## Second Grade Government and Leadership Unit

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>GLCEs</th>
<th>Assessments</th>
<th>District Resources</th>
</tr>
</thead>
</table>
| How does the local government affect our lives? | A local government:  - provides structure for a community  - makes and enforces and interprets laws  - provides services | C1.0.1 Explain why people form governments.  C1.0.2 Distinguish between government action and private action. | Required:  
Second Grade Government and Leadership Unit Assessment |  |
| How does the Pledge of Allegiance reflect the idea of Patriotism? | American citizens have National Pride and Loyalty (Patriotism)  People give up some personal freedoms for the greater good of all the people (Common Good)  Citizens participate in community decisions with different perspectives of the same issue | C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.  C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. | Formative:  
Given data, analyze a community issue and develop a strategy for a solution.  
Vocabulary Identification |  |
| Why can one community issue be viewed differently by citizens? |  |  |  |  |
| How does Common Good out-weigh personal freedom? |  |  |  |  |
| What are responsibilities of a community citizen? | All citizens have responsibilities  **Key Terms & Vocabulary**  Government, patriotism, common good, perspective, taxes, public issue, citizenship, public services, laws, consequences, ordinances, democracy, rights, responsibilities, conflict, resolution, authorities, mayor, city hall, city council, symbol, decisions, voting, authority | C3.0.1 Give examples of how local governments make, enforce, and interpret laws in the local community.  C3.0.2 Use examples to describe how local government affects the lives of its citizens.  C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life. |  |  |

Calhoun ISD Social Studies Curriculum Design Project
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5.0.1</td>
<td>Identify ways citizens participate in community decisions.</td>
</tr>
<tr>
<td>G2.0.2</td>
<td>Describe how the local community is part of a larger region.</td>
</tr>
<tr>
<td>H2.0.2</td>
<td>Explain why descriptions of the same event in the local community can be different.</td>
</tr>
<tr>
<td>P3.1.3</td>
<td>Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</td>
</tr>
<tr>
<td>P3.1.1</td>
<td>Identify public issues in the local community that influence the daily lives of its citizens.</td>
</tr>
<tr>
<td>P3.1.2</td>
<td>Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</td>
</tr>
<tr>
<td>P3.3.1</td>
<td>Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</td>
</tr>
<tr>
<td>P4.2.1</td>
<td>Develop and implement an action plan to address or inform others about a public issue.</td>
</tr>
</tbody>
</table>

Design a flag for your community including symbols, colors and be able to orally explain the meanings.

District:
## Second Grade Government and Leadership Unit Lessons Breakdown

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Benchmarks</th>
<th>Included Resources</th>
<th>Needed Resources</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 (suggested 2 days)</td>
<td>Why Do We Have Rules and Laws?</td>
<td>C1.0.1 C1.0.2</td>
<td>-What Are Rules handout - Why People Form Governments Booklet -Rules Mini-Book</td>
<td>Paper and drawing utensils</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Local Government Jobs</td>
<td>C3.0.1 C3.0.2</td>
<td>-Branches of Government handout from Lesson 2 -City Hall Notes table -City Hall Modified Worksheet</td>
<td>City Hall Tour website <a href="http://www.hud.gov/kids/ch/ch3s_intro.html">http://www.hud.gov/kids/ch/ch3s_intro.html</a></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>City Hall Mailboxes</td>
<td>C3.0.2 C5.0.1</td>
<td>-Concerned Citizen letters - ROBERT'S RULES OF ORDER BASIC MOTIONS / MEETING ETIQUETTE <a href="http://www.ca4la.org/images/CALA_Area_Board_Pack.pdf">http://www.ca4la.org/images/CALA_Area_Board_Pack.pdf</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>The Role of Government</td>
<td>C3.0.3</td>
<td></td>
<td>Discovery Ed video: <em>Economy In And Between Communities</em></td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>How Local Government Affects Us</td>
<td>C3.0.2 C5.0.1 C5.0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Personal and Civic Responsibilities</td>
<td>C5.0.2</td>
<td>-What It Means To Be A Responsible Citizen handout</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Lesson 8 | Perspectives of Citizens | H2.0.2 | -Personal Perspectives handout  
-Additional Personal Perspective handout | Two Bad Ants by Chris Van Allsburg  
The Chinese Mirror by Mira Ginsberg  
Blind Man and the Elephant by John Godfrey Sax  
The True Story of the Three Little Pigs by John Scieszka and Lane Smith |
|----------|-------------------------|-------|----------------------------------------------------------------------------------|
| Lesson 9 | Patriotism and The Flag | C2.0.2 | -Flag coloring page  
-Pledge of Allegiance handout  
-Link to Old Glory video |
| Lesson 10 | Public Policy | P3.1.1, P3.1.2, P3.1.3, P3.3.1, P4.2.1 | -Persuasive Writing handouts  
Need one of the following: The Big Orange Splot by D. Manus Pinkwater  
Old Henry by Stephen Gammell  
The Giant Jam Sandwich by John Vernon Lord and Janet Burroway |
Lesson 1

