

Louisiana Believes.

Grade 2
Social Studies

Comprehensive Curriculum
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

**Grade 1
Social Studies**

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**2012 Louisiana Comprehensive Curriculum
Course Introduction**

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana's 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



Grade 2
Social Studies
Unit 1: Our Community and Its Government

Time Frame: Approximately 5 weeks



Unit Description

Having rules and showing how citizens help leaders solve problems are important parts of this unit. The structure and purpose of government and the role of the citizen within the government are central to the focus of this unit.

Student Understandings

Students understand why rules are important and what it means to be a *community citizen*. Students recognize ways to become active, responsible citizens in both the school and community. Students understand how government meets the basic needs of the community. Students identify key government officials and understand how they are elected. Students understand and describe the responsibilities of the local government and how it enforces its laws.

Guiding Questions

1. Can students tell how the traits of good leaders and good citizens are similar?
2. Can students define the meaning of the term *community citizen*?
3. Can students tell how citizens contribute to the well-being of their community?
4. Can students describe how local government meets the needs of its people?
5. Can students explain how national government is organized?
6. Can students tell why citizens elect political leaders?

Unit 1 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
Government and the American Political System	
2.3.1	Describe ways a responsible government meets the basic needs of the local community
2.3.2	Identify the three branches of national government as represented by the President, Congress, and the Supreme Court
2.3.3	Recognize current political leaders of the community, state, and nation and describe how they are elected

Citizenship	
2.4.1	Define the character traits of good citizens and discuss examples of responsible citizens
2.4.2	Describe the responsibilities of citizens in the United States
2.4.3	Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community
ELA CCSS	
Reading Standards for Informational Text	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Standards	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Language Standards	
L.2.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.
Speaking and Listening Standards	
SL.2.1a ,b	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time

	about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Sample Activities

Activity 1: What is a Rule? (GLE: 2.4.1, 2.4.2; CCSS: SL.2.1a, W.2.1)

Materials List: learning logs, chart paper, overhead projector (optional)

Help students define the term *rule*. Begin a discussion on rules by having students reply to a *SPAWN* ([view literacy strategy descriptions](#)) prompt written on the board. Write the following *SPAWN* prompt on the board: *What if there were no rules anywhere in the world?* Have students write responses to the prompt in their *learning logs*. ([view literacy strategy descriptions](#))

SPAWN is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What if? and Next). These categories can create numerous thought-provoking and meaningful prompts related to any topic. Begin by targeting the kind of thinking students should be exhibiting. Select a category of *SPAWN* that best accommodates the kind of thinking about the content students should exhibit. Present the *SPAWN* prompt to students by writing it on the board or projecting it from an overhead projector. Prompts may be used before or after new content is presented. Allow students to write their responses within a reasonable period of time. Students should be asked to copy the prompt in their notebooks before writing their responses. Since this is not formal writing, it should not be graded as such. Instead, give students credit for completing responses. *SPAWN* writing should be a tool students can use to reflect on their developing disciplinary knowledge and critical thinking.

A *learning log* is a notebook, binder, or some other repository that students maintain in order to record ideas, questions, reactions, reflections, and to summarize newly-learned content. By documenting ideas in a log about content, students put into words what they know or don't know. This process offers a reflection of understanding that can lead to further study and alternative learning paths

Give students about ten minutes to respond to the prompt, then have them share what they have written. As students give their responses, write them on the board or chart paper. Use these responses to introduce to the students the idea that rules play an important role in their lives. Have students make a list of places that have rules, (e.g., home, school, library, parks, etc.). Discuss how rules may be different for different places. Put students into small groups of three or four. Have students use a *graphic organizer* ([view literacy strategy descriptions](#)) to compare and contrast home and school

rules. Have groups share how the rules are alike and different. Discuss why different places need different rules and who should follow the rules. Using students' responses to the prompt and the class discussion, help students identify purposes for having rules.

