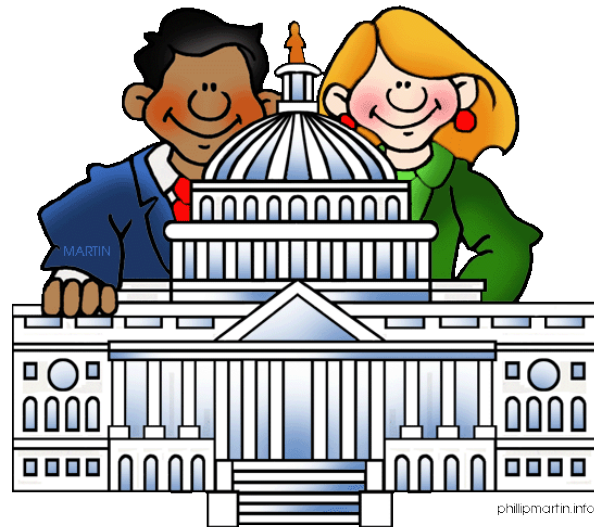


# What is Government?

## 2<sup>nd</sup> Grade Social Studies



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## What is Government?

**Overview:** This 2<sup>nd</sup> grade mini-unit focuses on government. The unit begins by developing a student friendly, working definition of government. Students will then identify services provided by the government that they use and how these services affect their lives. Students will end the unit by writing a letter that details what government is and why it is important.

**Duration:** Approximately 1 week

**Rationale:** This unit is important for students to understand because in order for them to be productive citizens in our society they must be educated in why we form government and what the government does. In this unit, students will be asked to think critically and work cooperatively with their peers to come to this understanding.

**Expectations:**

**2-C1.0.1.** Explain why people form governments

**2-C3.0.2** Use examples to describe how local government affects the lives of its citizens

**2-C3.0.3** Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks)

**Integration:** This unit addresses multiple English Language Arts standards in vocabulary, writing and conventions.

**Assessment Strategies:** Students will be assessed at the end of each lesson by teacher observation. These formative assessments will guide the future lessons and set the pace for the unit. Students will complete a worksheet as a summative assessment with 80% accuracy. At the end of the unit, students will be assessed by a writing prompt and their ability to think critically about the topic. This will address their overall understanding of the unit.

## Lesson 1: What is Government? 2<sup>nd</sup> Grade Social Studies

### Standard

- **2-C1.0.1** Explain why people form governments
- **R.WS.02.11** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

### Objective

TLW use the Student Friendly Vocabulary Explanation strategy to define government and its function.

\*I can tell what government is.

### Anticipatory Set

TTW introduce the students to the book Duck for President by Doreen Cronin.

### Input

1. TTW ask students what they know about government. After a few responses, the teacher will read the book aloud to students to find out more.
2. TTW read the book aloud to students, pausing to check for comprehension.
3. After reading, TTW ask students if they learned anything about government during the story.
4. The teacher will explain that students are going to be using this information to individually come up with a student-friendly definition of government.
5. Each student will receive a copy of *resource A*. TTW show a completed version of this worksheet to model for students what they should do.
6. TSW work with the teacher/other students at their table to complete part 1 and 2 of the worksheet.
7. TSW work independently to fill out part 3 and 4 of the worksheet.
8. When the teacher observes that students are finished, the teacher will call on students to share their definitions.
9. The teacher will write these definitions on the board and the class will decide which definition is most appropriate.
10. TTW write this definition on a poster and display in the classroom. TTW tell students that they will be able to use whenever they need to remember what government is.

### Bloom's Taxonomy

- **Knowledge:** What is government? (Define)
- **Comprehension:** Can you *explain* why we have government?
- **Evaluation:** Why is government important? (Judge/Evaluate)

### Learning Styles and Accommodations

- **Remediation:** Students who struggle with defining government can meet with the teacher after the lesson and explore the following website <http://bensguide.gpo.gov/k-2/government/index.html> to learn more about government.
- **Extensions:** Students who finish early can use their definitions of government to write a short paragraph about why it's important.
- **Learning Styles**
  - **Linguistic:** Students will use synonyms to describe government as well as write their own definition.
  - **Visual:** Students will draw a picture to describe government.

