

# Local and State Government

## Grade 4: Unit 6



City Hall, NYC



Office of Curriculum, Standards  
and Academic Engagement  
Department of Social Studies



**NYC Department of Education  
Department of Social Studies  
Unit of Study**

Joel I. Klein  
*Chancellor*

Marcia V. Lyles, Ed.D.  
*Deputy Chancellor for  
Teaching and Learning*

Sabrina Hope King, Ed.D.  
*Chief Academic Officer  
Office of Curriculum, Standards and Academic Engagement*

Anna Commitante  
*Director of English Language Arts, Social Studies and Gifted & Talented*

Norah Lovett  
Frances Corvasce Macko, Ph.D.  
*Instructional Specialists*

52 Chambers Street  
New York, New York 10007  
Tel • 212-374-5165

## **Department of Social Studies**

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

### **Contributing Educators**

Joanne Carmignani  
PS 78Q

Carol Geier  
PS 193K

Nadine Kornreich  
PS 166M

Marsha Stewart  
PS 230 K

Christine Sugrue  
Department of Social Studies

*Inside cover source:*

[http://commons.wikimedia.org/wiki/File:Nyc\\_city\\_hall\\_jan06a.jpg](http://commons.wikimedia.org/wiki/File:Nyc_city_hall_jan06a.jpg)

**LOCAL AND STATE GOVERNMENT  
TABLE OF CONTENTS**

<b>I. <u>The Planning Framework</u></b>	<b>1</b>
How This Unit Was Developed	3
Teacher Background: Local and State Government	5
Brainstorm Web	6
Essential Question	7
Sample Daily Planner	8
Learning and Performance Standards	14
Social Studies Scope and Sequence	17
<b>II. <u>Principles Guiding Quality Social Studies Instruction</u></b>	<b>19</b>
Principles of Quality Social Studies Instruction	21
Inquiry in the Social Studies Classroom	22
Social Studies Skills	23
New Research on Content Literacy and Academic Vocabulary	24
Social Studies Content Area Reading Strategies	25
Diversity and Multiple Perspectives: An Essential Component	28
Reading As a Historian	30
How to Develop Concept Understanding	33
Interdisciplinary Models: Literacy and Social Studies as Natural Partners	35
<b>III. <u>Teaching Strategies</u></b>	<b>37</b>
Social Studies Case Study	39
Text Structures Found in Social Studies Texts	40
Encouraging Accountable Talk	43
Project-Based Learning	44
Successful Strategies for Implementing Document-Based Questions	45
Assessing Student Understanding	49
Multiple Intelligences	51
Bloom’s Taxonomy	52
Maximizing Field Trip Potential	53
<b>IV. <u>Sample Lessons, Materials and Resources</u></b>	<b>55</b>
Trade Book Text Sets	57
Teaching Children About Civics	59
Engaging the Student/Launching the Unit	61
Academic Vocabulary	63
Lessons Plans	64
Putting It All Together	125
Field Trips for Local and State Government	126
<b>V. <u>Additional Resources</u></b>	<b>127</b>
Templates	129
Bibliography	143
Professional Resources	146



# I.

## The Planning Framework *Local and State Government*



<http://digitalgallery.nypl.org/nypldigital/id?836391>



### HOW THIS UNIT WAS DEVELOPED

- This unit is the sixth unit of the Grade 4 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **Local and State Government** is “*What is the relationship between government and individuals?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the complexities of citizenship. Therefore, one of the focus questions is, “What are the responsibilities of citizens to their city, state, and national government?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

**TEACHER BACKGROUND**  
**LOCAL AND STATE GOVERNMENT**

“The first requisite of a good citizen in this republic of ours is  
that he should be able and willing to pull his own weight.”

~Theodore Roosevelt

Government plays a role in the lives of its citizens everyday. From a morning bus ride to school lunch to the hours the library is open, government decisions have an impact. In a democracy, citizens play a role in government, too. Through voting, citizens voice their opinions whether it is on a particular decision or voting for representatives.

The framers of the Constitution wanted to create a government powerful enough to protect the rights of citizens and defend the country against its enemies. To do so, they set up a federal system of government, a system that divided powers between the states and the federal government.

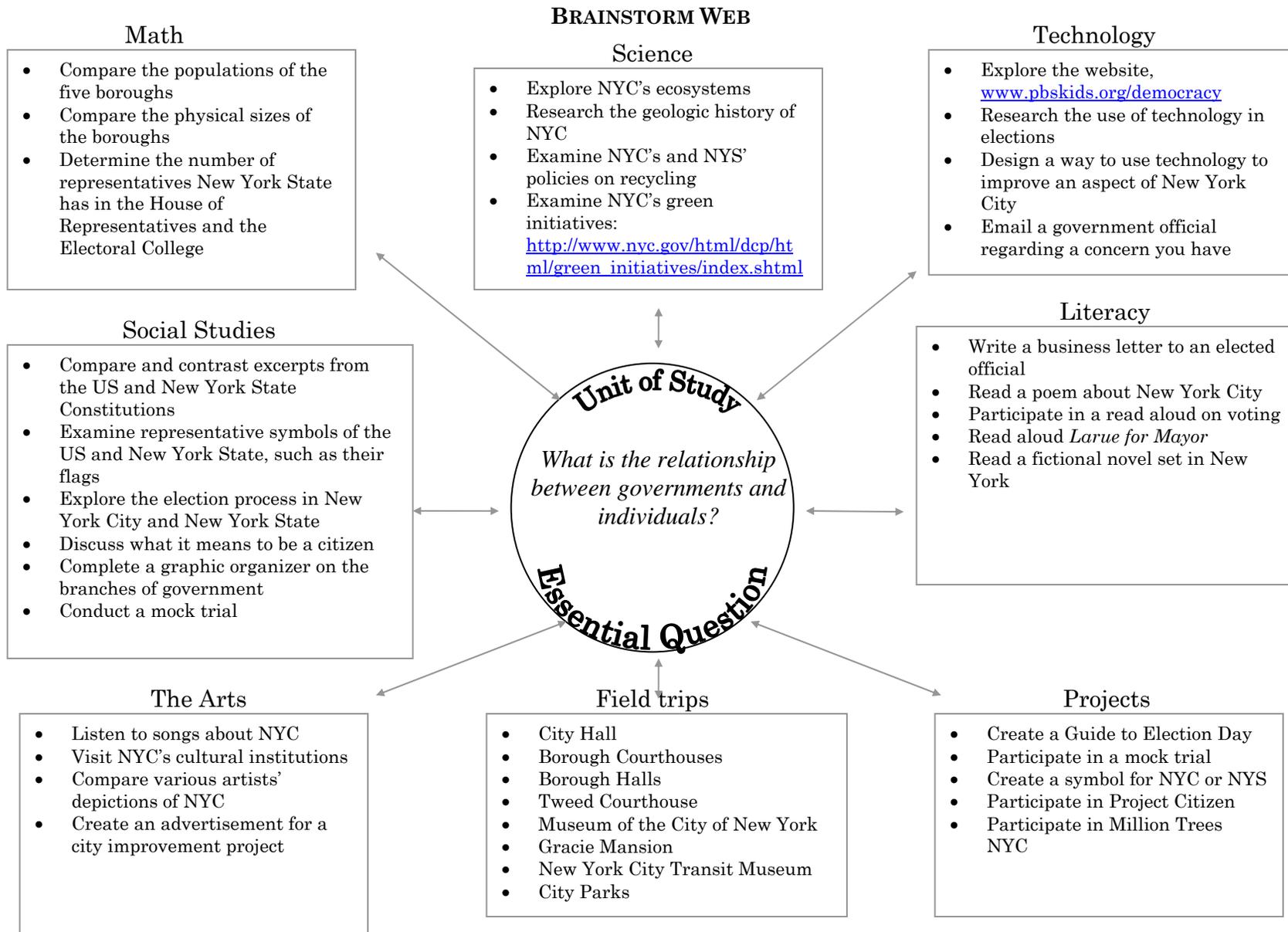
The Constitution assigns certain powers to the national government. These are called delegated powers. Among them are the rights to coin money and to regulate trade. Reserved powers are those kept to the states. These powers include creating local governments and holding elections. Concurrent powers are those shared by the federal and state governments. They include taxing, borrowing money, and enforcing laws.

Under the Constitution, each state must obey the authority of the federal, or national, government. States have control over government functions not specifically assigned to the federal government (this was established by the Tenth Amendment). This includes control of local government, education, and the chartering of corporations, and the supervision of religious bodies. States also have the power to create and oversee civil and criminal law. States, however, must protect the welfare of their citizens.

New York State’s constitution follows the model set by the United States Constitution. Each describes how to organize government. They both give people the right to choose their leaders. Both constitutions have a Bill of Rights. New York’s constitution is also like the United States Constitution in the way it divides the government into three branches. The three branches provide for a separation of powers ensuring that no one branch dominates the government. In addition to the separation of powers, a system of checks and balances provides limits on each branch of government.

New York City operates with a local government under the authority of New York State. The mayor is the chief executive and the City Council is the legislative body. Local government manages the needs particular to the local population. Like the state government, local governments have many parts. The mayor leads the city council and plans how the city will spend money. The council approves the spending plan and makes new city laws. New York City officials work together to govern the city’s five boroughs.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students’ individual needs.



**ESSENTIAL QUESTION**

**What is the relationship between governments and individuals?**

Content/Academic Vocabulary (sample)

municipal government	charter	elect	mayor	city council	county
comptroller budget	taxes	infrastructure	citizenship	symbols	services

Focus Questions



- How do the New York State Constitution and government compare to that of the United States?
- How are representatives elected?
- How is New York City’s government organized?
- What are the responsibilities of citizens to their city, state, and national government?
- How do symbols represent the United States and New York?



Student Outcomes

---

Think about what you want the student to know and be able to do by the end of this unit.

---

Content, Process and Skills

Understand the distinct roles of the branches of New York State and local government	Ask questions to clarify topics or details
Identify the basic rights/responsibilities of citizens to participate in US, New York State, and local government	Make predictions or a hypothesis
Recognize patriotic, federal, state, and local symbols and their meanings	Distinguish between fact and opinion
Know that New York City has a mayor-council form of government	Identify point of view
	Show respect for the ideas of others

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	What is the relationship between governments and individuals?		<i>Launching the Unit</i>  <i>Academic Vocabulary</i>
2.	How do the New York State Constitution and government compare to that of the United States?	<p><b>New York Government:</b> The branches of New York State and local government (checks and balances, parallels to federal system)</p> <p><b>The Constitution:</b> -A plan for organizing government -Safeguarding individual liberties -A living document -Changes and amendments</p>	<p><i>3 Branches of Government</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Reads p.10-12 from <i>The Constitution and The Bill of Rights</i>, using the think-aloud technique to help students see key points</li> <li>• Complete a graphic organizer on the branches of government</li> <li>• Compare and contrast New York State and the United States government</li> </ul> <p>Consult <i>The Constitution and the Bill of Rights, State and Local Government</i>,  <a href="http://www.senate.state.ny.us/senatehomepage.nsf/senators">http://www.senate.state.ny.us/senatehomepage.nsf/senators</a>  <a href="http://assembly.state.ny.us/mem/">http://assembly.state.ny.us/mem/</a></p>
3.	How do the New York State Constitution and government compare to that of the United States?	<p><b>New York Government:</b> The branches of New York State and local government (checks and balances, parallels to federal system)</p> <p><b>The Constitution:</b> -A plan for organizing government -Safeguarding individual liberties -A living document -Changes and amendments</p>	<p><i>Who has the power?</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Examine excerpts from the U.S. Constitution, including Amendment 10</li> <li>• Complete a chart on shared vs. exclusive states' powers</li> <li>• Research a power held by New York State</li> </ul> <p>Consult <i>State and Local Government, The Constitution and the Bill of Rights, Governing New York</i>,  <a href="http://www.usconstitution.net/const.html#Am10">http://www.usconstitution.net/const.html#Am10</a>, <a href="http://www.state.ny.us/">http://www.state.ny.us/</a></p>

4.	How are representatives elected?	The process for electing or appointing government officials	<p><i>Voting</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Read-aloud <i>Vote</i></li> <li>• Complete a story map</li> <li>• Participate in a mock election</li> <li>• Discuss representative democracy</li> </ul> <p>Consult <i>Vote, Election Day, Voting and Elections</i>, <a href="http://www.pbskids.org/democracy">www.pbskids.org/democracy</a></p>
5.	How are representatives elected?	The process for electing or appointing government officials	<p><i>Elections</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Complete a K-W-L Chart about Election Day</li> <li>• Take part in a shared reading from <i>Election Day</i></li> <li>• Create a guide to Election Day that includes information for both voters and candidates</li> </ul> <p>Consult <i>Voting and Elections, Running For Public Office, A Primary Source Library of American Citizenship: Voting Election Day</i>, <a href="http://bensguide.gpo.gov/3-5/election/representatives.html">http://bensguide.gpo.gov/3-5/election/representatives.html</a>  <a href="http://www.congressforkids.net/Elections_electionpres.htm">http://www.congressforkids.net/Elections_electionpres.htm</a>,  <a href="http://www.timeforkids.com/TFK/kids/specials/articles/0,28285,1723014,00.html">http://www.timeforkids.com/TFK/kids/specials/articles/0,28285,1723014,00.html</a>,  <a href="http://pbskids.org/democracy/vote/timemachine.html#">http://pbskids.org/democracy/vote/timemachine.html#</a></p>
6.	How are representatives elected?	The process for electing or appointing government officials	<p>Explore the Democracy Project at <a href="http://pbskids.org/democracy/govandme/">http://pbskids.org/democracy/govandme/</a> to learn about the election process and how government affects you.</p>
7.	How are representatives elected?	Consequences of the absence of government	<p>Creative writing: Imagine life without elections. Write about what life would be like if citizens did not have a say in how the government is run.</p>

8.	How is New York City's government organized?	<p>New York City has a mayor-council form of government</p> <ul style="list-style-type: none"> <li>-The mayor is the city's executive</li> <li>-The City Council is the city's legislative body, making laws for the city</li> </ul> <p>New York City officials</p> <ul style="list-style-type: none"> <li>-The members of the City Council</li> <li>-The public advocate</li> <li>-The comptroller</li> <li>-The presidents of the five boroughs</li> </ul>	<p><i>NYC Government</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Identify elected positions at the local and state levels of government</li> <li>• Research responsibilities of various elected positions</li> <li>• Participate in a guessing game to discover which students represent various government roles</li> <li>• Categorize positions into local, state, and federal levels of government</li> </ul> <p>Consult <i>Mayors, True Book: Being a, Governor, State and Local Governments</i>,  <a href="http://www.partnershipsforparks.org/resource/materials/tip_sheets/whoswho.doc">http://www.partnershipsforparks.org/resource/materials/tip_sheets/whoswho.doc</a>  <a href="http://www.nyc.gov/html/vac/downloads/pdf/vac_electeds_guide2007.pdf">http://www.nyc.gov/html/vac/downloads/pdf/vac_electeds_guide2007.pdf</a></p>
9.	How is New York City's government organized?	<p>New York City has a mayor-council form of government</p> <ul style="list-style-type: none"> <li>-The mayor is the city's executive</li> <li>-The City Council is the city's legislative body, making laws for the city</li> </ul>	<p><i>Writing to My Local Government</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Complete a graphic organizer on the levels of government</li> <li>• Read about the roles of the mayor and the city council</li> <li>• Compose a business letter regarding a local issue to either the mayor or the city council</li> </ul> <p>Consult <i>Governing New York, State and, Local Government</i>,  <a href="http://council.nyc.gov/html/about/about.shtml">http://council.nyc.gov/html/about/about.shtml</a>,  <a href="http://www.nyc.gov/portal/site/nycgov/menuitem.beb0d8fdaa9e1607a62fa24601c789a0/">http://www.nyc.gov/portal/site/nycgov/menuitem.beb0d8fdaa9e1607a62fa24601c789a0/</a>  <a href="http://www.partnershipsforparks.org/resource/materials/tip_sheets/whoswho.doc">http://www.partnershipsforparks.org/resource/materials/tip_sheets/whoswho.doc</a></p>

