

# 3<sup>rd</sup> Grade

## Unit 2: Citizenship and Government

### Chapter 3 - People and their Local Government

Leaders in the Community - Communities have Governments -  
Community Governments Provide Services - Branches and Levels of Government

### Chapter 4 - Our Nation's Government

The National Government - Citizens have Rights and Responsibilities -  
Models of American Citizenship - Symbols of National Pride

## Inside this Unit

Pre-Test

GT Differentiation Chart with activities and strategies for students

Extension Menu for students who test out

Literature Connections

Book Study



# Unit 2: Citizenship and Government - Pre-Test

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

Answer each question below including all the details you know.

1. What is a community leader? How can someone become a community leader? List qualities of a good community leader.

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2. Define these different community leaders. Give an example of each.

	Definition	Example
Volunteer		
Elected Government Leader		

3. What is government?

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4. Explain the three branches of government

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5. What is the constitution?

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6. What is the job of the Supreme Court?

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7. What are some rights and responsibilities that citizens have? Why is it important for a citizen to understand these?

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8. How is a government leader elected? Include and explain the words election, ballot, majority rule, and minority rights.

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9. Who is the president of the United States and what are his duties?

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10. What is the importance of the national anthem and the Pledge of Allegiance?

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# Unit 2: Citizenship and Government - GT Differentiation Chart

Lesson	Auditory/Analytic	Visual / Global	Tactile Kinesthetic / Global
Chapter 3 Lesson 1 Leaders in the Community	Write the script for a press conference to introduce your new police chief that you appointed.	Create a magazine cover that will highlight the importance of volunteering.	Create a rap to convince citizens to volunteer at the school or another place of your choosing.
Chapter 3 Lesson 2 Communities have Governments	Write a poem about one community that did not have any government and one that does.	Draw a map of your community labeling the areas that are public versus private property.	Collect artifacts from different services that keep order in our community.
Chapter 3 Lesson 3 Community Governments Provide Services	Write a mystery story, where in order to solve the problem you must visit a location from each service the government provides.	Complete a T chart to explain the pros and cons of having taxes.	Make a flip chart to explain the 4 services that governments provide.
Chapter 3 Lesson 4 Branches and Levels of Government	Create a crossword puzzle with clues to describe the vocabulary words in this lesson.	Create a "yearbook" page with pictures of leaders from local, county, state, and the nation.	Design and cut out three different jigsaw puzzles to describe the three branches of government.
Chapter 4 Lesson 1 The National Government	Create 2 different riddles to describe each branch of the government.	Design a greeting card to welcome the President to the White House and prepare him for the next four years of service.	Compare and Contrast the seal of the President and the seal of the Supreme Court.
Chapter 4 Lesson 2 Citizens have Rights and Responsibilities	Create a newspaper that highlights American citizens performing their daily routines and their rights to do these.	Make a campaign button for someone that is running for a government office.	Create a how – to book on the steps it takes to vote for someone who is a new citizen in our country.
Chapter 4 Lesson 3 Models of American Citizenship	Write a journal entry pretending you have just become a US citizen. How do you feel now, what made you want to be a citizen?	Design a symbol that can help other students learn and understand each character trait on pages 117-121. Be sure to provide an explanation of your design.	Create a survey to find students who demonstrate the character traits on pages 117-121
Chapter 4 Lesson 4 Symbols of National Pride	Re-write the words to a popular song in order to create a song about our national symbols.	Draw a picture that has the patriotic symbols hidden, for a friend to find.	Research the proper way to fold the American flag and teach a friend.

## Unit 2: Citizenship and Government – Extension Menu

<p><b>Time to Travel</b></p> <p>Visitors come from around the world to visit the National Mall in Washington, D.C.</p> <p>-Research the mall Include information about the: White House, Capitol Building, Washington Monument, and Lincoln Memorial</p> <p>Create a week long schedule with budget, travel plans, important things to see, etc...</p>	<p><b>Hold a Mock Election</b></p> <ol style="list-style-type: none"> <li>1. Create three fictional candidates who will run for office</li> <li>2. Create a campaign for each candidate, with speeches, signs, etc.</li> <li>3. Prepare ballots</li> <li>4. Vote in secret</li> <li>5. Count the ballots</li> <li>6. Announce the winner</li> </ol> <p>Write a paragraph about the importance of voting.</p>	<p><b>Character Traits</b></p> <p>Identify another character trait of US citizens and a person from our history or current that exhibits that character trait. Create a power point identifying the citizen. **It does not have to be someone famous – be creative**</p>
<p><b>All in a year...</b></p> <p>Research what laws have been passed in the last year by the Congress. What steps had to be taken to pass the law. Create a poster to display the steps needed to get a law passed.</p>		<p><b>All about the MONEY...</b></p> <p>Create a table that shows how much tax money the state of Texas receives when you make purchases of varying amounts at the store. How much of this tax money is spent of the different services from the state.</p>
<p><b>Order in the Court...</b></p> <p>Research and create a 3D model of a court room, the participants in the trial, etc. Create a poster labeling each item and its significance.</p>	<p><b>Blast from the Past</b></p> <p>Create a power point that showcases at least 10 of the past presidents of the United States and significant accomplishments from their presidency.</p>	<p><b>Top 10...</b></p> <p>Create a game that features the top 10 landmarks in the United States for people to visit. Be sure to include their importance, dates, locations, prices, etc...</p>