Title: Why Do We Have Rules and Laws?

Grade Level: 2

Unit of Study: Government

GLCE:
- C1.0.1 Explain why people form governments
- C1.0.2 Distinguish between government action and private action
- C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.

Key Concepts: rules, laws, government, public, private

Advance Preparation: Make copies of the book Why People Form Governments (one per student). Staple the books together.

Sequence of Activities:

Part 1:
1. Students draw a picture of the community without rules and explain in writing what a classroom would be like without rules.
2. Class discussion about the importance and purpose of rules. (Handout - What Are Rules?)
3. Discuss how having rules contributes to the common good. For example, traffic laws prevent people from speeding. Local governments take away citizen's freedom to drive as fast as they want to, but all citizens benefit from being safer.

Part 2:
4. Distinguish between private and government actions with regards to rules and laws. For example, the government cannot pass laws demanding that children keep their rooms clean. Rules in your home are private action. When the government creates laws it is a public action.
5. Students draw a picture of the community with rules and label the rules that people are following.
6. Complete the first page of our book "Why People Form Governments". We will continue to add pages to this book at the end of lessons 2, 3, 5, and 9. (Create template)

Resources:
- What Are Rules Handout
- www.harcourtschool.com (resource for unit)
- "Why People Form Governments" journal paper template

Calhoun ISD Social Studies Curriculum Design Project
What Are Rules?

Rules help people get along.

Rules help people keep safe.

Rules tell people what they can and cannot do.

Rules make games more fun.

Rules help people control themselves.

When rules are broken, there are consequences.
People form governments to keep us safe.

Draw a picture of how our local government keeps you safe and describe it below.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Page 1 – Lesson 1
People form governments to provide services.

Draw a picture of how our local government provides services and describe it below.
People form governments to help communities make decisions.

Draw a picture of how our local government helps our community make decisions and describe it below.
People form governments to protect freedom.

Draw a picture of how our local government protects the freedom of people in our community..
Rules help us!

Rules keep us safe

Rules help people get along.

Rules tell people what they can and cannot do.

Rules make games more fun.

Rules help people control themselves.

Broken rules have consequences.

Rules keep us safe

Rules help people get along.

Rules tell people what they can and cannot do.

Rules make games more fun.

Rules help people control themselves.

Broken rules have consequences.
Lesson 2

Title: Government

Grade Level: 2

Unit of Study: Government

GLCE:

C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems
C3.0.1 Give examples of how local governments make, enforce and interpret laws in the local community
C3.0.2 Use examples to describe how local government affects the lives of its citizens
G2.0.2 Describe how the local community is part of a larger region

Key Concepts: government, purpose, common good, solving problems

Sequence of Activities:

1. View Video – This Is Our: Government on Discovery Education (Discovery Education).
2. Discuss Local Government
   a. Purpose – To keep our town (community, city, state, country) safe and productive
      Make laws – City Council is made up of elected citizens who speak for everyone in the community. They make decisions about how to spend the community’s money, make laws and help solve problems in the city.
      Enforce laws – to make sure people obey rules/laws that the City Council makes. The Mayor or City Manager is responsible for making sure the laws are enforced. The principal of your school is like the Mayor or City Manager.
      Interpret laws – Laws are interpreted by judges in the court system. To help kids understand the idea of interpreting, you could use sign language, play charades, use a poem (one is included) that needs some interpretation, the idea of theme between stories, classroom rules (what does walking in the hallway look like?), and/or a Look Like/Sound Like chart. You probably want to do more than one of these activities to help them understand the idea…
      Vote – Citizens vote for City Council members, the Mayor, Judges Majority wins.
3. Play Four Corners
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a. Print the signs that are included or make you own. The headings are Mayor/City Manager, Judge, City Council, and Citizens. Post one in each corner of the room.
b. One child is chosen as “IT”. IT hides his/her eyes and the class scatters to the various corners. IT calls out one of the titles.
c. The children in the corner that IT called need to discuss and agree and tell what the job of that person involves… enforce, interpret, make laws or vote.
   1. Mayor/City Manager – enforce
   2. Judge – interpret
   3. City Council – make laws
   4. Citizens – vote
d. Celebrate the correct answer as a class. If you play this again another day, you can make it harder by eliminating the children who don’t know the correct answer.
e. You can make variations of the game… draw a title so all can play, call two titles, etc. Have fun!

4. Use Branches of Government PowerPoint as a review after the lesson

5. (Optional Resource) Located on the website is an optional resource that can be made with students titled “Government Flap Book” print out full copies from website and copy front to back so that when folded lengthwise, the pictures cover the words.

Resources:
Branches of Government Power Point Presentation
Four Corner Pictures
Government Flap Book
Local Government Pictures for Four Corner Game

Mayor/City Manager

Judge

City Council

Citizens
Branches of Government
Federal Government
Executive Branch

Legislative Branch

Judicial Branch
The **Executive Branch** makes sure the laws are obeyed.

Country Leader – President
State Leader – Governor
City Leader – Mayor or City Manager

In Battle Creek, the City Manager is the head of the Executive Branch of government.

The **Legislative Branch** makes the laws for the citizens. People are elected into offices to speak for everyone.

**Country** – Congress is made up of Senators and House of Representatives members elected from all over the country. Make federal laws.

**State** – Congress (like country) elected from one state. Make state laws.

**City** – City Council members elected from the people who live in that city.

The **Judicial Branch** is made up of the court system.

Country – Supreme Court
State – State Court
City – City Court

A judge helps to decide if the law was broken and how to give a consequence for the person who broke the law.
Executive Branch  
Legislative Branch  
Judicial Branch
The **Executive Branch** makes sure the laws are obeyed.

**Country** – President
**State** – Governor
**City** – Mayor or City Manager

In many cities, the City Manager is the head of the Executive Branch of government. In other cities the Mayor is the head of the Executive Branch.

The **Legislative Branch** makes the laws for the citizens. People are elected into offices to speak for everyone.

**Country** – Congress is made up of Senators and House of Representatives members elected from all over the country. Make federal laws.
**State** – Congress (like country) elected from one state. Make state laws.
**City** – City Council members elected from the people who live in that city.

The **Judicial Branch** is made up of the court system.

**Country** – Supreme Court
**State** – State Court
**City** – City Court

A judge helps to decide if the law was broken and how to give a consequence for the person who broke the law.
Lesson 3

Title: Local Government Jobs

Grade Level: 2

Unit of Study: Government

GLCE:
C3.0.1 Give examples of how local governments make, enforce and interpret laws in the local community.
C3.0.2 Use examples to describe how local government affects the lives of its citizens.

Key Concepts: branches of local government, city hall, mayor, city commission, city manager

Sequence of Activities:

1. Review Branches of Local Government from lesson 2
3. Students will use the table to take notes for each area of City Hall.
4. Print out Government and Offices Power Point. Print using Handouts, 6 per page. There should be two sheets. When you place the first sheet (with pictures) over the second sheet, they should line up. If the dotted lines are cut, the “flaps” will open with the information for that office in City Hall.