10	How is New York City's government organized?	New York City has a mayor-council form of government -The mayor is the city's executive -The City Council is the city's legislative body, making laws for the city	<i>NYC Points of Interest</i> sample lesson <ul style="list-style-type: none"> <li>Examine the geography of New York City</li> <li>Explore points of interest using an interactive map</li> <li>Discuss the role of government in services provided in a city</li> </ul> Consult <i>Paying Taxes</i> <a href="http://gis.nyc.gov/doitt/cm/CityMap.htm">http://gis.nyc.gov/doitt/cm/CityMap.htm</a>
11	What are the responsibilities of citizens to their city, state, and national government?	Basic rights/responsibilities of citizens to participate in US, New York State, and local government (voting, jury duty, community service)	<i>Citizenship City</i> sample lesson <ul style="list-style-type: none"> <li>Brainstorm what it means to be a citizen</li> <li>Discuss rights and responsibilities of citizenship</li> <li>Create a model town, considering all the components a town needs</li> </ul> Consult <i>The Importance of being an Active Citizen, Paying Taxes, What it Means to be a Citizen</i>
12	What are the responsibilities of citizens to their city, state, and national government?	Basic rights/responsibilities of citizens to participate in US, New York State, and local government (voting, jury duty, community service)	<i>Citizenship City</i> sample lesson continued <ul style="list-style-type: none"> <li>Present towns</li> <li>Discuss the roles of the citizenry in the functioning of a town</li> </ul>
13	What are the responsibilities of citizens to their city, state, and national government?	Basic rights/responsibilities of citizens to participate in US, New York State, and local government (voting, jury duty, community service)	<i>Why do we pay taxes?</i> sample lesson <ul style="list-style-type: none"> <li>Discuss the payment of taxes</li> <li>Research agencies that function using tax dollars</li> <li>Compose a business letter requesting funding for a local project</li> </ul> Consult <i>Paying Taxes</i> , <a href="http://www.nyc.gov">www.nyc.gov</a>
14	What are the responsibilities of citizens to their city, state, and national government?	Basic rights/responsibilities of citizens to participate in US, New York State, and local government (voting, jury duty, community service)	<i>Goldilocks v the State of New York</i> <ul style="list-style-type: none"> <li>Participate in a mock trial</li> <li>Discuss the importance of the jury in the US justice system</li> </ul> Consult <i>Serving on a Jury</i>

15	What are the responsibilities of citizens to their city, state, and national government?	Basic rights/responsibilities of citizens to participate in US, New York State, and local government (voting, jury duty, community service)	<i>Goldilocks v the State of New York</i> continued
16	What are the responsibilities of citizens to their city, state, and national government?	Basic rights/responsibilities of citizens to participate in US, New York State, and local government (voting, jury duty, community service)	<p><i>Million Trees</i> NYC sample lesson</p> <ul style="list-style-type: none"> <li>• Plan and affect change for all citizens and neighborhoods through local government</li> <li>• Interpret data about trees</li> <li>• Survey the school neighborhood</li> <li>• Write letters and make presentations encouraging others to participate</li> </ul> <p>Consult  <a href="http://www.milliontreesnyc.org/html/home/home.shtml">http://www.milliontreesnyc.org/html/home/home.shtml</a>,  <a href="http://nyc.gov/html/planyc2030/html/home/home.shtml">http://nyc.gov/html/planyc2030/html/home/home.shtml</a></p>
17	How do symbols represent the United States and New York?	Symbols and their meanings (eagle, flag)	<p><i>Symbols of Liberty</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Interpret symbols of the US and New York</li> <li>• Complete a worksheet on the New York State Flag</li> <li>• Recognize the importance of the symbols that represent NYS and the US</li> </ul> <p>Consult <i>Uncle Sam and Old Glory: Symbols of America</i>, <i>New York: Facts and Symbols</i>, <i>Symbols of America, Red, White and Blue: The Story of the American Flag</i></p>
18	How do symbols represent the United States and New York?	Symbols and their meanings (eagle, flag)	<p><i>The Dollar Bill</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze the dollar bill and the symbols within it as a representation of the United States</li> </ul>

19	How do symbols represent the United States and New York?	Symbols and their meanings (eagle, flag)	Analyze the New York State quarter at <a href="http://www.apples4theteacher.com/usa-states/new-york/printables/state-quarter.html">http://www.apples4theteacher.com/usa-states/new-york/printables/state-quarter.html</a>
20	What is the relationship between governments and individuals?		Compile Unit Project <ul style="list-style-type: none"><li>• Design a city improvement project</li></ul>
21	What is the relationship between governments and individuals?		<i>Putting It Together</i> <ul style="list-style-type: none"><li>• Discuss the role of community service</li><li>• Examine the meaning of citizenship</li><li>• Create a symbol for New York City</li></ul>

**LEARNING AND PERFORMANCE STANDARDS CORRELATED  
TO: LOCAL AND STATE GOVERNMENT**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p><b>Geography</b> Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>	<p>1.1b: Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.</p> <p>1.2b: Recognize how traditions and practices were passed from one generation to the next.</p> <p>1.3c: Identify individuals who have helped to strengthen democracy in the United States and throughout the world.</p> <p>1.4b: Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</p> <p>3.1a: Study about how people live, work, and utilize natural resources</p> <p>3.1b: Draw maps and diagrams that serve as representations of places, physical features, and objects.</p>

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information

### **Economics**

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

### **Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Key Idea 5.2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due-process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

4.1e: Understand how societies organize their economies to answer fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced?

5.1a: Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.

5.1b: Explain the probable consequences of the absence of government and rules.

5.2a: Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for the democratic values in the United States.

5.2b: Understand the basic civil values that are the foundation of American constitutional democracy.

5.2c: Know the United States Constitution and why it is important.

***Sample list of strategies that Social Studies and ELA have in common.  
Check all that apply and add new strategies below***

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

**Add your own strategies:**

### NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others	Families	The Neighborhood		
First	Families are Important	Families, Now and Long Ago	Families in Communities	The Community		
Second	Our Community's Geography	New York City Over Time	Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities		
Third	Introduction to World Geography and World Communities		Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>			
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter	Global Interactions (1200-1650)	The First Global Age (1450-1770)		
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)	The 20 <sup>th</sup> Century Since 1945	Global Connections and Interactions		
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		



## II.

# Principles Guiding the Development of this Unit



<http://digitalgallery.nypl.org/nypldigital/id?836391>



## PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

*Quality social studies instruction must:*

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

## INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

### **Teacher’s Role**

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

### **Scaffold the Learning**

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

### **Students’ Role**

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

### **Assessment**

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

## SOCIAL STUDIES SKILLS

### ***Comprehension Skills***

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

### ***Research and Writing Skills***

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

### ***Interpersonal and Group Relation Skills***

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

### ***Map and Globe Skills***

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

### ***Graph and Image***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

### ***Analysis Skills***

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

*To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose.*

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education     *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca     *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano  
& Debra Pickering     *Building Academic Vocabulary*

## SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

### **During Reading**

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

**Encourage a critical lens.** Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

**Identify the author's style.** Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

**Look for the Five W's.** When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

**Note comparisons/contrasts.** Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

**Recognize cause-effect arguments.** When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

**Interpret sequence wisely.** Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

### **Post-Reading Review**

Post-reading strategies help students review and synthesize what they've read:

**Graphic organizers.** Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

**Paraphrase.** After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time order and importance.** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or false?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

**Key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that, "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

*Adapted from* Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)

## DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why do different versions of events exist and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

*“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.”* from NCSS.

## READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> ("facts").
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , "actual" and "mock."	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.
<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the "right answer."</i>

Get <i>interested</i> in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p><i>Source:</i> From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

## HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

*Adapted from: Social Studies Department/ San Antonio Independent School District*

**INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS**

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- |                                     |  |
|-------------------------------------|--|
| Heidi Hayes Jacobs                  | <i>Interdisciplinary Design &amp; Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty                       | <i>How to Integrate Curricula: The Mindful School</i>  |
| David B. Ackerman                   | <i>Intellectual &amp; Practical Criteria for Successful Curriculum Integration</i>                                       |
| Davis N. Perkins                    | <i>Knowledge by Design</i>   |
| Grant Wiggins & Jay McTighe         | <i>Understanding by Design</i>   |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction &amp; Understanding by Design</i>  |
| Harvey Daniels & Steven Zemelman    | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>  |
| Stephanie Harvey                    | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>   |

### III.

## Teaching Strategies



<http://digitalgallery.nypl.org/nypldigital/id?836391>



## SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony’s development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

## TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
<p><b>Chronological Sequence:</b> organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<p><b>Comparison and Contrast:</b> organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

### What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

### What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

### What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

### Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

### Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

## PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

## SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

## DBQ DOCUMENTS

**Informational Graphics** are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

**Maps** and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

**Tables** show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

**Graphs**, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.
- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

### Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

### Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

### Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?

- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

### **Posters and Advertisements**

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

## ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5<sup>th</sup> Grade and June of the 8<sup>th</sup> Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six "Guiding Principles for Creating Effective Assessment Tools". They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to "track" resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trips sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

<b>Intelligence</b>	<b>Learning preferences</b>
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

*Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences*

## BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<b>A. Factual Knowledge</b> <b>B. Conceptual Knowledge</b> <b>C. Procedural Knowledge</b> <b>D. Metacognitive Knowledge</b>	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>

## MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.



## IV.

# Sample Lessons, Materials and Resources



<http://digitalgallery.nypl.org/nypldigital/id?836391>



## TRADE BOOK TEXT SETS

### What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

### Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

**Book Browse:** Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

**Word Splash:** Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

### **Text Sets as the Core of Mini-lessons**

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

### **Formative Assessment**

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

### **Dynamic Collections**

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

## TEACHING CHILDREN ABOUT CIVICS

**National Standards for Civics and Government** was developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts. Three thousand individuals and organizations participated in the two-year project to identify what students should know and be able to do in the field of civics and government at the end of grades 4, 8, and 12.

The content standards are organized around five significant questions:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of the citizen in American democracy?

### What is Civic Virtue?

[http://www.civiced.org/index.php?page=civitas\\_executive\\_summary#virtue](http://www.civiced.org/index.php?page=civitas_executive_summary#virtue)

What is civics? What is virtue? Define the terms. Put them together to arrive at a working definition of civic virtue.

Share the excerpt below from Center for Civic Education/Civitas:

The qualities that citizens have or the way that citizens behave in a democratic society are:

- civility (including respect for others and the use of civil discourse);
- individual responsibility and the inclination to accept responsibility for one's own self and the consequences of one's own actions;
- self-discipline and the adherence to the rules necessary for the maintenance of American constitutional government without requiring the imposition of external authority;
- civic-mindedness and the willingness on appropriate occasions to place the common good above personal interest;
- open-mindedness, including a healthy sense of skepticism and a recognition of the ambiguities of social and political reality;
- willingness to compromise, realizing that values and principles are sometimes in conflict, tempered by a recognition that not all principles or values are fit for compromise, since some compromise may imperil democracy's continued existence;
- toleration of diversity;

- patience and persistence in the pursuit of public goals;
- compassion for others;
- generosity toward others and the community at large; and
- loyalty to the republic and its values and principles.

Possible activities:

Paraphrase the statements above so that they are accessible to fourth grade students and ask students to rewrite them in their own words.

Look for instances of and behavior that demonstrates of civic virtue

Create a civic virtue word wall with terms that are important for the understanding of civic virtue (terms such as: loyalty, generosity, tolerance, public good, diversity)

### **Additional Resources**

Center for Civic Education is a nonprofit group which specializes in civic and citizenship education, law-related education, and international exchange programs *in* education. Find out more at: <http://www.civiced.org/>

Civitas – A curriculum framework to revitalize civic education available at [http://www.civiced.org/index.php?page=civitas\\_executive\\_summary#virtue](http://www.civiced.org/index.php?page=civitas_executive_summary#virtue)

Res Publica: An International Framework for Education in Democracy  
Download at: [www.civiced.org/index.php?page=res\\_publica](http://www.civiced.org/index.php?page=res_publica)

Take the Who Represents Me? Quiz at Project Vote Smart  
[http://www.votesmart.org/resource\\_classroom\\_01.php?PHPSESSID=ffee170bf49672779d149b97a5d3a960#Quiz](http://www.votesmart.org/resource_classroom_01.php?PHPSESSID=ffee170bf49672779d149b97a5d3a960#Quiz)

Why Vote? A Public Awareness Campaign  
<http://pbskids.org/democracy/parentseducators/whyvote.html>

Defenders of Justice Lesson for grades 3-5 at  
<http://www.tolerance.org/teach/activities/activity.jsp?ar=1035&ttnewsletter=ttnewsgen-011309>

**LOCAL AND STATE GOVERNMENT**  
**ENGAGING THE STUDENT/ LAUNCHING THE UNIT**

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “Local and State Government” unit for fourth grade students is with the poem “If I Were in Charge of the World” by Judith Viorst. Teachers can read aloud, provide students with a copy of the poem, or display the poem.

**If I Were in Charge of the World**

If I were in charge of the world  
I'd cancel oatmeal,  
Monday mornings,  
Allergy shots, and also Sara Steinberg.

If I were in charge of the world  
There'd be brighter nights lights,  
Healthier hamsters, and  
Basketball baskets forty eight inches lower.

If I were in charge of the world  
You wouldn't have lonely.  
You wouldn't have clean.  
You wouldn't have bedtimes.  
Or "Don't punch your sister."  
You wouldn't even have sisters.

If I were in charge of the world  
A chocolate sundae with whipped cream and nuts would be a vegetable  
All 007 movies would be G,  
And a person who sometimes forgot to brush,  
And sometimes forgot to flush,  
Would still be allowed to be  
In charge of the world.

After students listen to or read the poem, students can create their own poem about what they would do if they were in charge of the world. Allow a few students to share and then encourage a whole group discussion about whether it is possible, as a leader or person in charge, to make everyone happy. Students can also discuss the question:, “What would happen if there were no rules/laws at all?”

Another way to engage students in thinking about laws and how they are made is to play a game called “Believe it or Not.” Students create two signs using index cards, sentence strips, or paper. One sign is titled, ‘Believe It’ and the other sign is titled ‘Not.’ After the previous discussion about the importance of rules/laws, the teacher can find an unusual law that existed in New York or other states in the U.S. The teacher can read the law out loud and students should hold up one of their signs depending on whether they believe the law is real or fake. The websites listed below contain weird or unusual laws that the teacher can reference for this activity:

- <http://www.dumblaws.com/laws/united-states/new-york>
- <http://www.lawguru.com/weird/part01.html>
- <http://www.programimi.com/2008/04/02/strange-but-true-laws-in-new-york/>

After reading several laws, the teacher can go back and reveal the results of whether the laws were real or fake. Teacher engages in a whole group discussion about the game: What law was the most surprising? How did the students decide whether the law was real or fake? Why do they think some of those weird laws were made? Do they think weird laws are still made today, why or why not?

Students can also begin by listening to songs about New York City. Ask students to identify how the songs describe New York City, or whether they can identify any familiar symbols of New York City.

Possible songs include but are not limited to,  
“42<sup>nd</sup> Street”

“Down and Out in New York City,” James Brown

“Me and Julio Down by the Schoolyard,” Paul Simon

“New York, New York,” Frank Sinatra

“New York State of Mind,” Billy Joel

“Take the A Train,” Duke Ellington

**EXPLORING ACADEMIC VOCABULARY**

**Word Sort**

A Word Sort can be used as a prereading instructional strategy. Create a bank of words related to the unit of study. The activity below is an *open* Word Sort because students are given a word bank and asked to place words in categories they create. Students can work in groups to discuss the vocabulary words from the unit. After discussing the words, students will group them by determining words which have something in common. Students should be able to justify their categories and the words they have placed in categories. Janet Allen, *Inside Words*, 2007

**WORD SORT**  
Local and State Government

Examine and discuss the words listed below. Group the words into categories so the words in each category share common elements. Your group should be able to explain your categories and explain your reasons for including the words in each category.


municipality  
comptroller  
citizenship  
representative  
senator  
judicial  
governor

charter  
budget  
mayor  
judge  
local  
city hall  
court

elect  
city  
services  
tax  
leader  
county  
municipal

city council  
infrastructure  
branch  
capital  
legislature  
executive

responsibility  
senate  
citizen



## THE THREE BRANCHES OF GOVERNMENT

**Unit of Study/Theme** Local and State Government

**Focus Question:** How does the New York State Constitution and government compare to that of the United States?

**The Teaching Point:**

- Students will understand the distinct roles of the branches of government in New York State, as compared to the federal government through a read aloud and a song.
- Students will compare the New York State and the United States governments.

**Why/Purpose/Connection:** This lesson reinforces the structure of the United States government while demonstrating its relationship to the New York State government.

**Materials/Resources/Readings:**

- Titles from the text set:
  - *Your Governor: State Government in Action*
  - *State and Local Government*
  - *Freedom of Speech*
  - *Mayors*
  - *A True Book: Voting*
  - *A True Book: Being a Governor*
  - *A True Book: Making a Law*
  - *The State Judicial Branch*
  - *The State Legislative Branch*
  - *Governing New York*
  - *Vote*
  - *The Constitution and the Bill of Rights*
- Websites:
  - <http://www.schoolhouserock.tv/ThreeRing.html>
  - <http://www.senate.state.ny.us/senatehomepage.nsf/senators>
  - <http://assembly.state.ny.us/mem/>
  - <http://www.ny.gov/governor/index.html>
  - <http://www.nycourts.gov/ctapps/judges.htm>
  - <http://www.house.gov/>
  - <http://www.whitehouse.gov/>
  - <http://www.supremecourtus.gov/>
- Copy of “A Three Ring Government”
- Graphic organizer: Three branches of government

**Model/Demonstration:**

- Teacher motivates the students by reading/singing the song “A Three Ring Government” from America Rocks, <http://www.schoolhouserock.tv/ThreeRing.html>
- Teacher instructs students to list the three branches of government on their graphic organizer as well as the key function of each branch.
- Guiding questions include:
  - How is a president like the ringmaster of a circus?
  - How does the government prevent one part/branch from being too powerful?
  - How are the citizens like the audience?
- Teacher explains to students that both the federal government and the New York State government contain three branches of government.
- Teacher explains that student groups will use titles from the text set to complete a graphic organizer to determine how the two types of government are similar and how they are different.

