

# **Michigan Civics and Government**

**3<sup>rd</sup> Grade**

**Social Studies**

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April, 2009

## 3<sup>rd</sup> Grade Social Studies Unit: Michigan Civics and Government

### **Introduction:**

This two- to three-week social studies unit was created using the new Michigan GLCEs, focusing on the area of Michigan Civics and Government. This unit begins with a pre-assessment to determine what schema students currently have regarding Michigan Civics and Government. Since what students already know about government will vary, lessons will be taught using several differentiated strategies. Differentiated activities will help to teach this unit because they will reach a variety of readiness levels, interests and learning styles. Some that will be used are anchor activities, a structured academic controversy, tiered assignments, “profiler” activities, and many more. Through a variety of differentiated activities students will learn the purposes, values, and principles of government. They will also learn the structure and function of government, specifically in the state of Michigan. Students will also learn the important rights and how, when and where citizens demonstrate their responsibilities by participating in government. I hope that this unit will prepare students for their role as responsible and informed citizens of Michigan. I also hope that this unit will extend student’s civic perspective beyond just their specific community to their state.

### **Teacher Reflection on Designing the Unit:**

With this unit, I hope to help students become informed citizens of Michigan. I think that it is very important for third graders to understand that rights and responsibilities extend beyond just their families or the city that they live in. Using differentiated instruction will help to make these somewhat abstract concepts more concrete for students. Many students will begin this unit with little knowledge of the structure or function of their state government. It is important that students also understand their rights as citizens and their responsibility to be informed about public issues.

### **3<sup>rd</sup> Grade MI Social Studies GLCEs Addressed:**

- ✓ **3 – C1.0.1** Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).
- ✓ **3 – C2.0.1** Describe how Michigan state government reflects the principle of representative government.
- ✓ **3 – C3.0.1** Distinguish between the roles of state and local government.
- ✓ **3 – C3.0.3** Identify the three branches of state government in Michigan and the powers of each.
- ✓ **3 – C3.0.4** Explain how state courts function to resolve conflict.
- ✓ **3 – C3.0.5** Describe the purpose of the Michigan Constitution.
- ✓ **3 – C5.0.1** Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

## **Unit Objectives:**

### **As a result of this unit, the students will *know*...**

- Specific ways the Michigan state government works to fulfill its purposes.
- In our system of government the power resides with the people.
- The similarities and differences of state and local governments.
- A brief history of Michigan's government and constitution.
- Some of the rights of citizens. (e.g.: freedom of expression, freedom of religion and the right to vote)

### **As a result of this unit, the students will *understand*...**

- The concept of government and what a community would be like without a government.
- The concept of representative government.
- The concept of limited government (constitution).
- The timeline of the development of Michigan's constitution.
- How courts resolves conflicts and the civic responsibility of serving on a jury.

### **As a result of this unit, the students will *be able to*...**

- Identify their state representative, senators, and governor.
- Describe the common types of local government.
- Draw conclusions as to why state governments are needed.
- Create a graphic organizer showing how power is separated between the three branches of Michigan government.
- Analyze the functions and powers of each branch of government.

### **Student "I Can" Statements:**

- I can explain why the people in the state of Michigan need a government.
- I can describe how our state government is organized.
- I can compare state and local government.
- I can identify some important rights and responsibilities of Michigan citizens.
- I can inform others of their rights and responsibilities as a Michigan citizen.
- I can work cooperatively with other group members.
- I can participate in group activities and positively contribute to the group.

Unit Overview

Lesson	Whole Class Components	Differentiated Components
<p><b><u>Lesson 1</u></b>  <b>Introduction and Pre-Assessment</b></p>		<p>Pre-Assessment of student's prior knowledge of Michigan government.  <i>(10 min.)</i></p>
	<p>Give students list of "I can" statements to review learning goals for the lesson.  <i>(5 min)</i></p>	
	<p>Divide students into four groups. Have each group answer a different assigned question. Then have students share answers with class.  <i>(20 min.)</i></p>	
	<p>Read "Country Road" (from <u>Meet Michigan</u>, by: David McConnel) story to students. Discuss how this story relates to why we need government.  <i>(10 min.)</i></p>	
	<p>Explain and discuss the 4 reasons we need government. Have students complete the "Why We Need Government" chart. End the lesson with discussion questions.  <i>(15 min.)</i></p>	
		<p>Exit Slip:            Students will choose which profiler profession/task they would like.  <i>(5 min)</i></p>

<p><b><u>Lesson 1a</u></b>  <b>Tic Tac Toe</b>  <b>Anchor Activity</b></p>		<p>Teacher introduces Tic Tac Toe anchor chart and models each activity for students. Teacher also explains each rubric and sets expectations for what anchor chart's purpose is.  <i>(20-25 min)</i></p>
<p><b><u>Lesson 2</u></b>  <b>Representative</b>  <b>Government and</b>  <b>Profiler</b>  <b>Activity</b></p>	<p>Tell students that the school board has decided that there is no longer time for recess. Through whole group discussion explain to students that they can have their voice heard because they live in a republic, a nation that is run by the people. Discuss different scenarios that citizens may bring to higher authorities. Discuss different Michigan representatives.  <i>(15 min.)</i></p>	
		<p><b>Profiler Activity:</b>  Using exit slips from previous lesson assign students their profiler task card. Briefly explain each task card and scoring guide. Remainder of time should be spent completing task card.  <i>(30 min)</i></p>
		<p><b>Profiler Sharing:</b>  Allow students to share presentation of task card with the whole class.  <i>(15-20 min)</i></p>

		<p>Exit Slip: "Michigan in a Minute"</p> <p>Why do we need people to take our place in state government? <i>(5 min)</i></p>
<p><b><u>Lesson 2A</u></b> <b>Independent Study</b></p>		<p>Independent Study: Some time early in this unit introduce the independent study to any students that will be participating. This includes: completing learning contract, review expectations, and sending home parent letter. <i>(time will vary)</i></p>
<p><b><u>Lesson 3</u></b> <b>How Does State Government Differ from Local Government? Tiered Assignment</b></p>	<p>Review with students the 4 main reasons that we have government. <i>(5 min)</i></p>	
	<p>Introduce the three levels of government. Give students graphic organizer for the three levels. As you share information on each level, have students fill in their organizers. <i>(15 min)</i></p>	

		<p>Tiered Assignment:          Divide class into groups based on readiness levels from pre-assessment and allow them to choose one scenario card. (Levels of Government Activity) With their group, students are to decide if local, state, or national government would handle their scenario and why. Students should prove their reasoning through the tiered assignment.  <i>(35 min)</i></p>
		<p>Exit Card: "Michigan in a Minute"          What Are The Three Levels of Government?  <i>(5 min)</i></p>
<p><b>Lesson 4</b>  <b>Do We Need Government?</b>  <b>Structured Academic Controversy</b></p>	<p>Introduce both sides of the issue. Explain the assignment and requirements. Have students choose a partner and what side of the issue they would like to defend.  <i>(15 min)</i></p>	
	<p>Gives all students a research packet and allow students to complete their "Main Points" chart.  <i>(15 min)</i></p>	
		<p>Structured Academic Controversy:          Begin the debate by giving each partnership 3 minutes to present their main points.  <i>(10 min.)</i></p>

		At this time students will switch sides of the issue and complete and present the "Opposing Side" chart. (10 min.)
	Once debating is complete, students and teacher should collectively come up with pros and cons of the issue. (5 min)	
	Students are then expected to choose a side of the issue and write a paragraph defending their choice and justifying it. (5-10 min)	
<b>Lesson 5: What is the Purpose of the Michigan Constitution? Tri-Mind activity</b>	Whole group discussion and background knowledge about the Michigan Constitution. Explain to students that the constitution is a rule book for the government. We need the constitution because even people in government need rules to follow. (10 min)	
		Tri-Mind Activity: Students will work with a partner on one of the tri-mind activities, based on their "thinking style". Students will complete their assignment using the Michigan Constitution reference page. (45 min)

		<p>Exit Card: Michigan in a Minute: What is the constitution? Why are changes made to the constitution? (5 min)</p>
<p><b>Lesson 6: How is the Government of Michigan Organized? Choice Strategy</b></p>	<p>Pencil and Book Experiment: Ask students to get out a pencil and a book. Ask them to try and balance their book on the pencil. Then, have them get into groups of three and try to balance a book on three pencils. Explain to students that this is like our government. There are three sections that help to balance our nation's government. (5 min)</p>	
	<p>Group Discussion: Remind the students, that the constitution limits the government power by listing rules that we must follow. One of the laws is to divide the power into three groups. These groups are sometimes called branches of government. The three branches are the judicial, executive, and legislative branches. (5 min)</p>	

	<p>Checks and Balances Worksheet: Together, read and answer the questions to the Checks and Balances worksheet. (15 min)</p>	
		<p>Choice Strategy: Have students <b>choose</b> one branch of government to read about. Give students <b>ONLY</b> the information page on the branch that they have chosen. Once they have chosen a branch they must use the information from the reading to describe the specific duties and details of that branch in one of the 5 given options. When students are finished with this activity they should have time to share their projects with each other so that at the end of the lesson they are familiar with the duties of all three branches. (30 min)</p>
		<p>Exit Card: Michigan in a Minute: Why is the government divided into three branches? (5 min)</p>

<p><b>Lesson 7: Michigan Branches of Government: Analyzing Newspaper Articles, Multi- level Readiness Group Activity</b></p>	<p>Analyzing Newspaper Articles: Model: Using #1 of Analyzing Newspaper Articles model how to read the newspaper article, and write the findings on the Analysis Worksheet. <i>(10 min)</i></p>	
		<p>Multi-level Readiness Group Activity: Divide your students into five groups. Make sure to include students with a variety of readiness levels. Assign each group one of the Analyzing Newspaper Articles #2-6. Have them record their findings on their Analysis Worksheet. <i>(25 min)</i></p>
	<p>Presentations: Then, have each group present their article findings. Discuss results. You could possibly use these presentations to create a class chart; it could look similar to the Analysis Worksheet Answer Key. <i>(10 min)</i></p>	
	<p>Whole Group Discussion Questions: End the lesson with the discussion questions. <i>(10 min)</i></p>	

		<p>Exit Card:</p> <p>Michigan in a Minute: If you worked for the government what branch would you choose to work for and why? (5 min)</p>
<p><b>Lesson 8:</b></p> <p><b>Problem Based Learning Activity</b></p>		<p>PBL Introduction/Procedure: (Readiness Leveled Groups)</p> <p>Explain to students that they will be starting a new activity called a Problem Based Learning assignment. (60 min)</p>
		<p>Problem: Your principal is very worried. He has received several phone calls from parents about students eating unhealthy at school.</p>
		<p>Brainstorming: Explain to students that their job is to brainstorm possible solutions to this problem.</p>
		<p>Thinking: Once students have brainstormed several possible solutions to the problem they will have to choose the one that they think is the most effective and realistic solution.</p>
		<p>Evaluation: After students have decided on best solution, they will need to decide how they will present this information to the principal</p>

		Conclusion: Have the principal come to the classroom and allow students to share their solution to the problem and their plan of action for the school.
<b>Lesson 9: How do Courts Function to Resolve Conflict? Mock Trial</b>	Whole Group Discussion Judicial Branch Introduction: Explain to students that the judicial branch includes our state courts and judges. (10 min)	
	Mock Trial (Perform as Reader's Theater) **The mock trial should be done more as a reader's theater, as student's don't need to master all the terms of each "role" of the judicial system. Conduct a mock trial using the <u>Humpty Dumpty</u> example. (35 min)	
	Wrap-up: Whole Group Discussion Questions: Why do we have a court system? Why is it important to serve on a jury? In a trial, which group decides if a person is guilty? (10 min)	
		Exit Card: Michigan in a Minute: Why do we have courts? Who chooses the judges for each courthouse? (5 min)

<p><b>Lesson 10:</b>  <b>What are the Rights and Responsibilities of Michigan Citizens? RAFT activity</b></p>	<p>Whole Group Discussion  Write the word "right" on the board. Ask students what this term means. Come to the conclusion that rights are things that people are entitled to have or do because the law "says so". (10 min)</p>	
	<p>Review the Rights of Michigan Citizens  List down several rights that we have as Michigan citizens. (5 min)</p>	
		<p>RAFT Activity  Explain to students that they will be completing a RAFT activity. Review possible roles and rubric requirements and allow students should choose their role and make sure to follow the requirements on the rubric. (40 min)</p>
		<p>Exit Card:  Michigan in a Minute:  List one right you have.  List one responsibility you have that relates to your right. (5 min)</p>

**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 1: Pre-assessment and Introduction to Michigan Government**

*65 minutes*

Differentiated components are indicated with an asterisk (\*)

**\*Pre-Assessment (10 min)**

Students will individually take the pre-assessment. Teacher should explain to students that they should do their best, but are not expected to know all answers. Teacher should also explain to students that they will not be graded on this assessment, but it will help the teacher know how to best teach the unit.