Activity 2: Why We Need Rules (GLEs: 2.4.1, 2.4.2; CCSS: RI.2.1, SL.2.1a, SL.2.1b)

Materials List: school handbook, Internet access,
(Note: this activity may take more than one class period.)

The classroom community simulates the larger community where students live. Cooperation and interdependence help students to develop characteristics of responsibility and citizenship.

Introduce the topic of rules by showing video segments from “Community Rules and Laws” from the LPB Cyber Channel.

(<http://beta.lpb.org/index.php/education/cyberchannel/>. After the video ask students, *What is the purpose of having rules?* Then have students use Think-Pair-Square-Share, a form of *discussion* ([view literacy strategy descriptions](#)) to explain their answers to the question. This discussion strategy is used after students are given an issue, problem, or question. Ask students to think alone for a short period of time and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterwards. Encourage student pairs not to automatically adopt the ideas and solutions of their partners.

Discuss students' answers. Then show students the video segment “Creating a Classroom Constitution” from the LPB Cyber Channel. Have students use the school handbook to introduce the privileges and responsibilities of student citizenship. Put students in small groups to create classroom rules based on the school guidelines. Bring students together to compile a list. List on the chalkboard all rules students have created. Have students choose four or five rules to be used for their classroom. Rules should be based on those students feel are most important in building their classroom community. Display the rules in the classroom both for student behavior modification and for instruction concerning the development of laws. Have students perform skits that illustrate each of the class rules. Select books and writing experiences to help develop these concepts.

Activity 3: Rules and Responsibilities in Fiction and Real Life (GLEs: 2.4.1, 2.4.2, 2.4.3; CCSS: SL.2.4, W.2.1)

Materials List: Selections of fiction about responsible citizens following the rules

Students should begin to make the transition from following classroom rules to observing community rules or laws.

Read selections of fiction such as *Officer Buckle and Gloria* by Peggy Rathmann, *Island of the Skog* by Steven Kellogg, *Yertle the Turtle* by Dr. Seuss, *Horton Hatches the Egg* by Dr. Seuss, or *Roxaboxen* by Alice McLerran. Ask students to share how the characters in the readings were responsible citizens and followed rules. Have students create a chart comparing characters in the readings to members of the local community. Allow them to role-play good citizenship from the readings and to dictate or write about their experiences as community members.

Invite community members to the class to speak about leadership qualities and their contributions to the community. Have the class make a bulletin board display with pictures of community members who demonstrate good citizenship. Next, conduct a discussion about ways citizens can help community leaders solve problems. Generate a list of problems facing the community. Engage students in a discussion on ways to help solve the community's problems. Have students write letters to parish and state leaders stating how they can help to solve the problems. Ask each student to read his or her letter to the class before sending the letters to the proper authorities. (Encourage students to share any replies to their letters.) Invite a community leader to speak to the class about problems and issues facing the community, and have him or her suggest ways that citizens can help solve those problems.

Activity 4: Building Character (GLEs: 2.4.1, 2.4.2; CCSS: RI.2.4, L.2.4a)

Materials List: Vocabulary Self-Awareness Chart BLM

Display the terms *community citizen* and *citizenship*. Discuss with the students the meaning of these words. Explain to students that good citizens have special character traits. Provide students with a list of character traits. Have them complete a self-assessment of their knowledge of the words using a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)) like the one below. Do not give students definitions or examples at this stage. Ask students to rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). Teachers and students should use the vocabulary chart as an indicator of their knowledge of critical content vocabulary, so if gaps in understanding still exist after the words are initially taught, the teacher should be prepared to provide extra instruction or other vocabulary learning activities for those students. Over the course of the activity students will return to the chart and add new information to it. The goal is to replace all the check marks and minus signs with a plus sign. (See the Vocabulary Self-Awareness Chart BLM and the sample below.)

Citizenship - Character Traits					
Word	+	√	-	Examples	Definition
responsibility					
caring					

Throughout the year, use a variety of activities that focus on building character traits such as responsibility, respect, fairness, and caring.