**Guided Practice:**

- Teacher models by completing the legislative branch graphic organizer with the class.
- Teacher asks students to listen for the 5 W’s as he/she reads aloud about the legislative branch.
- Teacher reads pp.10-12 from *The Constitution* and *The Bill of Rights*, using the think-aloud technique to help students see key points.
  - The picture shows the capitol building. The caption explains that that is ‘where’ the legislative branch meets.
  - The House of Representatives and Senate form the legislative branch, so the ‘who’ would be Congressman and Senators. I wonder who my congressman is. Who are my state senators?
  - The legislature was created as a compromise. Maybe that is ‘why’ we have two houses in our Congress.
  - Congressmen don’t only make laws, they control money too, and make military decisions. That would explain ‘what’ they do.
  - When? I didn’t find a when, or any reference to time. Maybe I should look in another book. Well, *US Senate* says that Senators are elected every 6 years, which explains ‘when’ they are elected. I wonder how often members of the House of Representatives are elected.
  - What do I still want to know? I think I will go online, or look in some other books to find out.
    - Who are my US senators?
    - Who is my representative in the House?

**Independent Exploration:**

- Student groups will use titles from the trade book text set to complete the graphic organizer.
- Student groups will use titles from the trade book text set to create a Venn diagram comparing and contrasting the New York State government to the federal government.

**Differentiation:**

- **Extra Support:** Ask students to create a diagram that shows the three branches of government. Diagrams should include a sentence telling what each branch of government does.
- **Challenge:** Have students find out about their representatives to the legislature. Ask students to give a short oral report about how those people positively affect their communities.

**Share/Closure:**

- Teacher facilitates a discussion on the state and federal system of government.
  - Why do you think both use three branches of government? What are the advantages of this system?
  - How would you explain the differences between NYS and U.S. systems of government?

**Assessment:** Teacher evaluates group charts and Venn diagrams.

**Next Steps:** Students research one of their local or national leaders.

### Comparing the Three Branches of Government

United States of America		The Legislative Branch	New York State	
Who	Titles	Makes the laws	Who	Titles
	Senators: Representative:			State senator: Assembly member:
What			What	
When			When	
Where			Where	
Why			Why	

United States of America		The Judicial Branch	New York State	
Who	Titles		Interprets the laws	Who
	One chief justice			One chief justice
What		What		
When		When		
Where		Where		
Why		Why		

United States of America		<b>The Executive Branch</b>	New York State	
Who	Title	Executes the laws	Who	Title
	President			Governor
	VP			
What			What	
When			When	
Where			Where	
Why		Why		

**Lyrics to the song *A Three Ring Circus***

Gonna have a three-ring circus someday,  
People will say it's a fine one, son.  
Gonna have a three-ring circus someday,  
People will come from miles around.  
Lions, tigers, acrobats, and jugglers and clowns galore,  
Tightrope walkers, pony riders, elephants, and so much  
more...  
Guess I got the idea right here at school.  
Felt like a fool when they called my name,  
Talkin' about the government and how it's arranged,  
Divided in three like a circus.  
Ring one, Executive,  
Two is Legislative, that's Congress.  
Ring three, Judiciary.  
See it's kind of like my circus, circus.  
Step right up and visit ring number one.  
The show's just begun. Meet the President.  
I am here to see that the laws get done.  
The ringmaster of the government.  
On with the show!  
Hurry, hurry, hurry to ring number two.  
See what they do in the Congress.  
Passin' laws and juggling bills,  
Oh, it's quite a thrill in the Congress.  
Focus your attention on ring number three.  
The Judiciary's in the spotlight.  
The courts take the law and they tame the crimes  
Balancing the wrongs with your rights.

No one part can be  
more powerful than any other is.  
Each controls the other you see,  
and that's what we call checks and balances.  
Well, everybody's act is part of the show.  
And no one's job is more important.  
The audience is kinda like the country you know,  
Keeping an eye on their performance.  
Ring one, Executive,  
Two is Legislative, that's Congress.  
Ring three, Judiciary.  
See it's kind of like my circus, circus.  
Gonna have a three-ring circus someday.  
People will say it's a fine one son,  
But until I get it, I'll do my thing  
With government. It's got three rings.

## WHO HAS THE POWER?

**Unit of Study/Theme:** Local and State Government

**Focus question:** How does the New York State Constitution and government compare to that of the United States?

**The Teaching Point:**

- Students will recognize how powers are delegated between the federal and state governments by analyzing a variety of sources including the US Constitution.

**Why/Purpose/Connection:** This lesson demonstrates the functions of the federal system of government.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *State and Local Government*
  - *The Constitution and the Bill of Rights*
  - *Governing New York*
- Websites
  - <http://www.usconstitution.net/const.html#Am10>
  - <http://www.state.ny.us/>
  - <http://usgovinfo.about.com/od/rightsandfreedom/a/federalism.htm>
  - [http://www.usconsulate.org.hk/pas/kids/national\\_govt.htm](http://www.usconsulate.org.hk/pas/kids/national_govt.htm)
- Section 10 and Amendment 10 of the Constitution
- Who has the power? Chart
- National and State Governments handout

**Model/Demonstration:**

- Teacher motivates the students by posing the following statements/problems and asking the class: Who has the power?  
Example Statements:  
Because of the H1N1 flu, the schools are closed – who has the power?  
The U.S. is at war in Iraq – who has the power?  
This short activity gets the students thinking about situations where the national government has authority versus when the state or local government has the authority.
- Teacher displays Section 10 and Amendment 10 from the U.S. Constitution and asks students to try to infer the powers granted to the states.
- Teacher reads aloud the two sections using the think-aloud technique to help students understand terms that may be unfamiliar. Teacher may make note of this on the display. If teacher displays the Constitution using the website, links define unfamiliar terms. <http://www.usconstitution.net/>
- Teacher explains that the United States of America’s system of government is called federalism. The division of power has been based on sharing power between the national government and individual state governments. There are two types of governmental powers: exclusive (held only by the state or national government) and concurrent (held by both the state and federal government).

**Independent Exploration/Guided Practice:**

- Students read p. 9 of *State and Local Government* to complete the “Who has the power?” chart.
- Students are placed into groups based on the power they would like to explore further.
- Student groups research how a particular power is handled in New York State.

**Share/Closure:**

- Selected students share their research.
- Teacher distributes the National and State Governments handout to provide a summary of the exclusive and concurrent powers.
- Teacher facilitates a discussion on why certain powers are delegated to the state.
  - How would you describe the types of powers that are designated to the state?
  - Are there any changes that you would make?
  - How do you think New York handles their powers?

**Assessment:** Teacher evaluates charts.

**Next Steps:** Write a paragraph about the similarities between the duties of the national government and the New York State government.

## **Section 10 - Powers prohibited of States**

No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

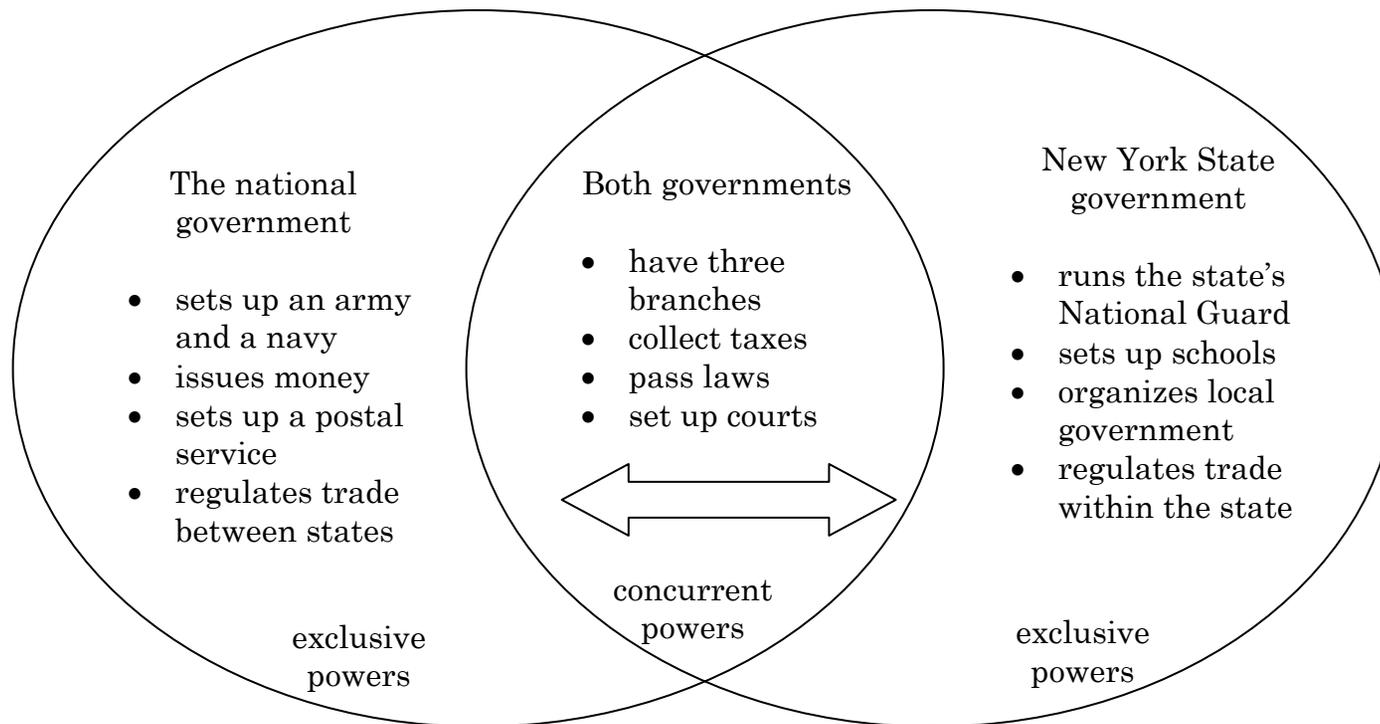
## **Amendment 10 - Powers of the States and People. Ratified 12/15/1791.**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



## National and State Governments

The state and national governments each do important work for the people of New York. Look at the diagram to see which jobs are the responsibilities of the state.



## VOTE

**Unit of Study/Theme:** Local and State Government

**Focus Question:** How are representatives elected?

**The Teaching Point:**

- Students will understand the use of elections for making decisions in a democracy by taking part in a read-aloud.
- Students will participate in a mock election in order to understand the voting process.

**Why/Purpose/Connection:** This lesson demonstrates the use of voting as a tool in a democracy, and the difference between a direct democracy and a representative democracy.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Vote*
  - *Election Day*
  - *Voting and Elections*
  - *Voting*
  - *We Vote*
- Websites
  - [www.pbskids.org/democracy](http://www.pbskids.org/democracy)
- Story map
- Student scenario
- Representative information

**Model/Demonstration:**

- Teacher engages the students by asking: On what kinds of school or classroom issues do you wish you had a voice or vote? Students will most likely say homework or school food; the point here is for the students to understand why people feel it is important that they be heard.
- Teacher distributes the story map and explains that they will listen to a read aloud and then complete the Story Map.
- Teacher reads aloud and discusses the book *Vote* by Eileen Christelow.
- Teacher asks students to complete their story maps.
- Teacher facilitates an in-depth discussion of the story.
  - Who were they electing?
  - What are the pros to holding an election?
  - What are the cons to holding an election?
- Teacher next explains that the class will take part in an election role play.

**Differentiation:** Read aloud provides additional student support.

**Guided Practice:**

- Class votes on a class issue such as homework, dress codes or class trips and teacher records outcome. Secret ballots should be used and discussed.

- What is the purpose of a secret ballot?
- Teacher provides students with two candidate bios to consider. Two students are given the role of the two candidates.
- Teacher explains that students will vote for a class representative. The representative will make decisions for them about homework, dress codes, and class trips.
  - Students review information on candidates.
  - Students elect class representatives.
  - Students weigh in on how they feel about electing a representative.
- The newly elected class representatives will then use the candidates' bios to make a decision for the class.
  - Students weigh in on how they feel about having a representative make their decisions.

**Share/Closure:**

- Teacher facilitates a discussion on representative democracy and voting.
  - Why do we vote for representatives instead of voting on every issue?
  - What do we consider when voting for representatives?
  - Was anyone happy with the representative and not happy with the decision?
  - Was anyone happy with the decision but not the representative?
  - Did this activity change your mind in any way?
  - Could anyone think of an alternative to elections?

**Assessment:** Teacher evaluates student involvement and accountable talk.

**Next Steps:** Students read about a local election from the recent past or one that will take place in the near future.

**Story Map: *VOTE* by Eileen Christelow**

**Setting:**

- Where:
- When:

**Major Characters:**

**Minor Characters:**

**Plot/Problem:**

Event 1

Event 2

Event 3

**Outcome:**

### The Candidate Bios

Candidate A(nna)	Candidate B(urt)
<ul style="list-style-type: none"> <li>• Excellent student</li> <li>• Favorite subject: History</li> <li>• Interests include raising environmental awareness, gardening, basketball</li> <li>• Past favorite class trip: botanical garden</li> <li>• Feels clothing is a form of self-expression</li> </ul> <p>Plans as representative</p> <ul style="list-style-type: none"> <li>• More long term projects, with students working nightly towards an end goal on their own.</li> <li>• Trip to environmental centers, science museums</li> <li>• Strongly opposed to dress code</li> </ul>	<ul style="list-style-type: none"> <li>• Good student</li> <li>• Favorite subject: English</li> <li>• Interests include reading, ancient history</li> <li>• Past favorite class trip: Museum of Natural History</li> <li>• Wears a similar outfit each day, doesn't bother spending time on clothing</li> </ul> <p>Plans as representative</p> <ul style="list-style-type: none"> <li>• Small nightly assignments that are monitored by the teacher.</li> <li>• Trips to history museums and performances/plays</li> <li>• Opposed to dress code but not strongly</li> </ul>

### The decision

Series of 6 class trips on which students must wear nice pants (no jeans) and collared shirts for the six trips. The trips will include workshops related to historical artifacts. Students will learn to view artifacts, make replicas and learn about preservation.

Or

Three class trips, with no dress code to the local park to learn about the local environment.

## ELECTIONS

**Unit of Study:** Local and State Government

**Focus question:** How are representatives elected?

**The Teaching Points:**

- Students will identify the steps taken to put a representative in office and how citizens vote by creating a brochure entitled “A Guide to Election Day.”

**Why/Purpose/Connection:** This lesson provides students with an understanding of the various components of the election process, focusing on Election Day.

**Materials/Resources/Readings:**

- Titles from the Trade Book Text Set
  - *Voting and Elections*
  - *Running For Public Office*
  - *A Primary Source Library of American Citizenship: Voting*
  - *Election Day*
- Websites:
  - <http://bensguide.gpo.gov/3-5/election/president.html>
  - <http://bensguide.gpo.gov/3-5/election/senators.html>
  - <http://bensguide.gpo.gov/3-5/election/representatives.html>
  - [http://www.congressforkids.net/Elections\\_electionpres.htm](http://www.congressforkids.net/Elections_electionpres.htm)
  - <http://www.timeforkids.com/TFK/kids/specials/articles/0,28285,1723014,00.html>
  - <http://pbskids.org/democracy/vote/timemachine.html#>
  - [http://www.lwv.org/AM/Template.cfm?Section=Voter\\_Information](http://www.lwv.org/AM/Template.cfm?Section=Voter_Information)
  - <http://politics.nytimes.com/election-guide/2008/issues/index.html>
  - <http://www.socialstudiesforkids.com/articles/government/howthepresidentiselected.htm>
- Template for A Guide to Election Day (to create a double-sided, three-fold pamphlet)

**Model/Demonstration:**

- Teacher motivates the students by asking them: If you were able to vote in the last presidential election, who would you have voted for? Teacher engages class in a brief discussion about the last election.
- Teacher explains that class will be exploring Election Day to create a voting guide for a new citizen.
- Teacher models for students completing the first column of a K-W-L chart about Election Day.
- Teacher distributes template for the *Guide To Election Day* and explains that the guide will be used for their final product.
- Teacher asks students to generate a list of questions that will help them create the brochure and charts them in the W column, of the K-W-L chart. Teacher then categorizes the questions according to the appropriate page of the brochure.