**"I Can Statements" (5 min)**

Teacher passes out list of "I Can" statements and introduces students to each objective they will be learning/mastering. These statements will be referenced throughout the unit and will be displayed on a classroom bulletin board.

**Group Work (20 min)**

Divide students into four groups. Have each group answer a different question (below) and share their answers with the class.

- a. What is government?
- b. What types of people are involved in government?
- c. What types of places are involved in government?
- d. What would Michigan look like without government?

**Short Story (10 min)**

Read the short story "Country Road" from Meet Michigan by David McConnell. Discuss how this story relates to why we need government.

**Class Discussion and Chart: "Why We Need Government" (15 min)**

Explain to students that we need government for 4 reasons:

- a. Services we can't do alone
- b. Protecting our Rights
- c. Making Laws
- d. Leadership and planning.

Pass out a chart to each student. Go through each purpose of government and how Michigan state government works to fulfill that purpose. End the lesson with these discussion questions:

- a. Name two things you would miss the most if we didn't have government?
- b. What problems can happen if a town has no government?

**\*Exit Card:** (5 min)

Student will select their choose for the profiler activity (lesson 2)

**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 1a: Anchor Chart (Tic Tac Toe Board)**

*20-25 minutes*

Differentiated components are indicated with an asterisk (\*)

**\*Tic Tac Toe Board**

Introduce the tic tac toe board to students, explaining that these activities will be worked on through out the unit whenever there is extra time. This could be left over time after a lesson or extra time if students finish an assigned activity early.

Tic Tac Toe Boards should be completed within the timeframe of the Michigan Government Unit.

Briefly explain each activity to the students. Explain to students that they are to complete 3 activities from the board. They need to get 3 boxes in a row, this could be across, up and down, or diagonal.

As activities are explained, use the rubric to describe the expectations for each activity. Explain to students that they will be working on these activities independently, so they will have to remember to review the rubrics to make sure that they are meeting all of the required expectations for each activity.

Use this time to answer any questions about activities and expectations.

Name: \_\_\_\_\_ # \_\_\_\_\_

### Social Studies Pre-Assessment: Michigan Government

Directions: As you complete each questions shade in the smile or frown face to show how you felt about your answer.

☺ ☹ Define these words:

1. Government: \_\_\_\_\_
2. Federal government: \_\_\_\_\_
3. Local government: \_\_\_\_\_
4. State government: \_\_\_\_\_
5. Representative government: \_\_\_\_\_

☺ ☹ 6. What are the three levels of government?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

☺ ☹ 7. What do you think we need government?

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☺ ☹ 8. How do state courts function to resolve conflicts?

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☺ ☹ 9. What is the purpose of the Michigan Constitution?

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☺ ☹ 10. Give 2 examples of citizen rights:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

☺ ☹ 11. Give 2 examples of citizen responsibilities:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

Michigan Government  
Scoring Guide/Rubric for Pre-Assessment

Question 1-5:

- 3: Student clearly defines word without confusion and displays exceptional understanding.
- 2: Student clearly defines word, without confusion, displays understanding.
- 1: Student defines word, may seem confused.

Question 6:

- 3: All 3 levels listed
- 2: 2 levels listed
- 1: 1 or no correct levels listed

Question 7:

- 3: Student clearly states 2 reasons why we need government.
- 2: Student states 1 reason why we need government
- 1: Student attempts to answer question, but is not a correct reason.

Question 8:

- 3: Student clearly states that courts have trials with a judge and jury to resolve conflicts.
- 2: Student has parts of state court, but not all
- 1: Student does not have correct answer

Question 9:

- 3: Student gives clear purpose of constitution
- 2: Student vaguely states purpose
- 1: Student gives incorrect purpose

Question 10 and 11:

- 3: Student gives 2 examples
- 2: Student gives 1 example
- 1: Student gives 0 correct examples

## **"I Can" Statements!**

**Here are the learning goals we will all be working toward in this unit. Make sure to refer back to these to check your learning progress!**

- I can explain why the people in the state of Michigan need a government.
- I can describe how our state government is organized.
- I can compare state and local government.
- I can identify some important rights and responsibilities of Michigan citizens.
- I can inform others of their rights and responsibilities as a Michigan citizen.
- I can work cooperatively with other group members.
- I can participate in group activities and positively contribute to the group.



## Country Road Story

By: David McConnell

A man and his wife were going down a country road. They were riding in their horse-drawn buggy. They reached a small bridge and began to go across. Suddenly the bridge gave way! The man, the lady, the horse and buggy all splashed into the river. They were left gurgling and splashing in the water. They were not hurt, but their trip was ruined.

The people were surprised, but not too surprised. They saw the bridge was not in good shape. Why was the bridge left in such bad condition? Who was taking care of the bridge? This is the point of the story. No one was in charge of taking care of the bridge!

Many years earlier a farmer built the bridge. He spent his own money to do the job. When it was done, he took care of it. For years no one else helped him. Finally, he grew tired of doing the repairs and stopped.

At the time, Michigan state government did not build or repair roads. Each landowner along the road helped to take care of it. This is the way that it used to be.

Name: \_\_\_\_\_

## Why Do We Need Government?

Why do we need government	Example	How does Michigan fulfill this purpose?
Reason One: Services We Cannot Do Alone		
Reason Two: Protection our Rights		
Reason Three: Making Our Laws		
Reason Four: Leadership and Planning		

Name: \_\_\_\_\_

Exit Slip (Lesson One)

If you had to choose two of these professions (jobs), what would be your first and second choice?

1. Artist/Collage Maker
2. Songwriter/Singer
3. Actor
4. Speaker/Writer/Announcer
5. Architect/Builder

First choice: \_\_\_\_\_

Second choice: \_\_\_\_\_

Name: \_\_\_\_\_

Exit Slip (Lesson One)

If you had to choose two of these professions (jobs), what would be your first and second choice?

1. Artist/Collage Maker
2. Songwriter/Singer
3. Actor
4. Speaker/Writer/Announcer
5. Architect/Builder

First choice: \_\_\_\_\_

Second choice: \_\_\_\_\_

Michigan Civics and Government (Social Studies)  
Tic Tac Toe Anchor Activity (Third Grade)

<p>Go to the computer lab and visit the website: <a href="http://pbskids.org/democracy/govandme/">http://pbskids.org/democracy/govandme/</a>.</p> <p>Once at the website <b>click on different parts of the community</b> and learn how it is affected by the government. List 10 ways the government affects you and your community. <i>3-C1.0.1</i></p> <p><b>(visual-spatial)</b></p>	<p>Create <b>song lyrics and music</b> that tells how it would be if Michigan did not have a functioning government. Your song should answer the questions:</p> <ol style="list-style-type: none"> <li>1. What problems would there be?</li> <li>2. How would it affect the people?</li> </ol> <p><i>3-C1.0.1</i></p> <p><b>(musical-rhythmic)</b></p>	<p>Imagine that you were elected as a member of the Department of Environmental Quality. What laws would you create in order <b>to protect Michigan's environment</b>? Make a list of at least 5 laws you would make and the reason you think each law is important and should be a responsibility of citizens. <i>3-C5.0.1</i></p> <p><b>(naturalist)</b></p>
<p>Write a <b>letter</b> to our local state representative Peter Hoekstra (2009). In your letter you should include at least two laws that you think should be passed and give 5 reasons for each new law. <i>3-C2.0.1</i></p> <p><b>(interpersonal)</b></p>	<p><b>Create a poster</b> that displays the four main levels of government. Name the leader of each level and give an example of a service done by each level. Make sure to include illustrations. <i>3-C3.0.1</i> <i>3-C3.0.2</i> <i>3-C3.0.4</i></p> <p><b>(visual-spatial)</b></p>	<p>Create a <b>Venn diagram</b> comparing federal government and state government. <i>3-C3.0.1</i></p> <p><b>(verbal-linguistic/visual spatial)</b></p>
<p>Imagine that you had the chance to <b>interview</b> Debbie Stabenow or Carl Levin (2009), Michigan's two state senators. Create a list of questions that you would ask during this interview. <i>3-C2.0.1</i></p> <p><b>(interpersonal)</b></p>	<p>Pretend that you are running to be Michigan's governor. (Executive Branch) Create a speech that includes what you would do if you were elected governor. <b>Role-play</b> your speech to a group of students. <i>3-C3.0.3</i></p> <p><b>(bodily-kinesthetic)</b></p>	<p>Create a <b>timeline</b> of the changes that have occurred in Michigan's constitution. This timeline should include the years 1835, 1850, 1908, and 1963. Make sure to include what major changes took place during these 4 years. <i>3-C3.0.5</i></p> <p><b>(logical-mathematical)</b></p>

Grading Rubric for Michigan Civics and Government (Social Studies)  
Tic Tac Toe Anchor Activity (Third Grade)

<p>1. Website List of 10 ways government affects its community members _____ Variety of answers _____ Answers reflect ideas from website _____  Total: _____</p>	<p>2. Song lyrics and music Answers the two assigned questions _____ Appropriate content _____ Has rhythm and words/music go together _____ Auditory appeal _____  Total: _____</p>	<p>3. List of Laws: Laws apply to protecting the environment _____ Includes at least 5 laws _____ Each law has appropriate reasoning _____ Neatness _____  Total: _____</p>
<p>4. Letter Includes two laws _____ Includes five reasons for each law _____ Includes 5 parts of a friendly letter _____ Correct spelling, grammar, and punctuation _____ Neatly written or typed _____  Total: _____</p>	<p>5. Poster Includes 4 levels of government _____ Includes leader of each level _____ Gives examples of services done by each level _____ Includes illustrations _____ Attractive/colorful visuals _____ Clear and neat writing _____ Original and creative _____  Total: _____</p>	<p>6. Venn Diagram Includes appropriate facts about federal government _____ Includes appropriate facts about state government _____ Includes how federal and state government are alike in center of diagram _____ Has two overlapping circles _____ Legible and neat _____ Has title _____  Total: _____</p>
<p>7. Interview Addressed to appropriate person _____ Questions are related to topic _____ Neatness _____ Correct spelling, grammar, and punctuation _____  Total: _____</p>	<p>8. Role Play Speech reflects that you are “running” for governor _____ Speech includes what actions you would take as governor _____ During role play uses appropriate speaking skills _____  Total: _____</p>	<p>9. Timeline Includes 4 important years _____ Details the major changes that took place during these years _____ Chronological order _____ Neat and legible _____ Correct spelling _____  Total: _____</p>

## **Social Studies Michigan Government Unit**

### **3<sup>rd</sup> Grade**

#### **Lesson 2: Representative Government and Profiler Activity**

*65 minutes*

Differentiated components are indicated with an asterisk (\*)

##### **Whole Group Discussion (15 min)**

Tell students that the school board has decided that there is no longer time for recess. What if it didn't matter what we thought, if we had no power? It is a good thing we do. Through whole group discussion explain to students that they can have their voice heard because they live in a republic, a nation that is run by the people. When we are upset about something or don't agree with something we can talk to the teacher, principal, superintendent, mayor, governor, or even the president. Discuss different scenarios that citizens may bring to higher authorities.

In order for a republic government to work, communication must take place. Representatives often mail surveys to find out what people want. Michigan has 184 lawmakers. You can be a lawmaker by running for office, and winning the most votes. These lawmakers are divided into 2 groups- House of Representatives and the Senate. We have 2 state senators: Carl Levin and Debbie Stabenow (2009). Our local representative is Peter Hoekstra (2009).

##### **\*Profiler Activity (30 min)**

Based on what profession students indicated they preferred during previous lesson (using exit slips). Organize students into small groups based on their choices. Each group should then be given their task card with directions on it. Make sure to briefly review expectations with students. Groups should be given any materials needed and should be allowed time to work. (See task cards)

##### **\*Profiler Sharing (15-20 min)**

Allow students to share presentation of task card with the whole class.

##### **\*Exit Slip (5 min)**

"Michigan in a Minute" Why do we need people to take our place in state government?

Name: \_\_\_\_\_

**Profiler Task Card: Songwriter  
(Musical/Rhythmic)**



Your job as a songwriter is to create a song that explains why our state needs to have government. You can create a song that gives the main reasons for government **OR** create a song that describes what life would be like without a government. This is a decision your group will have to make together.

\*\*\*Make sure to check the scoring guide before you begin so you know how your group will be scored.

Remember, part of your assignment is to present your work to the class so that the rest of the students can learn from your work!