For information on citizenship the following resources may be used:

<http://www.goodcharacter.com/ESTopics.html>

<http://www.charactercenter.com>

<http://charactercounts.org/sixpillars.html>

Activity 5: Building Classroom Community (GLEs: 2.4.1, 2.4.2; CCSS: SL.2.1a, SL.2.1b, W.2.1)

Materials List: *Tops and Bottoms* by Janet Stevens, 6" x 6" colored construction paper, class journal or log

Discuss that each student has special gifts, talents, and abilities.

Next, discuss the importance of showing appreciation for others and how that contributes to making their classroom a more pleasant place. Discuss the importance of being able to have and express opinions. Ask students what it means to cooperate. Discuss working together and working alone. Suggest reading books that show students the characters working together (e.g., *Tops and Bottoms*). Brainstorm ways that show people cooperating and getting along. Help students gain a better understanding and sense of respect for each other. Pair students with someone they do not know well. Have students list ways in which they are alike and different and share their findings.

Ask students if they have ever seen a patchwork quilt. Tell them that many different smaller pieces add to the uniqueness of the larger quilt. Explain that they will create a paper quilt from squares which will represent ways in which their classroom community can show good citizenship. These squares, when pieced together, will reflect the uniqueness of the class as a whole. Give each student a quilt square (a 6" x 6" piece of colored construction paper). Instruct them to write their names on the squares and draw themselves doing something that would make them responsible citizens in the classroom. Then glue the pieces together and hang them on a wall within the classroom.

Address diversity through the use of class meetings. Hold class meetings during the first half-hour of the school day. Students and teachers should sit in a circle and discuss the day ahead. Meetings should also provide students with the opportunity to share ideas, concerns, stories, news about family and successes. Keep a log (journal) of ideas and concerns discussed at meetings. This can be used as a foundation for building and improving the classroom community.

Activity 6: Being a Good Citizen in the Classroom (GLEs: 2.4.1; CCSS: SL.2.1a)

Materials List: chart paper, video showing fair play and good sportsmanship (optional) *Good Sportsmanship* by Janet Riehecky

Review with students the term *community citizen*. Discuss with the students the concepts of *fair play*, *good sportsmanship*, *showing respect for the opinions of others*, and *respect for rules*. Chart student responses on the board or on chart paper using a chart similar to the one below.

Fair Play	Good Sportsmanship	Respect
What does fair play mean?	What does good sportsmanship mean?	What does respect mean?
How do you show fair play?	How do you show good sportsmanship?	How do you show respect for others?

Introduce the concepts of fair play and good sportsmanship by watching the video segment “*Playing Games*” on LPB Cyber Channel <http://beta.lpb.org/index.php/education/cyberchannel/> or listening to the story called *Good Sportsmanship* by Janet Riehecky. Discuss with the class what is depicted in the video or story. Help guide the discussion by asking such questions as, “What were some ways that fair play and good sportsmanship were shown in the video/story?” Then record students’ responses on chart paper or on a chalkboard. Have students draw a scene from the story they saw or heard and write (or dictate) a sentence explaining the drawing. If necessary, have students rewrite it for display. Display students’ annotated illustrations in the classroom (e.g., on a bulletin board entitled “Cooperation”). Have the students play a familiar outdoor game such as kick ball. Before playing the game, review the concept of fair play and good sportsmanship. Write students’ comments on chart paper listing behaviors that are appropriate or inappropriate (e.g., taking turns kicking the ball is fair play; cutting in line to kick the ball is unfair play). After the chart is complete, have students practice and apply this knowledge to what they have learned by playing the game.

Repeat the above activity with the concepts of “respect for the rights and opinions of others” and “respect for rules.” These concepts should be reinforced and practiced throughout the year.

