining Native American government. You may use your book, but try to describe your idea in your own words. (Bloom’s Evaluation) I will collect these when you are finished.
- Next we are going to be musical students as we listen to some Native American music.
- I want you to use appropriate listening skills while listening to this music. What do I mean by appropriate, what does it look like? (Examples, listening intently with your ears, not talking, taking notes of what you are hearing while the music is playing) Call a student to the front of the room to demonstrate bad listening skills. Then have a student demonstrate appropriate listening skills. (Blooms: Application)
- The music begins now. We will listen for ten minutes. After the music is over, we will discuss as a class, what we all heard. I will be walking around the room taking notes of what you are doing, so make sure you are listening and taking notes. (Gardner’s: Musical)

Closure: Did you enjoy the music? Have five people share their thoughts that they have written down on paper. (Gardner’s: Intrapersonal) I might have a surprise for you the next social studies lesson, so remember how to listen appropriately, and what is important in Native American government. The next social studies lesson in our unit will be creating art to complete our local government theme.

Adaptations/Enrichment

Student with ADHD: Allow student to be presenter for the group activity, because it gives him/her a chance to stand up, and be in charge of a task.
Gifted and Talented Student: Student may do dry erase board activity alone, and they may choose to write three sentences about the differences of local and state government compared to Native American government, without using the book.
Student with Mild Disability: Allow student to work with an aide, or to verbally state what
they want written for their three sentences, and have another student, aide, or myself write their sentences for them.

**Student with Vision Impairment:** Allow student to sit near the projector screen, so he/she can see the screen better.

**Reflection:** Did the students meet the standard and objective? Did I allow enough time for this lesson? What could I do to improve this lesson? Do the students understand the difference between local/state government and Native American government? Do the students know how to listen to music appropriately?

Rubric for three sentences. Out of 6 points.
3 points for completing the activity
3-points for adding three sentences, with appropriate ideas stated in class or the book.
2-points for adding sentences, but miscued statements.
1-point for not having three sentences, and miscued statements.
Lesson Plan # 5 by Kelsey Heisler

Lesson: Creating a Seal  
Length: 30 minutes

Age or Grade Intended: 3rd grade

Academic Standards: Social Studies 3.2.2- Identify fundamental democratic principles and ideals.
Art, 3.6.2- Create artwork that communicates personal ideas and experiences.
Art (Fine Motor) 3.7.5- Demonstrate safe and proper use, care, and storage of materials, and equipment.

Performance Objectives: The students will create a seal defining their family, friends, or local city with accuracy following the critique of the rubric with 10 out of 12 points. The students will contribute to putting materials away properly, in the correct place following their activity.

Assessment: The assessment checklist for seal, checklist of students who are participating in clean-up after activity of making a seal.

Advanced Preparation for the Teacher- photographs, notebook paper, markers, colored pencils, crayons, poster board.

Procedure

Introduction/Motivation: Now that we are finished with local government, and you are experts at knowing all about local government, we are going to make seals today. Remember the other day, I sent home a letter telling you to bring in photos of your family and friends, or of places that you have visited in the city. I also said that you could find pictures on the internet, if you would like. The items are going to be for making your seal. If you cannot cut your pictures you are more than welcome to draw, what you see in your picture. Does anyone know what a seal is? (A seal is something that represents you, or what is special to you or the community). You have the choice to make a family/friend seal, or a city seal. I want you to use all of the items to be creative in making your personal seal. (Bloom’s: Application)

Step-by-step:
- We are going to briefly talk about principals and ideals. We will go over this concept more in depth, later in the unit. It is basically the idea of having rights and responsibilities. So our right today in class is to make a personal seal representing you.
- Teach students what a seal represents. A seal represents you, or what is special to you or to the community.
- First, I will show you Fort Wayne’s City seal. Show it on the projector. Fort Wayne’s seal says Kekionga on it because Kekionga was a battle that took place near Fort Wayne. There are even schools named after it. No we are going to participate in making seals.
- You need to decide what type of seal you want to create. A family/friend one or a city seal. (Bloom’s: Evaluation/ Gardner’s: Visual)
- For the city seal
  1. Look at your notes, pictures, or book. Choose one or two things that you would like to put on your city seal.
  2. Try out many ideas on notebook paper until you make a design you really like. Some city seals show just one place or thing. Others include three or four.
3. Go get a poster board from the back of the room and the materials you want to use. Draw your best design on poster board. Remember when using materials from the room, you must be safe when using scissors, and you only need a little glue. Show me that third graders know how to use our classroom’s materials properly.