## Unit 2: Citizenship and Government – Literature Connections

<b>Author</b>	<b>Title</b>	<b>Year</b>	<b>ISBN</b>	<b>Summary</b>
McGovern, Ann	<b>WANTED DEAD OR ALIVE: THE TRUE STORY OF HARRIET TUBMAN</b>	1991	0-590-44212-0	Harriet Tubman worked to lead slaves to freedom by organizing escapes from the slave states to the North, often to Canada. Tubman is the most notable of the organizers, leading at least 19 escapes. She also served as a nurse during the Civil War.
Bunting, Eve	<b>A PICNIC IN OCTOBER</b>	1999	0-152-01656-2	Tony doesn't understand why his family always has a picnic in October on Liberty Island to celebrate Lady Liberty's birthday until the day he helps out a woman who doesn't speak English and he comes to understand what the statue means to his grandmother.
Ringgold, Faith	<b>AUNT HARRIET'S UNDERGROUND RAILROAD IN THE SKY</b>	1995	0-517-88543-3	Two children soar in the night sky and meet Harriet Tubman.
Susulu, Elinor Batezat	<b>THE DAY GOGO WENT TO VOTE: SOUTH AFRICA, APRIL 1994</b>	1996	0-316-70267-6	The book traces the experiences of a great-grandmother who votes for the first time in South Africa. Students could explore the history of voting in other countries and compare that history with that of the United States.
Hurwitz, Johanna	<b>CLASS PRESIDENT</b>	1990	0-688-09114-8	While working with his friend in his friend's bid for class president, Julio realizes he is the one with the leadership abilities.
Syl Sobel	<b>How the U.S. Government Works</b>	1999	0764111116	The book is not overwhelming in size or scope and the layout, featuring Pam Tanzey's illustrations, creates a visual presentation that will not intimidate children and is easy to digest. The book also includes a map of the capital area to further help familiarize students with Washington, D.C.. also contains an illustrated glossary,
Syl Sobel J.D	<b>The Bill of Rights: Protecting Our Freedom Then and Now</b>	2008	0764140213	Syl Sobel presents each of these amendments in this brand-new book, and clearly explains them in terms that grammar school students will find both meaningful and interesting.
Betsy Maestro	<b>A More Perfect Union: The Story of Our Constitution</b>	1990	0688101925	Here they cover the birth of the Constitution from the initial decision to hold the convention, through the summer meetings in Philadelphia, the ratification struggle, the first election, and the adoption of the Bill of Rights.
David Catrow	<b>We the Kids: The Preamble to the Constitution of the United States</b>	2005	0142402761	With laugh-out-loud cartoony illustrations, and the actual words of the Preamble as the only text, Catrow depicts a camping trip taken by a diverse, bumbling group of friends, demonstrating the rights and responsibilities the Constitution places on all Americans, young and old.



# Reading Response Sheet



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

Title of Book: \_\_\_\_\_

Author's Name: \_\_\_\_\_ Pages read today: \_\_\_\_\_

My reactions/feelings to today's reading: \_\_\_\_\_

\_\_\_\_\_

What's really great about this book so far: \_\_\_\_\_

\_\_\_\_\_

How does the information in the book relate to the textbook or research you have done (check accuracy): \_\_\_\_\_

\_\_\_\_\_

New words from this book: \_\_\_\_\_

\_\_\_\_\_

Lasting thought: \_\_\_\_\_

\* Adapted from Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner ©2001. Free Spirit Publishing Company Inc. Minneapolis, MN 866/703-7322.\*



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My reactions/feelings to today's reading: \_\_\_\_\_

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What's really great about this book so far: \_\_\_\_\_

\_\_\_\_\_

How does the information in the book relate to the textbook or research you have done (check accuracy): \_\_\_\_\_

\_\_\_\_\_

New words from this book: \_\_\_\_\_

\_\_\_\_\_

Lasting thought: \_\_\_\_\_

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# Unit 2: Citizenship and Government - Book Study