Activity 7: Being a Good Citizen (GLEs: 2.4.1, 2.4.2; CCSS: RI.2.6, RI.2.8, W.2.1)

Materials List: *Citizenship* by Janet Riehecky or a similar book on citizenship, chart paper, learning logs, hand puppets

Write the term *citizen* on the board. Begin by telling the students that a citizen is a member of a special community or group of people. Explain that a person can be a citizen of a very large community like the United States, and that a person can also be a citizen of much smaller communities like a classroom, a neighborhood, or a city. Explain to students that to become a citizen, special requirements must be met. For example, a classroom citizen must be enrolled in school, attend class regularly, and follow the established rules. Emphasize that being a citizen is a privilege and that responsibilities come with that privilege. Use a *directed learning-thinking activity (DL-TA)* ([view](#)

[literacy strategy descriptions](#)) which invites students to make predictions, and then check their predictions during and after the reading.

Lead a discussion that elicits information the students may already have about citizenship. Students' ideas and information should be recorded on the board or chart paper. Read the book *Citizenship* by Ann-Marie Kishel or a similar book on citizenship. Discuss the title of the book and have students make predictions about the story. Write student predictions on the board or on chart paper. Then, read the book, stopping occasionally to check students' predictions and to revise predictions when necessary. Once the reading is completed, use student predictions as a discussion tool to help students understand what it means to be a good citizen.

Have students write in their *learning logs* ([view literacy strategy descriptions](#)) what it means to be a good citizen. Have the class brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behavior identified. Have students role-play good citizenship themselves or use hand puppets to do so. Then have the group critique each of the role-plays.

Other Literature:

Being a Good Citizen by Mary Small

Citizenship by Janet Riehecky

I am a Good Citizen by Mary Elizabeth Salzmänn

Activity 8: Practicing Good Citizenship (GLEs: 2.4.1; CCSS: SL.2.1a, W.2.1)

Materials List: learning log, construction paper, books focusing on good citizenship

Using prior activities and background knowledge, have students define the term *community citizen* in their *learning log*. ([view literacy strategy descriptions](#)) Discuss the meaning of the term, making sure students have a good understanding of the concept. Discuss with students local and national heroes who are good citizens. Together with students, make a list of these heroes and tell why they are good citizens. Help students understand that good citizens help solve problems in the community and take actions to improve their community.

Assign students stories and books that focus on good citizenship. Set aside time during each day to discuss events and story lines in one or more books. Ask students to write about the characters and to identify the traits and deeds that relate to good citizenship. Post positive character traits, such as honesty, self-discipline, and responsibility, on the bulletin board. During class discussions, ask students to identify those traits and to share with classmates ways that they can practice good citizenship. This activity should be repeated throughout the year.

Have students construct a paper tree for a bulletin board or wall display. Have students label each branch with one of the traits listed in the first part of this activity. Ask them to draw pictures of characters from the stories that exemplify these traits and then tape their

pictures on the appropriate tree branches. Have students add leaves to the branches as they observe a good citizen behavior, such as following rules, playing fairly, exhibiting good sportsmanship, helping others, and keeping an area clean. Each leaf should be labeled with the behavior and who exhibited it. Explain to students that sharing and supporting others make them good community citizens. Ask them to share other ways that they are good citizens.

Suggested Stories: *Being a Good Citizen* by Mary Small, *I am a Good Citizen* by Mary Small, *The 500 Hats of Bartholomew Cubbins* by Dr. Seuss, *The Lorax* by Dr. Seuss, *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst, *The Biggest Bear* by Lynd Ward, *Horton Hears a Who!* by Dr. Seuss, *The Boy Who Cried Wolf* by Aesop, *Harry in Trouble* by Yossi Abolafia, and *Stone Fox* by John Gardiner,

Activity 9: Becoming a U.S. Citizen (GLEs: 2.4.1, 2.4.2, 2.4.3; CCSS: W.2.2)

Materials List: Internet access

Ask students, “How do you become a U.S. citizen?” Then use Think-Pair-Square-Share, a form of *discussion* ([view literacy strategy descriptions](#)) which allows students the opportunity to discuss ideas together. First give students a brief time to think about this question. Then put students with a partner and have them write down what they think the requirements are to become a U.S. citizen. After a few minutes, have students get with other pairs and compare their ideas. Then discuss student ideas and write them on the board. Visit Becoming a U.S. Citizen at <http://bensguide.gpo.gov/9-12/citizenship/citizenship.html>. Have students check their responses with those on this site. Have students write a short informative paragraph about how to become a U.S. citizen based on information learned.