4. Include your city’s name on your seal. You may also want to include the year it was founded, or the nickname for the city.

• For the Family or Friend Seal
   1. Create a list of adjectives about your family or friends. Things that describe them, or why you like them.
   2. Practice drawing a seal on notebook paper for their family or friendship. Remind students that the seal represents what is special about their relationship.
   3. Go get a poster board from the back of the room and the materials you want to use. Draw your best design on poster board. Remember when using materials from the room, you must be safe when using scissors, and you only need a little glue. Show me that third graders know how to use our classroom’s materials properly.
   4. Include your family/friends name on your seal. You may also want to include the nickname for your family/friend.

• This activity is worth 12 points and I am looking for clear work and many colors. Interpretations about your seal, and creativity. Do your own work. (Gardner’s: Intrapersonal)

• You will get 20 minutes to complete this activity, so be productive. Do the best work, so your seals look great.

• Now, after completing your activity, we need to clean up. Teach the students what clean up means. When I say clean up, I want items to be put back in the place that you got them from, and neatly. So if you got the scissors out of the cabinet, they need to be returned in the box in the cabinet.Same with the glue. If you have extra paper, it needs to be put back where you got the paper from in the first place. You need to clean up all of the paper on the floor. This needs to be done quietly, so we are not disruptive. Before we do this I want you to share your work. Remember I will be watching closely when you clean up.

Closure: I will be hanging these in the hallway so others can see your great work. I am going to give everyone 3 minutes to share your seal with two or three classmates. (Gardner’s: Interpersonal) Tell them why you designed your seal, the way you did. (Bloom’s: Synthesis) (Gardner’s: Verbal/Linguistic) Tell them what makes yours unique. (Bloom’s: Remembering) I am very excited to show your seals to our friends in school. I am very proud of you. Now that we are finished with all of our materials, I want you to put everything back the way you found it in the beginning. I will be watching and checking off names, of those who are doing it correctly and participating in cleaning up. In the next lesson we will be enjoying a book to go along with government, so come with your listening ears ready.
Adaptations/Enrichment

**Student with ADHD:** Allow student to be a presenter for the activity, because it gives him/her a chance to stand up, and be in charge of a task.

**Gifted and Talented Student:** Student may be creative with their seal. They may use other materials, or they may choose to do more than one seal if interested. They may present theirs with words.

**Student with Mild Disability:** Allow student to work with an aide, or to verbally state what they want on their seal, and have another student, aide, or myself help with drawing or writing words.

**Student with Vision Impairment:** Allow student to sit near the projector screen, so he/she can see the screen better.

**Reflection:** Did the students meet the standard and objective? Did I allow enough time for this lesson? What could I do to improve this lesson? Do the students know the importance of creating a seal?

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The Assessment Checklist for Seal:

**Name** ___________________________________

Students will represent information through their own artwork, with creativity. They will use historical information from family/ friends or the city. __________/4_________

Students will use color, shape, space, and value to express information. __________/4_________

Students will convey thinking through artistic interpretation. __________/4_________

Total Points: __________/12_________

This project will be worth 12 points. 4 points for each section. The students will know the requirement before completing seal.
Lesson Plan: Kelsey Heisler

Unit Lesson # 6 Reading

Academic Standard(s): Reading, 3.7.2- Connect and relate experiences and ideas to those of a speaker.
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.

Performance Objectives: The students will draw a picture of what they connected from the book, with 100% completion.
The students will write one sentence of what they connected from the book, with 100% completion. These pictures will then become a class quilt.

Advanced Preparation by Teacher: A copy of the book *D is for Democracy: A Citizen’s Alphabet* by Elissa Grodin. As well as construction paper, markers, crayons, and colored pencils.