**Scoring Guide:**

Total points possible: 50

Why we need government is explained in the song OR what life would be like without government is described (10): \_\_\_\_\_

Group members worked well together and everyone participates (10): \_\_\_\_\_

Song makes sense and is creative (10): \_\_\_\_\_

Presentation to class was organized (10): \_\_\_\_\_

Great amount of effort in work is obvious (10): \_\_\_\_\_

Name: \_\_\_\_\_



**Profiler Task Card: Artist/Collage Maker  
(Visual/Spatial)**

Your job as an artist/cartoonist is to create a government collage. For this collage you will need newspaper or magazines articles that relate to the government. You will need to find one article for EACH branch of the government. (If you find any pictures that relate to the branches of government you may include these as well) Next to each article you must have a brief sentence that tells how the story fits into the branch you used it for.

\*\*\*Make sure to check the scoring guide before you begin so you know how your group will be scored.

Remember, part of your assignment is to present your work to the class so that the rest of the students can learn from your work! Use a 12x18 sheet of paper that is folded into thirds to organize the three branches of government. Make sure to put the name of the branch on top of each section.

**Scoring Guide:**

Total points possible: 50

Each branch of government is labeled and has a newspaper or magazine article (and pictures) included (10): \_\_\_\_\_

Collage makes sense and is creative (10): \_\_\_\_\_

Group members worked well together and everyone participates (10): \_\_\_\_\_

Presentation to class was organized (10): \_\_\_\_\_

Great amount of effort work is obvious (10): \_\_\_\_\_

Name: \_\_\_\_\_



### Profiler Task Card: Actor (Bodily/Kinesthetic)

Your job as an actor is to create and perform a mock trial that shows how courts resolve conflicts. Your group will need to choose a conflict and decide how it will be resolved at the end of the trial. (You could decide to have your trial be about someone who broke the law) Important roles in the trial will include: a judge and members of the jury. This is a decision your group will have to make together.

\*\*\*Make sure to check the scoring guide before you begin so you know how your group will be scored.

Remember, part of your assignment is to present your work to the class so that the rest of the students can learn from your work! Your lines will not need to be memorized and you may use a script. Your group will need to make sure that everyone has rehearsed their parts several times. Your group can decide to use props and costumes if needed.

### Scoring Guide:

Total points possible: 50

Mock trial shows how courts resolve conflicts (10): \_\_\_\_\_

Mock trial makes sense (important roles are covered: judge and members of the jury) and is creative (10): \_\_\_\_\_

Group members worked well together and everyone participates (10): \_\_\_\_\_

Presentation to class was organized (10): \_\_\_\_\_

Great amount of effort in work is obvious and it is clear that everyone in the group has rehearsed their parts (10): \_\_\_\_\_

Name: \_\_\_\_\_



**Profiler Task Card: Speaker/Writer/Announcer  
(Verbal/Linguistic)**

to Your group has been hired to represent the Department of Environmental Quality (Executive Branch). As a department, you need to educate fellow citizens on the proper ways to care for our environment. You need to write and present a speech that explains ways students can care for our environment. Each member of your group needs to speak during the presentation.

\*\*\*Make sure to check the scoring guide before you begin so you know how your group will be scored.

Remember, part of your assignment is to present your work to the class so that the rest of the students can learn from your work! You will be performing the presentation to the rest of the students in class. You may use simple props if needed.

**Scoring Guide:**

Total points possible: 50

Each member of the group has a speaking part and presentation explains proper ways to care for our environment (10): \_\_\_\_\_

Presentation makes sense and is creative (10): \_\_\_\_\_

Group members worked well together and everyone participates (10): \_\_\_\_\_

Presentation to class was organized (10): \_\_\_\_\_

Great amount of effort in work is obvious (10): \_\_\_\_\_

Name: \_\_\_\_\_

**Profiler Task Card: Builder/Architect (Logical/Mathematical)**



Your job as a builder/architect is to design an origami capitol building. (Template will be provided) Once you have constructed the origami capitol building you are to label the main three sections as Judicial, Executive, and Legislative. Use the remaining space to describe what each branch does and to show the courts, departments and committees, which fall under each label. This decision will need to be thought through and made by your group members.

**\*\*\*Make sure to check the scoring guide before you begin so you know how your group will be scored.**

Remember, part of your assignment is to present your work to the class so that the rest of the students can learn from your work!

**Scoring Guide:**

Total points possible: 50

Each branch of government is included, as well as what branch does. Also courts, departments, and committees are labeled (10): \_\_\_\_\_

Design makes sense and is creative (10): \_\_\_\_\_

Group members worked well together and everyone participates (10): \_\_\_\_\_

Presentation to class organized (10): \_\_\_\_\_

Great amount of effort in work is obvious (10): \_\_\_\_\_

Name: \_\_\_\_\_

**Exit Slip (Lesson Two)**  
**Michigan in a Minute**



Why do we need people to take our place in state government?

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Challenge: Do you remember our state senators?

\_\_\_\_\_ and \_\_\_\_\_

Name: \_\_\_\_\_

**Exit Slip (Lesson Two)**  
**Michigan in a Minute**



Why do we need people to take our place in state government?

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Challenge: Do you remember our state senators?

\_\_\_\_\_ and \_\_\_\_\_

## **Social Studies Michigan Government Unit**

### **3<sup>rd</sup> Grade**

#### **Lesson 2A: Independent Study**

*Time may vary, depending on the number of students participating. This should be introduced early in the unit to allow time for completion.*

Differentiated components are indicated with an asterisk (\*)

#### **\*Introduce Independent Study (if necessary)**

This activity is to be used with advanced students, based on pre-assessment scores. Introduce this early in the unit so that students will have plenty of time for completion. Most work will be completed at home, so parent communication is important.

#### **\*Teacher Procedure:**

- ❑ **Make sure to do frequent "check-ins" with students to monitor progress**
- ❑ **Send home parent communication letter (see below)**
- ❑ **Complete learning contract with student (see below)**
- ❑ **Review expectations and requirements (see scoring guide below)**

#### **\*Student Procedure: (see learning contract below)**

##### ❑ **Selecting a Topic**

Students should select a topic of interest, topics should relate to Michigan government.

Possible Topics (not limited to this list):

- Michigan constitution
- Branches of government
- State senators
- State representatives
- Laws
- Functions of government
- Public Issues
- Rights of citizens or responsibilities of citizens

##### ❑ **Developing a Plan of Action**

Students will need to decide how they would like to present the information that they will gather. The chosen plan of action should be a format that fits the student's learning style.

Possible Plans of Action Include: (not limited to this list)

- Display

- Book
- Game
- Puppet Show
- Speech
- Poster
- Other (allow for student creativity)

□ **Gathering and Analyzing Information**

Students will need to choose how they will gather their information.

Possible Resources: (not limited to this list)

- Library
- Internet
- Interviews
- Observations
- Primary documents
- Surveys

□ **Report Findings**

During this time students will present their research, using their plan of action, to the class. Consider inviting parents to this presentation.

# INDEPENDENT STUDY LEARNING CONTRACT

I, \_\_\_\_\_, agree to complete this project.

Topic: \_\_\_\_\_

(Discuss variety of options with teacher)

Plan of Action: (check one)

- Display
- Book
- Game
- Puppet Show
- Speech
- Poster
- Other \_\_\_\_\_

Gathering and Analyzing Information: (check any that apply):

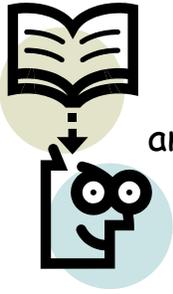
- Library
- Internet
- Interviews
- Observations
- Primary documents
- Surveys
- Other \_\_\_\_\_

I will finish and report findings by: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Dear Parents of \_\_\_\_\_,



Congratulations! Your child is invited to participate in an independent study on Michigan Government. This invitation is extended to academically talented students and I feel that your child is up for the challenge!

As a participant in this study, your child will be expected to choose a topic of interest to him/her, develop a plan of action, decide how they will gather and analyze information, and report their findings to the class.

Please support and guide your child with this project, but allow them to complete their own research. The final project should be your *child's* work.

Most work will be completed at home and during any extra time at school.

\*Attached is a copy of your child's learning contract. Please review this with your child and feel free to contact me with any questions or concerns.

This project will be due by: \_\_\_\_\_

Please SIGN and return this letter to school as soon as possible and thank you in advance for your support. (Please check one)

- Parent Signature: (approval) \_\_\_\_\_

Or

- Sorry, my child will NOT be participating in this project:

\_\_\_\_\_

# Independent Study Scoring Guide

	<b>3*-Exceeds Expectations</b>	<b>3-Meets All Expectations</b>	<b>2-Meets Most Expectations</b>	<b>1-Below Expectations</b>
<b><u>Topic</u></b>	Advanced topic is chosen	3 <sup>rd</sup> grade appropriate topic is chosen	Topic is below grade level	Topic does not meet requirements
<i>Plan of Action</i>	Plan of action is extremely well thought and thorough	Plan of action is well thought and thorough	Plan of actions is somewhat well thought and thorough	Plan of action is NOT well thought and thorough
<i>Gathering and Analyzing Information Report Findings</i>	Research is extremely well organized and thorough	Research is well organized and thorough	Research has some organization but is lacking thoroughness	Research is unorganized and incomplete
<i>Overall Effort</i>	Effort is above and beyond expectations	Effort meets expectations	Effort is lacking	Little or no effort is evident

**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 3: How Does State Government Differ From Local Government? and Tiered Assignment**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

**Whole Group Discussion (5 min)**

Review with students the 4 main reasons that we have government:

1. Services we cannot do alone
2. Protecting our rights
3. Making our laws
4. Leadership and Planning

**Levels of Government Graphic Organizer (15 min)**

Explain to students that we have three levels of government: national, state, and local. Pass out the graphic organizer for the three levels. (Supplementary materials) As you give students information on each level, have students fill in their organizers.

1. National Government: makes laws and ruling for entire nation. The president is in charge of the national government. It provides our air force, army, and navy. It makes our money. It also makes treaties (peace) with other countries.
2. State Government: makes laws and ruling for each state. The lawmakers (senators and representatives) work in the capital building. After both the representatives and senators make a decision about a law, the governor can decide if he/she likes it or not. They decided things like how many days you have to go to school, how many police officers to put on the highways, or new state symbols.
3. Local Government: provides services to people who live nearby. Local governments are lead by mayors. Our local government repairs local streets, takes care of parks and community swimming pools, and takes care of our garbage. Most cities have their own policemen, firemen, and courthouses as well.

**\*Tiered Assignment: Levels of Government Activity (35 min)**

Divide class into small groups based on readiness levels from pre-assessment and allow them to choose one scenario card. (Supplementary materials) With their group, students are to decide if local, state, or national government would handle their scenario and why. Students should prove their reasoning through the tiered assignment.

**\*Tiered Assignments:**

(Copy each assignment on the color paper listed to organize readiness groups)

**\*Below Level Assignment (Pink Group)**

\_(Students who would have difficulty reaching this GLCE)

\*Copy student assignment page on pink paper

Once your group has decided what level of government would handle your scenario card, you need to prove your answer. Please list 2 reasons supporting the level of government that you have chosen. Make sure that your reasoning supports your answer by using complete sentences and facts that you learned earlier in this lesson. You may use the Levels of Government graphic organizer to help you with this assignment.

**\*On Level Assignment (Yellow Group)**

\_(Students who would not have difficulty reading this GLEC)

\*Copy student assignment page on yellow paper

Once your group has decided what level of government would handle your scenario card, you need to prove your answer. Please list 2 reasons supporting your answer. You may use your Levels of Government graphic organizer to help you. When you are finished, work together as a group to answer the question: Why do we have more than one level of government? Make sure that your answer included complete sentences and gives at least two reasons.