- Possible topics include
  - Different elected positions
  - Who can hold the positions
  - When the positions are up for reelection
  - How to run for local office
  - Who can vote
  - When people can vote
  - Registration forms
  - Polling places

**Differentiation:**

- Creating the student brochures allows for multiple learning styles including visual-spatial, verbal-linguistic, and interpersonal.
- Use of trade book text set provides opportunities for students with varied reading levels.

**Guided Practice:**

- Teacher explains that students will review a selection of text together to find information that can be used in the brochure.
- Teacher displays p. 5 of *Election Day* on an overhead or smart board,
- Teacher reads the page aloud. Teacher then rereads the page while a note-taking page is displayed on the overhead, taking notes based on the questions in the **W** column.
  - People vote for candidates
  - Candidates want to represent the people who vote for them
  - Election Day is always on a Tuesday.
- Teacher explains that students will read through the titles in the text set and take notes to use in crafting their brochures.

**Independent Exploration:**

- Students take notes individually.
- Students work in groups to compile their information into a brochure. (*Note to teacher: Students should create a draft prior to working on the final template. This is an opportunity to review editing and proofreading*)

**Share/Closure:**

- Student groups share their brochures, noting similarities and differences.
- Teacher leads class in completion of the L (what we learned) column of the K-W-L chart.

**Assessment:**

- Teacher circulates monitoring accountable talk.
- Teacher evaluates brochures using a rubric.

**Next Steps:** Students create a mock campaign for a political candidate.

Information for the Voter

Paste pictures, symbols, or interesting facts on this page.

Information for the Candidate

**Election Day Facts:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Created by:

**A Guide To  
Election Day**

**NEW YORK CITY GOVERNMENT**

**Unit of Study:** State and Local Government

**Focus Question:** How is New York City's government organized?

**The Teaching Point:**

- Students will understand that New York City has a mayor-council form of government.
- Students will identify some of the important roles in New York City's government.

**Why/ Purpose/ Connection:**

- This lesson helps students identify effects of local government on the lives of New York citizens.
- Students identify some NYC officials and understand what their jobs entail (public advocate, borough presidents, comptroller)

**Materials/Resources/Reading:**

- Books from the Trade Set:
  - *Mayors*
  - *True Book: Being a Governor*
  - *State and Local Governments*
- Website
  - [http://www.partnershipsforparks.org/resources/materials/tip\\_sheets/whoswho.doc](http://www.partnershipsforparks.org/resources/materials/tip_sheets/whoswho.doc)
  - [http://www.nyc.gov/html/vac/downloads/pdf/vac\\_electeds\\_guide2007.pdf](http://www.nyc.gov/html/vac/downloads/pdf/vac_electeds_guide2007.pdf)
- Prepared index cards with elected positions
- List of Elected Positions

**Model/Demonstration:**

- Teacher motivates the students by asking: How many people do you think work in New York City government? How many people do you think are needed to manage a city like New York? Discuss student responses.
- Teacher explains that because New York City is such a large city that it takes many people to run it. Some of the people are appointed by the mayor but many of them are elected. Teacher explains that the class will look at elected officials who play a role in New York City, some of whom are part of New York City government, and others who are part of the state and federal government, but who make decisions that impact New York City.
- Teacher explains that each student will receive an index card with an elected position and its description.
- Teacher explains that students will use websites and the books in the text set to find the following:
  - the person who currently holds the position
  - three additional facts about the position
  - three things they would do if they held that position.

**Student Exploration/Practice:**

- Students conduct research and complete the information on their index card.

**Share/Closure**

- Teacher distributes list of all of the elected positions, not labeled with city, state and federal.
- Teacher asks students to familiarize themselves with the various positions.
- Students share their additional facts and their plans if they held their position while the class tries to figure out what position the presenter holds.
- Class then organizes index cards into chart with city, state, and federal positions.
- Teacher facilitates discussion on the role of local government.
  - Why do we need local government?
  - Why do we have multiple levels to our government?

**Assessment**

- Teacher circulates monitoring student progress.
- Teacher evaluates student presentations/index cards.

**Next Steps:**

- Students research appointed positions in New York City's government.

## NEW YORK CITY ELECTED OFFICIALS

**Mayor:** The Mayor is the chief executive officer of the City of New York. The Mayor appoints most heads of City agencies, boards and commissions, at times pursuant to the advice and consent of the City Council. The Mayor is responsible for the effectiveness and integrity of City government operations, proposes the City budget, and has the power to approve or veto all bills proposed by the City Council. The Mayor is elected every four years.

**City Council Member:** The City Council is the legislative branch of New York City. Generally, the Council has the power to propose and adopt local laws, investigate matters related to the property, affairs, and government of the City, and approve the City budget. There are 51 members of the City Council. City Council members are elected every four years.

**Borough President:** The Borough Presidents have the power to work with the Mayor and other City officials in the interest of people of the boroughs. Generally, the Borough Presidents appoint member of the community boards and work to promote the long-term welfare of the boroughs. To be eligible to serve as Borough President, an individual must be a resident of the borough for which he or she is elected. The Borough President is elected every four year in the same election as the Mayor.

**City Comptroller:** The City Comptroller is the chief fiscal officer of the City of New York. The City Comptroller audits City agencies, advises the Mayor and the City Council of the financial condition of the City, and may make recommendations, comments, and criticisms concerning the operations, fiscal policies and financial transactions of the City. The City Comptroller is elected every four years in the same election as the Mayor.

**Public Advocate:** The Public Advocate monitors the operation of the public information and service complaint programs of City agencies. The Public Advocate receives and responds to complaints of a recurring and multi-borough or City-wide nature. The Public Advocate may also hold public hearings on any of the matters within his or her jurisdiction and duties. The Public Advocate participates in the discussions of the City Council but is not a voting member. The Public Advocate is elected every four years in the same election as the Mayor.

**District Attorney:** The five District Attorneys in the City of New York protect the public by investigating and prosecuting criminal conduct in the counties in which they hold office.

## State Elected Officials

**Governor:** The Governor is the chief executive of the State of New York. The Governor may approve or veto laws, convene the legislature on extraordinary occasions, and grant reprieves, commutations and pardons after conviction. The Governor is elected every four years.

**Lieutenant Governor:** The Lieutenant Governor is elected in the same election as the Governor. The Lieutenant Governor is first in line of succession to the Governor. The Lieutenant Governor is also the President of the Senate, but has a casting vote only.

**Attorney General:** The Attorney General is the chief legal officer of the State of New York. The Attorney General prosecutes and defends all legal actions and proceedings in which the state is interested. The Attorney General is elected every four years in the same election as the Governor.

**State Comptroller:** The State Comptroller is the head of the department of audit and control of the State of New York. The State Comptroller is required to audit payments made by the State and all official accounts of the State. The State Comptroller is elected at the same time as the governor and holds office for four years.

**State Senate:** The State Senate is one-half of the legislative branch of the State of New York. The State Senate creates and passes bills, which, if also passed by the State Assembly, are presented to the Governor for approval. At this time there are 62 State Senators. State Senators must be residents of the senate districts which they are chosen to represent for at least twelve months at the time of election, and are elected every two years.

**State Assembly Member:** The State Assembly is one-half of the legislative branch of the State of New York. The State Assembly creates and passes bills, which, if also passed by the State Senate, are presented to the Governor for approval. At this time there are 150 Assembly Members. Assembly Members must be residents of the assembly districts which they are chosen to represent for at least twelve months at the time of election, and are elected every two years.

## Federal Elected Officials

**President:** The President is the chief executive of the United States and the Commander in Chief of the Armed Forces. With the approval of the Senate, the President appoints federal judges, cabinet members, and other public officials, except as otherwise provided by law. The President is elected once every four years, and may serve no more than two terms.

**Vice President:** The Vice President is elected together with the President. The Vice President is first in line of succession to the President. The Vice President is also the President of the Senate, but may only cast a vote to break a tie.

**U.S. Representative:** The House of Representatives is one-half of the legislative branch of the federal government, with the power to create laws, impeach officials, and determine budget priorities. The number of representatives for each state is apportioned according to the population of that state. Representatives must be an inhabitant of the state in which they are elected at the time of election, and are elected every two years.

**U.S. Senator:** The Senate is one-half of the legislative branch of the federal government. The Senate creates laws, approves Presidential appointments, and also has the sole authority to try all impeachments. The Senate is composed of the two Senators from each state, each of whom must be an inhabitant of the state at the time of election. Senators serve for a term of six years. Terms of office for Senators are staggered such that one-third of the Senate seats are up for election every two years.

## WRITING TO MY LOCAL GOVERNMENT

**Unit of Study:** State and Local Government

**Focus Question:** How is New York City's government organized?

**The Teaching Point:**

- Students will comprehend that New York City has a mayor-council form of government.
- Students will develop their ability to ask questions to clarify topics or details.
- Students will practice business letter writing skills.

**Why/ Purpose/ Connection:** This lesson provides students with an opportunity to learn about the office of the mayor and the city council while at the same time taking a role as active citizens by writing to the mayor or their council member.

**Materials/Resources/Reading:**

- Books from the Trade Set
  - *Governing New York*
  - *State and Local Government*
- Websites:
  - <http://council.nyc.gov/html/about/about.shtml>
  - <http://www.nyc.gov/portal/site/nycgov/menuitem.beb0d8fdaa9e1607a62fa24601c789a0/>
  - [http://www.partnershipsforparks.org/resources/materials/tip\\_sheets/w\\_hoswho.doc](http://www.partnershipsforparks.org/resources/materials/tip_sheets/w_hoswho.doc)
- Levels of government chart
- NYC City Council and Who's Who in NYC Government information
- Business letter rubric

**Model/Demonstration:**

- Teacher motivates students by asking: What could happen to motivate you to write a letter to an elected official? Students will respond in a variety of ways, but the goal is the help them understand that citizens expect their elected officials to do certain things.
- Teacher displays a chart representing the levels of government. Teacher asks students to help complete the chart based on the places where they live.
- Teacher explains that there are levels of government because the needs addressed at the city might be different than those of the entire state or country. Teacher asks students how the needs of New York City might be different than the needs of a rural area.
- Teacher explains that the class will explore the ways that the city makes rules and laws.
- Teacher distributes a copy of p.13 from *Governing New York* to each student and displays the page on an overhead projector or smart board. Teacher reads aloud underlining important details about New York City government, while using think-aloud method.
  - New York City has a mayor. I think I've seen him in the news.

- New York City has a council that sounds like a legislative branch. I wonder what they do exactly.
- The mayor and the council have term limits. (*Note to teacher: Check current policy on term limits*)
- Teacher explains that students will read about the job of the mayor and the city council.
- Teacher instructs students to choose either the mayor or a member of the city council to write a formal letter to asking for a change in New York City.
- Teacher leads students in a brainstorm of possible “student-friendly” issues that could be addressed. (more parks, playgrounds, etc.)

**Independent Exploration:**

- Students read about the specific jobs of the mayor and city council and decide whom they would like to write to and what topic or issue they will address. (*Note to teacher: You may wish to let students explore the website of the mayor’s office and the city council for ideas.*)
- Students write business letters (with a purpose) using correct business letter format.

**Differentiation:**

- With students, role-play a city council meeting. Have students take turns suggesting issues for the council to consider.
- Students research topics that are currently being discussed by the City Council that are specifically affecting the area where they live or go to school.

**Share/Closure:**

- Students exchange letters with a partner.
- Students mail/email letter.
- Teacher facilitates a discussion on why the mayor or city council would take letters from citizens into account.
  - What role do citizens play in the position of mayor or city council member?
  - What recourse do citizens have if their representative does not take action on an issue important to them?

**Assessment:**

- Using a standard business letter rubric, teacher evaluates the content and the format of the letter.

**Next Steps:**

- Students research information about their current city council member.
- Students create a story, “If I were City Council President for the day, I would...” In this assignment, students could highlight issues/topics that are important to them.

## Levels of Government

Neighborhood
Borough
City
State
National

## NEW YORK CITY COUNCIL

### The Role of the City Council

The New York City Council is the law-making body of the City of New York. It is comprised of 51 members from 51 different Council Districts throughout the five boroughs. The Council monitors the operation and performance of city agencies, makes land use decisions and has sole responsibility for approving the city's budget. It also legislates on a wide range of other subjects. The Council is an equal partner with the Mayor in the governing of New York City. View a list of current members at: <http://council.nyc.gov/html/members/members.shtml>.

### Budget

The budget is the centerpiece of policymaking in government. Through the budget, the Council establishes priorities, allocates resources and sets the policy agenda for the year. It is the single most important municipal document that affects the lives of New Yorkers. While the mayor proposes the city's spending priorities for the upcoming year, the Council has final budget approval powers. During the budget process, the Council may change budget priorities and add special "terms and conditions" requiring city agencies to report to the Council on how specific monies are being spent throughout the year.

### Land Use

Under the 1990 Charter revision, the Council acquired the power to review land use issues and approve zoning changes, housing and urban renewal plans, community development plans and the disposition of city-owned property. This power gives the Council the most significant voice in the growth and development of our city.

### Oversight

The Council holds regular oversight hearings on city agencies to determine how agency programs are working and whether budgeted funds are being well spent.

### Legislation

As the legislative body, the Council makes and passes the laws governing the city. The Council has passed landmark legislation on designated smoking areas in public places, campaign finance, anti-apartheid, solid-waste recycling and restrictions on assault weapons. Legislation pending in the Council is called an Introduction, often abbreviated to "Intro" or "Int", and is assigned a number. When an Introduction is signed by the Mayor it becomes a Local Law and is assigned a new number. View more information about NYC legislation at <http://www.nycouncil.info/html/legislation/legislation.cfm>.

### The Committee System

Most of the Council's legislative work is done in committee. It is there that proposed legislation is initially debated and the members of other government branches and the public are given a chance to comment.

Each Council Member serves on at least three of the Council's standing committees, sub- and select committees and panels. The standing committees must meet at least once a month unless the Charter mandates otherwise. Committee assignments are made by the Committee on Rules, Privileges and Elections and voted on by the entire Council.

Most Council hearings are held in the Council Chambers or the adjoining Committee Room in City Hall. Hearings are also held in the Hearing Room on the 16th Floor of 250 Broadway. Meetings of the entire Council, referred to as Stated Meetings, are held twice a month at City Hall. A weekly schedule of Council hearings is available in the Council's Office of Communications in City Hall.

The Speaker of the Council, Christine Quinn, the Majority Leader, the Minority Leader, and Public Advocate Betsy Gotbaum are ex-officio members of all committees. View a list of current committees at <http://council.nyc.gov/html/committees/committees-list.shtml>.

### **The Council Speaker**

The Council Speaker, is elected by the Council members and is primarily responsible for obtaining a consensus on major issues.

The representative for the position of Minority Leader is elected from among the party with the next largest representation.

Although not a member of the Council, the Public Advocate presides at the Council's Stated Meetings and votes in the case of a tie. In the Advocate's absence, the Speaker presides or designates a presiding officer, or the body may elect from among its membership a President Pro Tempore to preside. View more information about the Council Speaker at <http://council.nyc.gov/html/members/speaker.shtml>.

## WHO'S WHO IN NYC GOVERNMENT: THE MAYOR

- ✓ Elected by the City's voters every four years
- ✓ Chief Executive Officer of the City: In charge of ensuring the well-being of the City's citizens and the functioning of the City's agencies

### MAJOR RESPONSIBILITIES

- ✓ Works with the Borough Presidents to prepare and submit the City's budget to the City Council every year
- ✓ Signs the budget when it is approved by the Council
- ✓ Signs or vetoes all legislation passed by the Council; the Council can override a veto by a 2/3 majority
- ✓ Appoints the heads of City agencies and departments

### RESOURCES

#### Community Assistance Unit

- ✓ Coordinates the activities of City agencies
- ✓ Coordinate Town Hall meetings
- ✓ Often represent the Mayor at community meetings

#### Mayor's Action Center

- ✓ Serves as a clearinghouse for all letters and phone calls from individuals in New York City
- ✓ Receives complaints about City services

#### Mayor's Voluntary Action Center

- ✓ Acts as a clearinghouse for recruitment and referral of volunteers for projects around the City

### HOW TO CONTACT

Web site: [www.nyc.gov/html/om/home.html](http://www.nyc.gov/html/om/home.html)

City Information Hotline: 311

**Rubric for the Business Letter**

Score	1	2	3	4
<b>Layout/ Design</b>	Text is difficult to read. It does not have proper grammar or punctuation for a business letter.	Text may be difficult to read. May have some grammar and/or punctuation that indicate it is a business letter.	The letter is eye-catching and attractive. Text is easy to read. Grammar, style, and punctuation is indicative of a business letter.	The letter is clear and easily read text. Grammar, style, and purpose are excellent for a business letter.
<b>Information, style, audience, tone</b>	Letter is poorly written, information is inaccurate, or incomplete.	Some information is provided, but is limited.	Information is accurate, well written and interesting to read.	Information is accurate and complete, is creatively written, and is cleverly presented.
<b>Accurate Parts of the Letter</b>	Improper form is used.	Business letter elements are out of place or missing.	Some business letter elements may be missing.	Letter is complete with all required elements.
<b>Grammar, Punctuation, and choice of words for the friendly letter</b>	Grammar, punctuation, and choice of words are poor for a business letter.	Some inaccurate punctuation or grammar.	Style, purpose, audience, grammar, and punctuation are good and indicative of a business letter.	Excellent job on presentation, style, grammar, and punctuation.