Lesson Plan:

- The teacher will discuss with the students what they learned about being a good citizen from an earlier lesson. The teacher will then discuss why it is important to be a good citizen, leading to the discussion of why our government is effective and runs smoothly.
- The teacher will then invite the principal from the school, as a guest speaker to read *D is for Democracy: A Citizen’s Alphabet* by Elissa Grodin to the students. The reason the teacher asked the principal to visit, was because he/she is a good citizen to the school.
  Students will then get a copy of the book. They will read the book with a partner one time on their own. Explain with your partner the importance of being a good citizen. Who in this school is a good citizen? Who in the state is a good citizen? (Mitch Daniels-Governor)
- The teacher will then explain the students’ job to make a picture that will become a quilt later, which relates to a letter in the book, and why they are good citizens.
- The students will go back to their seats and create their picture. Once they are finished they will write one sentence explaining their picture.
- Tell students that tomorrow they will continue with Social Studies, and why government is beneficial to have.
- We will also start completing our quilt, so we can hang it in our classroom.
- Tomorrow we are going to have a class debate, so come prepared to have a grand discussion.

Assessment: The teacher will collect the pictures from the students. The teacher will read their sentences to make sure they connect with what they read in the story, the guest speaker, and how they are good citizens.
Lesson Plan: Kelsey Heisler  
Unit Lesson # 7 Science

Academic Standard(s): Social Studies, 3.1.6- Use a variety of community resources to gather information about regional communities.
Science, 3.6.2- Investigate how and describe that something may not work if some of its parts are missing.

Performance Objectives: The students will have a classroom debate, by presenting their findings on poster board to one group, and in return the other group will rebuttal with 100% participation

Advanced Preparation by Teacher: Poster board

Lesson Plan:

- The teacher will split the class up into two teams. Each team will research an issue in the community of Fort Wayne. Each group will come up with a scenario of how this issue is to be addressed.

- The focus of this lesson is community resources. The teacher will discuss with the class what a community resource is. A community resource is a place or person that creates opportunities to develop and strengthen groups or organizations in Indiana. When organizations help communities, they are known as regional communities. So when researching you need to think of an organization in Indiana that helps others out. Then continue to think why your organization is the “best” on in Indiana. This will help us with our debate later today.

- The students will then complete a poster board, presenting the issue, and how they might correct this problem in the community. The teacher will lead the class in a debate. Teach class terminology for the debate. Examples: Case, or constructive – a set of reasons, supporting facts, and arguments that shows why we should affirm or negate the resolution. Most debaters type them up (or handwrite parts on the bus). Rebuttal - refuting by offering a contrary contention or argument. Resolution – the topic being debated.

- Then the debate will begin. Debate issues for 10 minutes. Then switch roles of the group.

- Have a grand discussion of what the students liked about the debate, and what they had weaknesses with.

- The reason I chose to have a debate, is when there are issues in the community, everything cannot be run smoothly, like parts are missing to have an effective community. So it is important for all citizens to work together to have a successful community.

- In our next lesson we are going to look at important events in specific regions of the state.

Assessment: While the debate is going on, the teacher will be taking notes of students participating, and not participating. The teacher will then commend students on what was done well during the debate, and what they will need practice on for future debates.
Lesson Plan: Kelsey Heisler

Academic Standard(s):
- Reading, 3.2.5- Distinguish the main idea and supporting details in expository (informational) text.
- Social Studies, 3.1.5- Create simple timelines that identify important events in various regions of the state.
- Writing, 3.7.6- Provide a beginning, middle, and end to a book, including details that develop a central idea.

Performance Objectives: The students will complete a graphic organizer following the ideas from the book with 100% completion.

