

Civics and Government

Unit 3

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Abstract

United States citizens not only have individual rights as citizens but also responsibilities. It is important for children to learn how local governments balance these individual rights with the common good to solve local community problems. With these skills, students will be able to get along better in their classroom, neighborhood and community if they do their duty as good citizens.

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| **Lens of Social Studies:**  **Political Scientist:**  Understand the purpose of government   * Explain government services and their value to the community (libraries, schools,parks, etc.). * Explain how governments establish order, provide security and create laws to manage conflict.   Understand the roles and responsibilities of citizens.   * Exemplify characteristics of good citizenship through historical figures and everyday citizens. * Explain why it is important for citizens to participate in their community.   **Historian:**  Understand how various sources provide information about the past   * Identify contributions of historical figures (community, state, nation, and world) through various genres. | | | | |
| **Unit Compelling Question** | **How can I be a responsible citizen?**  . | | | |
| **Essential Standard(s)** | 2.C&G.1 Understand the purpose of governments  2.C&G.2 Understand the roles and responsibilities of citizens  2.H.1 Understand how various sources provide information about the past. | | | |
| **Students Will Know (Content)**   * Types of services in the government and how they serve the community. * The purpose and functions of government. * The difference between rules and laws. * Examples of how local governments make, enforce and interpret laws in the local community. * Examples of how the government ensures justice. * Examples of ways in which governments make laws, establish order, and provide security. * Characteristics of good citizenship include being honest and trustworthy and respecting the rights and property of others. * Examples of historical figures who have exemplified good citizenship. * Responsibilities of citizens (i.e. voting.). * The importance of participation and volunteering in community affairs. | | | **Student “I Can” Statements (Skills)**   * I can define citizen in more than one way. * I can chart the characteristics responsible of citizens. * I can give examples of how citizens contribute to their communities politically and civically. * I can analyze the impact of contributions made by historical figures. * I can explain government services and their value to the community. * I can identify services of the government that establish order, provide security and create laws to manage conflict. * I can exemplify characteristics of good citizenship. * I can explain why it is important for citizens to participate in their community. * I can analyze why it is important for citizens to follow laws? * I can explain how laws impact the lives of citizens * I can identify rules and laws that citizens must obey in our community | |
| **Generalizations And Essential Questions** | | **Governments work to serve the needs of the people in a community.**   * What needs do people have? * How does the government meet those needs?   **Rules and laws may be necessary to protect citizens**   * How are rules and laws alike and different? * Who makes the laws? * Who enforces the laws? | | **People can analyze many historical figures to understand what it means to be a good citizen.**   * What characteristics are present in people who show good citizenship? * How does good citizenship impact a community?   **Responsible citizens contribute to the common good of the community.**   * How can a citizen be responsible? * What is the common good of the community? |

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| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| * Law * Rule * Vote * serve * protect * Rights * Levels * Fair * Police * Fireman * Doctors * Teachers * Work | * Roles * Responsibility * Conflict * Security * Safety * Order * Right * Pledge * Allegiance * Union * Justice * Protect * Consequence * Community * Impact * Power * National * State * Local * Depend * Affect * Settle * Positive * Negative * Identity | * Citizenship * Common good * Jury * Public service * Volunteer * Nation * Government * Citizen * Election * Constitution * Common good * Provide * Individual rights * Civic responsibility * Politics * Limited government * Rule of law * Political action * Political system * Check and balances * Freedom * Authority |