Activity 10: Making Laws (GLEs: 2.3.1, 2.4.2; CCSS: RI.2.1, RI.2.10, W.2.1, W.2.2)

Materials List: *Making a Law* by Sarah deCapua or a similar book, large piece of chart paper

Show students the book *Making a Law* by Sarah deCapua or a similar book. Before reading the book, have students generate questions they have about the topic based on an *SQPL* prompt ([view literacy strategy descriptions](#)). In an *SQPL* lesson the teacher creates a statement related to the material that will cause the students to wonder, challenge, and question. The statement does not have to be factually true as long as it provokes interest and curiosity.

State the following: “Laws are made to protect people.” Write it on the chalkboard or on a piece of chart paper when saying it. Next, ask students to turn to a partner and think of one good question they have about the book based on the statement. As students respond, write their questions on chart paper or the board. Questions that are asked more

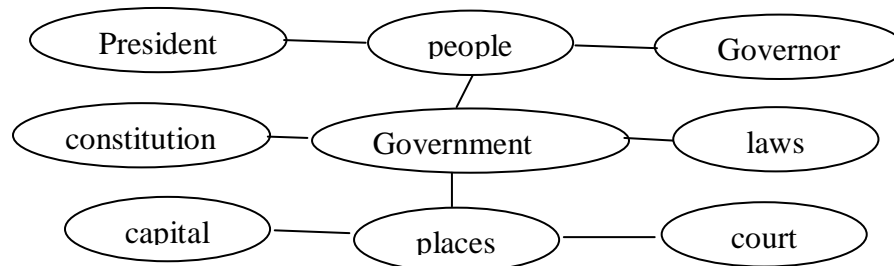
than once should be marked with a smiley face to signify that they are important questions. When students finish asking questions, contribute additional questions to the list.

Tell students to listen carefully for the answers to their questions as the book is read aloud. After reading the book, discuss with students how local, state and federal laws are made and what citizens can do to participate in the lawmaking process. Help students identify persons responsible for making and enforcing laws. Pause periodically to have students check which of their *SQL* questions have been answered and to briefly discuss the answers. When the reading aloud concludes, ask students to return to the list of *SQL* questions and check which ones may still need to be answered. Use the book or personal knowledge to supply answers.

Activity 11: What is Government? (GLEs: 2.3.1; CCSS: RI.2.1)

Materials List: Constitution poster; chart paper; *It is the Law* by Barbara Magalnick, *Making a Law* by Sarah deCapua, *Law Making in the United States* by Barbara Magalnick, or similar books

Tell students that, like the classroom and community, the country has laws. These laws are made by the government. Write the term *government* on the board. Have students use a *graphic organizer* ([view literacy strategy descriptions](#)), to explore the concept of government. *Graphic organizers* are visual displays teachers use to organize information in a manner that makes the information easier to understand and learn. Have students brainstorm words that they associate with government. An example would be a semantic map like the one below. Share and discuss students' ideas, making sure they have included words like *laws*, *parish*, *governor*, *president*, *mayor*, *state*, *court*, and *judge*. (See Government Graphic Organizer BLM)



Use the *directed learning-thinking activity* or *DL-TA* ([view literacy strategy descriptions](#)) to help students build background knowledge. Hold up a copy of the U. S. Constitution, and ask students if they have ever seen this document before. Then lead a discussion that elicits facts students may already know about the Constitution. Students' responses should be recorded on the board or chart paper. A simple description and basic information that will help students understand the Constitution can be found at the Constitution for Kids Site <http://www.usconstitution.net/constkidsK.html>.