Advanced Preparation by Teacher: Hamburger Graphic Organizer, book The Flag We Love by Pam Munoz Ryan

Lesson Plan:
- The teacher will explain that we are going to read a book called The Flag We Love by Pam Munoz Ryan. Lead a discussion of why we have the American Flag displayed many places in the United States.
- Read the book one time through. While reading, have students take notes of what is happening during the story. Beginning, Middle, and End of story. This will be the student’s short timeline. The timeline signifies the importance of the American Flag hung throughout the United States of America.
- Read the story once more. After reading the story have student fill out hamburger graphic organizer. Filling out the graphic organizer, is the students writing section of this lesson.
- Choose two or three students to share their graphic organizer, and what was important for them in the story.
- Have student turn in graphic organizers, and timelines.
- Come to school tomorrow, prepared to be actors and actresses.

Assessment: The teacher will collect the graphic organizers from the students. The teacher will then grade the graphic organizers for completion. The teacher will also collect student’s timelines, to make sure students were participating.
Writing a paragraph

Main Idea:

Detail #1:

Detail #2:

Detail #3:

Concluding Sentence:
Lesson Plan: Kelsey Heisler

Unit Lesson # 9 Drama

Academic Standard: Social Studies- 3.2.2 Identify fundamental democratic principles and ideals.
Fine Arts: Theater- 3.1.3 Examine the value of theatre as a means of integrating history and culture.

Performance Objective: The students will present their role in the reader’s theater *Unite or Die, How 13 States became a Nation* with 100% participation.

Advanced Preparation by the Teacher: Readers Theater and checklist for participation.

Lesson Plans:

- Teach the students what the constitution is. It is an important document created in 1787, to help the United States government run better and more smoothly to help the citizens. It is important to have good principals and ideas when being a part of government.

- The teacher will teach the students the importance of ideals and principals in government. The ideals in government are the values that the United States follows. An example would consist of the Bill of Rights, which is part of the Constitution. The Bill of Rights are the first ten changes that were made to the Constitution. An example of ideals that are a part of the Bill of Rights are it protects your right to say what you want, helps protect your home, and helps keep American’s safe. The fundamental principal of the constitution is to protect the rights of the people (citizen’s). These are two important concepts to remember in government.

- Now, that we have learned about the Constitution and Bill of Rights, we are going to interact with a reader’s theater called *Unite or Die, How 13 States became a Nation*. It is based on a book written by Jacqueline Jules.

- This book and reader’s theater is based on how the 13 colonies, that we first had before all 50 states, came together and cooperated with one another to become a nation. (Students previously know about the first 13 colonies)

- The teacher will read the book aloud to the class first, so students get acquainted with the vocabulary and the story. Then pass out Reader’s Theater scripts. Assign each student a role. Explain to the students that the importance of doing this reader’s theater is to integrate history into our learning process.

- The students will practice with the entire class for twenty minutes a day for one week. At the end of the week on Friday, we will present our play to another third grade class.

- When we learn about government officials, we are going to enjoy a sweet and salty snack, so come hungry 😊

Assessment: The teacher will be assessing participation daily with a checklist, while the students are practicing their role in the reader’s theater.
Reader’s Theater: *Unite or Die, How 13 States become a Nation* by Jacqueline Jules
Grades 3–5

Read the book aloud to the class so that they may become acquainted with the story and vocabulary. Next, hand out copies of the Reader’s Theater script to seventeen students. Ask any remaining students to be the audience. If you would like to include the entire class, increase the number of narrators or have more than one student read a role together. If time allows, rehearse several times and perform the play with props and costumes.

**ROLES:**
- **Narrator One**
- **Narrator Two**
- **Narrator Three**
- **Narrator Four**
- **Connecticut**
- **New York**
- **Pennsylvania**
- **Massachusetts**
- **Rhode Island**
- **Maryland**
- **Virginia**
- **Delaware**
- **New Jersey**
- **North Carolina**
- **South Carolina**
- **Georgia**
- **New Hampshire**

Visit www.jacquelinejules.com to view a video of the book.

**After Reading:**

**Scene One**

**Narrator One:** On September 3, 1783, the Treaty of Paris was signed, officially ending the American Revolution. Thirteen colonies had
They won their independence from England.

**Massachusetts:** Hooray! Freedom!

**Maryland:** Now we can govern ourselves.

**Georgia:** Are we ready?

**Narrator Two:** The new country was called the United States of America. But it was not united. Each state had its own leaders and its own government.