Resources:
City Hall Tour Site: [http://www.hud.gov/kids/ch/ch3s_intro.html](http://www.hud.gov/kids/ch/ch3s_intro.html)
Table – City Hall Notes
City Hall Offices Power Point (on Wiki)
# Second Grade Government and Leadership Unit

## City Hall Notes

<table>
<thead>
<tr>
<th>Office in City Hall</th>
<th>Purpose</th>
<th>Who works there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parks and Recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Clerk</td>
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</tr>
</tbody>
</table>

Name ____________________

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Council Chambers
City Clerk
Planning
Department
Public Works
Police and Fire Departments
The City Council meets here. The Council is made up of people who are elected to speak for everyone who lives in the city. They make decisions about how to spend the city’s money. They make city laws. They help to solve problems in the city.
The Mayor is a member of the City Council. He makes speeches and signs legal documents. He is usually the leader of the city government.
The City Clerk’s office keeps records of births and deaths. Dog licenses, marriage licenses, building permits and other legal forms are kept here.
The Planning Office tries to make our city buildings look nice. They decide where to put new buildings so that everyone can enjoy them.
The Public Works keep our streetlights working, pave our roads, plow snow, and repair city trucks. They put up new road signs.
Police Officers and Firefighters keep us safe. Police try to catch people who break laws. Firefighters put out fires and teach how to act in an emergency.
<table>
<thead>
<tr>
<th>Office in City Hall</th>
<th>Purpose</th>
<th>Who works there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayor</td>
<td></td>
<td>M_______________</td>
</tr>
<tr>
<td>Parks and Recreation</td>
<td>Fix _____________ items in public places, keep parks _________________</td>
<td></td>
</tr>
<tr>
<td>Public Safety</td>
<td>Put out ___________</td>
<td>Fire ____________</td>
</tr>
<tr>
<td></td>
<td>Keep people _______</td>
<td>Police __________</td>
</tr>
<tr>
<td>Transportation</td>
<td>Drive and _______ care of city busses, trains, and airports</td>
<td>Bus ______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pilots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Train engineers</td>
</tr>
<tr>
<td>Library</td>
<td>Lend out ________, provide _____________, hold special _____________</td>
<td>L_______________</td>
</tr>
<tr>
<td>City Manager</td>
<td>Make ____________, Plan special ________, Follow through on council</td>
<td>C_______________</td>
</tr>
<tr>
<td></td>
<td>______________.</td>
<td>M________________</td>
</tr>
<tr>
<td>Public Works</td>
<td>Take care of ____________, stoplights, bridges and ____________</td>
<td>Road construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workers</td>
</tr>
<tr>
<td><strong>City Council</strong></td>
<td>Make city ________, spend cities __________.</td>
<td>M__________, city manager, city __________ members</td>
</tr>
<tr>
<td><strong>City Clerk</strong></td>
<td>Keep ____________, take __________ at city council meetings, run city __________</td>
<td>City Clerk</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Give ________________ to build new __________</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4

Title: City Hall Mailboxes

Grade Level: 2

Unit of Study: Government

GLCE:

C3.0.2 Use examples to describe how local government affects the lives of its citizens
C5.0.1 Identify ways citizens participate in community decisions

Key Concepts: Offices of City Hall

Sequence of Activities:

1. Students read letters from made-up people concerning community issues and sort the mail by deciding which office would be able to help.

2. Offer the question, “Do you think there are limits on what the local government can do?” The teacher then describes a scenario where a mayor enters a family home and demands that the children clean their rooms. Students discuss whether the mayor is allowed to do things like this. The teacher guides students in understanding that this type of government action is not allowed. Next, the teacher poses the question, “Can a parent demand that a child clean their room?” Through a discussion, the teacher guides students in understanding that a parent can take a private action like this. Finally, as a foundational concept for third grade, the teacher explains that states have governments also. State governments take care of problems and issues that affect all the people in a state, whereas local governments take care of problems and issues that affect people living in a specific community.