**\*Above Level Assignment (Green Group)**

(Students who are exceeding the GLEC)

\*Copy student assignment page on green paper

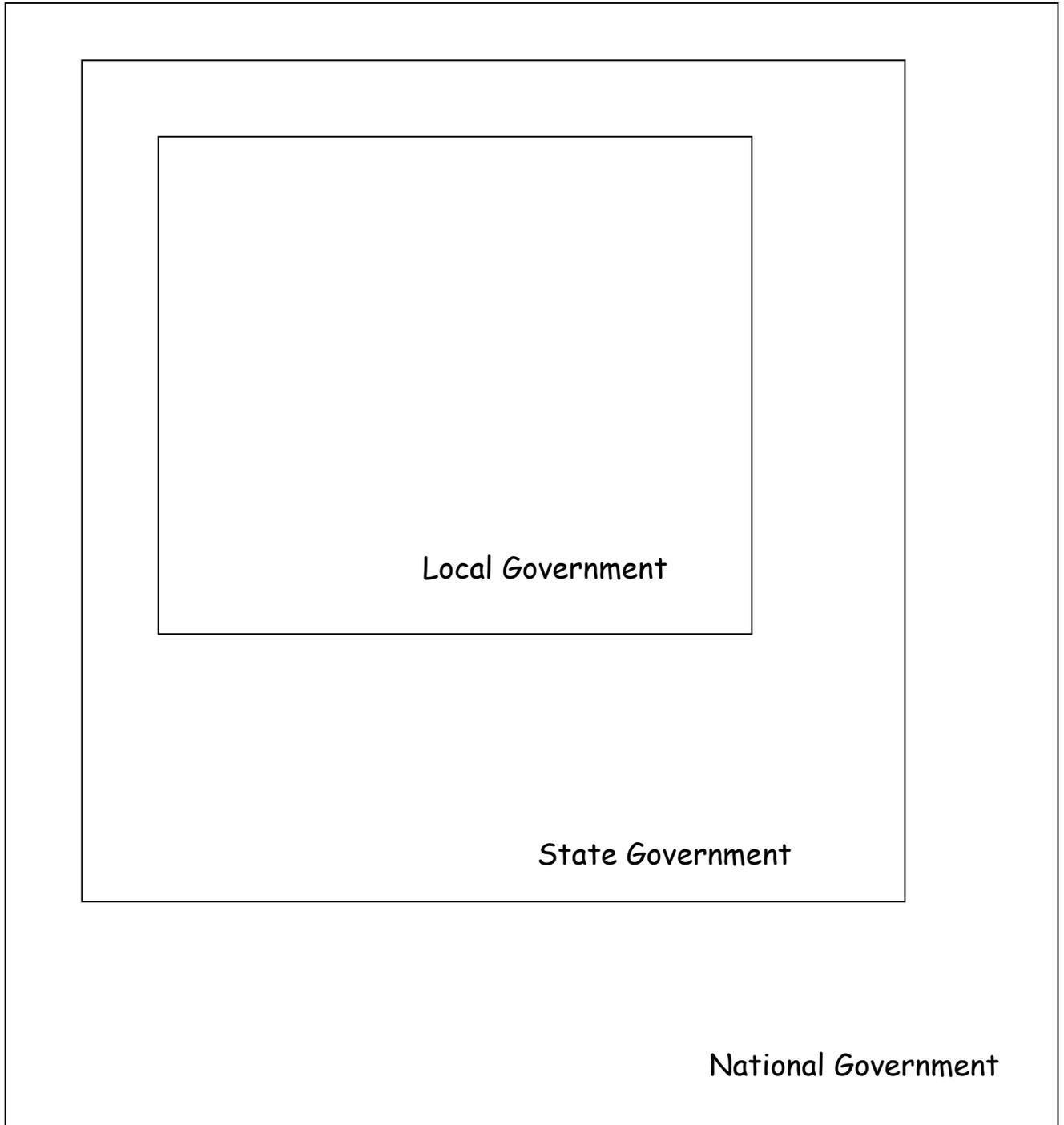
Once your group has decided what level of government would handle your scenario card, you need to prove your answer. Please list 2 reasons supporting your answer. When you are finished, work together as a group to create a Venn diagram that compares State and National Government. You may use your Levels of Government graphic organizer to help you.

**\*Exit Slip (5 min)**

What are the 3 levels of government?

Name: \_\_\_\_\_

## Levels of Government: Graphic Organizer



<p>You've noticed lately that the dollar bills you've received for your allowance have changed. They have more color and some of the pictures look different. What level of government is responsible for this change?</p>	<p>Your older brother is turning 16 in a month. He will have to get a driver's license at the Secretary of State's office. What level of government requires him to get his license?</p>	<p>In Hudsonville, Hughes Park's playground needs some repair. The wood gives you splinters, some pieces need to be painted, and more bark needs to be spread on the ground. What level of government do you go to have this fixed?</p>
<p>The Holland State Park needs more parking spaces. Whenever you visit you have to ride around and around looking for a spot to park your car. What level of government decides if more parking will be put in the park?</p>	<p>Last Summer as you traveled through Yellowstone National Park, you noticed trash along the side of the roads. This upset you very much because there were some buffalo eating the trash. What level of government is responsible for correcting this problem?</p>	<p>On the way to Chicago, your dad had to stop several times to pay a toll. You noticed that the first toll was 30 cents, the second was 50 cents, and the third was \$2.00. What level of government collects money this way?</p>
<p>After a hard winter, the highway (M-6) is in terrible condition. You have noticed while riding in the car your mom hits pothole after pothole. "The highways need to be fixed!" your mom says. What level of government is in charge of repairing the highways?</p>	<p>Your dad and grandpa asked you to go hunting for the weekend. In order to do so you have to get a hunting permit. What level of government requires the hunting permit?</p>	<p>Hudsonville is building a new elementary. The school district needed extra money to construct it. What level of government is involved in paying for this?</p>
<p>Operating the fire department is expensive. The firemen need to be paid, the trucks need to be taken care of, and the firehouses need to be updated. What level of government is in charge of paying for this?</p>	<p>Hudsonville is thinking about getting rid of its police department. Which level of government decides whether they keep or discontinue the police department?</p>	<p>You've noticed that every week in the summer there are several garbage trucks that come through your neighborhood about 6:00 a.m. You are very frustrated by this because it wakes you up very early every morning. Which levels of government can help with this problem?</p>

## Scenario Card: Answers (teacher resource)

National (everyone uses)	State (state decides)	Local (it's a local park)
State (it's a state park)	National (it's a national park)	State (only in the state)
State (only in state)	State (way state supplies)	Local (pass mileage)
Local (every city has own)	Local (every city has own)	Local (each city decides)

## Levels of Government Activity

## Pink Group

Group Member Names:

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**Directions:** Once your group has decided what level of government would handle your scenario card, you need to prove your answer. Please list 2 reasons supporting the level of government that you have chosen. Make sure that your reasoning supports your answer by using complete sentences and facts that you learned earlier in this lesson. You may use the Levels of Government graphic organizer to help you with this assignment.

What scenario card did your group pick?

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What level of government would handle your scenario? (Circle)

National

State

Local

Why did you choose this level?

Reason #1:

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Reason #2:

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## Levels of Government Activity

# Yellow Group

Group Member Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Once your group has decided what level of government would handle your scenario card, you need to prove your answer. Please list 2 reasons supporting your answer. You may use your Levels of Government graphic organizer to help you. When you are finished, work together as a group to answer the question: Why do we have more than one level of government? Make sure that your answer included complete sentences and gives at least two reasons.

**What scenario card did your group pick?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What level of government would handle your scenario? (Circle)**

National

State

Local

**Why did you choose this level?**

**Reason #1:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reason #2:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PUSH YOUR THINKING:** Why do we have more than one level of government?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Levels of Government Activity

# Green Group

Group Member Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Once your group has decided what level of government would handle your scenario card, you need to prove your answer. Please list 2 reasons supporting your answer. When you are finished, work together as a group to create a Venn diagram that compares State and National Government. You may use your Levels of Government graphic organizer to help you.

**What scenario card did your group pick?**

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What level of government would handle your scenario? (Circle)

National

State

Local

Why did you choose this level?

Reason #1:

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Reason #2:

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**PUSH YOUR THINKING:** On the back of this page create a Venn diagram comparing State and National Government, use your Levels of Government graphic organizer to help you.

## Tiered Assignment Scoring Rubric

Level:	3	2	1
Below Level (pink group)	Included correct level of government with 2 supporting reasons. Used complete sentences and reasoning is logical.	Included correct level of government with only one correct supporting reason. Used some complete sentences, reasoning is somewhat logical.	Does not include correct level of government and does not give correct supporting reasons. Does not use complete sentences and reasoning is not logical.
On Level (yellow group)	Included correct level of government with 2 supporting reasons. Answered question correctly.	Included correct level of government with only one correct supporting reason. Attempted to answer question.	Do not include correct level of government and does not give correct supporting reasons. Does not attempt to answer question.
Above Level (green group)	Included correct level of government with 2 supporting reasons. Created Venn diagram comparing state and national government using correct facts from graphic organizer.	Included correct level of government with only one correct supporting reason. Attempted to create Venn diagram comparing state and national government, but lacks facts from graphic organizer.	Does not include correct level of government and does not give correct supporting reasons. Does not attempt to create Venn diagram comparing state and national government.

Name: \_\_\_\_\_



**Exit Slip (Lesson Three)**  
**Michigan in a Minute**

What are the 3 levels of government?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Challenge: Can you tell one scenario that each level would handle??

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name: \_\_\_\_\_

**Exit Slip (Lesson Three)**  
**Michigan in a Minute**



What are the 3 levels of government?

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Challenge: Can you tell one scenario that each level would handle??

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 4: Do We Need Government? Structured Academic Controversy**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

**Explaining Assignment (15 min)**

Introduce both sides of the issue. Explain the assignment and requirements. Have students choose a partner and what side of the issue they would like to defend.

Today's Issue: Would life in Michigan be better with or without government?

One position: Government helps make life in Michigan better.

The other position: Michigan does not need to have government and would be better with out one.

**Research Packet and Main Points chart (15 min)**

Once you have read the research packet complete the Main Points chart, making sure to include examples. Prepare how you will present your main points to the other pair.

**\*Structured Academic Controversy (10 min)**

Begin the debate by giving each partnership 3 minutes to present their main points.

**\*Switching Side and Opposing Side chart (10min)**

After the debate, pairs of students switch sides of the issue and debate for the opposing side. Allow time for students to complete the Opposing Side chart to organize their main points and examples.

**Pros and Cons (5 min)**

Once the debating is complete, students and teacher should collectively come up with pros and cons of the issue.

**Summary Paragraph (5-10 min)**

Students are then expected to choose a side of the issue and write a paragraph defending their choice and justifying it.

*As a result of this lesson, all participating students will:*

KNOW:

1. Government is a system people use to exercise authority, distribute power and regulate conduct of people.
2. Government has many important purposes. (Ex: protecting individual rights, promoting common good, ensuring equal treatment under the law)

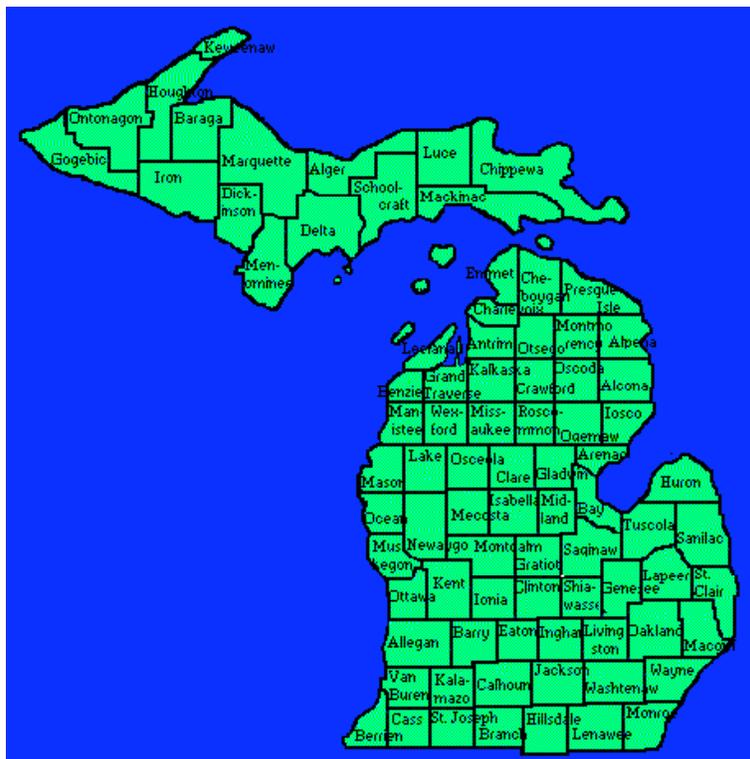
UNDERSTAND:

1. Michigan needs to have government for many reasons. (Ex: making laws, keeping people safe, electing leaders)
2. Without government Michigan chaotic and unsafe place to live.

BE ABLE TO:

1. Compare and contrast what it would be like if Michigan did or did not have government.
2. Research one side of an issue and debate with another pair of students their position.

# Michigan Government Research Packet



*Does Michigan Need  
Government?*

# Ways Government Makes Life Better in Michigan:

- **Services we cannot do alone**
  - We need government to help take care of roads, bridges, and parks.
  - The government also provides services like fire fighters, police, public schools, and courts.
  - When the government provides services it helps the common good. Everyone has a better life because of these services.
- **Protect our rights**
  - We need government to keep the strong from ruling everyone.
  - Government helps to give us all justice.
  - Government protects our freedom, for example freedom of speech and freedom of religion.
- **Making our Laws**
  - Laws keep us safe, like laws that give speed limits, not polluting air or water, and not hurting people or animals.
  - We have laws so people will be safe and can have a good life.
  - Laws remind us to behave and punish those who do not behave.
  - Our laws help manage conflicts between people.
- **Leadership and Planning**
  - People need leaders. They need someone to plan what projects must be done.
  - We need people who know how to solve problems.
  - Our president, governor and mayors work to give us leadership. They work to find ways to solve the problems we face. They try to get people to understand issues.