**New York:** Shouldn’t someone be in charge?

**Pennsylvania:** We just got rid of King George. We don’t want anyone telling us what to do.

**Virginia:** Who am I? A Virginian or an American?

**Narrator Three:** The country operated under a document called the Articles of Confederation. This political system gave the national government very little power. Each state took care of its own business.

**Rhode Island:** I love being my own boss!

**Narrator Four:** But without a strong national government, the states had problems.

**Massachusetts:** When I go to Rhode Island, they won’t take my money!

**Rhode Island:** Of course not! Your money is worthless here.

**Massachusetts:** Then how can we do business with each other?

**South Carolina:** Speaking of business, I want to sell goods to Europe.

**North Carolina:** Don’t we need a treaty to trade? Who can negotiate for all of us?

**New York:** How can we decide once and for all who owns what? New Hampshire is trying to claim land that belongs to me.

**New Hampshire:** Not true! That land belongs to me!

**Virginia:** Whose ships have the right to sail on the Potomac River? Yours or mine?

**Maryland:** Maybe it’s time we sat down to talk about things.

**Scene Two**

**Narrator One:** In September 1786, delegates from Pennsylvania, Delaware, Virginia, New Jersey, and New York gathered in Annapolis, Maryland. They discussed the problems among the states.
New York: We’re like a monster with thirteen heads.
New Jersey: I wouldn’t go that far. We’re more like a blind octopus with thirteen arms.
Virginia: The Articles of Confederation make the national government helpless and hopeless. We need a government that works!
Delaware: But we only have five states represented here. What can we do?
Virginia: We can call another convention. We can ask everyone to come and help revise the Articles of Confederation.
Pennsylvania: That’s an excellent idea! Let’s meet in Philadelphia in the same hall where the Declaration of Independence was signed.

Scene Three
Narrator Two: The convention began on May 25, 1787. Twelve states sent delegates.
Rhode Island: But not me! I don’t want anything to do with this suspicious nonsense.
South Carolina: There’s General George Washington! You know this meeting is important if he’s here.
Maryland: Everybody admires the general. Let’s put him in charge of this assembly.
Narrator Three: As president of the convention, Washington sat in a beautiful carved chair. He had a front row seat for all the arguments.
North Carolina: I feel like a prisoner. There’s a guard outside.
Georgia: Stop complaining! Do you want the whole country to know we’re changing the government?
Narrator Four: There were no meetings with the press. The delegates voted to keep their conversations private, behind locked doors.
Narrator One: Virginia had an idea—an idea so different, it would have to replace the Articles of Confederation, rather than revise them.
Virginia: I am proud to propose the Virginia Plan. It’s a government with three branches: executive, legislative, and judicial.
New Jersey: Did you see how the votes in Congress will be decided?
Pennsylvania: Sure, the number of delegates
will be based on population. What’s wrong with that?

**Delaware:** If you have more delegates, you’ll have more votes!

**North Carolina:** But you’re not even half my size. Why should you have the same number of votes?

**Connecticut:** Without equal representation, my vote will be ignored.

**Virginia:** But this country should be governed by the people. That means states with more people should have more say in Congress.

**New Jersey:** My citizens are just as important as yours!

**South Carolina:** My ears hurt!

**New York:** If we can’t agree on anything, how can we stay one country?

**Georgia:** But we could have even bigger problems if we break apart!

**Pennsylvania:** Will the United States of America survive?

**Scene Four**

**Narrator Three:** The big states and small states argued for weeks. George Washington and many of the delegates became discouraged. Finally, the Connecticut delegation had an idea.

**Connecticut:** If we have a congress with two houses, we can have two kinds of representation.

**North Carolina:** What do you mean? Tell us more!

**Connecticut:** Let’s compromise. The House of Representatives can be based on population. The Senate can have two delegates for every state.

**Maryland:** So every state, no matter how small, will have two votes in the Senate.

**Massachusetts:** But states with more people will have more delegates in the House of Representatives.

**Delaware:** I can live with that.

**New York:** I can, too

**Narrator Four:** A major hurdle had been overcome. The delegates now had a framework for a new constitution. But there were still many
other decisions to be made.

