

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Third Grade Social Studies Course.

Third Grade, Unit 6 – American Government Basics	
Elaborated Unit Focus	This unit focuses on our American government and how and why it is organized the way it is. We will explore how the U.S. is both a representative democracy and a republic, and will discuss how we as citizens share certain beliefs and principles. Several of this unit’s activities are adapted from earlier GaDOE resources related to American government.
Connection to Connecting Theme/Enduring Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. Kid-friendly version: Laws and people’s beliefs help decide who gets to make choices in government.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
GSE for Social Studies (standards and elements)	<p>SS3CG1 Describe the elements of representative democracy/republic in the United States.</p> <p>a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).</p> <p>b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).</p> <p>c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p> <p>SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).</p>
Connection to K-5 GSE for ELA/Science/Math	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>

	<p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills – 1 (compare similarities and differences), 3 (identify issues and/or problems and alternative solutions), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p>

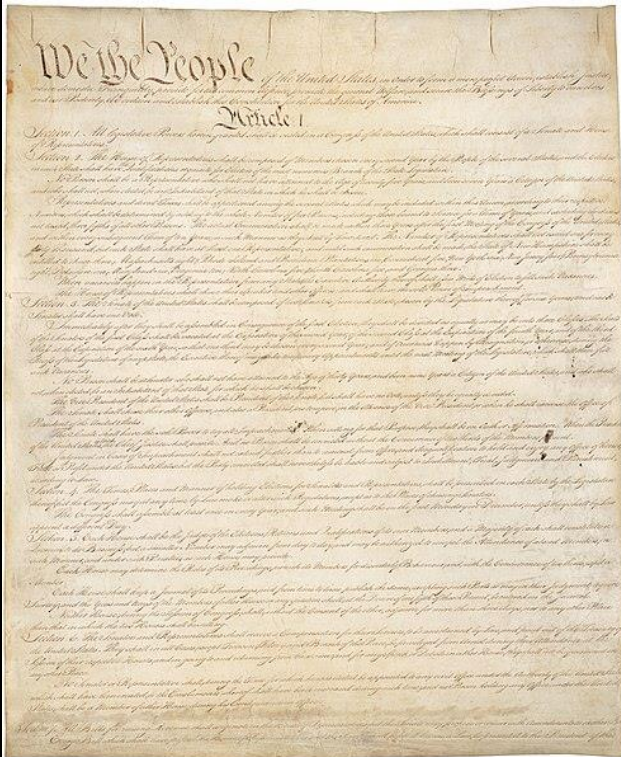


Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1: Beliefs and Ideals	1. What beliefs and ideals have shaped the way our government is organized?
Enduring Understanding 2: Distribution of Power	2. What do we mean when we say we are a representative democracy or republic? 3. Why do we have three branches of government?
Enduring Understanding 3: Individuals, Groups, and Institutions	4. How do we become active citizens? 5. What beliefs and principles do Americans share? Why should we share them?

Sample Instructional Activities/Assessments

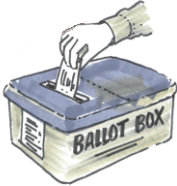
Activity One – Ideals and Beliefs About Our Government



The U.S. Constitution, 1787, public domain

EQ: What ideals and beliefs have shaped the way our government is organized? What do we mean when we say we are a representative democracy or republic?

1 – Hook: In order to understand our government there are certain key terms that we want to clarify. Model how we will be unpacking the meanings of each of these essential vocabulary using the word **Democracy**. Create a VVWA chart (Vocabulary Word, Visual, Word Definition, and Personal Association) for the word. A sample is provided directly following this activity. *Note to teachers: here the terms democracy and republic are not referring to political parties but to forms of government. If students bring up the parties, remind them that all of our political parties exist within our government and among the American people.*

V	V	W	A
democracy		Government by the people in free elections	I am glad to live in a democracy in which I can elect my leaders, say what I think, and have other freedoms

2 – Group students and give each group a term from the list below. Each group unpacks the meaning of its word using the VVWA strategy. **direct democracy, representative democracy, republic, rights, government**

3 – As each group shares their chart, ask students to record the words and meanings in their social studies journals so that all terms are saved for future use.

4 – After all words are shared, ask students to discuss how people’s ideas and feelings influence their decisions. Brainstorm in response to this question: Considering all of the words and definitions we have been discussing, what beliefs and ideals did the writers of the Constitution have as they planned our government? (student responses might be something like freedom; voting; free choice; freedom to believe, say, and think what I choose; balancing my rights with those of others, etc.)