## NYC POINTS OF INTEREST

**Unit of Study/Theme:** Local and State Government

**Focus question:** How is New York City's government organized?

**The Teaching Point:**

- Students learn the services that are available in our city, some of which are organized by local government and others by private citizens, through an interactive map of New York City.
- Students explore the geography of New York City.

**Why/Purpose/Connection:** This lesson demonstrates some of the services provided by the local government while reviewing map skills.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Governing New York: How Local, State, and National Governments Work*
  - *Paying Taxes*
- Websites:
  - <http://gis.nyc.gov/doitt/cm/CityMap.htm>

**Model/Demonstration:**

- Teacher motivates students by displaying an interactive map of New York City, preferably on a smart board. <http://gis.nyc.gov/doitt/cm/CityMap.htm>
- Teacher asks, "What map features do you notice?" Compass, legend, etc.
- Teacher clicks 'view' in the boundaries section of the map legend. Teacher displays various boundaries within New York City, making special note of the five boroughs.
- Teacher asks students about the political boundaries of New York City. Teacher reviews the five boroughs that make up New York City.
- Teacher asks, "What geographical features do you notice about New York City?" Teacher makes sure students notice the islands and peninsulas, rivers and inlets. Teacher points out that Brooklyn and Queens are actually part of Long Island. Teacher points out the Hudson River.
- Note: If a smart board is not available, laptops can be used by small groups of students.

**Guided Practice:**

- Teacher enters address of the school on the interactive map. Teacher then zooms out by one level in order to get a larger area.
- Teacher asks students to choose a point of interest from the map legend.
- Teacher asks students to identify the symbol associated with the point of interest.
- Teacher clicks on points of interest showing what is found in the local area.

- Teacher asks students what role the government might play in the various points of interest. (Government role may be providing the service, granting a license, or in determining regulations for use)
- Teacher explains that students will explore different areas in New York City using the interactive map. Student groups should be assigned a borough and an address. (Allow students to type in their home address and view services in their neighborhood as well.)

**Independent Exploration:**

- Student groups use the interactive website to complete a worksheet on their assigned neighborhood.

**Differentiation:**

- Challenge: Have students research the history of the borough in which they live. Tell them to create an informational poster to share with the class.

**Share/Closure:**

- Teacher facilitates a discussion on the role of government in our lives.
  - How does the government help us?
  - What types of services does the government provide?

**Assessment:**

- Teacher monitors accountable talk.
- Teacher evaluates group worksheets.

**Next Steps:**

- Students read about the consolidation of New York City, in particular how their borough became part of New York City.

**New York City Points of Interest**

Point of Interest	Symbol	Why it is important	Government involvement

Guiding questions:

- What services do you think are most important? Least important?
- What services do you think should be added to the area?

## CITIZENSHIP CITY

**Unit of Study/Theme:** Local and State Government

*(This lesson covers 2 days)*

**Focus question:** What are the responsibilities of citizens to their city, state, and national government?

**The Teaching Point:**

- Students will understand the various contributions citizens make to their communities and the various capacities in which they make them: public official, civil servant, private citizen, and volunteer.
- Students will create a model town.

**Why/Purpose/Connection:** This lesson demonstrates the scope of the rights and responsibilities of citizens.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *What It Means To Be a Citizen*
  - *The Importance of Being an Active Citizen*
- Websites
  - <http://pbskids.org/democracy/>
  - [www.nycares.org](http://www.nycares.org)
  - <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1873017,00.html>
  - <http://www.time.com/time/politics/article/0,8599,1872152,00.html>
  - <http://www.bethechangeinc.org/servicenation>

**Model/Demonstration:**

(Day 1)

- Teacher motivates the students by posting the word **CITIZEN** in the classroom and asks students to take a moment to think of a word or phrase relating to the word citizen.
- Teacher instructs students to “whip” around the room sharing their word or phrase while the teacher charts student responses. In a “whip” teacher asks one student to begin and then each student shares his/her response until the whole class has had an opportunity to respond.
- Teacher then asks students to categorize the responses according to: rights, responsibilities, and other.
- Teacher explains that the government guarantees to citizens certain rights, most of which are outlined in the Bill of Rights. Citizens, however, also have responsibilities.
- Teacher asks students to list some responsibilities they have at home/in school. Teacher asks students to list some of their parents’ responsibilities. Teacher engages class in a discussion of the importance/purpose of responsibilities.
- Teacher explains that students will explore the responsibilities of citizens in their community.

**Independent Exploration/Guided Practice:**

- Each student is given a pattern of a house. Students must put their name on one of the houses and a symbol reflecting their desired future profession.
- Each student will then place their house on an outline of a map of a fictional town. (Teacher should prepare a basic street map on which students could add their houses)
- Student groups develop the town using the questions below. Students will create other elements of a town to add to the map. Students can present what elements they added and why. (Students may refer to the following websites and the trade book text set for ideas:<http://bensguide.gpo.gov/3-5/neighborhood/index.html>, <http://pbskids.org/democracy/govandme/>)
  - Where does everyone work?
  - What supplies do they need? Where do they get them?
  - Who helps the elderly in the town?
  - What if there is a fire, accident, or crime?
  - Who keeps the streets clean?
  - Where do children play? Who takes care of the area where children play?
  - Who makes decisions for the town?
- Student groups should prepare a list of citizen responsibilities that they have discovered based on the activity and add to a class list.

(Day 2)

- Students present their additions to the town and add to the citizen responsibility chart.
  - Students ask each group questions about the decisions they made regarding their town.
  - Teacher reads aloud, *What It Means To Be a Citizen* and facilitates a discussion on citizenship.
    - What were the similarities and differences between the towns created by each group?
    - What did citizens in your town have to do for the town to run properly?
    - How is the description of citizenship from the text similar to the role of citizenship in the town you created?

**Share/Closure:**

- Teacher explains that the needs of the town are met in a number of ways: public officials, civil servants, and private citizens. Sometimes private citizens fulfill the needs of the community through their job, other times they volunteer.
  - How were the needs of your town met? What role did public officials play? Civil servants? Private citizens? Volunteers? (*Note to teacher: You may need to explain that a civil servant is a person who works for the government*)
  - Have any of you taken part in any service activities? Do you know anyone who has?
  - What role should service play in a community? Is it a responsibility of a citizen?
  - What opportunities are there for citizens to volunteer in your community? ([www.nycares.org](http://www.nycares.org))

**Assessment:**

- Teacher evaluates student participation in group activity.

**Next Steps:**

- Students read about President Obama's call to service.
  - "When you choose to serve -- whether it's your nation, your community or simply your neighborhood -- you are connected to that fundamental American ideal that we want life, liberty and the pursuit of happiness not just for ourselves, but for all Americans. That's why it's called the American dream."
  - <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1873017,00.html>
  - <http://www.time.com/time/politics/article/0,8599,1872152,00.html>
  - <http://www.bethechangeinc.org/servicenation>

## WHY DO WE PAY TAXES?

**Unit of Study/Theme:** Local and State Government

**Focus question:** What are the responsibilities of citizens to their local, state, and national government?

**The Teaching Point:**

- Students will understand that many of the services provided by the government are made possible through taxes paid by citizens.

**Why/Purpose/Connection:**

- This lesson demonstrates the various uses of tax dollars by the government and the competition between agencies for the limited resources.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *What It Means To Be a Citizen*
  - *Paying Taxes*
- Websites
  - [www.nyc.gov](http://www.nyc.gov)
- Where does the Money Go? worksheet

**Model/Demonstration:**

- Teacher motivates the students by asking them if they know what it means to pay taxes. Students brainstorm and teacher lists their responses.
- Teacher asks students to recall the phrase they learned when studying the American Revolution earlier in the year, “No taxation without representation.” Teacher then asks if they remember what the statement was protesting. Teacher makes sure students understand that the colonists understood that they had to pay taxes but felt they should be choosing the representatives who taxed them.
  - Why do people want to choose the representatives who tax us?
  - Why do people complain about paying taxes?
  - Why do some places have higher taxes than other places?
- Teacher explains that the class will explore why we pay taxes.

**Guided Practice:**

- Teacher explains how taxes pay for our schools. Teacher asks students to brainstorm a list of expenses involved in running a school.
- Teacher explains that each group will be given a department that is run by the city. The group must make a list of what the department does and why it is important. They must brainstorm a list of expenses. Then the group must write a letter to the mayor explaining why they should get more money from the city budget.

**Independent Exploration:**

- Student groups research their assigned department to complete the “Where does the Money Go?” worksheet.
  - Possible Departments include:

- Fire Department (<http://www.nyc.gov/html/dot/html/home/home.shtml>)
  - Police Department (<http://www.nyc.gov/html/nypd/html/home/home.shtml> )
  - Sanitation Department (<http://www.nyc.gov/html/dsny/html/home/home.shtml> )
  - Parks Department (<http://www.nycgovparks.org/> )
  - Transportation Department (<http://www.nyc.gov/html/dot/html/home/home.shtml> )
  - Housing Department (<http://www.nyc.gov/html/dot/html/home/home.shtml> )
  - New York Public .Library (<http://www.nypl.org/>)
- Compose a business letter to the mayor explaining why they should get more money from the city budget based on their research findings.

**Differentiation:**

- Extra Support: Have students work in pairs to list items that might appear on a city budget. Encourage them to review the information about local government.

**Share/Closure:**

- Students share their group’s business letter.
- Teacher facilitates a discussion on taxes.
  - Why do we pay taxes?
  - How are taxes used?
  - What is the role of representation in taxation?

**Assessment:** Teacher evaluates group worksheets and business letters using a rubric.

**Next Steps:** Students decide what percentage of the budget each agency should receive.

**Where does the money go?**

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

What are the responsibilities of your department?

Why is your department important?

What are some of the expenses of your department?

If your department received less money what are some things that you won't be able to do?

If you receive more money what are some the things that you will be able to do?

**GOLDILOCKS V THE STATE OF NEW YORK**

**Unit of Study/Theme:** Local and State Government

*(This lesson covers 2 days)*

**Focus question:** What are the responsibilities of citizens to their local, state, and national government?

**The Teaching Point:** Students will understand the role of a jury through participating in a mock trial based on Goldilocks and the Three Bears.

**Why/Purpose/Connection:** This lesson provides an understanding of the role of the jury in the criminal justice system.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Serving on a Jury*
- Websites:
  - <http://www.id.uscourts.gov/GOLDIL2.htm>
  - <http://manhattanda.org/communityaffairs/commaffunit/education/>
  - [http://www.brooklynda.org/legal\\_lives/legal\\_lives.htm](http://www.brooklynda.org/legal_lives/legal_lives.htm)
  - <http://www.queensda.org/index2.html>
- Goldilocks and the Three Bears tale
- Notes for the Attorneys
- Verdict Form

**Model/Demonstration:**

- Teacher motivates the students by asking them if they remember the story of *Goldilocks and the Three Bears*. Once students respond, teacher asks students to listen to the story with a very different purpose: Listen for things that Goldilocks does that might be wrong or against the law.
- Teacher reads aloud, *Goldilocks and the Three Bears*.
- Teacher asks, “With what crimes could Goldilocks be charged?” What did Goldilocks do that might be considered a crime?
- Teacher explains that Goldilocks will be arrested for her crimes and will be put on trial.
- Teachers review some of the roles in a court case. Teacher will play the role of the judge.
  - Courtroom Deputy (1): takes down summary of court decisions, takes care of exhibits, evidence, and swears in witnesses. “Do you swear to render a truthful verdict in this case to the best of your ability considering only the facts in the case?”
  - Bailiff (1): opens court and introduces the judge.
  - Jurors (12): listens to the evidence and tells the judge what they think about the case. The jury elects a foreperson to act as their leader.
  - Government attorneys (3 students): Prosecutors, or lawyers who represent the people by charging Goldilocks with a crime.

- Defense attorneys (3 students): Defend the rights of the accused.
- Witnesses (8): People who have information relevant to the case.
  - Prosecution's witnesses: Mama Bear, Papa Bear, Baby Bear, Park Ranger, Hunter.
  - Defense's witnesses: Weather expert, Goldilocks' friend, Goldilocks.
- Key words for a word wall. (Students may star the words whenever they come across them during the trial.)
  - Verdict
  - Guilty
  - Plaintiff
  - Defendant
  - Prosecution
  - Deliberate
  - Presiding

- Teacher distributes roles and relevant information to the students acting as attorneys.
  - Teacher explains that the attorneys are trying to persuade the jury to either convict Goldilocks (prosecutor) or set her free (defense attorney), using the facts of the case (story).

**Independent Exploration:**

- Attorneys prepare their opening statements and a list of questions for each witness.
- While the attorneys prepare for trial, other members of the class explore point of view by rewriting *Goldilocks and the Three Bears* from the perspective of one of the Bears, or Goldilocks, or an unnoticed eyewitness.

(Day 2)

**The Trial**

- Teacher reads aloud, “What is a Jury?” from *Serving on a Jury*. Teacher explains that jury duty is an important aspect of a trial and a responsibility of citizenship.
  - Why would someone prefer a trial by jury versus having a judge make the decision?
- The class will present the trial with the teacher presiding as judge. (Attorneys should be given time to write their closing statement before concluding the trial)
- The jury will determine the verdict.

**Share/Closure:**

- Teacher facilitates a discussion on the jury system.
  - What are the pros and cons of the jury system?
  - What role does point of view play in a trial? (Make reference to the earlier writing assignment)
  - What alternatives are there to the jury system?
  - Why is jury duty the responsibility of citizens?

**Assessment:**

- Teacher evaluates writing, either point of view or opening statements, using a rubric.

**Next Steps:** Students visit a local court house to observe how a real trial operates.

**Notes for the Attorneys:**

From <http://www.id.uscourts.gov/GOLDIL2.htm>

**Order of Prosecution Witnesses:**

1. The three bears (one at a time)
  - Mama Bear
  - Papa Bear
  - Baby Bear

Possible government attorney questions for the bear family:

- When did you return to the cabin? How long were you gone?
- What did you see when you entered your cabin?
- Was the window or door broken?
- Describe for the jury the damage which you saw.
- How did you feel when you saw the broken chair?
- Did you feel scared that someone broke into your house?
- Did you see a stranger in your house?
- Do you see that stranger in the courtroom today?
- Did you give permission for Goldilocks to enter the cabin?
- Did you give permission for Goldilocks to eat the porridge?

Possible Defense attorney questions for the three bears. After each witness has presented their evidence, the Defense has an opportunity to ask questions of the witness that may assist Goldilocks. Some possible cross examination questions for the bears include:

- Was Goldilocks peacefully sleeping in your bed?
- Wasn't it you who yelled at her and startled and scared her?
- Why did you leave porridge on the table?
- Did you feel sorry for Goldilocks because she was lost, hungry and scared?
- Did you leave the door unlocked?
- Did you see Goldilocks break the window, or could it have been broken by the strong wind?
- Did you growl at Goldilocks and show your teeth when Goldilocks awoke?
- Was Goldilocks scared when she awoke?

## **2. The Park Ranger**

Ranger \_\_\_\_\_

Possible Government Attorney questions for the Park Ranger:

- Were you in the forest the day in question?
- What did you see?
- Which one of the three bears reported the crime to you?
- What damage did you see?
- What is your expert opinion about who committed this crime?

Possible Defense Attorney questions for cross examining the Park Ranger:

- Did you find any finger prints?
- Is there any record that Goldilocks has ever committed a crime.
- Didn't Goldilocks tell you that she was lost, cold and hungry when you gave her the notice to appear in court?

## **3. The Hunter, an eye witness**

Possible Government Attorney questions for the Eye Witness:

- Did you see Goldilocks near the Three Bears cabin on that day?
- Did you see her go into the cabin?

- Did you see her break any windows?
- Have you seen Goldilocks in the forest before?
- In your experience, was Goldilocks familiar with the forest and know how to get home?

Possible Defense Attorney cross examination questions for the Hunter.

- Is it true that you were not wearing your glasses when you saw Goldilocks enter the cabin?
- In your experience, what can happen to people who get lost in the woods?
- What are some of the dangers in the woods for small children?
- Were you cold on that day?

**DEFENDANT'S CASE** The attorney for the accused is known as a defense attorney because they defend the rights of the defendant who is being accused of a crime.