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| Key People: | Famous People | General |
| * Cesar Chavez, * George Washington * Abraham Lincoln * Susan B. Anthony * Helen Keller * Jackie Robinson * Ella Baker * Martin Luther King, Jr | * Government * Community * Mayor * Senator * Judges * Examples of good citizenship in your classroom |
| Notable Events: | **Natural events that changed the government/communities** | **Human events that changed the government/communities** |
| * Climate change * Hurricane Katrina * Dust Bowl | * Revolutionary war * Continental Congress * Freedom of slavery * Suffrage movement * Civil rights movement * World War I * World War II * Election Day * Signing of the Declaration of Independence * Emancipation Proclamation * Civil War * March on Washington |
| Notable Documents and Nonfiction Text: | **Primary Sources**   * The Preamble to the Constitution - *We the Kids: The Preamble to the Constitution of the United States* by David Catrow - Witty picture book showing ways to have happiness, safety, and comfort with the actual words of the Preamble as the text. * The Pledge of Allegiance - *The Pledge of Allegiance* by Scholastic - The text of the Pledge of Allegiance is illustrated with stunning photographs of American landscapes, monuments, and flags. The meaning of the pledge, its history, and information about the flag are included. * The Magna Carta - <http://constitutioncenter.org/learn/educational-resources/historical-documents/magna-carta> * *Through My Eyes* by Ruby Bridges ***Constitution Annotated http://beta.congress.gov/constitution-annotated/*** * American Memory Timeline: The New Nation http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/newnatn/newnatn.html * American Memory Timeline http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/ Primary Documents in American History http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html   **Secondary Sources**   * *Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell - The powerful picture book biography of a woman, born a slave, who transformed herself into one of the most powerful voices of the abolitionist movement. * *We The People: The Story of our Constitution* by Lynne Cheney - Lynne Cheney simply and succinctly outlines the obstacles faced in 1778 by the new nation in keeping it from falling apart * *Vote!* by E. Christelow - Using a town's mayoral election as a model, this lively introduction to voting covers every step in the process, from the start of the campaign all the way to the voting booth. * Discovery Education Video: Citizenship in the Community * Discovery Education Video: How Leaders and Events Shape Communities * Discovery Education Video: The Constitution and Constitution Day: A Beginner’s Guide * *America Votes: How Our President Is Elected* by Linda Granfield * *Celebrate Independence Day with Parades, Picnics, and Fireworks* by Deborah Heiligman * *George vs. George: The American Revolution as Seen By Both Sides* by Rosalyn Schanzer * *Shhh! We're Writing the Constitution* by Jean Fritz   See unit resources section for websites that provide lists of additional primary and secondary sources. | |

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| **Sample Questions Connected to Unit Literacy** | | | | |
|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | What is the name of a historical figure that demonstrated good citizenship? | How would you explain the responsibilities of citizens? | What steps should people take when voting in a community? | Is it necessary to have citizens volunteer in the community? Why or why not? |
| **Understand** | How would you summarize the purpose of government? | How are laws and safety related in a community? | How would you compare and contrast the purpose of government to the functions of government? | In what ways do civic responsibility impact a community? |
| **Apply** | What can you do to show good citizenship? | What would you tell a new student about the rules in the classroom? | What approach would you use to teach other students about being a good citizen? | What evidence can you find to support the positive impact laws have on communities? |
| **Analyze** | What is the relationship between communities and the government? | How can you tell the difference between rules and laws? | How would you categorize each historical figure into the different characteristics of good citizens? | What is one situation in which you saw someone being a good citizen? |
| **Evaluate** | George Washington exemplified good citizenship. In what time period does he belong? | Why do you think it is important to have citizens participate in the community? | How would you compare and contrast the services provided by the government? Which service to you think is most important? Why? | Which characteristic of good citizenship (honesty, trustworthy, or respecting others) do you think is most important? Why? Give one example about how you display this character trait. |
| **Create** | If you were to create a new community law, what would it be and why? | What would happen if communities did not have laws for people to follow? | How would you create an outline to show the steps local governments take to provide safety and security for its citizens? | What text based question could you create that would support the concept that participation can make a positive difference in the community? |