5 – In order for students to understand the differences and similarities between direct and representative democracy, students will participate in each type of election as a class. Election number one will be using the direct democracy approach in which each child votes individually on a topic. Some possible

topics may include voting on playing kickball or free play for recess, eating lunch in the cafeteria or the classroom, or choosing a class nickname or motto, etc. The second election will be using the representative democracy approach. Each group chooses a leader to represent the whole group. Make sure the group leaders know that their vote is supposed to represent “majority rule” or what is best for the entire class, not their personal feelings. Vote on the same issue as you did for the direct democracy and compare the results. Let each group take turns choosing a new leader so that students see how the views of the group as a whole should influence the decision of the group leader. After the elections are completed, students will create a Venn Diagram to compare and contrast both types of democracy. Discuss as a group the pros and cons of both elections. Have students think about these questions: did each voting topic still have the same outcome; why did the elections turn out the way they did? Explain to students that we are a representative democracy in the United States.

6 – Have students write a brief opinion piece in their social studies journal in which they choose direct OR representative democracy if they were setting up a new government. They must provide evidence to support their opinion and meet the criteria for a good opinion piece from the ELA standards.

Note: Some children’s information texts that might be useful for this unit are: *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro & Giulio Maestro; *Documents of Freedom: A Look at the Declaration of Independence, the Bill of Rights, and the U.S. Constitution* by Gwennyth Swain; *The U.S. Constitution* by Norman Pearl; and *We the People: The Story of Our Constitution* by Lynne Cheney. While some include more historical information about the writing of the Constitution, all provide an overview of the essential elements and plan of government contained within this supreme law of the land.

<p>GSE Standards and Elements</p>	<p>SS3CG1 Describe the elements of representative democracy/republic in the United States.</p> <p>a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).</p> <p>b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).</p> <p>c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p>	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>


<p>Enduring Understanding(s)</p>	<p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>Information Processing Skills – 1 (compare similarities and differences), 3 (identify issues and/or problems and alternative solutions), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. Kid-friendly version: Laws and people’s beliefs help decide who gets to make choices in government.</p>
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VVWA Chart Vocabulary word

Visual

Word Definition

Personal Association

V	V	W	A
democracy		Government by the people in free elections	I am glad to live in a democracy in which I can elect my leaders, say what I think, and have other freedoms

Activity Two – Things in Threes

EQ: Why do we have three branches of government?

Hook: Post the heading “Things in Threes” on the whiteboard and have students brainstorm things that come in 3’s. Responses might include: a tricycle, Goldilocks and the three bears, a clover, a trio, three rings in a circus, three little pigs, 3 ships of Columbus, 3 feet in a yard, etc.

1 - Show the class a 3 legged stool. Ask the class to talk about what makes the stool work or stay stable. Elicit from students that the three legs of the stool keep things balanced and everything working properly. The writers of our Constitution, our plan of government, pictured a three sided or three branched plan of government. Sketch a 3 legged stool (one is included for you directly following this activity) and introduce each branch of the government with its name: Executive, Legislative, and Judicial.

2 – Pass out the graphic organizer for the three branches of government and have students use it to record information from the video. Show and discuss the video “Three Ring Government” by Schoolhouse Rock (found in multiple locations). Find the lyrics at: <http://www.schoolhouserock.tv/ThreeRing.html> Watch the video once all the way through before doing a “close read/view” to take notes. On the 2nd and subsequent viewings, pull out these terms and have students place them on their organizer:

Executive, Legislative, Judicial, president, Congress, judiciary, courts, Supreme Court (Be sure students know that *national* and *federal* mean the same thing when we are talking about the U.S. government. In our next activity we will contrast this with government at the state level.)

3 – Follow the strategy “Think Aloud” to add more information and deeper understanding of our three branches of government at Ben’s Guide to U.S. Government at <https://bensguide.gpo.gov/a-what-are-branches> - Model the Think Aloud process with the overview page: What are the Branches of Government? Then have students work in triads to read and discuss the pages for the Legislative, Executive, and Judicial branches. Students should continue to make notes for each branch in their journals as they work. More directions on the think aloud process may be found at: http://www.readingrockets.org/strategies/think_alouds

4 – In order to sort the responsibilities of each branch into the proper branch, review the icons for the Branch-o-Mania game at Ben’s Guide to Government at <https://bensguide.gpo.gov/apprentice-federal-versus-state-government> (and see below) After the class has reviewed the responsibilities using the icons in the explanation for the game, they can then play the game to see how well they can sort the icons by branch of government.