3. Do a Role Play. Have one child be the Mayor or City Manager (whoever runs the City Council meetings in your area), another the City Clerk (takes notes), 8 children to be City Council Members and one a concerned citizen. Have the City Council, including the Mayor/City Manager and City Clerk, to sit facing the rest of the class. The concerned citizen will state a given problem (such as people are going too fast down my street, the park is full of garbage, etc) to the City Council. The people in the Council should have a discussion about solving the problem. Try to keep the discussion formal and contained – like a real City Council Meeting. Make sure the City Clerk takes notes (minutes). Help the Council come to a decision, but if it includes spending money, they will need to consider costs. At the end, they should vote on the decision. Discussion formal and contained – like a real City Council Meeting. Make sure the City Clerk takes notes (minutes).
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Help the Council come to a decision, but if it includes spending money, they will need to consider costs. At the end, they should vote on the decision. You can have other kids be concerned citizens and do another topic or switch so more kids can be on the council.

Resources:
Concerned Citizen Letters
www.micitizenshipcurriculum.org
Michigan Citizenship Collaborative Curriculum

ROBERT’S RULES OF ORDER
BASIC MOTIONS / MEETING ETIQUETTE
http://www.ca4la.org/images/CALA_Area_Board_Pack.pdf
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Example Letters

February 3, 2008

Dear City Hall,

I was present at the latest city council meeting. At the meeting the council voted to approve a Kid’s Day celebration for October 15th.

The celebration will include a parade and other entertainment. I would like to help organize the event but I am unsure who to contact.

Would you please give this letter to the person or department who can help me?

Sincerely,

John Smith

March 16, 2008

Dear City Hall,

I have lived in this community since I was born. Recently I moved to a new home and lost some important papers. One of the missing papers was my birth certificate. I need to get a copy very soon.

Would you please give this letter to the person or department who can help me?

Thank you,

Dave Miller
April 20, 2008

Dear City Hall,

I am a second grade teacher at a local elementary school. I want to plan a lesson for my students that helps them understand ways to be safe. I would like to cover safety rules for emergency situations, such as fires, earthquakes and tornadoes.

Would you please forward this letter to someone who could come to my classroom and speak to the students?

Sincerely,

Mrs. Green

May 4, 2008

Dear City Hall,

I am ten years old and grew up playing at the neighborhood park at the end of my street. Last weekend I was walking by the park and saw that someone had damaged the swings and slide. I know how important the park was to me when I was younger and want to help the little kids in my neighborhood have a safe place to play.

Would you please give this letter to the person or department who can help me?

Respectfully,

Daniel Taylor
Lesson 5

Title: Government Services

Grade Level: 2nd

Unit of Study: Government

Abstract: In this lesson the students will identify goods and services provided by the government. They will be able to distinguish between private and government goods and services. They will explain how taxes pay for goods and services the government provides.

Key Concepts: 1. Some goods and services are provided by the government. 2. The government pays for the goods and services through taxes citizens pay.

GLCE: C1.0.2 Distinguish between government action and private action. C3.0.3 Identify services commonly provided by local governments.

Sequence of Activities:

1. Ask students what they think of when they hear the word private (Private property, school, or building). Divide students into groups and have them make lists of what they think of when they hear the word public (swimming, pool, library, school, park). Make a list of government (public) actions and private actions, either as a class or in pairs/groups.

2. View video from Discovery Education: Economy In and Between Communities. Focus on the Public and Private Service section. Have a discussion about what things were provided by the government.

3. Ask each group to add to the list of services that are public or paid for by the government. Have groups report and add to the class list. Ask students to identify government services on the list that they think could not easily be private (police, zookeepers, road repair workers). Encourage students to speculate on what could happen if a person in danger called the fire department and was quoted a fee for responding to the call.

4. As a conclusion, the students could develop a bulletin board that illustrates the goods and services that government provides.

Connections:

Mathematics

Instructional Resources:

Economy In and Between Communities– discoveryeducation.com (Discovery Education)
Lesson 6

Title: How Local Government Affects Us

Grade Level: 2

Unit of Study: Government

GLCE:
- C3.0.2 Use examples to describe how local government affects the lives of its citizens
- C5.0.1 Identify ways citizens participate in community decisions
- C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life

Key Concepts: How we are affected by local government

Sequence of Activities:

1. Discuss some local laws. (dogs on leashes, picking up litter, damaging someone’s property, wearing a seatbelt)

2. Talk with the students about what being pro and con is for something.

3. You will want to pick a law that the students can relate to / affects them and share the pro’s and con’s as a whole group. The teacher should chart the pros and cons on a poster/chart as the student talk about their ideas. Encourage the students to support their ideas as they share.