### **Materials**

- Copy of Resource A for each student
- Duck for President by Doreen Cronin
- Poster Board

### **Modeling**

TTW show students a completed example of Resource A for a previous vocabulary word the class has defined.

### **Checking for Understanding**

During the read aloud, TTW pause to check for comprehension by asking questions about the story. During independent practice, the teacher will circulate the room to read students' definitions.

### **Guided Practice**

TSW complete part 1 and 2 of Resource A with assistance from the teacher or others at their table.

### **Independence Practice**

TSW complete part 3 and 4 of Resource A independently.

### **Closure**

The class will decide on a definition and this will be displayed in the classroom.

### **Assessment**

Diagnostic assessment will be made during the introduction of the book by asking students what they know about government. Summative assessment will occur once students have completed resource A. This will be done by collecting students work and making sure they have completed all 4 parts. If they have not completed each part, remediation will occur.

## Lesson 2: Why do we need Government? 2<sup>nd</sup> Grade Social Studies

### Standard

**2-C1.0.1** Explain why people form governments

**2-C3.0.3** Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks)

### Objective

TSW identify services provided by the government by completing the worksheet with 80% accuracy.

\*I can tell services the government gives us.

### Anticipatory Set

TTW show students a set of pictures of services provided by the government (Resource B). Students will identify the services in each picture.

### Input

1. After reviewing the picture of services, students will chose one service to illustrate.
2. TSW draw a picture detailing one service and write a sentence about why it is important.
3. TSW share their illustration and sentence with the elbow buddy at their table.
4. TTW ask for volunteers to share their work with the class.
5. TTW collect illustrations to display in the classroom.
6. TSW complete the services worksheet (Resource C) independently.

### Bloom's Taxonomy

- **Comprehension:** Can you *identify* a service provided by the government?
- **Application:** Can you *illustrate* a service provided by the government?
- **Evaluation:** Can you tell why the service is important? (Evaluate)

### Learning Styles and Accommodations

- **Remediation:** Students who do not complete the worksheet with 80% accuracy will meet with the teacher for a reteach loop.
- **Extensions:** Students who finish early or earn 100% may write a short paragraph describing which service they like best and why.
- **Learning Styles**
  - **Visual:** Students will illustrate a service.
  - **Interpersonal:** Students will work with classmates.

### Materials

- Resource B pictures
- Resource C for each student
- Blank Paper for each student
- Crayons for each student

**Modeling**

TTW demonstrate to students where they should draw their picture and write their sentence.

**Checking for Understanding**

During guided practice, the teacher will circulate the room to check for understanding and answer questions.

**Guided Practice**

TSW work with their elbow buddy to illustrate and write a sentence about one of the services.

**Independent Practice**

TSW complete the worksheet (resource C).

**Closure**

TSW share their work with the class prior to completing the worksheet.

**Assessment**

TSW earn an 80% or better on the worksheet (resource C) as a summative assessment.

## Lesson 3: Let me tell you about Government... 2<sup>nd</sup> Grade Social Studies

### Standards

**2-C1.0.1** Explain why people form governments

**2-C3.0.2** Use examples to describe how local government affects the lives of its citizens

**S.CN.02.02** Explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions

### Objective

TSW write a letter with at least 5 sentences to someone defining government and giving at least 1 reason why it is important.

### Anticipatory Set

The teacher will review with the class their working definition of government and why we need a government.

### Input

1. After reviewing the definition of government, explain to the students that for this lesson they are going to be the mayor of their community.
2. Pass out *Resource D* to students. Explain that they are now the mayor of the city and the students at the local school are struggling to understand what government is and why it's important.
3. TSW brainstorm a list of ideas that the "mayor" could tell the "students" about government.
4. TTW write this list on the board.
5. TTW tell the students that they are going to use these ideas to write a letter to the "students" about government.
6. TTW model for students how to start their letter.
7. TSW begin writing their letter about government.
8. After 8-10 minutes, TTW ask students to share their work with the class.
9. When students have completed their letters and shared with the class, they will turn them in to the classroom mailbox to be "sent"

### Bloom's Taxonomy

- **Knowledge:** Can you tell me why government is important? (Recall)
- **Apply:** What will you *write* in your letter about government?
- **Evaluate:** What information will you use to *support* the importance of government?