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|  | **Factual Knowledge** | | **Conceptual Knowledge** | | **Procedural Knowledge** | | **Meta-Cognitive** | |
| **Text Dependent Tasks** | * Create a list of ways that people show they are responsible citizens. Share your list with a partner. (SPL, W) * Read about a historical figure that exemplified good citizenship. Answer who, what, when, why, how questions about this person and his/her connection to good citizenship. (CR, A) * Turn and talk to a partner about types of ways citizens can participate in their community. Which do you think is most important and why? (SPL) * Make a list of social service providers in Charlotte. (W) * Create a poster of your state’s leaders using pictures from the internet, newspapers or magazines. Share your poster with a partner. (SPL) | | * Read about various government services and then write an explanation about the value various government services have in the community. (CR, A, P, W) * Read an excerpt from an autobiography or biography about a historical figure that demonstrated qualities of a good citizen and summarize the impact that person had on our lives and how that person modeled good citizenship. (CR, A, W) * Read social studies text books from different states. Compare and contrast how they present information on the same topic(CR, A, W) * Identify and list characteristics of responsible citizens(W, CR) | | * Write a plan for how your classroom community can identify and recognize examples of good citizenship within the classroom. Have a class meeting to discuss the ideas. (SPL, P, W) * Read about how governments function and then create a how-to guide explaining how governments establish order, provide security and create laws to manage conflict. (CR, A, P, W) * Develop a plan to increase the number of people voting in your area. Speak to other people to hear their opinions. Write a letter to the Charlotte Observer detailing your research and solution. (SPL, P, W) | | * Read and analyze The Pledge of Allegiance. Rewrite the Pledge in your own words to show your understanding of it and then create additional lines and details to show what you think is most important about our country and how citizens should act. (CR, A, P, W) * Read texts about the services provided by your local government. Summarize the various services then decide which service to the community you think is most important. Cite evidence from the text to support your opinion. (CR, A, P, W) * Run for class office. Prepare a speech where you outline ways to make the school safer (W, A, SPL, P) | |
| **Legend** | CR = Close Reading | A = Annotating | | SPL = Speaking and Listening | | P = Pre-Writing | | W = Writing |

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| Learning Connections: | |
| *Before Topic is taught (prior learning):* | ***After Topic is taught (anticipated learning):*** |
| Note: This list indicates what students show already understand about civics and government from Kindergarten and First grade. Teachers may need to reviews these concepts prior to starting the unit.   * Positive relationships often depend on consideration, honesty, and fairness when playing with others. * The traits of positive relationships are also qualities of a good citizen. * Rules allow a community to maintain order. * Obeying rules can provide safety in the classroom, school, home and neighborhood. * Rules are needed to promote fairness and manage conflict in the home, school and community. * Authority figures in the home, school, and community influence the wellbeing of people through creating and enforcing rules. * Conflicts are often solved through communication and cooperation | **Note:** The underlined words indicate the change between the on grade level learning and anticipated future learning. Teachers can use this list to provide enrichment for students.   * Local governments may develop differently over time. * Cities and towns often develop in response to the need for change due to adverse political, economic, or social conditions within a region or nation. * Governmental organizations are most often made aware of local needs through various forms of citizen participation. * Local governments often use a system of accountability to ensure shared authority, fairness and equality. * Responsible citizenship often requires citizens to develop skills and knowledge concerning civic practice that are gained through education or life experience. * Responsible citizens balance individual rights with personal responsibility. * Traditions of civic participation and habits often reflect the values of a community. |