Legislative Icons



Executive Icons



Judicial Icons



An alternative way to sort these responsibilities is to list these 30 responsibilities and have each student pick one and design his/her own icon that captures the task visually. They will need to make sure that they include something that provides enough of a visual clue that others can know to which branch it belongs. (for example, the law icon above has different symbols added to clarify when we're talking about creating laws, enforcing laws, or interpreting laws.) This alternative raises the level of difficulty and depth of knowledge required of students as well as drawing on the strengths of your highly visual and artistic students.

<p>GSE Standards and Elements</p>	<p>SS3CG1 Describe the elements of representative democracy/republic in the United States.</p> <p>a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).</p> <p>c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People's ideas and feelings influence their decisions.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. Kid-friendly version: Laws and people's beliefs help decide who gets to make choices in government.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

Activity Three – Government at the State Level

EQ: How do the three branches of government at the state level compare and contrast with the federal government?

Hook: Review with students the 3 branches of the federal government and the main responsibilities of each by sorting branches and responsibilities using the icons from the previous activity. Ask students to predict how they think the branches and responsibilities will be different at the state level. Record their predictions on a class chart or in their journals.

1 - Read and discuss the information from Ben’s Guide to the U.S. Government - <https://bensguide.gpo.gov/apprentice-federal-versus-state-government>
Another useful source is found below this activity. Note that this page includes Local Government. While not required for the 3rd grade Civics/Government standards, it is revealing for students to see how the three levels (national, state, and local) parallel each other while each having certain specific responsibilities.

2 - Use a compare/contrast graphic organizer like that below to note the similarities and differences between the branches of government at the state and the federal levels. Analyze why they have the differences and similarities they do.

3 – Another way to reinforce the differences between state and national (federal) government is to sort the following items by the level to which it belongs. These are presorted, so you would need to print and mix them before having students distinguish them by level of government.

National (federal)	State
Prints coins and money	Makes laws for the state
Runs the armed forces and provides national defense	Builds and maintains prisons
Deals with other nations	Helps fund public education
Meets in Washington, DC	Meets in the state capitol
Runs the Postal Service	Issues driver’s licenses
President	Governor
Makes the nation’s laws	Collects sales taxes

GSE Standards and Elements	<p>SS3CG1 Describe the elements of representative democracy/republic in the United States.</p> <p>a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).</p> <p>b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).</p> <p>c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p>
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Literacy Standards	<p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
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<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Information Processing Skills – 1 (compare similarities and differences), 3 (identify issues and/or problems and alternative solutions), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. Kid-friendly version: Laws and people’s beliefs help decide who gets to make choices in government.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
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LEVELS OF GOVERNMENT

National:

Makes laws for the entire country. Handles relations with other countries. Resolves disputes between states.

Responsibilities include:

- U.S. military
- Coining money
- Interstate highways
- Social Security
- Passports and visas
- International trade
- Federal income tax
- Interstate commerce

State:

Makes laws for one state. Resolves disputes between citizens within the state.

Responsibilities include:

- State Police
- Property
- State highways
- Welfare
- Automobile registration and driver's licenses
- Intrastate commerce
- State sales tax
- Education

Local: County, Town and Township, Municipality, Special District, School District

Makes laws for a small area within a state. Enforces local laws and ordinances.

Responsibilities include:

- Police and Fire
- Planning and zoning
- Local roads
- Trash collection
- Voter registration
- Recreation
- Property tax
- School districts

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Activity Four – A Job Opportunity

EQ: What qualities does one need to work in one of the branches of government?

Hook: Show students a sample of a classified ad or online job posting for a particular job (not in government). Discuss what is included in an ad (the job title, required characteristics, brief description of the work, how to apply, where to submit résumé or application form, etc.)

1 - Create a classified ad for a job in one of the branches of government at either state or federal levels. Choose one of the following jobs and create your ad to attract someone qualified for it:

- President
- Governor
- U.S. Senator or Representative
- Georgia Senator or Representative
- U.S. Supreme Court Judge
- Georgia Supreme Court Judge



2 - Students will research responsibilities of the jobs listed. Students will write a job ad that describes the duties and character traits that are needed to carry out the job of someone in either the executive, legislative, or judicial branches.

3 – Extend this assignment by having students apply for one of the jobs described in the ads. You could even dramatize interviews and job selection.