## The Bill of Rights: Protecting Our Freedom Then and Now .

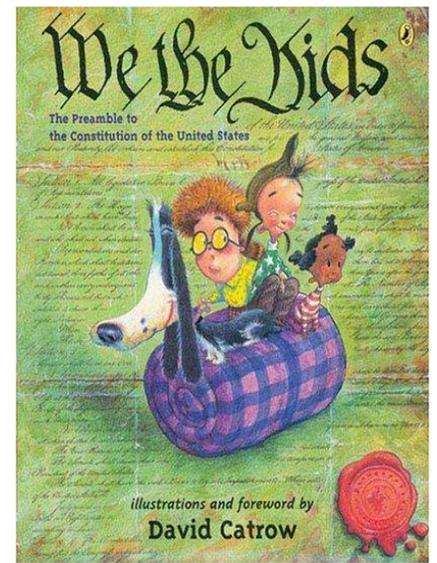
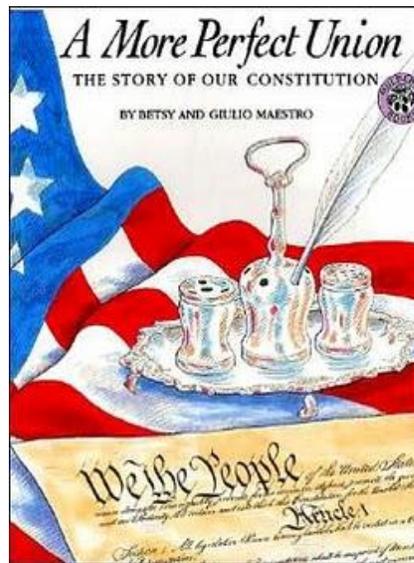
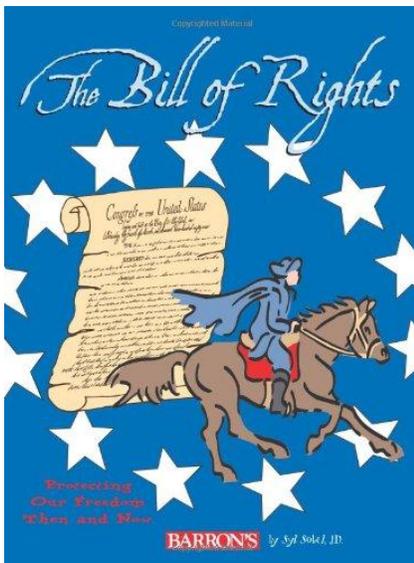
By: Syl Sobel J.D

## A More Perfect Union: The Story of Our Constitution

By: Betsy Maestro

## We the Kids: The Preamble to the Constitution of the United States

By: David Catrow



## Activities included:

K-W-L chart

Word Search

Project 1 - Torn Construction Paper Picture

Project 2 - Pre-Amble Music Video

Constitution Quiz

# The US Constitution K-W-L Chart

Before Reading the books for this Unit complete the K and W Columns. Writing what you **KNOW** about the Constitution and what you **WANT** to know about the Constitution. Upon finishing the books complete the column about what you have **LEARNED**.

<i><b>K</b></i>	<i><b>W</b></i>	<i><b>L</b></i>



# Torn Construction Paper Picture

**Objective:** Represent the 10 Bill of Rights with only a picture.

**Materials:** 10 pieces of Manila Paper (one for each amendment)  
Torn pieces of Construction paper varying in color  
Glue  
Your creative imagination full of ideas

## **Activity:**

1. Read The Bill of Rights: Protecting Our Freedom Then and Now . By: Syl Sobel J.D
2. On each piece of manila paper you are going to create a picture that represents each amendment.
3. You may only use torn pieces of construction paper: big, small, round, square, however you can tear.
4. No words may be written on the picture, but write the amendment number and summary on the back of the picture
5. When finished you will display for the class for them to guess what amendment it represents, then you will give an explanation of your picture.



# Constitution Quiz – Read each question and mark your answer.

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

1. What does the word "democracy" mean?
  - a. The people rule.
  - b. There is a Constitution.
  - c. There is a President.
  - d. There is freedom of religion.
2. Government authority in the U.S. is limited by the separation of powers. What does the judicial branch do?
  - a. reviews the way laws are applied
  - b. writes the laws
  - c. carries out the laws
  - d. none of the above
3. Who is head of the executive branch?
  - a. Chief Justice of the Supreme Court
  - b. the President of the U.S.
  - c. Speaker of the House
  - d. none of the above
4. Who writes the laws of the U.S.?
  - a. the President
  - b. Senators
  - c. House of Representatives
  - d. both the House and the Senate
5. Where does the government get its power?
  - a. the Constitution
  - b. the Bill of Rights
  - c. the Declaration of Independence
  - d. the people
6. The Bill of Rights \_\_\_\_\_.
  - a. is as important as the Constitution
  - b. is the first 10 amendments to the Constitution
  - c. serves as the cornerstone of basic American freedoms
  - d. all of the above
7. Which of the following freedoms is NOT guaranteed in the Bill of Rights?
  - a. freedom of speech
  - b. freedom of the press
  - c. the right of women to vote
  - d. the right to assemble
8. Who is the "Father of the Constitution"?
  - a. George Washington
  - b. James Madison
  - c. Thomas Jefferson
  - d. Benjamin Franklin
9. The Constitution establishes a system of \_\_\_\_\_.
  - a. Federalism
  - b. Democracy
  - c. Republicanism
  - d. Socialism
10. Why was the Constitution written?
  - a. to protect people from a strong national government
  - b. to protect the rights of individuals
  - c. to guarantee local government rights
  - d. all of the above