In the Jury trial, the Defense begins to present its case by each government attorney making an Opening Statement. The Defense can make their opening statement at the beginning of the case or wait until the defense witnesses begin. This statement should be a short explanation of why they believe the jury should find that Goldilocks is innocent or did not break the law.

### **Order of Defense Witnesses**

#### **1. Weather expert.**

Possible questions by the Defense attorney for the Weather expert:

- What was the temperature on the day that Goldilocks entered the bears' cabin? (30°).
- Are you qualified to be a weather expert? Please give your qualifications.
- If Goldilocks would have stayed outside in the cold weather, unprotected, could she have become sick or even worse, die?
- What was the forecast for that day?
- What do you do when it is 30 degrees outside?

Possible cross examination questions by the Government Attorneys for the Weather expert:

- What medical experience do you have when you say that someone might become sick or die out in the weather?
- Are you qualified as a medical expert?

#### **2. Goldilocks' friend, character witness**

Possible questions by the Defense Attorneys for Goldilocks' friend:

- How long have you known Goldilocks?
- Is she an honest, trustworthy person?
- Explain Goldilocks' hard work in the Girl Scouts.

- Isn't it true that Goldilocks is a straight "A" student?
- Have you known Goldilocks to ever break the law before?

Possible questions by the Government Attorneys for Goldilocks' friend:

- Is it true that Goldilocks was totally familiar with the forest?
- If she was familiar with the forest, why did she go into the bears' house when she could have gone home?
- Has Goldilocks stolen food, destroyed property, or broken the law before?

### **3. Goldilocks**

Possible questions by the Defense Attorney(s) for Goldilocks:

- Describe the weather that day. Were you cold?
- Did you get lost? Were you afraid?
- Why did you enter the cabin?
- Were you afraid that you would die in the woods?
- Why did you eat the porridge?
- What happened when the bears awoke you with a big growl?
- Why did you run out of the cabin?
- Why didn't you leave money on the table for the porridge and broken chair?
- Are you sorry that you entered the cabin?
- Isn't it true that you had no money so you couldn't pay for the damage?

Possible questions by the Government in cross examining Goldilocks:

- Isn't it true that you entered the cabin because you were just a little hungry and didn't want to walk two miles to your home?
  - Did the bears give you permission to enter the cabin?
  - How did you enter the cabin?
  - Why did you eat the porridge?
  - Why did you sit in each of the chairs and each bed?
  - Why didn't you come back and pay for the damage?
-

VERDICT FORM  
STATE OF New York (THREE BEARS)  
vs.  
GOLDILOCKS

NOTE: Jurors can only consider the facts that were presented in the case.

*We the jurors in the above entitled action, find that:*

Goldilocks is guilty of:

breaking and entering.

destruction of property.

theft.

Goldilocks is not guilty of all charges.

Goldilocks is not guilty of the charges (but should pay for the windows and broken chair).

We the jury, cannot reach a verdict that everyone agrees with.

Dated this \_\_\_\_\_ day of \_\_\_\_\_

Signed, Jury Foreperson \_\_\_\_\_

## MILLIONTREESNYC

**Unit of Study/Theme:** Local and State Government

**Focus Questions:** What are the responsibilities of citizens to their city, state, and national government?

**The Teaching Points:**

- Students will learn how they, as citizens, can plan and affect change for other citizens and their neighborhoods through the local government.
- Students will understand how they, directly as individuals, can use the planning by the city government to their own advantage in their own neighborhoods

**Why/Purpose/Connection:**

- Students will recognize that they can play a vital individual and/or collective role in the programs and initiatives of their city government as they plan a neighborhood or school project that can change the character of their immediate neighborhoods

**Materials/Resources/Readings:**

- Websites:
  - <http://www.milliontreesnyc.org/html/home/home.shtml>
  - <http://nyc.gov/html/planyc2030/html/home/home.shtml>
  - <http://www.partnershipsforparks.org/resources/grants.html>This website has a multitude of features regarding government officials and access to those officials.

**Background**

MillionTreesNYC is one of several New York City programs under the Planyc initiatives for the next decades. The plan for MillionTreesNYC is to plant one million trees through the decade 2007-2017. These trees will be planted on public, private, and commercial land and spaces. Trees can be planted by individual homeowners, large commercial enterprises, small businesses, schools, parks, and community organizations. The website for this venture is user friendly and includes a current count of the number of trees that have been planted to date. There are downloads available on the website for classroom use or forms for facilitating the planting of a tree.

**Model/Demonstration:**

- Teacher shares the website for MillionTreesNYC with students in order to use the information on the website to enhance their learning and participation on this citywide initiative.
- Suggested Activities:
  - Students can make different types of graphs using the survey information: for example line graphs and pie charts.
  - Students can use the survey information to figure out percentages, ratio tables, discuss the implications of the types of trees planted.
  - Students can research why only certain types of trees are authorized for planting by the city.

**Independent Exploration/Guided Practice** (select some):

- Survey the street trees in tree pits in the local neighborhood-block by block: number of trees, types of trees, approximate ages of trees, condition of trees, recommendations.
- Survey trees in homeowner yards in the local neighborhood-block by block: number of trees, types of trees, approximate ages of trees, condition of trees, recommendations
- Survey homeowners and businesses that do not have trees planted in front of their homes. Develop a questionnaire to ascertain why they don't have trees planted and if the individuals have an interest in obtaining a permit to have a tree planted. (Sometimes people may not know the process or they may be concerned about the upkeep of the tree once it is planted or whom to contact with a problem.)
- Research the types of trees that can be planted as street trees. What are the reasons why certain trees have been chosen for planting as street trees?
- Draft and write informative letters and/or questionnaires to neighborhood homeowners about the MillionTreesNYC Project and how they, the homeowners, can be involved. Distribute the letters and/or questionnaires to the homeowners through leaflets in their mailboxes or doorways. Include a questionnaire for the homeowner to return to the school regarding whether they would like a tree planted in a tree pit or in their yard.
- Make an informational flyer (for example, a three fold brochure) about the MillionTreesNYC project and distribute to all families in the school and surrounding neighborhood. Include the website, email contact, and phone numbers for this city initiative.
- Participate in a PTA meeting, whereby the students create a slide show or other visual presentation for the parents, staff, and administration about the MillionTreesNYC Project and how the PTA can become involved.
- Research local government officials and to determine the appropriate representative that can speak at a PTA meeting regarding a neighborhood tree planting initiative. Write a letter to and/or call the official inviting him/her to speak at the PTA meeting.
- Participate in a School Leadership Team meeting, whereby the students make a slide show or other visual presentation for the SLT members. Convince the SLT to take a leadership role in the school toward planting more trees surrounding the school and in surrounding neighborhoods. Invite a local government representative to speak at the SLT meeting about how he/she can help facilitate an initiative.

- Travel from class to class in the school building making presentations to all grade levels, about the MillionTreesNYC Project. Enlist other or all grades to take on this project and begin a school wide initiative to better the neighborhoods and the city in general. Hand out the student designed flyers so that students can take them home to their parents.
- Map the Block Associations in their neighborhood and make a calendar of the Block Association meetings. Take their presentations to these meetings with information about how Block Associations can become involved in this citywide initiative. Attend Block Association “block parties” to distribute their informational brochures to the block residents and answer questions about this program.
- Participate in the actual planting of a neighborhood tree or trees. Submit photos of these plantings and their story on the city MillionTreesNYC website.
- Include the MillionTreesNYC website links on the school’s website. Regularly update school efforts regarding this initiative.

**Share/Closure:**

- Students can publish different types of graphs using data gathered from their surveys.
- Students can draw conclusions using information from their surveys.
- Students make oral presentations using information gleaned from their research during meetings of the PTA, PTA Executive Committee, School Leadership Team, school assemblies, & neighborhood association meetings.

**Next Steps:**

- Design a crossword puzzle using the different types of trees identified on the neighborhood walks, using the leaf, bark, branching habit, root habit, as distinguishing characteristics for clues.
- Design a word search using the different types of trees identified in the neighborhood search.
- If the classes have pen pals with students in other cities or countries, communicate their efforts in this initiative to the other cities and encourage the students in those cities or countries to take the information to their local governments and begin similar programs.
- Track the total number of trees planted citywide on the MillionTreesNYC website.
- Develop national and international pen pals to distribute information about New York City’s efforts with regards to MillionTreesNYC. Track whether other cities or countries develop an interest in this type of initiative, using return letters from pen pals.
- Track the number of neighborhood trees planted as a result of the student efforts on the school’s website and on a chart at the entrance to the school.
- Research possible grant writing opportunities within the PTA and/or School Leadership Team at: <http://www.partnershipsforparks.org/resources/grants.html>

**School to Home Connection:**

- Students discuss with their families whether they can get a tree planted in a tree pit in front of their house or apartment building. Student facilitates getting the tree planted if family or building deems this possible.
- Students discuss Students work with other residents on their streets, with landlords, or block associations in order to facilitate planting of additional trees.
- Students share the MillionTreesNYC website with family members and encourage family members to engage co workers and/or other families in conversations about tree plantings.





## SYMBOLS OF LIBERTY

**Unit of Study/Theme:** Local and State Government

**Focus question:** How do symbols represent New York and the United States?

**The Teaching Point:** Students will interpret symbols representing both New York and The United States.

**Why/Purpose/Connection:** This lesson provides an opportunity to interpret primary sources while gaining an understanding of the symbols representing New York State and The United States.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *New York: Facts and Symbols*
  - *Red, White, and Blue: The Story of the American Flag*
  - *Uncle Sam and Old Glory: Symbols of America*
  - *Our American Flag*
- Websites
  - [http://www.netstate.com/states/symb/flags/ny\\_flag.htm](http://www.netstate.com/states/symb/flags/ny_flag.htm)
- New York State Flag Analysis Worksheet

**Model/Demonstration:**

- Teacher motivates the students by displaying the United States Flag.
- Teacher asks students what the flag represents. Teacher explains that flags are symbols of countries.
- Teacher reads aloud, *Red, White, and Blue: The Story of The American Flag*
  - Teacher asks students to identify the meaning of the symbols within the flag. (Thirteen stripes, 50 stars)
- Teacher displays the flag of New York State and asks students to identify parts and symbols.

**Differentiation:** Read aloud offers support to all readers. Interpretation of symbols supports visual-spatial learners.

**Independent Exploration:**

- Student groups identify a list of symbols they believe are present in the New York State flag and their guesses as to what they represent.
- Student groups research the New York State flag to check their hypotheses.
- Student groups brainstorm and research other symbols of New York State and create their own flag to represent New York State.

**Share/Closure:**

- Teacher facilitates a discussion on the symbolism in the New York State flag.
  - Are any of these symbols in the flag familiar from other representative symbols of the United States?

- Why do you think the Hudson River is depicted instead of another geographic feature?
- Group flags are displayed and explained by student groups.

**Assessment:** Teacher evaluates worksheet and use of symbolism in flags.

**Next Steps:** Students explore the use of the goddess of justice as a symbol. Where else is the symbol used? What symbols is she holding?

### New York State Flag Analysis

Symbols	Hypothesis	Conclusion

## THE DOLLAR BILL

**Unit of Study/Theme:** Local and State Government

**Focus question:** What are the representative symbols of New York State and the United States?

**The Teaching Point:** Students will analyze the symbols on the dollar bill.

**Why/Purpose/Connection:** This lesson allows students to explore why we choose symbols to represent important concepts and ideals.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Uncle Sam and Old Glory: Symbols of America*
- Websites
  - <http://kids.niehs.nih.gov/triviadollar.htm>
  - [http://en.wikipedia.org/wiki/History\\_of\\_the\\_United\\_States\\_dollar](http://en.wikipedia.org/wiki/History_of_the_United_States_dollar)
  - <http://www.treas.gov/education/faq/currency/portraits.shtml>

**Model/Demonstration:**

- Teacher motivates the class by asking: What are some symbols of America?
- Teacher encourages students to share their thoughts and charts them.
  - Teacher assigns different students to research symbols in the text set. After students complete the research they report back to the class.
- After student researchers report on their symbol, teacher explains that the class will explore a symbol that is also very useful - the dollar bill.
- Teacher asks students to draw the one dollar bill from memory.
- Teacher displays a copy of an enlarged dollar bill and asks students to compare their drawing to the image. Guiding questions:
  - What was accurate in your drawing?
  - What was inaccurate?
  - Even though you see dollar bills so often, why do you think your drawings were inaccurate?
- Teacher explains that while we use money every day, often we don't really look at the bills. Teacher explains that the class will look closely at the dollar and look for the symbols that are included in the design.
  - How is the dollar bill itself a symbol?

**Guided Practice:**

- Teacher displays the dollar bill on an overhead or smart board and points out the seal of the treasury.
- Teacher asks students to identify a symbol within the seal. The symbols include the 13 stars representing the colonies, the scales of justice, and the key representing authority.

**Independent Exploration:**

- Student groups look for other symbols on the dollar and use websites or the text set to explain the symbols.

**Share/Closure:**

- Students share their analyses of the dollar bill.
- Teacher facilitates a discussion on the symbols of the dollar.
  - How do the symbols reflect the founding fathers?
  - Why would symbols be placed on currency? Do you think other countries use symbols on their currency?

**Assessment:** Teacher monitors for accountable talk as students decipher symbols on the dollar.

**Next Steps:**

- Students explore other American currency denominations or coinage.
- Students explore foreign currency and its symbolism.

## A New York City Improvement Project

As a resident of New York City you hope to see the city continue to thrive and grow. You think the creation of \_\_\_\_\_ will do just that. With your group, plan a project that will improve New York City in some way. You will need to consider a number of factors in order to plan your project well.

1. The idea: What are you going to create to improve NYC as a whole, or to improve a particular borough or neighborhood? (a library, park, theater, school, special program or performances)
2. The budget: What will you need to implement your idea/project?
3. Government approval/Agency: To what government agency is your project related or connected? (Transportation, schools, parks)
4. The proposal: Why is this project important for the city?
5. The design: What will your idea look like?

Using the worksheet and rubric as a guide, create an advertisement for displaying your idea.

Rubric

	4	3	2	1
<b>Content</b>  Text must include: <ul style="list-style-type: none"> <li>• A title</li> <li>• An explanation of its purpose</li> </ul>	Clear, creative idea	Clear idea	Somewhat clear idea	Unclear idea
<b>Layout</b> <ul style="list-style-type: none"> <li>• Design</li> <li>• Symbol</li> <li>• Location</li> <li>• Text</li> </ul>	<ul style="list-style-type: none"> <li>• Neat and well-organized</li> <li>• Creative visuals</li> </ul>	Well-organized visuals	<ul style="list-style-type: none"> <li>• Little thought to layout</li> <li>• Sloppy visuals</li> </ul>	<ul style="list-style-type: none"> <li>• No thought to layout</li> <li>• No visuals</li> </ul>
<b>Mechanics</b>	Excellent spelling, grammar, and punctuation	Mostly correct spelling grammar, and punctuation	Some mistakes in spelling, grammar, and punctuation	Many mistakes in spelling, grammar, and punctuation

## A New York City Improvement Project

### The Idea

1. What is it?
2. Where is it?
3. What is it called? (Something catchy)

### The Budget

1. What supplies do you need?
2. Who works there? What special talents do they need?
3. Where is it housed?

### Government approval/agency

1. What agency will be responsible for this project?
2. How would the project benefit the city?

### The Proposal

1. Why is your project a good idea? Why should the city support this project?
2. Who would it benefit?

### The Design

1. What does the location look like?
2. What would an advertisement look like?
3. What symbol could represent it?

## PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content, and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, Local and State Government, while providing students with a framework within which to see the continuity and consequences of present and future content to be studied.

### **Community Service**

During this unit, the class discussed the role of local government. Ask the students to consider ways they can get further involved in their communities to make it a better place. How could the class work together to improve the school community?

### **Citizenship**

As citizens, we have rights and responsibilities. How can we explain those rights and responsibilities to a new immigrant who is considering applying for American citizenship?

### **Symbols**

Many of the symbols of America and New York are from the past. Should we have a newer symbol that reflects America/New York today? What would this new symbol look like?

### **The Essential Question**

Present the unit’s essential question to the class again, “What is the relationship between governments and individuals?”

- How do you feel about your rights and responsibilities?
- Do you feel the government meets their rights and responsibilities?
- How could the government improve to offer better support to its citizens?
- How could you, as a citizen, offer better support to your government and community?