4. Create a rule that would affect the students (only busers can play outside, cold lunch students are allowed to bring pop but others cannot…) Allow the students to pick what side they are on if this rule where to become a real rule (pro/con).

5. Lead the students in a friendly talk about the pro’s and cons of the made up rule. Encourage student to support their ideas as to how they feel. Chart the ideas on chart paper shared so that student can be used to reflect later in the unit as well as the assessment time.

Instructional Resources:

Possible topics for debate:

<table>
<thead>
<tr>
<th>Books are better than television.</th>
<th>School attendance must be voluntary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of teachers in education.</td>
<td>What household chores must kids be allowed to do?</td>
</tr>
<tr>
<td>Should computers replace teachers?</td>
<td>Animals should not be kept in cages.</td>
</tr>
<tr>
<td>Should mobile phones be allowed in schools?</td>
<td>Should the school timings be increased?</td>
</tr>
<tr>
<td>Junk food must be banned in schools.</td>
<td>Is there life on Mars?</td>
</tr>
<tr>
<td>Are sports and games equally important as studies?</td>
<td>Should skating be allowed on roads and sidewalks?</td>
</tr>
<tr>
<td>Homework should be banned.</td>
<td></td>
</tr>
</tbody>
</table>

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New Law:

<table>
<thead>
<tr>
<th>Pro’s 😊</th>
<th>Con’s ☹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmets make us hot</td>
<td>More people who were in bike accidents and didn’t wear helmets had to go to the hospital.</td>
</tr>
<tr>
<td>Can’t find one in every size</td>
<td></td>
</tr>
<tr>
<td>May not have enough money to buy a bike and a helmet</td>
<td></td>
</tr>
<tr>
<td>Gives a headache sometimes</td>
<td></td>
</tr>
<tr>
<td>Slides around on your head</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 7

Title: Personal and Civic Responsibilities

Grade Level: 2

Unit of Study: Government

GLCE:

- C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life
- P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- P3.1.3 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

Key Concepts: symbols, democratic values, civic responsibility, personal responsibility

Sequence of Activities:

Personal responsibilities refer to those responsibilities where the individual takes ownership for self, family, and community. Civic responsibilities refer to the actions of a good citizen in a democracy in which the individual acts in a manner designed to promote the common good and to actively engage in the political process. See Handout # 1 for more specific details.

Opening the Lesson:

1. Make a list of student rights as a class (a free education, to be safe).
2. Next to each right, write the responsibilities that are included with that right i.e. Students have the right to use the bathroom. – Responsibility – there is an appropriate time and manner in which to use this right (when the teacher is NOT teaching, etc.).
3. Make connections to personal and civic responsibilities. (Personal – skateboard safely on sidewalk, Civic – No Skateboarding on downtown sidewalks.)
4. Divide students into smaller groups. As a group the students will use the Responsible Citizen handout to extend thinking.

Resources:

New Law Handout (below)

http://www.lessonsonlocalgovernment.com/3.html
This site has lessons from Colorado. There are Kagan strategies within the lessons.

This site has a well designed lesson that covers the second GLCE above well. Includes Kagan strategies.
New Law:
Kids need to wear helmets when riding bikes.

Bike Accidents that resulted in going to the hospital.

<table>
<thead>
<tr>
<th></th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wearing helmet</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Not wearing helmet</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>10</td>
<td>14</td>
</tr>
</tbody>
</table>

Pro’s 😊

- Helmets protect your head
- Less injuries
- ...
- ...
- ...
- ...
- ...
- ...

Data
Less people who were in bike accidents and wore helmets had to go to the hospital.

Con’s 😞

- They make your head sweaty
- ...
- ...
- ...
- ...
- ...
- ...