Choose one of the following books or a similar book to read to the students: *It is the Law*, *Making a Law*, or *Law Making in the United States*. Discuss the title of the book and have students make predictions about the story. Write student predictions on the board or on chart paper. Then read the book, stopping occasionally to check students' predictions and to revise predictions when necessary. Once the reading is completed, use student predictions as a discussion tool to help students understand the connection between government, laws, and the Constitution. Discuss with the students how the Constitution is the basic law for our country. Tell students the Constitution divides our government into three branches. Discuss the three branches of government with the students. Help students understand that groups of people who make laws, enforce laws, and lead our country make up our government. For background information about government, go to Ben's Guide to U.S. Government at <http://bensguide.gpo.gov/>.

Activity 12: Branches of Government (GLEs: 2.3.1, 2.3.2; CCSS: RI.2.1, W.2.2)

Materials List: copy of the Constitution

Show students a picture of the Constitution, and tell the students they will be reading some informational text about this topic.

Before reading the text, have students generate questions they have about the topic based on an *SQPL* prompt. ([view literacy strategy descriptions](#)). State the following: "*The Constitution divided our government into three branches.*" Write it on the chalkboard or on a piece of chart paper when saying it. Ask students to turn to a partner and think of one good question they have about the topic based on the statement, "*The Constitution divides our government into three branches.*" As students respond, write their questions on chart paper or the board. Questions that are asked more than once should be marked with a smiley face to signify that they are important questions. When students finish asking questions, contribute additional questions to the list. This may be necessary if students fail to ask about important information they should learn.

Provide students with informational text from one or more of the following sites:

<http://bensguide.gpo.gov/3-5/government/branches.html>

<http://www.factmonster.com/ipka/A0774837.html>

http://www.congressforkids.net/Constitution_threebranches.htm

Tell students as they read to pay attention to information that helps answer questions from the board. They should be especially focused on material related to the questions that are starred. Pause periodically to have students check which of their *SQPL* questions have been answered and to briefly discuss the answers. When the students have completed the reading, ask them to return to the list of *SPQL* questions and check which ones may still need to be answered. Use the text or personal knowledge to supply answers.

When students have completed text and questions, have them write an informative paragraph about the three branches of government as represented by the President, Congress, and the Supreme Court. Have students create posters that illustrate the three branches of government.

Activity 13: Government and Leadership (GLEs: 2.3.2, 2.3.3; CCSS: RL.2.2, W.2.7, W.2.8)

Materials List: photographs of the White House, Capitol building, Supreme Court building, Internet access, video *Government Organization and Leadership* or similar video, learning log

Show students the video *Government Organization and Leadership* from LPB Cyber Channel <http://beta.lpb.org/index.php/education/cyberchannel/>. After the video, discuss important information learned from the video about government.

Show students a picture of the White House, Capitol building, and the Supreme Court building. Tell students to answer the following question in their *learning log* ([view literacy strategy descriptions](#)) “Why are these buildings important to us?”

Divide students into groups and give them information about one of the three branches of government represented by the President, Congress, and the Supreme Court. Give students time to read and write down important information they find about their role in government. Then have students share the information they found and discuss the role each branch plays in our government.

Information can be found at the following sites:

Executive Branch

<http://www.whitehouse.gov/our-government/executive-branch>

Legislative Branch

<http://www.whitehouse.gov/our-government/legislative-branch>

Judicial Branch

<http://www.whitehouse.gov/our-government/judicial-branch>

Allow students time to compile information learned from the text and the video into a chart similar to the following:

Branches of Government	Government Buildings	Government Leaders	Responsibilities of Government
Legislative Branch	Capitol building	Congress	write laws
Executive Branch	White House	President	enforce laws
Judicial Branch	Supreme Court	Justices	interpret the laws

Then allow each group to create a *PowerPoint*® slide, brochure, poster, etc. to help them understand that the three branches of government can be represented by the President, Congress, and the Supreme Court.

Activity 14: Local Government (GLEs: 2.3.1, 2.3.3, 2.4.3; CCSS: RL.2.2, L.2.4a)

Materials List: Government Officials BLM

Discuss with students that government officials are the leaders of the local community, state, and nation. Have students imagine what it would be like if no one were in charge at school or if there were no rules or laws anywhere. Have students reflect in their journals what it would be like to live in a world without government leaders. Then discuss with students the necessity of local government and how it helps meet the basic needs of society.