# Ways Life in Michigan Would Be Better Without Government:

## ❑ **No Rules or Laws**

- People could do whatever they wanted and would never get into trouble.
- Everyone could drive any speed they wanted to on the roads.
- There would be no age requirement to vote or drive a car.
- There wouldn't be any laws against stealing, so you could take anything you wanted from a store without getting in trouble.

## ❑ **Leaders**

- Anyone could be president, mayor, or governor without being elected, even a third grader!
- There would not be any limit of power of leaders; they could do anything they wanted.

## ❑ **Taxes**

- No one would have to pay taxes, so everyone would have more money.
- People would have more money for other things like cars, electronics, and toys.
- People would not have to pay sales tax, which would make things cost less.

## ❑ **No School**

- Kids could stay home and play all day because they wouldn't be required to go to school.
- No School = No HOMEWORK!

## ❑ **No Military**

- Without government our there wouldn't be wars, so no one would have to join the armed forces.

## ❑ **Immigrants**

- There wouldn't be any immigration laws, so people could come from any country and live in the USA.

Name: \_\_\_\_\_

## Main Points Chart

**Circle your position:**

Michigan Needs Government   or   Michigan Does NOT Need Government

**Directions:**

As you research your position fill in this chart with the 3 main points that you plan to use to debate your position. Make sure to include an example that supports each main point.

	<b>Main Point:</b>	<b>Example:</b>
1.		
2.		
3.		

Name: \_\_\_\_\_

## Opposing Side Chart

**Directions:** Complete this chart to organize your main points when you switch sides of the debate. Make sure to include examples to support your main points.

	Main Point:	Example:
1.		
2.		
3.		

**Scoring Guide for Paragraph (out of 20 points)**

Student clearly state which side of the issue they support (5pts)

\_\_\_\_\_

Student gives at least 3 main points supporting their position (5pts)

\_\_\_\_\_

Paragraph is organized and gives examples to support main points  
(5pts) \_\_\_\_\_

Convention (spellings, capitals, punctuation, handwriting) (5pts) \_\_\_\_\_

**Total:** \_\_\_\_\_ / 20

## **Lesson 5: What is the Purpose of the Michigan Constitution? Tri-Mind activity**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

### **Whole Group Discussion/Background Knowledge (10 min)**

Explain to students that the constitution is a rule book for the government. We need the constitution because even people in government need rules to follow. This helps to make sure that the one person doesn't become too powerful. The constitution lists our rights and contains our core democratic values. It is important for our government to remain small. If it gets too big, it can act like a bully—pushing people around. The constitution helps keep government small, and making sure everyone's voice is heard.

Because the way we live changes, sometimes the constitution changes. These changes are called amendments. Today, we are going to learn about the changes that have occurred to Michigan's constitution.

### **\*Tri-Mind Activity (45 min)**

Students will work with a partner on one of the following activities, based on their "thinking style". Students will complete their assignment using the Michigan Constitution reference page. (See supplementary materials)

Practical Assignment: (evaluate) Use your problem solving skills to answer the following questions: 1) Do you think the people of Michigan will decide to change the state Constitution again? Why or why not? 2) If you could change one thing on the Michigan Constitution what would it be? Why? Study past changes on the reference page to help you answer the questions.

Creative Assignment: (design/create) Using a large piece of construction paper, you will divide it into 4 sections. You will create a colorful and detailed timeline of the changes that have occurred in Michigan's constitution. Each section should represent the four years listed on the reference page. Make sure to include details and illustrations.

Analytical Assignment: (explain) You and your partner will explain the following things to a group of second graders: 1) What is the constitution? 2) Why is it

important for government to stay "small"? 3) Why do changes need to occur in the constitution? 4) What are the 4 major changes to the Michigan constitution? Spend your time organizing and writing out your explanations using the reference page, so that you are prepared to present your information to the younger students.

**\*Exit Card (5 min)**

Michigan in a Minute: What is the constitution? Why are changes made to the constitution?

## **Michigan Constitution Reference Page**

## 1835

- A section included the "Bill of Rights"
- The Constitution was divided into three branches/departments (legislative, executive, and judicial)
- Lotteries were not allowed
- Legislators (law makers) were paid \$3 a day
- Education was encouraged

## 1850

- A Supreme Court was organized with a chief justice and three associate justices
- It also said that the constitution could be changed every 16 years.
- These changes occurred because Michigan was growing and changing. It was becoming a manufacturing state, instead of a farming state.

## 1908

- Only a few changes were made, because the last time a lot of changes had been made.

## 1963

- The governor would be elected for 4 year terms, with a 2 term limit.
- A Court of Appeals was created.
- A Civil Right Commission was created.

Name(s): \_\_\_\_\_  
\_\_\_\_\_

# Tri-Mind Activity

## Practical Assignment: Evaluate

Directions: Use your problem solving skills to answer the following questions:

\*Study past changes on the reference page to help you answer the questions.

1) Do you think the people of Michigan will decide to change the state Constitution again? Why or why not?

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2) If you could change one thing on the Michigan Constitution what would it be? Why?

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Name(s): \_\_\_\_\_  
\_\_\_\_\_

## Tri-Mind Activity

### **Creative Assignment: Design/Create**

Directions: Use the attached large piece of construction paper, and divide it into 4 sections. You will create a colorful and detailed timeline of the changes that have occurred in Michigan's constitution. Each section should represent the four years listed on the reference page. Make sure to include details and illustrations.

Name(s): \_\_\_\_\_  
\_\_\_\_\_

# Tri-Mind Activity

## Analytical Assignment: Explain

Directions: You and your partner will explain the following things to a group of second graders. Spend your time organizing and writing out your explanations using the reference page, so that you are prepared to present your information to the younger students.

1) What is the constitution?

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2) Why is it important for government to stay "small"?

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3) Why do changes need to occur in the constitution?

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4) What are the 4 major changes to the Michigan constitution?

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## Tri-Mind Activity Scoring Guide

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Practical</b>	Both questions are answered correctly and completely.	Only one question is answered correctly and completely.	Neither question is answered correctly and completely.
<b>Creative</b>	Timeline is colorful and creative and includes all important dates and details	Timeline is somewhat colorful and creative and includes most of the important dates and details	Timeline is not colorful or creative and includes few important dates and details
<b>Analytical</b>	Answers and explanations are clear and show good planning.	Answers and explanations are somewhat clear and show some planning.	Answers and explanations are not clear and show very little planning.



Name: \_\_\_\_\_

Exit Card: (lesson five)

## Michigan in a Minute

1. What is the constitution?

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2. Why are changes made to the constitution?

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Name: \_\_\_\_\_

Exit Card: (lesson five)  
Michigan in a Minute

1. What is the constitution?

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2. Why are changes made to the constitution?

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**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 6: How is the Government of Michigan Organized? Choice Strategy**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

**Pencil and Book Experiment** *(5 min)*

Ask students to get out a pencil and a book. Ask them to try and balance their book on the pencil. Then, have them get into groups of three and try to balance a book on three pencils. Explain to students that this is like our government. There are three sections that help to balance our nation's government.

**Group Discussion** *(5 min)*

Remind the students, that the constitution limits the government power by listing rules that we must follow. One of the laws is to divide the power into three groups. These groups are sometimes called branches of government. The three branches are the judicial, executive, and legislative branches.

**Checks and Balances Worksheet** *(15 min)*

Together, read and answer the questions to the Checks and Balances worksheet.

**\*Choice Strategy** *(30 min)*

1. Have students **choose** one branch of government to read about:

1. Legislative Branch
2. Executive Branch
3. Judicial Branch

2. Give students **ONLY** the information page on the branch that they have chosen. Once they have chosen a branch they must use the information from the reading to describe the specific duties and details of that branch in one of the following ways: (allow student to **choose**)

1. List
2. Poster
3. Paragraph
4. Picture
5. Other (this should be approved by the teacher)

3. When students are finished with this activity they should have time to share their projects with each other so that at the end of the lesson they are familiar with the duties of all three branches.

**\*Exit Card (5 min)**

Why is the government divided into three branches?

Name: \_\_\_\_\_

**Checks and Balances**  
(Adapted from Rive Road Publications)

In order to prevent one group or person from having too much power the Constitution divides or separates the power of the government among the three branches: the executive (President), the legislative (Congress), and the judicial (courts). These powers are equally divided or balanced so that no branch is stronger or more powerful than another. Each of the branches also has a way to check or stop the other branches from doing something wrong. The chart below shows the power each branch has to stop or check another branch.

Branch	Has the power to check by...
EXECUTIVE (President)	<ul style="list-style-type: none"> <li>• Vetoing a law that he thinks as wrong</li> </ul>
LEGISLATIVE (Congress)	<ul style="list-style-type: none"> <li>• Overriding the President's veto if they disagree with it</li> <li>• Impeaching the President if they think he is misusing power</li> </ul>
JUDICIAL (Courts)	<ul style="list-style-type: none"> <li>• Declaring a law unconstitutional if they think it contradicts the Constitution</li> </ul>

Fill in the blanks in the sentence under each situation to tell what branch is using which power to check another branch.

1. The President acts because he believes that a law passed by Congress would not be in the best interest of the people. The \_\_\_\_\_ branch is using the power of \_\_\_\_\_ to check the \_\_\_\_\_ branch.
2. Even though the President has vetoed a law, Congress acts because it believes the law represents the people's wishes. The \_\_\_\_\_ branch is suing the power of \_\_\_\_\_ to check the \_\_\_\_\_ branch.
3. The Supreme Court rules that a law is against the Constitution. The \_\_\_\_\_ branch is using the power of \_\_\_\_\_ to check the \_\_\_\_\_ branch.
4. The Congress accuses the President of misusing his powers. The \_\_\_\_\_ branch is using the power of \_\_\_\_\_ to check the \_\_\_\_\_ branch.

Name: \_\_\_\_\_

### Michigan State Government: Choice Activity

**Directions:** Carefully read the information below. When you are finished describe the duties and details of the branch that you have chosen. Choose one of the following ways to display your information: list, poster, paragraph, pictures, other (must be approved by teacher).

### **Legislative Branch:**

- Michigan was made the 26<sup>th</sup> state in 1837. Leaders of the new state wrote a state constitution that outlined a plan of government for it. Like the United States Constitution, Michigan's constitution separated the government into three branches. By dividing the power of the government among three branches, Michigan's leaders made sure that one individual or group would never be in complete control of the state.
- The legislative branch of Michigan's state government makes laws. The Michigan Legislature is set up like the United States Congress, with a House of Representatives and a Senate. The Michigan House of Representatives has 110 members. The Michigan Senate is made up of 38 state senators.

Name: \_\_\_\_\_

### **Michigan State Government: Choice Activity**

**Directions:** Carefully read the information below. When you are finished describe the duties and details of the branch that you have chosen. Choose one of the following ways to display your information: list, poster, paragraph, pictures, other (must be approved by teacher).

### **Executive Branch:**

- Michigan was made the 26<sup>th</sup> state in 1837. Leaders of the new state wrote a state constitution that outlined a plan of government for it. Like the United States Constitution, Michigan's constitution separated the government into three branches. By dividing the power of the government among three branches, Michigan's leaders made sure that one individual or group would never be in complete control of the state.
- The governor leads the executive branch, which is in charge of carrying out the laws. He or she presents the budget for the state to the legislature. A budget is a plan that tells where all of the state's money is to be spent. The governor also looks at the bills that have been passed by the legislature and decides whether they should become laws and how they should be carried out.

Name: \_\_\_\_\_

### **Michigan State Government: Choice Activity**

**Directions:** Carefully read the information below. When you are finished describe the duties and details of the branch that you have chosen. Choose one of the following ways to display your information: list, poster, paragraph, pictures, other (must be approved by teacher).

### **Judicial Branch:**

- Michigan was made the 26<sup>th</sup> state in 1837. Leaders of the new state wrote a state constitution that outlined a plan of government for it. Like the United States Constitution, Michigan's constitution separated the government into three branches. By dividing the power of the government among three branches, Michigan's leaders made sure that one individual or group would never be in complete control of the state.
- The judicial branch is in charge of making sure that Michigan laws are fair. The Michigan Supreme Court is the highest court in the judicial branch. Seven members serve on this court. Judges are in charge of the courts. The courts handle all sorts of disagreements.