**New York:** How long should the president’s term in office be?

**North Carolina:** What should Congress be in charge of?

**Connecticut:** What about power? Who will have the most? The president, Congress, or the Supreme Court?

**Georgia:** What if Congress passes bad laws? How will we stop them?

**New Hampshire:** Hold on! If someone has too much power, we’re right back where we started—fighting tyranny!

**Narrator One:** The powers among the executive, legislative, and judicial branches were carefully separated and balanced in the new constitution.

**New Jersey:** I won’t sign this document if you take away all my power!

**New Hampshire:** What about my state government?

**Georgia:** Calm down! The Constitution still allows us to make laws to meet the local needs of our people.

**Maryland:** But the Constitution will be the supreme law of the land, and we won’t be allowed to pass a law that conflicts with it.

**Narrator Two:** The delegates worried about many details of the new government. In the end, they realized that no document could be made perfect for all future generations.

**Pennsylvania:** We need a way to make amendments to the Constitution to take care of problems that don’t exist yet.

**Massachusetts:** True! But if we all have to agree on each change, we could be in for big trouble.

**Narrator Three:** The Constitution says changes become law if ratified by three-fourths of the states.

**Narrator Two:** On September 17, 1787, the United States Constitution was signed by representatives of twelve states. The ratification process was lengthy, but eventually all thirteen states approved the Constitution. A new government was born.
All: The United States of America! United at last and ready to govern ourselves!
Checklist assessment:

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Lesson Plan: Kelsey Heisler

Academic Standards:
Social Studies 3.2.3 Identify the duties for local and state government officials who make, implement, and enforce laws.
Cooking- Identify that all the ingredients in the trial mix, represents an important official in government.

Performance Objectives: The students will complete the worksheet given about government officials getting 4 out 5 correct.

Advanced Preparation by Teacher: Trail mix ingredients; pretzels, M&M’s, cheerios, goldfish crackers, and raisins.

Lesson Plan:
• Teach the students the duties of the state government officials.
• *The governor of a state is a similar position to the president of the United States, though at the state level. State residents typically elect a governor to a four-year term.
• *The election of a state attorney general differs with each state. Some governors appoint their own attorney general and in some states, the people vote for them in general elections. They usually have a four-year term, though certain states allow them to hold an eight-year term. Their responsibility is to represent their state with legal matters. They help with trials and investigations.
• *All states elect state senators to either four- or six-year terms, depending on the state. The senator's duties are to control taxes, propose and pass laws, determine state budgets, run state government offices, and establish rules for state schools.
• *State representatives primary duty is to enact new legislation in concordance with state laws and the state senate. They work together with the state senate on budget proposals, taxes and other state services such as roads and schools.
• *Mayor’s duty is to meet with citizens, budget the community funds, recruits business for the betterment of the community, and he has many other tasks.
• Time to make trail mix. Explain that each ingredient represents a person, known as an official, that make up the government, state and local.
• Choose students to come up and put in one ingredient at a time. When an ingredient is poured into the big mixing bowl, explain why that person is specific to government, and what duties the official has.
• When all ingredients and officials have been explained in detail, mix everything together. Teacher tells students that all of these officials are important in making our state run smoothly. We would not have a state, if it were not for the officials.
• Give each student a cup of trail mix. Enjoy!
• Hope you enjoyed your sweet and salty snack, in our next lesson you need to come with your thinking caps on, because we are going to be doing some fun math.

Assessment: Give student a short matching quiz, which will determine what they have learned.
Assessment:

Duties of Government Officials

Name:___________________________________________ Date:___________________

Choose the BEST answer to go with the government official.
Put the letter on the blank.

1. Mayor     __________
2. State Representative   __________
3. Governor     __________
4. State Senator    __________
5. State Attorney General  __________

A. This officials position is similar to the president of the United States.

B. This officials duty is to enact new legislation in concordance with state laws and the state senate. They work together with the state senate on budget proposals, taxes and other state services such as roads and schools.

C. This officials duties are to control taxes, propose and pass laws, determine state budgets, run state government offices, and establish rules for state schools.