## FIELD TRIPS FOR LOCAL AND STATE GOVERNMENT

**Borough Hall-Brooklyn, NY**

209 Joralemon Street  
Brooklyn, NY 11201  
(718) 802-3700  
<http://brooklyn-usa.org>

**Borough Hall-Bronx, NY**

851 Grand Concourse  
Bronx, NY 10451  
(718) 590-3500  
<http://bronxboropres.nyc.gov>

**Borough Hall-Manhattan, NY**

1 Centre Street # 19S,  
New York, NY 10007  
(212) 669-8300  
<http://manhattanbp.org>

**Borough Hall-Queens, NY**

12055 Queens Boulevard # 2,  
Jamaica, NY 11424  
(718) 286-3000  
<http://queensbp.org>

**Borough Hall-Staten Island, NY**

10 Richmond Terrace,  
Staten Island, NY 10301  
**(718) 816-2000**  
<http://statenislandusa.com>

**Brooklyn Court**

320 Jay Street  
646-386-4500  
[www.courts.state.ny.us/courts/](http://www.courts.state.ny.us/courts/)

**Bronx Courthouse**

215 East 161 St.  
718 590-2858  
[www.courts.state.ny.us/courts/](http://www.courts.state.ny.us/courts/)

**City Hall**

Manhattan  
212 639-9675  
[www.nyc.gov/html/artcom/html/tours/city\\_hall.shtml](http://www.nyc.gov/html/artcom/html/tours/city_hall.shtml)

**Gracie Mansion**

180 East End Avenue, Manhattan  
(212) 570-0985  
[www.nyc.gov/html/om/html/gracie.html](http://www.nyc.gov/html/om/html/gracie.html)

**Manhattan Court**

100 Centre Street  
646-386-4511  
[www.courts.state.ny.us/courts/](http://www.courts.state.ny.us/courts/)

**Museum of the City of New York**

1220 5<sup>th</sup> Avenue, Manhattan  
(212) 534-1672  
[www.mcny.org/](http://www.mcny.org/)

**NYC Parks**

[www.nycgovparks.org/](http://www.nycgovparks.org/)

**Queens Courthouse**

125-01 Queens Blvd.  
(718) 298-1000  
[www.courts.state.ny.us/courts/](http://www.courts.state.ny.us/courts/)

**Staten Island Court**

67 Targee St.  
(212) 374-5880  
[www.courts.state.ny.us/courts/](http://www.courts.state.ny.us/courts/)

**Statue of Liberty**

Liberty Island  
(877) 523-9849  
<http://statueofliberty.org>

**Transit Museum**

Corner of Boerum Place and Schermerhorn Street,  
Brooklyn Heights  
(718) 694-1600  
[www.transitmuseumeducation.org/](http://www.transitmuseumeducation.org/)

**Tweed Courthouse**

52 Chambers St, Manhattan  
(212) 639-9675  
[www.nyc.gov/html/artcom/html/tours/tweed.shtml](http://www.nyc.gov/html/artcom/html/tours/tweed.shtml)

# V.

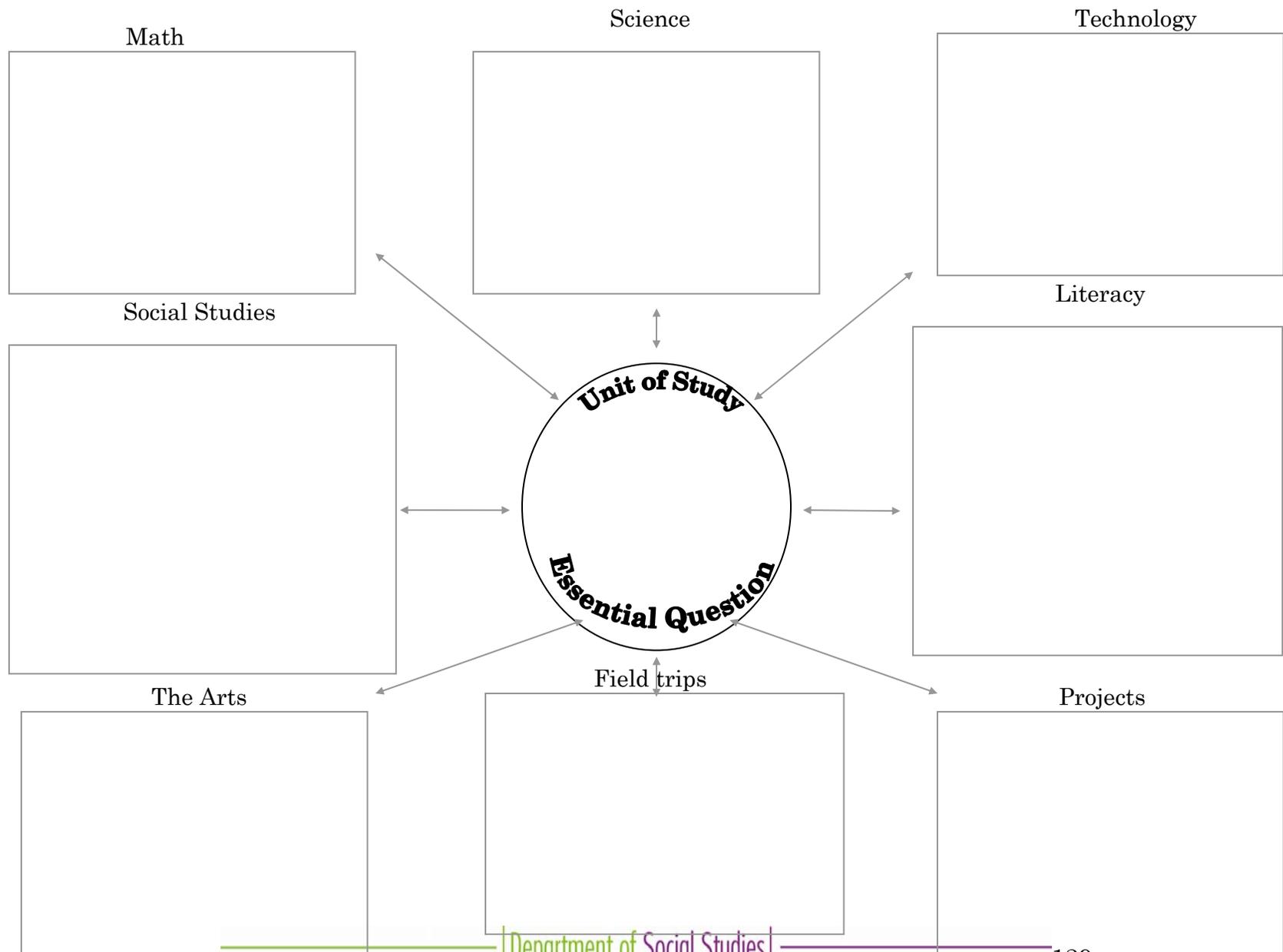
## Additional Resources



<http://digitalgallery.nypl.org/nypldigital/id?836391>



### BRAINSTORM WEB TEMPLATE



**ESSENTIAL QUESTION**

Content/Academic Vocabulary (sample)

Focus Questions



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process, and Skills

**INTERDISCIPLINARY PLANNING TEMPLATE**

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

**LESSON PLAN STRUCTURE****Unit of Study/Theme** \_\_\_\_\_**Date** \_\_\_\_\_**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding, and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

**TEXT SELECTION PLANNER**

**Text Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_  
**Text Genre:** \_\_\_\_\_

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

**Student Outcomes:** Decide what you want the students to know or be able to do as a result of interacting with this text.

- 
- 
- 

**Social Studies Outcomes:** What are the specific Social Studies outcomes to be connected with this text?

- 
- 
- 

**ELA Outcomes:** What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

- 
- 
- 

**What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?**

-

**THINKING ABOUT TEXT TEMPLATE**

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

Name of text: \_\_\_\_\_

Read the text carefully and fill in the chart below.

<b>What I Read</b>	<b>What I Think</b>	<b>What I Wonder</b>

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

**THINKING ABOUT IMAGES TEMPLATE**

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

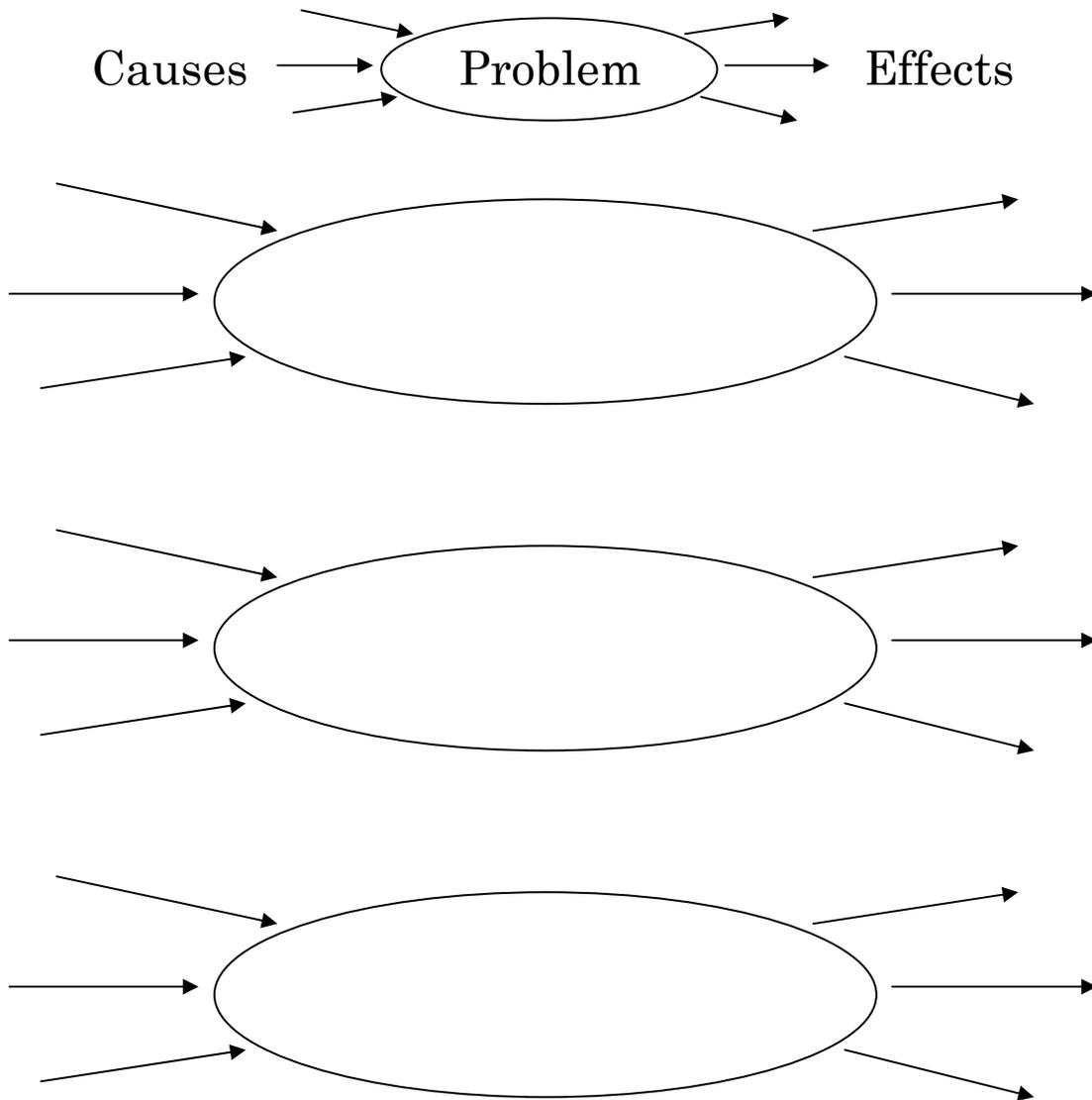
Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

<b>What I See</b>	<b>What I Think</b>	<b>What I Wonder</b>

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

**CAUSE-EFFECT TEMPLATE**



**NOTE-TAKING TEMPLATE**

**Chapter Title:** \_\_\_\_\_

**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

**What I Learned (Details):**

- 
- 
- 
- 
- 
- 
- 
- 
- 
-

**WHAT DOES IT MEAN TO SUMMARIZE?**

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

Text \_\_\_\_\_

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

---

---

---

**WHAT'S THE POINT?  
LOOKING FOR THE MAIN IDEA**

Name \_\_\_\_\_

Text \_\_\_\_\_

As I read, I note the following:

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_

To sum up points 1-4, I think that this text is mostly about...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PARAPHRASE ACTIVITY SHEET**

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

Text \_\_\_\_\_

<b>The Actual Text Reads...</b>	<b>In My Own Words...</b>

**OPINION/PROOF THINK SHEET**

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

Text \_\_\_\_\_

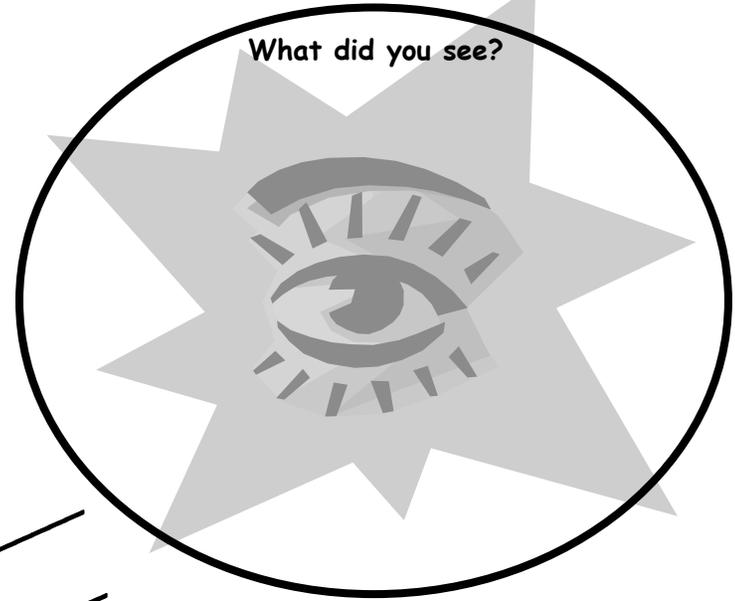
<b>What I think</b>	<b>Evidence</b>
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

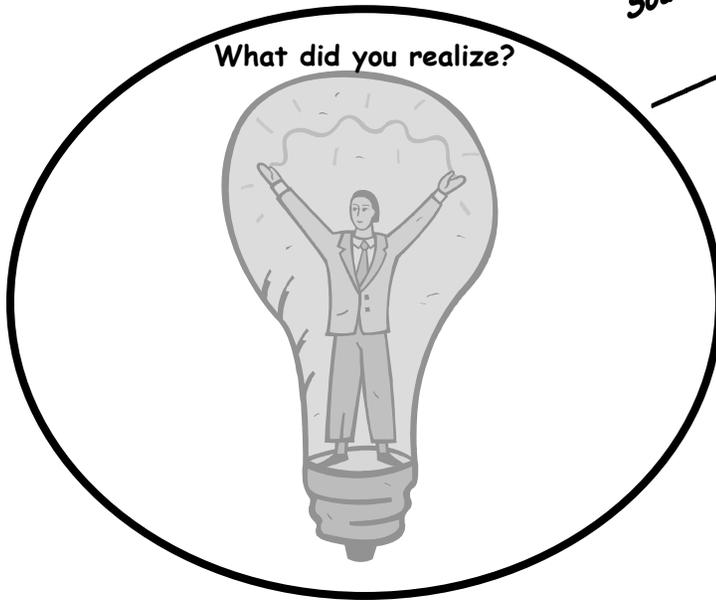


What did you see?

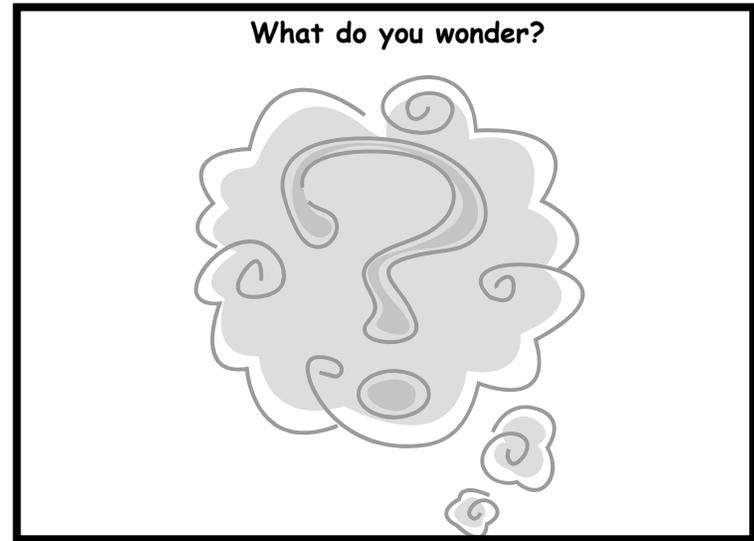


Source:

What did you realize?



What do you wonder?