### **Choice Activity Scoring Guide**

These facts must be included in the projects for full credit:

### Legislative Branch

- Makes laws and Senate \_\_\_/5
- House of Representatives \_\_\_/5
- Final Project is creative and meets requirements \_\_\_/5
- Total \_\_\_/15

### Executive Branch

- Enforce laws \_\_\_/5
- Governor \_\_\_/5
- Final Project is creative and meets requirements \_\_\_/5
- Total \_\_\_/15

### Judicial Branch

- Interpret the laws \_\_\_/5
- Supreme Court and other courts \_\_\_/5
- Final Project is creative and meets requirements \_\_\_/5
- Total \_\_\_/15



Name: \_\_\_\_\_

Exit Card: (lesson six)

## Michigan in a Minute

1. Why is the government divided into three branches?

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*Challenge: Can you list the 3 branches?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Name: \_\_\_\_\_

### Exit Card: (lesson six) Michigan in a Minute

1. Why is the government divided into three branches?

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*Challenge: Can you list the 3 branches?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Lesson 7: Michigan Branches of Government: Analyzing Newspaper Articles, Multi-level Readiness Group Activity**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

### **Analyzing Newspaper Articles: Model (10 min)**

Using #1 of Analyzing Newspaper Articles model how to read the newspaper article, and write the findings on the Analysis Worksheet.

### **\* Multi-level Readiness Group Activity (25 min)**

Divide your students into five groups. Make sure to include students with a variety of readiness levels. Assign each group one of the Analyzing Newspaper Articles #2-6. Have them record their findings on their Analysis Worksheet.

### **Presentations (10 min)**

Then, have each group present their article findings. Discuss results. You could possibly use these presentations to create a class chart; it could look similar to the Analysis Worksheet Answer Key.

### **Whole Group Discussion Questions (10 min)**

End the lesson with the following discussion questions:

- a. What are the 3 branches of government?
- b. Why does each state have three branches of government?
- c. What does each branch do?

### **\*Exit Card (5 min)**

If you worked for the government what branch would you choose to work for and why?

## **Analyzing Newspaper Articles**

(Adapted from Later Elementary MI government other resources)

<p style="text-align: center;"><b><u>#1</u></b></p> <p><b>Governor Vetoes Most of Mackinac Bridge Package</b></p> <p>LANSING- Saying the state can't afford to forgive loans for the Mackinac Bridge, Gov. Jennifer Granholm has vetoed the bulk of legislation designed to safeguard bridge funding, an aide said Monday.</p>	<p style="text-align: center;"><b><u>#2</u></b></p> <p><b>Gasoline Pipeline Bill Dies in Senate</b></p> <p>A bill that would have cleared the way for a controversial gasoline pipeline to be built through south Lansing is dead, but the fight could continue next year.</p>
<p style="text-align: center;"><b><u>#3</u></b></p> <p><b>Push for New State Bird Continues</b></p> <p>A year after legislation was introduced to change the state bird from robin to Kirtland's Warbler, some lawmakers and students still are pushing for the change.</p>	<p style="text-align: center;"><b><u>#4</u></b></p> <p><b>SUPREME COURT: Easy victories predicted for 2 incumbents</b></p> <p>Two Michigan Supreme Court justices appeared headed for easy victories over three challengers as election results began to come in.</p>
<p style="text-align: center;"><b><u>#5</u></b></p> <p><b>State Proposal Would Allow Lottery Games</b></p> <p>LANSING- Veterans organizations could offer Club Keno and other lottery games at their lodges and halls across the state under legislation approved Thursday night by the Michigan House. The bill will now move on to the Senate.</p>	<p style="text-align: center;"><b><u>#6</u></b></p> <p><b>Court Clears Way for Bobcat Trapping Season to Begin</b></p> <p>LANSING- A planned bobcat-trapping season for the northern Lower Peninsula may proceed as scheduled, an Ingham County judge ruled Tuesday. The Circuit Court Judge denied a request from the Michigan Bear Hunters Association to stop the trapping season.</p>

**Group Member Names:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Analysis Worksheet**  
**Article Number \_\_\_\_\_**

1. What branch of government is at work in this article?
  - a. Legislative
  - b. Executive
  - c. Judicial

2. What can be learned about that branch from the article?

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3. Based on the article, what question do you have about that branch?

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**Analysis Worksheet Answer Key**

Answers will vary, these are possible examples:

Article	What branch	What can be learned	Based on the article,
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#	of government is the article about?	about the branch from the article?	what is a question you have about the branch?
1	Executive	The governor has the power to keep a bill from becoming a law.	If the governor vetoes a bill is there anything the legislature can do to get the law they wanted passed?
2	Legislative	Sometimes a bill never becomes a law.	What does it mean when it says a "bill dies"?
3	Legislative	It can take a long time for a bill to become a law.	What can be done to speed up the law-making process?
4	Judicial	State Supreme Court judges are elected.	For how long do Supreme Court judges serve?
5	Legislative	Bills must have to go to both the Senate and the House of Representatives before they can become laws.	What happens in the House wants a bill to become a law, but the Senate does not?
6	Judicial	Circuit courts are one type of Michigan Court.	How are Circuit Court Judges chosen?



Name: \_\_\_\_\_

**Exit Card: (lesson seven)**  
**Michigan in a Minute**

1. If you worked for the government what branch would you choose to work for and why?

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Name: \_\_\_\_\_

**Exit Card: (lesson seven)**  
**Michigan in a Minute**

1. If you worked for the government what branch would you choose to work for and why?

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*60 minutes*

Differentiated components are indicated with an asterisk (\*)

**\*Introduction/Procedure: (*Readiness Leveled Groups*) (60 min)**

Explain to students that they will be starting a new activity called a Problem Based Learning assignment. During this assignment they will be presented with a problem and it will be their job to solve it. Explain to students that they will be working in groups of 4 to complete this activity. Each group member will be expected to participate and contribute equally. Put students into groups based on readiness levels. This is an opportunity for high achieving students to work together on a team. Tell students that everyone's solution will look different because there are many possible ways to solve the problem. After the procedures are explained, discuss the scoring guide for this assignment so that students clearly understand the expectations.

**\*Problem:**

Your principal is very worried. He has received several phone calls from parents about students eating unhealthy at school. They are complaining that their children are eating junk food at morning snack break, lunchtime, birthday treats, classroom holiday parties, and afternoon snack break. Parents are upset because they are worried that their children will have health problems, including becoming overweight. Imagine that you were a member of the Department of Agriculture (Executive Branch), what would you do solve this problem? How would you present your solution to the principal? What would your plan of action be for your school to solve this problem?

**\*Brainstorming:**

Explain to students that their job is to brainstorm possible solutions to this problem. Their group will have to decide how to present these solutions to the principal. Also students will have to plan how these solutions will be implemented in their school.

**\*Thinking:**

Once students have brainstormed several possible solutions to the problem they will have to choose the one that they think is the most effective and realistic solution. Students must justify their solution choice.

**\*Evaluation:**

After students have decided on best solution, they will need to decide how they will present this information to the principal (examples: poster, speech, skit, role-play, brochure) and how they will put their plan into action at their school (food pyramid posters, nutrition assembly, nutritionist visits as guest speaker). Give students time to plan their solution presentation and plan of action.

**\*Conclusion:**

Have the principal come to the classroom and allow students to share their solution to the problem and their plan of action for the school. (Make sure that students are acting as if they are members of the Department of Agriculture)

**Problem Based Learning Rubric:**

Several possible solutions are brainstormed \_\_\_\_\_/10

One solution is selected and logically justified \_\_\_\_\_/10

Presentation of solution to principal is well-planned \_\_\_\_\_/10

Clear plan of action for school is stated \_\_\_\_\_/10

Overall effort and thoughtfulness \_\_\_\_\_/10

Evidence of effort is obvious \_\_\_\_\_/10

Total \_\_\_\_\_/60

Group Member Names: 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_  
4) \_\_\_\_\_

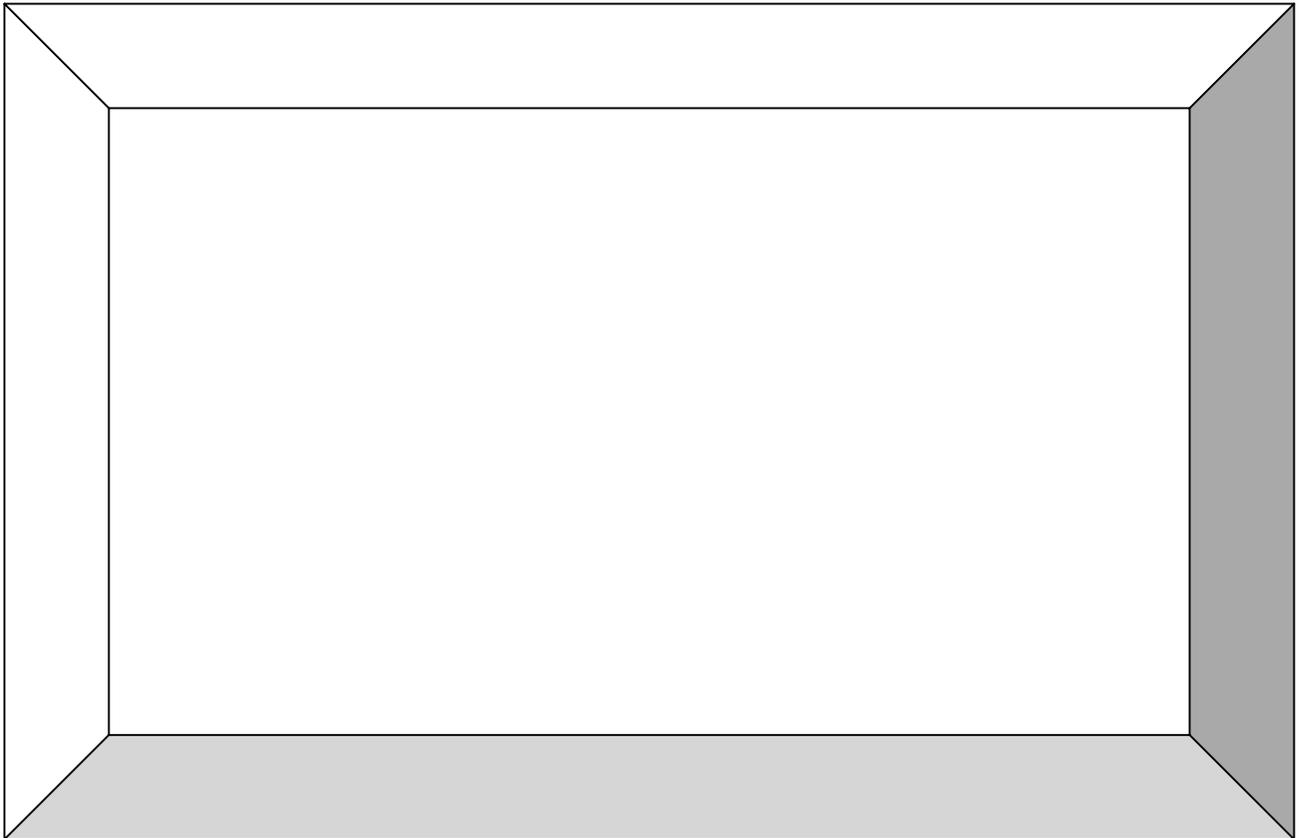
## Problem Based Learning Activity Worksheet

### Problem:

Your principal is very worried! He has received several phone calls from parents about students eating unhealthy at school. They are complaining that their children are eating junk food at morning snack break, lunchtime, birthday treats, classroom holiday parties, and afternoon snack break. Parents are upset because they are worried that their children will have health problems, including becoming overweight. Imagine that you were a member of the Department of Agriculture (Executive Branch), what would you do solve this problem? How would you present your solution to the principal? What would your plan of action be for your school to solve this problem?

### Brainstorming:

Use this box to brainstorm as many possible solutions to this problem that you can think of:

A large rectangular box with a 3D effect, intended for brainstorming solutions. The box is drawn with a perspective view, showing the top, front, and right sides. The top and front surfaces are white, while the right and bottom surfaces are shaded gray. The box is empty, providing space for the student to write their brainstormed solutions.

**Thinking:**

From your brainstorming choose your best and most realistic solution and write it here:

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Explain why your group thinks this is the best solution to solve this problem?

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**Evaluation:**

How will your group present your solution to the principal? Please include detailed description. (Some possible examples: poster, skit, role-play, brochure, video, or speech)

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How will your group put your plan (solution) into action at your school? Please include detailed description. (Some possible examples: food pyramid posters, nutrition assembly, or nutritionist visits as guest speaker)

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**Conclusion:**

Spend the remaining time preparing your group's solution presentation and plan of action. You will be presenting your ideas to the principal, acting as if you are members of the Department of Agriculture (Executive Branch)

**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 9: How do Courts Function to Resolve Conflict? Mock Trial**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

**Whole Group Discussion (10 min)**

Judicial Branch Introduction:

Explain to students that the judicial branch includes our state courts and judges. We have courts to help us settle disagreements. They help us decide who is right and who is wrong. There are many people who are a part of the judicial branch. The judges are elected. Most courts use a jury. Juries are groups of citizens who are asked to do this work. It could be anyone who is older than 18. They aren't trained in any way. Being on a jury is a civic responsibility, something we are supposed to do. Juries help decide who is right or wrong. People go to courts for different reasons. They might go to court because they broke a law. Sometimes they go to court because they committed a crime (like robbing someone). Sometimes people go to court because they can't agree on an issue; this is sometimes called "suing".