SS3CG1 Describe the elements of representative democracy/republic in the United States.

a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).

b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).

c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

Literacy Standards

ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Information Processing Skills – 1 (compare similarities and differences), 3 (identify issues and/or problems and alternative solutions), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. Kid-friendly version: Laws and people’s beliefs help decide who gets to make choices in government.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
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Activity Five – Individual Rights and the Common Good

EQ: How do we become active citizens? What beliefs and principles do Americans share? Why should we share them?

In this activity we will explore two abstract ideas: those of **individual rights** and **the common good**. Talk about what we mean by the words **individual** and **common**. Then ask students to list some individual rights that we have at school: (responses may include the right to have our own thoughts, the right to an education, the right to make choices at lunch or recess, the right to choose our own friends, etc.). Next we will develop a list of things we do for the common good at school: (responses might include following the rules of the class and school, respecting others' rights, solving conflicts peacefully, sharing resources, keeping our school safe and clean, etc.) Have students work in groups to discuss such questions as:

1. Which is more important: Individual rights or the common good?
2. Are there times when one must choose between individual rights and the common good?
3. What way of supporting the common good is most important to you?
4. Which individual right do you most value?

GSE Standards and Elements

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

- a. Explain the necessity of respecting the rights of others and promoting the common good.
- b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

Literacy Standards

ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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ELAGSE3W7: Conduct short research projects that build knowledge about a topic.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Social Studies Matrices

Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)

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Activity Six – Good Citizens

EQ: How do we become active citizens? What beliefs and principles do Americans share? Why should we share them?

1 - Use the think aloud process to show and discuss the video “America at Its Best: What It Means to Be an American Citizen,” found at GPB/Discovery Learning (All Georgia teachers are provided free access to this large collection of videos. See <http://www.gpb.org/education/resource/discovery-education> for directions.) The video is 15:00 minutes long and should be shown to students in the smaller segments available online, pausing every few moments to discuss and relate the video to the EQs above. The entire script may be downloaded ahead of time for teacher use. After each segment, have students take notes (visual or text or a combination of the two) in their interactive notebooks/social studies journals. More directions on the think aloud process may be found at http://www.readingrockets.org/strategies/think_alouds . Instead of a written text, adapt this strategy to help students analyze the video.

2 – During the pauses between each segment, stop so that students can record with a combination of text and images what they are learning about being a good citizen.

3 – After the video is completed, divide the class into small groups and have each group pick one quality of a good citizen or one example of good citizenship in action. Plan and act out a skit and have the rest of the class try to guess the characteristic or action being portrayed.

OR

Make or draw a class collage of good citizenship in action. Cut out and paste, draw and paste, or pin onto a bulletin board examples of people showing good citizenship and participation in our society. Emphasize images that show people staying informed, voting, volunteering, and communicating with public officials. Be able to explain the image(s) you contributed.

GSE Standards and Elements

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

- a. Explain the necessity of respecting the rights of others and promoting the common good.
- b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

Literacy Standards

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ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

<p>Social Studies Matrices</p>	<p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Information Processing Skills – 1 (compare similarities and differences), 3 (identify issues and/or problems and alternative solutions), 4 (fact/opinion), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose, 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p>
<p>Enduring Understanding(s)</p>	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

American Government Basics Unit – Culminating Activity

Creating an Infographic

Students will show what they have learned by creating an infographic. This project lends itself to cooperative group format.

- 1- Define **infographic**: a visual presentation of information in the form of a chart, graph, or other image; with limited text. It is often used to give an overview of a complex system or concept.
- 2- Show and analyze a couple of kid-friendly infographics as examples. (see the samples in the unit ppt)
- 3- Point out that the essential elements of an infographic are data, design, story, and shareability. As they are creating their infographics, keep these four aspects in mind. Note that infographics may be created with traditional art tools or digitally.
- 4- Students will pick one of the following topics related to the standards of this unit and show what they have learned by means of an infographic:
 - a. How Our Government is Organized
 - b. Same and Different: National and State Government
 - c. Individual Rights and the Common Good
 - d. What is a Good Citizen?
 - e. (free choice of topic, as long as the group can relate it to the Civics/Government standards for this unit)
- 5- Share group infographics with the grade, school, or via teacher website of student work.

GSE Standards and Elements

SS3CG1 Describe the elements of representative democracy/republic in the United States.

- a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).
- b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).
- c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

- a. Explain the necessity of respecting the rights of others and promoting the common good.
- b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

<p>Literacy Standards</p>	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Information Processing Skills – 1 (compare similarities and differences), 2 (organize items chronologically), 3 (identify issues and/or problems and alternative solutions), 4 (fact/opinion), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. Kid-friendly version: Laws and people’s beliefs help decide who gets to make choices in government.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>