**BIBLIOGRAPHY**  
**LOCAL AND STATE GOVERNMENT**

- "About the City Council." New York City Council. 25 Feb. 2009  
<<http://council.nyc.gov/html/about/about.shtml>>.
- Alagna, Magdalena. *Governing New York: How Local, State and National Governments Work*. New York: Rosen Classroom, 2003.
- Beier, Anne. *The Importance of Being an Active Citizen*. New York: Rosen Central, 2004.
- Brexel, Bernadette. *Your Governor: State Government in Action*. New York: Rosen Central, 2003.
- Christelow, Eileen. *Vote!* New York: Clarion Books, 2004.
- "C:TEMPGOLDIL2.htm." US Courts - District of Idaho Internet. 04 Mar. 2009  
<<http://www.id.uscourts.gov/GOLDIL2.htm>>.
- De Capua, Sarah. *Becoming a Citizen*. New York: Children's Press, 2002.
- De Capua, Sarah. *Being a Governor*. New York: Children's Press, 2004.
- De Capua, Sarah. *Making a Law*. New York: Children's Press, 2004.
- De Capua, Sarah. *Paying Taxes*. New York: Children's Press, 2002.
- De Capua, Sarah. *Running for Public Office*. New York: Children's Press, 2002.
- De Capua, Sarah. *Serving on a Jury*. New York: Children's Press, 2002.
- De Capua, Sarah. *Voting*. New York: Children's Press, 2002.
- "The Democracy Project | GO!" PBS KIDS. 04 Mar. 2009 <<http://pbskids.org/democracy/>>.
- DeStefano, Susan A. *Symbols of America*. Northborough, MA: Sundance Publishing, 2005.
- Ditchfield, Christin. *Freedom of Speech*. New York: Children's Press, 2004.
- Egan, Tracie. *Voting*. New York: Rosen Central Primary Source, 2004.
- Firestone, Mary. *The State Judicial Branch*. New York: Capstone Press, 2000.
- Firestone, Mary. *The State Legislative Branch*. New York: Capstone Press, 2000.
- Herman, John. *Red, White, and Blue: The Story of the American Flag*. New York: Grossett and Dunlap, 1998.

Keenan, Sheila. *O Say Can You See*. New York: Scholastic, 2007.

"Kids Page." New York State Assembly. 24 Feb. 2009 <<http://assembly.state.ny.us/kids/>>.

Knudsen, Shannon. *Mayors*. Minneapolis: Lerner Publications, 2005.

Kroll, Steven. *By the Dawn's Early Light*. New York: Scholastic, 2000.

Landau, Elaine. *The Statue of Liberty*. New York: Scholastic, 2008.

Martin, Cynthia. *We Vote*. Grand Rapids: Newbridge Educational Publishing, 2001.

McAuliffe, Emily. *New York: Facts and Symbols*. New York: Capstone Press, 1998.

Miller, Gary. *Voting*. Northborough, MA: Sundance Publishing, 2003.

Murphy, Patricia J. *Voting and Elections*. New York: Compass Point Books, 2006.

New York: A Documentary Film. (Rick Burns, director)  
<<http://www.pbs.org/wnet/newyork/>>.

New York Cares :: Volunteer Opportunities. 04 Mar. 2009 <<http://www.nycares.org/>>.

"New York City Map." 06 Mar. 2009 <<http://gis.nyc.gov/doitt/cm/CityMap.htm>>.

"New York State Flag - About the New York Flag, its adoption and history from NETSTATE.COM." State Flags Flowers Birds Symbols and Emblems State Quarters Geography and Maps Newspapers History and Economy for the 50 States. 04 Mar. 2009 <[http://www.netstate.com/states/symb/flags/ny\\_flag.htm](http://www.netstate.com/states/symb/flags/ny_flag.htm)>.

"New York State Senate Kids Index." New York State Senate Home. 24 Feb. 2009  
<<http://www.senate.state.ny.us/sws/kids2/index.html>>.

Nobleman, Marc Tyler. *The Pledge of Allegiance*. New York: Capstone Press, 2000.

Nobleman, Marc Tyler. *Election Day*. New York: Compass Point Books, 2005.

"Obama's Inaugural Internet Call to Service - TIME." Breaking News, Analysis, Politics, Blogs, News Photos, Video, Tech Reviews - TIME.com. 04 Mar. 2009  
<<http://www.time.com/time/politics/article/0,8599,1872152,00.html>>.

OCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN"  
<<http://www.w3.org/TR/xhtml1/DTD/xhtml1-transitional.dtd>"Welcome to the White House". 24 Feb. 2009 <<http://www.whitehouse.gov/>>.

"Office of the Mayor." 25 Feb. 2009  
<<http://www.nyc.gov/portal/site/nycgov/menuitem.beb0d8fdaa9e1607a62fa24601c789a0/>>.

Poolos, Christine. *The American Flag*. New York: Rosen Publishing Group, 2003.

Quiri, Patricia R. *The Statue of Liberty*. New York: Children's Press, 1998.

Sintetos, Lorraine. *What it Means to Be a Citizen*. New York: Scott Foresman.

"Sign the Declaration of Service." Be The Change inc. 04 Mar. 2009  
<<http://www.bethechangeinc.org/servicenation>>.

"SoupTale: GOLDDILOCKS GETS THE SLAMMER." SOUP OF THE EVENING...BEAUTIFUL SOUP. 04 Mar. 2009  
<<http://www.soupsong.com/sgoldil2.html>>.

25 Feb. 2009 <[http://www.nyc.gov/html/vac/downloads/pdf/vac\\_electeds\\_guide2007.pdf](http://www.nyc.gov/html/vac/downloads/pdf/vac_electeds_guide2007.pdf)>.

Smalley, Carol Parenzan. *State and Local Government*. Logan, IA: Perfection Learning, 2005.

United States - Department of The Treasury - Homepage. 04 Mar. 2009  
<<http://www.treas.gov/>>.

"The United States Constitution - The U.S. Constitution Online - USConstitution.net."  
Index Page - The U.S. Constitution Online - USConstitution.net. 25 Feb. 2009  
<<http://www.usconstitution.net/const.html#Am10>>.

United States House of Representatives, 111th Congress, 1st Session. 24 Feb. 2009  
<<http://www.house.gov/>>.

U.S. Senate. 24 Feb. 2009 <<http://www.senate.gov/index.htm>>.

West, Delno C. and Jean M. West. *Uncle Sam and Old Glory Symbol*. New York: Atheneum Books for Young Readers, 2000.

**PROFESSIONAL RESOURCES**

- Ackerman, David B. "Intellectual and Practical Criteria for Successful Curriculum Integration," In H.H. Jacobs (Ed.), *Interdisciplinary Curriculum: Design and Implementation* (25-37). Alexandria: ASCD, 1989.
- Allen, Janet. *On the Same Page: Shared Reading Beyond the Primary Grades*, Portland: Stenhouse, 2002.
- Allington, Richard, and Patricia Cunningham. *Schools That Work: Where All Children Read and Write*, Boston: Allyn & Bacon, 2001.
- Allington, Richard. *Big Brother and the National Reading Curriculum*, New York: Heinemann, 2002.
- Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-Based Programs*, Hempstead, TX: Sagebrush, 2003.
- Anderson, Carl. *How's It Going? A Practical Guide to Conferencing with Student Writers*, New York: Heinemann, 2000.
- Anderson, L.W., & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Boston: Longman, 2001.
- Angelillo, Janet. *A Fresh Approach to Teaching Punctuation*, New York: Scholastic, 2002.
- Atwell, Nancie. *Side By Side: Essays on Teaching to Learn*, New York: Heinemann, 1991.
- Atwell, Nancie. *In the Middle : New Understanding About Writing, Reading, and Learning*, Portsmouth: Boynton/Cook, 1998.
- Barton, Bob and David Booth. *Stories in the Classroom*, New York: Heinemann, 1990.
- Beecher, Margaret. *Developing the Gifts & Talents of All Students In the Regular Classroom: An Innovative Curricular Design Based On The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1995.
- Beers, Kylene. *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*, New York: Heinemann, 2002.
- Boomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle & High*, New York: Heinemann, 1995.
- Boomer, Randy and Katherine Bomer. *For a Better World: Reading & Writing for Social Action*, New York: Heinemann, 2001.

- Bosma, Betty and Nancy Devries Guth (Eds.) *Children's Literature in an Integrated Curriculum: The Authentic Voice*, New York: Teacher's College Press, 1995.
- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth: Boynton/Cook, 2000.
- Burns, Susan, Peg Griffin, and Catherine Snow (Eds). *Starting Out Right: A Guide to Promoting Reading Success*. Washington, DC.:National Academies Press, 1999.
- Calkins, Lucy and Lydia Bellino. *Raising Lifelong Learners: A Parents Guide*, Jackson, TN: Perseus Books Group, 1998.
- Calkins, Lucy and Teachers College Reading and Writing Project. *Field Guides to Classroom Libraries*, New York: Heinemann, 2002.
- Calkins, Lucy, Kate Montgomery, Beverly Falk, and Donna Santman. *Teachers Guide to Standardized Reading Tests: Knowledge is Power*, New York: Heinemann, 1998.
- Calkins, Lucy. *The Art of Teaching Reading*. Boston: Allyn & Bacon, 2000.
- Calkins, Lucy. *The Art of Teaching Writing*, New York: Heinemann, 1986.
- Clay, Marie. *Becoming Literate: The Construction of Inner Control*, New York: Heinemann, 1991.
- Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*, Boston: Allyn & Bacon, 1999.
- Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, Portland: Stenhouse Publishers, 2001.
- Daniels, Harvey and Marilyn Bizar. *Methods that Matter: Six Structures for Best Practice Classrooms*, Portland: Stenhouse Publishers, 1998.
- Daniels, Harvey and Steven Zemelman. *Subjects Matter: Every Teacher's Guide to Content Area Reading*, New York: Heinemann, 2004.
- Edinger, Monica. *Seeking History: Teaching with Primary Sources*, New York: Heinemann, 2000.
- Edwin Burrows and Mike Wallace, *Gotham*, New York: Oxford University Press, 1998.
- Ehrenworth, Mary. *Looking to Write: Students Writing Through the Arts*, New York: Heinemann, 2003.
- Falk, Beverly. *The Heart of the Matter: Using Standards and Assessment to Learn*, New York: Heinemann, 2000.

- Fisher, Douglas and Nancy Frey. *Word Wise & Content Rich*. New York: Heinemann, 2008.
- Fletcher, Ralph and JoAnn Portalupi. *Writing Workshop: The Essential Guide*, New York: Heinemann, 2001.
- Fletcher, Ralph. *What a Writer Needs*, New York: Heinemann, 1992.
- Fogarty, Robin. *Best Practices for the Learner-Centered Classroom: A Collection of Articles*, Illinois: Skylight Publishing, 1995.
- Fogarty, Robin. *How to Integrate Curricula: The Mindful School*, Palatine, IL: Skylight, 1991.
- Fogarty, Robin. (Ed) *Integrating the Curricula: A Collection*, Palatine, IL: Skylight Training & Publishing, 1993.
- Fogarty, Robin. *Integrating Curricula with Multiple Intelligences: Teams, Themes, and Threads*, Palatine, IL: Skylight Training & Publishing, 1995.
- Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*, Fort Washington, PA: Harvest Books, 2001.
- Garan, Elaine. *Resisting Reading Mandates: How to Triumph with the Truth*, New York: Heinemann, 2002.
- Graves, Donald. *A Fresh Look at Writing*, New York: Heinemann, 1994.
- Graves, Donald. *Bring Life Into Learning: Creating a Lasting Literacy*, New York: Heinemann, 1999.
- Graves, Donald. *Testing Is Not Teaching: What Should Count in Education*, New York: Heinemann, 2002.
- Glover, Mary Kenner. *Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life*, NCTE, 1997.
- Graves, Donald. *The Energy to Teach*, New York: Heinemann, 2001.
- Harvey, Stephanie. *Nonfiction Matters. Reading, Writing and Research in Grades 3-8*, Portland: Stenhouse Publishers, 1998.
- Heard, Georgia. *Awakening the Heart: Exploring Poetry in the Elementary and Middle School*, New York: Heinemann, 1998.
- Heard, Georgia. *For the Good of the Earth and the Sun: Teaching Poetry*, New York: Heinemann, 1989.

- Heller, Rafael and Cynthia L. Greenleaf. *Literacy Instruction in the Content Areas: Getting to the core of middle and high School improvement..* Alliance for Excellent Education, 2007.
- Instructional Guide: Literacy, Grades 6-8*, New York City Department of Education, 2000-2001.
- Jacobs, Heidi Hayes. *Interdisciplinary Curriculum: Design & Implementation*, Alexandria: ASCD, 1989.
- Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*, Alexandria: ASCD, 1997.
- Johnston, Peter. *Knowing Literacy: Constructive Literacy Assessment*, Portland: Stenhouse, 1997.
- Keene, Ellin. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, New York: Heinemann, 1997.
- Kristo, Janice V. and Rosemary A. Bamford. *Nonfiction in Focus*, New York: Scholastic, 2004.
- Lane, Barry. *After "The End": Teaching and Learning Creative Revision*, New York: Heinemann, 1992.
- Lane, Barry. *The Reviser's Toolbox*, Shoreham, VT: Discover Writing Press, 1999.
- Lattimer, Heather. *Thinking Through Genre: Units of Study in Reading & Writing Workshops 4-12*, Portland: Stenhouse, 2003.
- Levstik, Linda S. and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools*, Philadelphia: Lawrence Erlbaum Associates, 1997.
- Lindquist, Tarry and Douglas Selwyn. *Social Studies at the Center: Integrating Kids Content and Literacy*, New York: Heinemann, 2000.
- Marzano, Robert and Debra Pickering. *Building Academic Vocabulary*. Alexandria: Association for Supervision & Curriculum Development, 2005.
- Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*, Portland: Stenhouse, 2002.
- Murray, Donald. *A Writer Teaches Writing*, Florence, KY: Wadsworth Publishing, 2003.
- Pappas, Christine, Barbara Kiefer, and Linda Levstik. *An Integrated Language Perspective in the Elementary School. An Action Approach*, Boston: Allyn & Bacon, 1998.
- Parkes, Brenda. *Read It Again! Revisiting Shared Reading*, Portland, Stenhouse, 2000.

- Perkins, " N. *Knowledge as Design*, Philadelphia: Erlbaum, 1986.
- Pressley, Michael. *Reading Instruction That Works: The Case for Balanced Teaching*, New York: The Guilford Press, 2002.
- Purcell, Jeanne and Joseph Renzulli. *Total Talent Portfolio*. Mansfield Center, CT: Creative Learning Press, 1998.
- Ray, Katie Wood and Lester Laminack. *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*, NCTE, 2001.
- Ray, Katie Wood. *What You Know by Heart: How to Develop Curriculum for Your Writing Workshop*, New York: Heinemann, 2002.
- Reading Skills in the Social Studies. 4 June 2008.  
<<http://www.learningenrichment.org/reading.html>>.
- Renzulli, Joseph and Sally Reis. *The Schoolwide Enrichment Model. A How-to Guide for Educational Excellence*, Mansfield Center, CT: Creative Learning Press, 1997.
- Renzulli, Joseph. *Schools for Talent Development. A Practical Plan for Total School Improvement*, Mansfield Center, CT: Creative Learning Press, 1994.
- Renzulli, Joseph. *The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1977.
- Robb, Laura. *Nonfiction Writing: From the Inside Out*, New York: Teaching Resources, 2004.
- Routman, Regie. *Invitations: Changing as Teachers and Learners K-12*, New York: Heinemann, 1994.
- Smith, Frank. *Reading Without Nonsense*, New York: Teachers College Press, 1996.
- Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, Philadelphia: Lawrence Erlbaum Associates, 2004.
- Snowball, Diane and Faye Bolton. *Spelling K-8, Planning and Teaching*, Portland: Stenhouse, 1999.
- Snowball, Diane and Faye Bolton. *Teaching Spelling: A Practical Resource*, New York: Heinemann, 1993.
- Stix, Andie. *Social Studies Strategies for Active Learning*, Huntington Beach, CA: Teacher Created Materials, 2004.

- Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction & Understanding by Design*. Alexandria: ASCD, 2006.
- Tovani, Cris. *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Portland: Stenhouse, 2000.
- Trelease, Jim. *The Read-Aloud Handbook*, New York: Penguin, 2001.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading. Literacy and Learning Across the Curriculum*, Boston: Allyn & Bacon, 2004.
- What are the roots of interdisciplinary learning and how has it evolved over time?  
<[http://www.thirteen.org/edonline/concept2class/interdisciplinary/index\\_sub1.html](http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html)>.
- Wiggins, Grant and Jay McTighe. *Understanding by Design*, Alexandria: Association for Supervision & Curriculum Development, 1998.
- Wilhelm, Jeffrey. *Improving Comprehension with Think Aloud Strategies*, New York: Scholastic, 2001.
- Zimmermann, Susan and Ellin Oliver Keene. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, New York: Heinemann, 1997.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*, New York: Harper Resource, 1998.
- Zwiers, Jeff. *Building Academic Language*. Hoboken: Jossey-Bass, 2008.