**Mock Trial (Perform as Reader's Theater) (35 min)**

\*\*The mock trial should be done more as a reader's theater, as student's don't need to master all the terms of each "role" of the judicial system.

Conduct a mock trial using the Humpty Dumpty example from

[http://www.classbrain.com/artteensm/publish/article\\_65.shtml](http://www.classbrain.com/artteensm/publish/article_65.shtml)

(included in supplementary materials, but can be printed in a clearer format directly from the website)

**Wrap-up: Whole Group Discussion Questions (10 min)**

Why do we have a court system?

Why is it important to serve on a jury?

In a trial, which group decides if a person is guilty?

**\*Exit Card (5 min)**

Why do we have courts?

Who chooses the judges for each courthouse?

**Humpty Dumpty: Was It Really An Accident ?**

**Robin E. May Dorey  
Sherwood Elementary  
Sherwood, Arkansas**

**Participants:**

Judge - Mother Goose  
Bailliff - Jack Horner  
Defendant - Roy L. Kingsman  
Defense Counsel - Twiddle Dee  
Prosecution - Twiddle Dum  
Witness for the Prosecution - Kirk Kingsman  
Witness for the Prosecution - Wily Wolf  
Juror - (1-12)

**Bailliff: (STAND)** All rise. The Superior Court for the State of Nurseryland is now in session. The Honorable M. Goose presiding.

**Judge: (ENTER THE ROOM AND TAKE YOUR SEAT)** Please be seated. This is the case of the State of Nurseryland versus Roy L. Kingsman which involves the charge that the defendant violated Criminal Code #12-345-6 and is now charged with the crime of first degree murder.

**Court** is now in session. **(STRIKE THE GAVEL)** Is the Prosecution ready?

**Prosecution: (STAND)** Yes, Your Honor. **(SIT DOWN)**

**Judge:** Is the defense ready?

**Defense: (STAND)** Yes, Your Honor. **(SIT DOWN)**

**Judge: (LOOK AT THE PROSECUTION)** Counsel, you may proceed with your opening argument.

**Prosecution: (STAND, WALK AROUND THE TABLE AND LOOK AT THE JUDGE AND THE JURY)** Your Honor, the State will prove beyond a reasonable doubt that the defendant, Mr. Roy L. Kingsman, violated criminal code #12-345-6 and by doing so is guilty of first degree murder. The State will show the following facts in this case. On the morning of March 5, 1992, Mr. Roy L. Kingsman and Mr. Kirk Kingsman were out riding the King's horses on their daily patrols. At this time they happened along the wall that divides Nurseryland from Fairytale Land. Whereupon Mr. Roy L. Kingsman and Mr. Kirk Kingsman came upon the victim Mr. Humpty Dumpty sitting on a wall. Mr. Dumpty began making remarks about the King's horses. Mr. Kirk Kingsman proceeded on his daily route, but Mr. Roy L. Kingsman stopped and inquired of Mr. Dumpty as to why he was making these remarks. At that time an argument ensued. Because of his rather unusual sitting position, Mr. Dumpty rolled off the wall and broke into many pieces. Mr. Roy L. Kingsman then left the helpless victim and proceeded on his routine watch soon catching up to Mr. Kirk Kingsman. As the two approached the wall again, they found Mr. Dumpty lying in a heap on the road. Now Mr. Roy L. Kingsman will tell you that he and his companion, Mr. Kirk Kingsman, tried to put the pieces back together. He will also testify that the king's horses also tried to aid in this rather helpless attempt to piece Mr. Dumpty back together. But the prosecution will bring to you an eyewitness that was in the bushes during this whole ordeal. Mr. Wily Wolf will testify that while he was out taking his elderly Grandma some cookies, he happened along this same road and heard the argument between Mr. Roy L. Kingsman and Mr. Dumpty. Mr. Wolf will tell you that he saw Mr. Kingsman agitate Mr. Dumpty to the point that he rolled off the wall and Mr. Kingsman left him for dead. Mr. Kingsman's weak attempt to "fix" Mr. Dumpty was just a cover-up for his felonious deed. Ladies and Gentlemen of the Jury, the State will rely on the eyewitness statement of Mr. Wily Wolf to prove its case. From the evidence you will hear, you will

have no choice but to find the defendant guilty of the crime as charged. Thank you. **(SIT DOWN)**

**Judge:** Thank you. The Court will now hear the Defense's opening statement.

**Defense: (STAND, WALK AROUND THE TABLE AND LOOK AT THE JURY)** Your Honor, the Defense intends to show the following facts in this case. First of all, you have all heard the prosecution tell you that Mr. Dumpty was in a precarious sitting position on the wall. Let's look at the anatomy of the victim. His rounded bottom does not lend itself to sitting stable. My client, Mr. Roy L. Kingsman, will testify that he was on his regular daily rounds with Mr. Kirk Kingsman. They came upon the wall that divides Nurseryland from Fairytale Land. Mr. Dumpty was sitting on the wall and began to make menacing remarks to the King's horses. Mr. Kirk Kingsman did proceed on his daily routine, but Mr. Roy L. Kingsman stayed behind to talk to Mr. Dumpty. He tried to explain to him that making nasty remarks about the King's horses is not the way that people in Nurseryland should act. At that time, Mr. Roy L. Kingsman will testify to you, Mr. Dumpty became rather upset. He began talking about his life on the wall and how nobody ever bothers to check on him. Mr. Roy L. Kingsman will tell you that he felt it best to let the matter drop, and so he continued on his rounds. Upon returning to the wall, he and Mr. Kirk Kingsman found Mr. Dumpty in a heap. They did try to put the pieces back together, but all the King's horses and the all King's men could not get Mr. Humpty Dumpty together again. Ladies and Gentlemen of the jury, my client, Mr. Roy L. Kingsman, is an honorable man who continues in his daily rounds of protecting our fair land. While Mr. Dumpty's demise is unfortunate, I am sure that the evidence that you will hear today will prove beyond a reasonable doubt that Mr. Dumpty's fall was an accident. Mr. Roy L. Kingsman should be found not guilty. Thank you. **(SIT DOWN)**

**Judge:** Mr. Dum, you may proceed with your first witness.

**Dum: (STANDING)** Thank you, your Honor. The state would like to call as its first witness, Mr. Wily Wolf.

**Judge:** Mr. Wily Wolf, please take the stand.

**Bailiff: (ADDRESSING MR. WOLF)** Raise your right hand and repeat after me. Do you swear or affirm that the testimony you are about to give is the truth, the whole truth, and nothing but the truth?

**Wolf:** I do. **(SIT DOWN)**

**Bailiff: (RETURN TO CHAIR)**

**Dum: (STAND AND APPROACH THE WITNESS)** State your name for the court, please.

**Wolf:** Mr. Wily Wolf.

**Dum:** Where do you live, Mr. Wolf?

**Wolf:** 321 Watch Hood Lane.

**Dum:** Where were you on the morning of March 5, 1992?

**Wolf:** I was in the woods on my way to bring my grandma some cookies.

**Dum:** Did you see anything unusual happen that day?

**Wolf:** I certainly did.

**Dum:** Tell the court what you saw.

**Wolf:** As I was walking rough the woods to take my grandma some cookies, you know she just loves the ones with the big chocolate chips, well, anyway, as I approached the wall between Nurseryland and Fairytale Land I saw a man on a horse talking to Humpty Dumpty.

**Dum:** Do you see that man in the courtroom today?

**Wolf: (POINTING TO ROY L. KINGSMAN)** Yes, that's him.

**Dum:** Let the record reflect that the witness identified the defendant. Now proceed Mr. Wolf, what did you see then?

**Wolf:** Well, this man was talking to Mr. Dumpty and then the conversation got really loud.

**Dum:** Could you hear what was being said?

**Wolf:** The man was teasing Mr. Dumpty about his rounded bottom. Who is this guy to talk about someone else? Has he looked in the mirror lately?

**Dee:** **(RISING TO ADDRESS THE JUDGE)** Objection -- the witness is offering opinion. I request that statement be stricken from the record.

**Judge:** Sustained. **(LOOKING AT MR. WOLF)** Please confine your testimony to the facts.

**Wolf:** Yes, your Honor.

**Dum:** Please continue, Mr. Wolf, what else did you see?

**Wolf:** As I was saying, this guy was really giving Humpty Dumpty a bad time. Humpty began to get really upset and started to rock. That man kept shouting at him until finally Humpty fell off the wall.

**Dum:** What happened then?

**Wolf:** The guy just rode off. He left Humpty lying there sort of helpless.

**Dum:** What happened next?

**Wolf:** Well, in just a few minutes the guy came riding along with another guy.

**Dum:** What did they do?

**Wolf:** They rode back by Humpty Dumpty.

**Dum:** Did they do anything?

**Wolf:** The other guy got down and tried to put Humpty Dumpty together again.

**Dee:** Were they successful?

**Wolf:** **No**, have you ever seen an egg that has been dropped that you could put back together again?

**Dum:** **No** further questions, your Honor. **(LOOK AT THE DEFENSE)** Your witness. **(SIT DOWN)**

**Twiddle Dee:** **(STAND AND APPROACH THE WITNESS)** Mr. Wolf, why were you hiding in the bushes?

**Dum:** **(STANDING)** Objection, Mr. Wolf did not indicate that he was hiding. **(SIT DOWN)**

**Judge:** Sustained. Please refrain from giving opinions.

**Dee:** Yes, your Honor. Mr. Wolf, why were you behind the bushes?

**Wolf:** As I said before, I was on my way to Grandma's house with cookies when I saw this man harassing Humpty Dumpty.

**Dee:** Please keep your comments to just the facts.

**Wolf:** Hey man, those are the facts.

**Dee:** Tell us, Mr. Wolf, why did you wait to come forward to tell your story?

**Wolf:** You know wolves have been getting a bum rap in all of these stories. I think it's time people find out the truth.

**Dee:** Mr. Wolf, did you see Mr. Kingsman attack Mr. Dumpty?

**Wolf:** Not physically, but verbally. He called him fatso.

**Dee:** But words can't hurt you.

**Wolf:** Look we all have feelings. Words can hurt a lot more than sticks and stones.

**Dee:** But Mr. Wolf, did you see Mr. Kingsman physically cause Mr. Dumpty to fall from the wall?

**Wolf:** No, but . . .

**Dee:** No further questions. **(SIT DOWN)**

**Judge:** **(LOOK AT THE WITNESS)** You may step down Mr. Wolf. **(LOOK AT THE PROSECUTION)** Call your next witness.

**Dum:** **(STAND)** The prosecution calls Mr. Kirk Kingsman. **(SIT DOWN)**

**Judge:** Mr. Kirk Kingsman, please take the stand.

**Mr. Kingsman #2:** **(MOVE TO THE WITNESS STAND AND REMAIN STANDING)**

**Bailiff: (APPROACH THE WITNESS STAND)** Raise your right hand, please. Do you swear or affirm that the testimony you are about to give is the truth, the whole truth, and nothing but the truth?