**Unit Resources**

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| Unit Title – Civics and Government | | |
| Resource Title | **Location** | **Summary** |
| Discovery Education: Citizenship in the Community | Discovery Education Website - login using the CMS Student Portal or NCEdCloud | This 17 minute video examines the responsibility of citizens to make their community the best it can be. You can learn the ins and outs of citizenship, how to get involved in your community, and the importance of voting. |
| Discovery Education: Community Rules and Laws | Discovery Education Website - login using the CMS Student Portal or NCEdCloud | This 15 minute video discuss how rules are the foundation of civilized society. It explores rules in the home and at school and laws in the community to see how they benefit society. You can learn how public officials create laws, and examine some of the consequences people face when they break them. |
| Newsela | <https://newsela.com/> | Website that provides nonfiction primary sources and secondary source articles on various topics. Comprehension questions and student reading level differentiation are also available for many of the articles. |
| Communities Here & There | Grade 2 Nystrom Teacher’s Guide | The following units and lessons from the CMS Social Studies curriculum support this unit of study   * Unit 1 - Lesson 1 * Unit 5 - all lessons |
| Civics and Government Book List | <https://sites.google.com/site/readalouds/civics-and-government> | A compiled list of books to support civics and government. |
| Woodrow for President: A Tail of Voting, Campaigns, and Elections | *Woodrow for President: A Tail of Voting, Campaigns, and Elections* by Peter Barnes | Tells the story of how Woodrow G. Washingtail got to the White House. The book explains the electoral process to children in fun, rhyming verse. |
| Centuries of Citizenship: A Constitutional Timeline | <http://constitutioncenter.org/timeline/index.html> | This is an online experience highlighting some of the key dates and events that mark more than 200 years of our constitutional history. These timeline entries, taken as a whole, tell the evolving story of the U.S. Constitution and the continuing role that it plays in our lives. |
| A Very Important Day | *A Very Important Day*, by Maggie Rugg Herold | Explores for young readers the concepts of rights, privileges, and civic participation. |
| Ben’s Guide to the U.S. Government for Kids | <http://bensguide.gpo.gov/> | Provides grade-appropriate information and resources about the United States government. |
| HMH Guided Reading Sets | Copies of these books sets are available in every school. Ask your literacy facilitator if you are not sure where in your building they are housed. Some lesson guides are available online if you google search the text title. | The following Houghton Mifflin Harcourt guided reading sets may support this unit of study:   * Good Citizen - Level J * Volunteer! - Level T * The Wright Brothers - Level L * Elizabeth’s Stormy Ride - Level N * The Magic of Teamwork - Level M * The First Woman Doctor - Level P |
| Democracy at Work | <http://teacher.scholastic.com/activities/government/civics.htm> | The value of citizenship varies from nation to nation. |
| The Three Branches of Government | <https://kids.usa.gov/three-branches-of-government/index.shtml> | Graphic and explanations of the branches and their powers |
| Constitution, Travel Back in History | <http://www.congressforkids.net/games/threebranches/2_threebranches.htm> | [The Duties of the Three Branches of Government](http://www.wisc-online.com/objects/index_tj.asp?objID=SOC5904) |
| **American Governance in Action** | <http://www.bowdoin.edu/founding-principles/index.shtml> | Introductory overview and basic understanding to American government, but one that is crucial to building citizen-leaders, promoting civic engagement, and [working](http://www.bowdoin.edu/founding-principles/index.shtml) toward the common good. |
| **The Founding Principals Modules** | <http://ssnces.ncdpi.wikispaces.net/Founding+Principles> | These short educational videos are instructional tools that provide an overview of American government and promote civic engagement |
| NC Civic Education Consortium | <http://humanities.unc.edu/civics/> | The resources of the Program and UNC-Chapel Hill at large to North Carolina’s K-12 educators. We offer quality professional development programs which include access to scholars on key topics, innovative lesson plans, and interactive pedagogical training |
| NC Center for international Understanding | <http://ciu.northcarolina.edu/> | The Center for International Understanding is a catalyst for bringing about a more globally-aware, globally-connected, and globally engaged North Carolina |
| Kids Voting | <http://www.kidsvotingusa.org/> | Kids Voting USA is a nonpartisan, grassroots-driven voter education program committed to creating lifelong voting habits in children, increasing family communication about citizenship, and encouraging greater adult voter turnout. |
| Government web | <https://drive.google.com/open?id=1BmhuVZLktJuGDN1FDe3ifbQwK5-_4WxcrZCa6yywiqg> | A concept web about local governments |