Data
More people who were in bike accidents and did not wear helmets had to go to the hospital.
Lesson 8

Title: Perspectives of Citizens

Grade Level: 2

Unit of Study: Government

GLCE:

H2.0.2 Explain why descriptions of the same event in the local community can be different

Key Concepts: perspective, experiences, values, different people have different perspectives, perspectives can change, we get our personal perspectives from our experiences

Sequence of Activities:

1. The teacher picks a group of kids – all the kids wearing blue, kids with brown hair, etc, - and gives them a treat or extra time at something special. This activity will not last long… it’s just to get the reactions of the two groups of kids. After a few minutes bring the kids back together or give the other group the treat. Have a discussion about the different perspectives of the groups.
2. Read Two Bad Ants by Chris Van Allsburg, The Chinese Mirror by Mira Ginsberg or Blind Man and the Elephant by John Godfrey Saxe (A book that has varying perspectives will work if you don’t have access to any of these).
3. Students will complete handout of personal perspectives.

Resources
Handout of Personal Perspectives
Second Grade Government and Leadership Unit

Name ____________________________________

Read each person’s perspective of what happened before school:

**Jimmy’s Perspective**
I was minding my own business when a bully from the third grade knocked me down. He fell so hard that it broke the skin on my knee.

“Ouch!” I cried.

“Uh, let me help you up,” snickered the bully.

“Why did you push me down?” I asked him.

“I didn’t mean to push you down, you just got in my way,” the bully answered.

“I’m going to tell my teacher,” I warned.

“I don’t care!” he said. Then the bully stormed off toward the school.

**Cam’s Perspective**
“Hey, Cam, catch this!” Pete yelled to me on our way to school. He threw his football in a high arch into the sky, a little harder than he really wanted to throw it.

I ran way back to catch the football. I accidentally ran into this little kid and knocked him down.

“Ouch!” the little kid cried.

“Let me help you up,” I said as I tried to pull the kid up to his feet.

“Why did you push me down?” the little kid asked.

“I didn’t mean to push you down, you were in my path,” I tried to explain.

“I’m going to tell my teacher!” the little kid said to me.

“Well, I’m sorry, it really was an accident.” I told him. I don’t think he believed me.

Who should be punished? _____________

Why?

________________________________________________________________________________

1. How can Jimmy and Cam have different stories?

2. What would you do if you were the teacher involved in sorting this out?

________________________________________________________________________________

This work by Calhoun ISD Department of Curriculum, Instruction and Assessment is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
The City Council is talking about having a City Carnival in our community.

Tommy and Sam live in the neighborhood where the carnival might be happening.

Mr. and Mrs. Jones live right next door to where the carnival might be placed. They enjoy their quiet street and safe neighborhood.

Reasons Tommy and Sam want the carnival:

____________________________________
____________________________________
____________________________________

Reasons why Mr. and Mrs. Jones do not want the carnival:

____________________________________
____________________________________
____________________________________

Reflection: How can people from the same community have different ideas about the same event?

____________________________________________________________________________________
____________________________________________________________________________________
Lesson 9

Title: Symbols and their meanings

Grade Level: 2

Unit of Study: Government

GLCE:
C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism

Key Concepts: common good, patriotism, freedom, justice, Pledge of Allegiance, flag

Sequence of Activities:

1. View Old Glory video from United Streaming
2. Using a copy of the flag, the students will fill it in while learning the meanings of the colors, symbols. 13 stripes – 13 colonies. Red – courage White – purity Blue – justice. 50 stars for the 50 states of the Union.
3. Students act out different ways to show patriotism.
4. Break down the Pledge of Allegiance in order for students to understand the meaning behind the words.

Resources:
http://www.usflag.org
http://www.coloringpages.net/pages/american-flag.html

Optional Resources:
The Mailbox Magazine-Social Studies Grades 2-3 www.themailbox.com
The Best of THE MAILBOX Social Studies, Grades 2-3 $14.95 A great resource.
Second Grade Government and Leadership Unit
The Pledge of Allegiance

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

The Pledge of Allegiance was written by Francis Bellamy and printed in a Boston magazine on September 8, 1892. The first pledge read, "I pledge allegiance to my flag and the republic for which it stands, one nation, indivisible, with liberty and justice for all." The words "of the United States of America" were added sometime later. On Flag Day, 1954, President Eisenhower signed a law which added the words "under God" to the pledge.