D. This officials responsibility is to represent their state with legal matters. They help with trials and investigations.

E. This officials duty is to meet with citizens, budget the community funds, recruits business for the betterment of the community.
Lesson Plan: Kelsey Heisler

Unit Lesson #11 Math

Academic Standards: Social Studies 3.2.1 Discuss the reasons why governments are needed and identify specific goods and services that governments provide.
Math 3.3.2 Solve problems involving numeric equations.

Performance Objectives: The students will complete the worksheet given about taxes, goods, and services with 3 out of 5 correct.

Advanced Preparation by Teacher: assessment

Lesson Plan:

• Are governments important? (yes) We need governments to set rules and laws for citizens, and to keep us safe. Government helps us in our everyday lives, even if we do not realize it. Government helps things run smoothly, so everyone is not running around chaotically.

• What goods and services are provided by the government? Teacher will explain that governments provide goods, such as visiting a doctor, going to the grocery store to buy food, clothing, etc. Services that are provided by government include; educations, fire and police safety, libraries, etc. Services can be for anyone that is a citizen of the United States. We use goods and services every day, even by coming to school, so be thankful that we have a government that provides these things for us.

• After learning about goods and services, we are going to review what taxes are, and do a little math activity involving taxes. What are taxes? (Taxes are fees that are paid to the government to pay for government services.) Teacher will explain why taxes are important such as they pay for things we need such as schools and roads.

• When you go to the store to buy an item, you get taxed before the final amount. Our tax in Indiana is 7%, but for easier purposes we are going to learn how to add tax to purchases with using 10%.

• Teach the students the equations with tax. Teacher will show an example on the board. Use $5.00 with a tax rate of 10%. Show how to figure out the tax. (5 x .10 = $0.50) We move the percent sign two spaces to make a decimal. Explain that you then add the 50 cents to the cost, so an item would cost $5.50 with tax. Do another problem $10.00 with 10% tax. Let them try it own their own, then do it as a class. (10 x .10 -$1.00) Add $1.00 to the original amount, and the final amount would be $11.00.

• You will use this math for the rest of your life for figuring out the cost of items at a store.

• Split students up into groups of two, and have them complete own assessment.

• Next, lesson is the final lesson of the unit, so come prepared to celebrate!!!

Assessment: Worksheet with tax problems getting 3 out of 5 correct, and labeling a good and service.
Assessment

Taxes, Goods, and Services

Name: _______________________________  Date:___________________

Complete the following problems with a partner.

Use a calculator ☺

Please show your work.

1. 20 x .10 = ___________

2. 50 x .10 = ___________

3. 18 x .10 = ___________

4. 120 x .10 = ___________

5. 500 x .10 = ___________

Give me one example of each!

Good________________________________________________________
Lesson Plan: Kelsey Heisler         Unit Lesson #12

Academic Standards: Social Studies 3.2.4 Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities. Fine Motor: 3.6.12 Write independently with consistent use of capitalization, punctuation, and spelling.

Performance Objectives: The students will write two sentences about what they learned in the School House Rock video with correct punctuation, spelling, and capitalization getting 4 points out of 5.

Advanced Preparation by Teacher: School House Rock video on YouTube and rubric.

Lesson Plan:

- The teacher will review the importance of government with students. Teach the importance of each level of government. Local, state, and national.
- Watch School House Rock video, Three Ring Government on YouTube. Teach students to pay attention to the video, because they will be writing two sentences based on what they are viewing. Show video.
- Have a grand discussion about the video.
- Tell students to get out a piece of paper to write their sentences on. With these sentences I am looking for capitalized letters, correct punctuation, and correct spelling. Do your best work.
- Have students write two sentences about what they learned from the video or from an earlier lesson in our unit on government. These sentences are worth 5 points.
- Collect sentences. After their assessment, give students trail mix to celebrate the end of our government unit. The trail mix is a representation of an earlier lesson, where each item represented a government official. Enjoy your snack, and always remember how important our government is in the United States.

Assessment: The students writing two sentences about what they learned about government.

Rubric for two sentences.

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