Use a *graphic organizer* ([view literacy strategy descriptions](#)), similar to the sample one below, to help students identify government officials. Have students place an (x) in the box under each column where each key government official may be found. (See the Government Officials BLM.)

This strategy involves building a grid in which essential vocabulary is listed on vertical axis of the grid and major features, characteristics, or important ideas are listed on the horizontal axis. Students fill in the grid, indicating the extent to which the key words possess the stated features or are related to important ideas.

Key Government Officials	Local (City/Parish)	State	Country
president			
governor			
mayor			

After completing the *word grid*, have students use it to identify local government officials. Discuss with students the major responsibilities of local government. Ask students “What kinds of things do local government officials do?” Invite local government officials (e.g., mayor) to the class to discuss their responsibilities in the community. Have students prepare questions that they would like to ask ahead of time. Help students understand the responsibilities of locally-elected people by focusing on issues that are meaningful to students (e.g., local park playground equipment, paving roads, planting trees).

Activity 15: The Local Executive’s Chair (GLEs: 2.3.3; CCSS: W.2.1)

Materials List: poster paper, newspaper clippings about the city mayor or parish leader

Discuss with students the major responsibilities of a city mayor or parish president. If possible, have newspaper clippings showing the local leader in action. Discuss with students how the mayor or parish president got his or her job. Help students understand that to be a local executive leader, a person has to be elected.

Have students pretend they are running for mayor of their town. Share with students various information that might be included in campaigns. Ask students to construct a candidacy poster that illustrates three things they promise to do for their community if they are elected. Set up a chair in front of the room, and have students share their campaign promises with the class.

Have a class election to elect a mayor for the class. Together with students, make a list of responsibilities that the classroom mayor will have to perform. Go through the electoral process with students to choose their mayor. A new mayor of the class may be elected once a month. Review the electoral process each time a new class mayor is elected.

Activity 16: What Does It Mean to Vote? (GLE: 2.3.3; CCSS: W.2.8)

Materials List: picture of a voting machine, sample ballots, Internet access

Discuss how voting is one way to choose leaders. Show students a picture of a voting machine and explain how it works. Information about voting can be found at “Step Inside a Voting Booth” at <http://pbskids.org/democracy/vote/index.html>. Examine sample ballots obtained from the voter registrar’s office. Walk students through the electoral process.

For information about elections and voting, visit following sites:

http://www.congressforkids.net/Elections_index.htm.

<http://www.whitehouse.gov/our-government/elections-and-voting>

After discussing the electoral process, have students answer the question, “What does it mean to Vote?” in their *learning log* ([view literacy strategy descriptions](#)).

Activity 17: Electing Local Officials (GLEs:2.3.3; CCSS: RI.2.7)

Materials List: *The First Book of Elections* by Edmund Lindop, *Vote!* by Eileen Christelow, *Voting and Elections* Dennis B. Fradin, or similar books; Internet access

On the board, write “Citizens vote for leaders who run for office.” Discuss ways in which citizens choose a leader. One way is by students asking themselves:

- Who will do the best job?
- Can I trust the person?
- Will this person work hard to make our town a better place to live and work?

Have students make a list of ways citizens can learn more about a person who wants to be a leader (e.g., talking to neighbors/friends, or finding information in newspapers, on television and radio, or on the Internet), and qualities voters should look for in a leader (intelligence, honesty, responsibility, decision making, etc.). Have students organize information into a chart similar to the following:

Ways to Learn About Leaders	Qualities of a Leader
Talk to neighbors.	Honest
Talk to friends.	Responsible
Read newspapers.	Intelligent
Listen to television and radio.	Decision-Maker
Use the Internet.	

After students complete the brainstorming activity, have students share their ideas and write them on the board. Discuss with students reliable ways to find information about government leaders.