Do you know what all of the words in the Pledge of Allegiance mean?

A pledge is a promise.

Allegiance means to be loyal or true.

The republic means the US government, a government in which the people elect their leaders.

A nation is a country.

Indivisible means something cannot be divided.

Liberty is freedom.

Justice is fairness.
Lesson 10

Title: Public Policy

Grade Level: 2

Unit of Study: Government and Leadership

GLCE:

- C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens
- P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions
- P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community
- P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue

Key Concepts: citizen, common good, public policy, public issues, expressing a position using evidence/data, common good, justice, freedom

Abstract: Referring back to book or video, The Giant Jam Sandwich, the teacher explains how the citizens in the story agreed on a way to solve their wasp problem and how this doesn’t always happen in a community. The teacher then writes the term ‘issue’ on a board or overhead transparency and explains that when people can’t agree on how to solve a problem, it becomes an issue. The teacher differentiates between personal and public issues using examples like bedtime and curfew. The teacher explains that a public issue is a problem that affects the community as a whole and one in which people disagree on the solution. The teacher also includes the use of the “common good” as a means to create a solution for an issue. Next, the teacher reads a short scenario describing a community problem with garage sales.

Some people have been complaining about the large number of sales and how the sales have affected traffic, litter, noise, etc. They say that in order to protect the common good something has to be done about the garage sales. Other people who frequently have garage sales feel they should have the freedom to hold sales. Students then examine the issue by looking at both sides and analyzing two bar graphs, one showing an increasing number of complaints about garage sales over time and one showing an increasing number of garage sales over time.

Working in small groups, students develop a solution to the garage sale issue. As the groups share their solutions, students identify positive and negative consequences of each alternative in a decision making model. The scenario continues as the teacher explains that the town council of the community is considering passing a law limiting the number of garage sales to four per year per household. Students explore the question, “Should the town council pass a law limiting the number of garage sales to four per year?” Students who agree with the proposal line up on one side of the room and those disagree with the proposal line up on the other side of the room. Each side of the room brainstorms reasons that support their position and share them with the class by completing the sentence; “We think the town council ________________pass the law because______________.”
Sequence of Activities:

1. Watch the United Streaming video *The Giant Jam Sandwich* or read the book.
2. Explain how the citizens in the story agreed on a way to solve their wasp problem and how this doesn’t always happen in a community. The teacher then writes the term ‘issue’ on a board or overhead transparency and explains that when people can’t agree on how to solve a problem, it becomes an issue. The teacher differentiates between personal and public issues using examples like bedtime and curfew. The teacher explains that a public issue is a problem that affects the community as a whole and one in which people disagree on the solution.
3. Next, the teacher reads (or creates) a short scenario describing a community problem.
4. Students then examine the issue by looking at both sides and analyzing two bar graphs, one showing an increasing number of complaints about garage sales over time and one showing an increasing number of garage sales over time.
5. Working in small groups, students develop a solution to the garage sale issue. As the groups share their solutions, students identify positive and negative consequences of each alternative in a decision making model. The scenario continues as the teacher explains that the town council of the community is considering passing a law limiting the number of garage sales to four per year per household.
6. Choose one of the attached scenarios for your students to work through.
7. Students will analyze the data, evaluate their findings and determine alternative resolutions (Handout – Take a Stand!).
8. Students will choose a position for the issue, write a statement expressing their position, and justify the position with a reasoned argument.
9. Students can create a poster, write an article, create power point presentation, and write a petition to present to the principal or choose another way to inform others about the issue.

Resources:

Persuasive Writing Handout
Persuasive Writing

Basic Method:

Include the following in your writing:

1. A clear statement of your position.
2. Support your position with data (be able to verify).
3. Include any prior knowledge (add information that you know relates to the topic).

Persuasive Writing in Social Studies:

1. A clear statement of your position.
2. Support your position with data.
3. Support with Core Democratic Values.
4. Prior knowledge (add information that you know relates to the topic).

Possible Persuasive Writing topics for elementary ages:

1. Should we be able to wear hats in school?
2. Should we be able to eat in the classroom?
3. Should you get an allowance?