**Kingsman #2:** I do **(SIT DOWN)**

**Bailiff: (RETURN TO YOUR SEAT)**

**Dum:** Mr. Kingsman, where were you on the morning of March 5, 1992?

**Kingsman #2:** I was on routine patrol through Nurseryland.

**Dum:** Did anything unusual happen while you were on patrol?

**Kingsman #2:** What do you mean unusual?

**Dum:** Did you have any encounters during your patrol?

**Kingsman #2:** I did have a conversation with Humpty Dumpty.

**Dum:** What was the nature of the conversation?

**Kingsman #2:** I asked him how things were going -- just simple chit-chat.

**Dum:** Was anyone with you at this time?

**Kingsman #2:** My partner, Roy L. Kingsman, was with me.

**Dum:** Did he also have a conversation with Mr. Dumpty?

**Kingsman #2:** Yes, he did talk to him.

**Dum:** What was the nature of his conversation?

**Dee: (STANDING)** Objection -- calls for speculation.

**Dum:** Mr. Kingsman was present at the time; he is aware of the kind of conversation it was.

**Judge:** Overruled.

**Dee: (SIT DOWN)**

**Dum:** Mr. Kingsman, what was the nature of the conversation?

**Kingsman #2:** Roy L. was joking with Mr. Dumpty about his figure.

**Dum:** Would you say Mr. Dumpty took this as joking?

**Kingsman #2:** Mr. Dumpty did seem to get upset, but it was all in fun.

**Dum:** What did you do?

**Kingsman #2:** I continued on my rounds.

**Dum:** Did you see Mr. Roy L. Kingsman again?

**Kingsman #2:** **Yes**, he caught up to me on patrol.

**Dum:** What was his attitude when he caught up to you?

**Kingsman #2:** He seemed a little rattled. I asked him if everything was okay and he snapped at me to leave it alone.

**Dum:** What did you do then?

**Kingsman #2:** I left it alone. Furnished by:

**Dum:** What happened next?

**Kingsman #2:** We continued on our rounds.

**Dum:** Did you come back to the wall?

**Kingsman #2:** **Yes.**

**Dum:** What did you see when you returned to the wall?

**Kingsman #2:** Humpty Dumpty had fallen off the wall and was broken to pieces.

**Dum:** What was Roy L. Kingsman's reaction to this?

**Kingsman #2:** He asked if I liked scrambled eggs.

**Dum:** What did you do?

**Kingsman #2:** We got down and tried to put the pieces together, but Roy told me that it was hopeless. He was right.

**Dum:** No further questions. **(LOOKING AT DEFENSE)** Your witness.

**Dee: (LOOKING AT PROSECUTION)** Thank you. **(TURNING TOWARD WITNESS STAND)** Now, Mr. Kingsman, you said that you rode off when Roy L. Kingsman was still talking to Humpty Dumpty.

**Kingsman #2:** Yes, that's true.

**Dee:** So, you didn't actually hear the conversation between Mr. Kingsman and Mr. Dumpty. Did you?

**Kingsman #2:** Well, I didn't hear all of it, but I heard enough to know what it was about. They were arguing. Rr

**Dee:** But you didn't hear all of it, did you?

**Kingsman #2: No.**

**Dee:** When you came back to the wall and saw Humpty Dumpty, what was your reaction?

**Kingsman #2:** I was shocked.

**Dee: Now,** you indicated that Mr. Roy L. Kingsman joked about Mr. Dumpty.

**Kingsman #2: Yes,** he did.

**Dee:** As you looked at Humpty Dumpty, did you think there was any hope to put him back together?

**Kingsman #2:** It did look hopeless, but I had to try.

**Dee:** So, Roy L.'s not trying to help may have been that he recognized the hopelessness of the situation.

**Kingsman #2:** Yes, that's true.

**Dee: No** further questions. **(SIT DOWN)**

**Judge: (LOOK AT THE WITNESS)** You may step down, Mr. Kingsman. **(LOOK AT THE PROSECUTION)** Call your next witness.

**Dum: (STANDING)** The Prosecution rests, your Honor. **(SIT DOWN)**

**Judge: (LOOKING AT DEFENSE)** Is the defense ready to proceed?

**Dee: (STANDING)** Yes, your Honor.

**Judge:** Call your first witness.

**Dee:** The defense calls Mr. Roy L. Kingsman. **(SIT DOWN)**

**Kingsman #1: (MOVE TO THE WITNESS STAND AND REMAIN STANDING)**

**Bailiff: (APPROACH THE WITNESS STAND)** Raise your right hand, please. Do you swear or affirm that the testimony you are about to give is the truth, the whole truth, and nothing but the truth?

**Kingsman #1:** I do **(SIT DOWN)**

**Bailiff: (RETURN TO YOUR SEAT)**

**Dee:** Mr. Kingsman, where were you on the morning of March 5, 1992?

**Kingsman #1:** I was making my rounds through Nurseryland.

**Dee:** Did anything unusual happen that morning?

**Kingsman #1:** Well, as my partner and I approached the wall between Nurseryland and Fairytale Land, Humpty Dumpty started making some snide remarks about the King's horses.

**Dee:** Then what happened?

**Kingsman #1:** I told him he should have more respect for the King's men and all the King's horses.

**Dee:** What was his response?

**Kingsman #1:** He started saying how he wished he was in Fairytale Land instead of Nurseryland because he never really fit into Nurseryland.

**Dee:** What happened next?

**Kingsman #1:** I decided that he was having a bad day and it was just best to leave him alone.

**Dee:** Did you start an argument with him about his size?

**Kingsman #1:** I did not start the argument.

**Dee:** But did you argue?

**Kingsman #1:** Well, he did say that no one ever liked him because of his shape.

**Dee:** What was your reply?

**Kingsman #1:** I asked him if he ever considered doing something about his weight. Maybe he would feel better about himself if he wasn't so chubby.

**Dee:** What was his condition when you left him?

**Kingsman #1:** Well, I guess you could say that he was in a foul mood. Hey, you know everyone has those kind of days when nothing seems to go right -- well, I guess it was his day.

**Dee:** When you left Humpty Dumpty, was he still sitting on the wall?

**Kingsman #1:** Yes, he was.

**Dee:** No further questions. **(LOOKING AT PROSECUTION)** Your witness.

**Dum: (LOOKING AT DEFENSE)** Thank you. **(TURNING TOWARD WITNESS STAND)** Mr. Kingsman, you have testified that Humpty Dumpty was still sitting on the wall when you left him, is that correct?

**Kingsman #1:** Yes, that is correct.

**Dum:** But you also said that he was in a foul mood. Is that correct?

**Kingsman #1:** Yes.

**Dum:** What was he in a foul mood?

**Kingsman #1:** Hey, how should I know. Chubby people aren't always happy. No matter what we would like to think.

**Dum:** Mr. Kingsman, did you at one time have a weight problem?

**Kingsman #1:** I've had my problems, but I learned how to control myself. That's all it takes, a little self control.

**Dum:** So you feel that Mr. Dumpty did not have any self-control?

**Kingsman #1:** I didn't say that.

**Dum:** But would you say that you feel like that?

**Kingsman #1:** Well, he could take better care of himself. Get off that wall and exercise a little. That wouldn't hurt him.

**Dum:** Thank you. No further questions.

**Judge: (LOOKING AT THE WITNESS)** You may step down. **(LOOKING AT THE DEFENSE)** You may call your next witness.

**Dee:** The defense rests, your Honor.

**Judge:** Fine. We will now hear closing arguments. **(LOOKING AT THE PROSECUTION)** Mr. Twiddle Dum, are you ready to close?

**Dum: (STANDING)** Yes, your Honor. Thank you. **(LOOKING TOWARD THE JURY BOX)** Ladies and gentlemen of the jury, I want to thank you all for taking the time to hear this case. As you can see it is a very simple case of jealousy and power. Mr. Roy L. Kingsman knows that he has more self-control than Mr. Humpty Dumpty and he used that self-control to agitate Mr. Dumpty to the point that he fell off the wall. You heard the testimony from his partner, Mr. Kirk Kingsman, that he did nothing to help pick up the pieces of Humpty Dumpty when they returned and found him. Is this the action of a compassionate man? I should think not. Mr. Roy L. Kingsman knows his position as one of the King's men gives him power in Nurseryland and he used this power to belittle Humpty Dumpty. It was certainly a dastardly deed that was done. Mr. Wily Wolf testified that he watched from the bushes as Mr. Roy L. Kingsman taunted and teased Humpty Dumpty. Ladies and gentlemen, you have no choice but to return the verdict of guilty against Mr. Roy L. Kingsman. He is guilty of the death of Humpty Dumpty and has shown no remorse for this crime. Thank you.

**(RETURN TO YOUR SEAT)**

**Judge: (LOOKING AT THE DEFENSE)** Mr. Twiddle Dee, you may make your closing statements.

**Dee: (STANDING)** Thank you, your Honor. **(MOVE TOWARD THE JURY BOX)** Ladies and gentlemen of the jury, Mr. Twiddle Dum would have you believe that this is a simple open and shut case. But I submit that that is simply not the case. Mr. Kingsman has testified

that Humpty Dumpty was still on the wall when he left him. Even Mr. Wolf, the prosecution's own witness, testified that Mr. Dumpty was still on the wall when Mr. Roy L. Kingsman left the scene. If Mr. Dumpty fell off the wall, it is because of his agitation and not from the actions of my client. Mr. Roy L. Kingsman has been a member of the King's men for a number of years and has not had any problems. He may not have used good judgment in his comments to Humpty Dumpty, but that doesn't make him a murderer. Ladies and gentlemen, for you to return a verdict of guilty, then you must believe that the State has proven beyond a reasonable doubt that my client, Mr. Roy L. Kingsman, is guilty of murder. If you still have some doubts about this, then the verdict is simple -- not guilty. Thank you. **(RETURN TO YOUR SEAT)**

**Judge: (LOOKING AT JURORS)** It is now your responsibility to deliberate and decide if indeed you believe Mr. Roy L. Kingsman is guilty or not of the crime of which he is accused. Your decision must be unanimous.

**Bailiff: (REMOVE THE JURORS TO DELIBERATE)**



Name: \_\_\_\_\_

**Exit Card: (lesson nine)**  
**Michigan in a Minute**

1. Why do we have courts?

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2. Who chooses the judges for each courthouse?

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Name: \_\_\_\_\_

**Exit Card: (lesson nine)**  
**Michigan in a Minute**

1. Why do we have courts?

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2. Who chooses the judges for each courthouse?

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**Social Studies Michigan Government Unit**  
**3<sup>rd</sup> Grade**

**Lesson 10: What are the Rights and Responsibilities of Michigan Citizens?**  
**RAFT activity**

*60 minutes*

Differentiated components are indicated with an asterisk (\*)

**Whole Group Discussion (10 min)**

Write the word "right" on the board. Ask students what this term means. Come to the conclusion that rights are things that people are entitled to have or do because the law "says so".

**Review the Rights of Michigan Citizens (5 min)**

List down several rights that we have as Michigan citizens:

- Freedom of Speech
- Freedom of Religion
- Freedom of Expression
- Choice of Job
- The Right to Vote
- Fair Treatment

Ask students who is responsible for protecting these rights. Most students will state that the police, courts, parents, etc. Tell students that although the police and courts work hard to protect their rights, they can't always get to everyone. That is why it is our responsibility to protect our own rights and the rights of others.

**\*RAFT Activity (40 min)**

Explain to students that they will be completing a RAFT activity. RAFT stands for R-role: who you are writing as, A-audience: who you are writing to, F-format: how your writing is done, T-topic: what you will be writing about. Review possible roles and rubric requirements and allow students should choose their role and make sure to follow the requirements on the rubric.

**\*Exit Card (5 min)**

List one right you have.

List one responsibility you have that relates to your right.

Name: \_\_\_\_\_

### RAFT Activity

1. Choose one option to write about. Highlight the RAFT you have chosen.
2. RAFT stands for: R-Role, A- Audience, F- Format, T-Topic
3. Make sure to review the rubric for each RAFT to make sure you are meeting all of the requirements.

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
1. Freedom of Religion	3 <sup>rd</sup> graders	Commercial	The responsibility to respect people with different religious beliefs than yours.
2. Freedom of Expression	Parents	News Story	The responsibility to respect other people's opinions and to express your opinion on issues.
3. Fair Treatment	3 <sup>rd</sup> grade Teachers	Advice Column	The responsibility to give everyone an equal opportunity to participate.
4. Justice	Friends on the playground (recess)	Advertisement	All people should be treated fairly. No group should be favored.
5. Freedom of Speech	Principal	Interview	The responsibility to speak up when someone is being denied their freedom of speech.

## Rubric for RAFT Activities

<b>RAFT</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Freedom of Religion	Commercial is written for 3 <sup>rd</sup> graders and topic is clear.	Commercial is written for 3 <sup>rd</sup> graders and topic is somewhat clear.	Commercial is not written for appropriate audience and topic is not clear.
2. Freedom of Expression	News Story is written for parents and topic is clear.	News Story is written for parents and topic is somewhat clear.	News Story not written for appropriate audience and topic is not clear.
3. Fair Treatment	Advice Column is written for 3 <sup>rd</sup> grade teachers and topic is clear.	Advice Column is written for 3 <sup>rd</sup> grade teachers and topic is somewhat clear.	Advice Column is not written for appropriate audience and topic is not clear.
4. Justice	Advertisement is written for playground friends and topic is clear.	Advertisement is written for playground friends and topic is somewhat clear.	Advertisement is not written for appropriate audience and topic is not clear.
5. Freedom of Speech	Interview is written for principal and topic is clear.	Interview is written for principal and topic is somewhat clear.	Interview is not written for appropriate audience and topic is not clear.



Name: \_\_\_\_\_

**Exit Card: (lesson ten)**  
**Michigan in a Minute**

1. List one right you have:

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2. List one responsibility you have that relates to your right:

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Name: \_\_\_\_\_

**Exit Card: (lesson ten)**  
**Michigan in a Minute**

1. List one right you have:

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2. List one responsibility you have that relates to your right:

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