Have students work in small groups to research and explain how local officials are elected. Tell them to read books about voting and elections such as *The First Book of Elections* by Edmund Lindop, *Vote!* by Eileen Christelow and *Voting and Elections* by Dennis B. Fradin, and talk to their parents, grandparents, and other people who may have information about the election process in their locality. Use Internet resources to help students understand the concept of elections, including the following websites:

<http://bensguide.gpo.gov/3-5/election/president.html>

<http://www2.lhric.org/pocantico/election/president.htm>

<http://webtech.kennesaw.edu/jcheek3/elections.htm>

<http://www.gallopage.com/client/electionsForKids/index.html>

<http://teacher.scholastic.com/scholasticnews/indepth/election2008.htm>

<http://www.pocanticohills.org/election/election.htm>

Activity 18: You Be the Judge (GLEs: 2.3.3; CCSS: SL.2.4)

Materials List: photographs of community leaders, script of *The Big Bad Wolf vs Curly Pig*

Show students photographs or pictures of community leaders. Help students identify key leaders and discuss where they have seen them and what their jobs are in the community. Lead students in a discussion on what these leaders do for the community. Help students understand that each government leader plays a different role in the community and has different responsibilities. Help students understand that these people are responsible for making laws, enforcing laws, and determining if the laws have been violated. Ask students what they think it would be like to be a mayor, governor, judge or police officer. Have students role play different government leaders as they perform various aspects of their job.

Have students recall the story of *The Three Bears*, and list things Goldilocks did in the story that violated the laws of the community. Conduct a mock trial where students put Goldilocks on trial. Briefly explain the jobs of the judge, jury, defender, and prosecutor before students begin. Put students into small groups to role-play community leaders and how they would deal with Goldilocks. Have students discuss whether they think Goldilocks broke any laws. Students may share their decisions and what consequences, if any, should follow if Goldilocks is convicted of breaking laws. Students may also role play another mock trial in *The Big Bad Wolf vs. Curly Pig*. A script may be found at the following site:

<http://www.ncwd.uscourts.gov/KidsCourt/Documents/Teachers/MockTrialScriptBBWolf.pdf>
<http://lre.ncbar.org/resources/publications/mock-trial-scripts.aspx>

Activity 19: How does Government Affect Me? (GLEs: 2.3.1; CCSS: W.2.2)

Materials List: pictures of government buildings, shoeboxes

Explore how government affects people's lives. Help students understand the necessity of government and how it protects its citizens. Discuss services provided by government. Show students pictures of government buildings in the community (library, police department, hospital, school, courthouse, etc.). Help students make connections between government and the services it provides people throughout the community.

Discuss how these services provided by the government affect our everyday lives. Have students create shoebox models of different government buildings and share their experiences with these places.

Have students write narrative paragraphs about different ways local government affects our lives. Go to The PBS Kids Democracy Project to explore services provided by government at <http://pbskids.org/democracy/govandme/>

Activity 20: Addressing Community Problems (GLEs: 2.4.3; CCSS: W.2.8)

Materials List: poster paper

Engage the students in discussions about community problems. Have students create a list of problems, then vote on two problems to focus on. Use direct instruction to provide students with sufficient information about the problem to ensure that they can complete the assignment. Invite a community representative to discuss the problems and provide possible solutions.

Assign committees of three or four students to create a poster that captures the central theme associated with one problem such as pollution and its impact on area wildlife. Ask

committee members to include textual information and pictures illustrating the problem. Students should describe how the actions of individuals and groups can improve the community. Ask students to explain how their poster can help solve the community problem by making people aware of the community's needs.

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

Activity-Specific Assessments

- Activity 9: Complete an assessment of students' cooperative behaviors by using the Student Behavior Checklist
- Activity 15: Have students pretend they want to be a local official. Have them create a poster that would help them to be elected to this position. Assess the poster using Poster Project Rubric BLM.
- Activity 16: Have students write narrative paragraphs naming some of the goods and services provided by local government.
- Activity 17: Project: Assess posters created in this activity by using the Poster Project Rubric BLM