### Learning Styles and Accommodations

- **Remediation:** Students who do not complete their letter will meet with the teacher to brainstorm ideas about why government is important.
- **Extensions:** Students who finish early will add more sentences to their letter and an illustration.
- **Learning Styles**



- **Linguistic:** Students will write a letter.
- **Logical-Mathematical:** Students will use reasoning to describe why government is important.

### **Materials**

- Resource D for each student
- Class definition of government

### **Modeling**

TTW show students how to start their letter.

### **Checking for Understanding**

TTW read students letters as they work to make sure they are on the right track.

### **Guided Practice**

TSW brainstorm ideas for their letters together.

### **Independent Practice**

TSW work independently to write their letters.

### **Closure**

TSW share their letters with the class to show what they have learned.

### **Assessment**

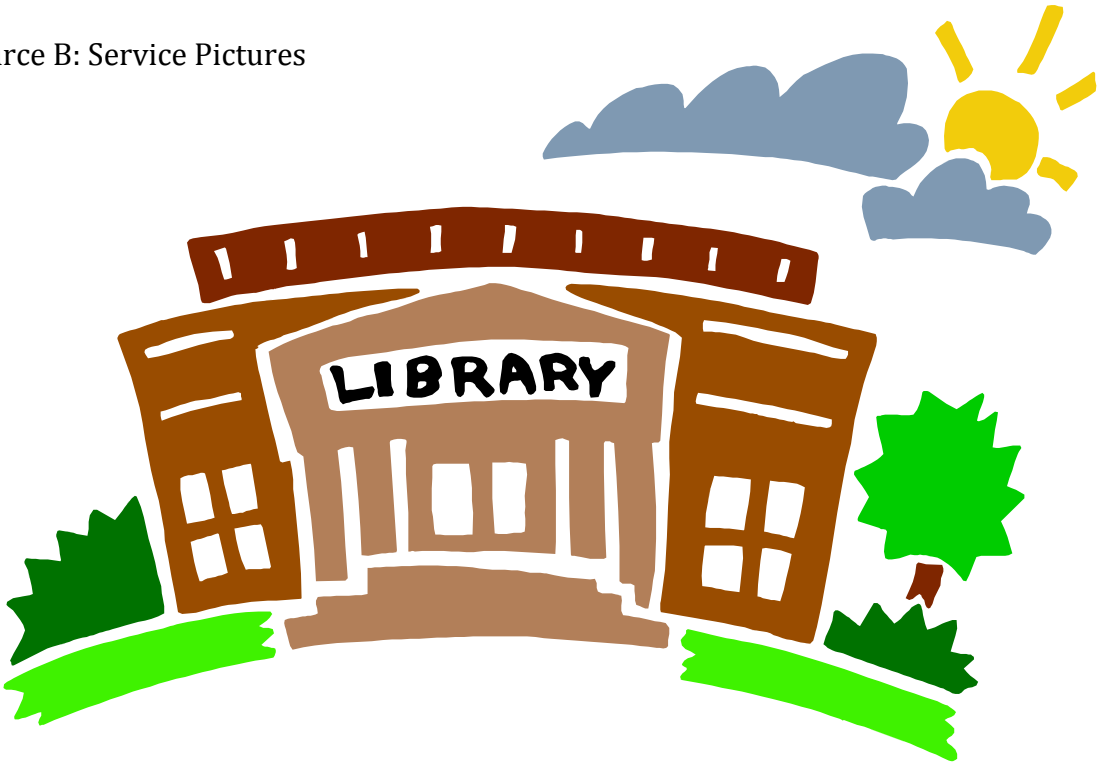
For formative assessment, TTW read the students' letters. TTW check that each letter has 5 complete sentences with punctuation, has defined government and explained at least one reason why it is important.

Resource A: Student Friendly Vocabulary Explanations

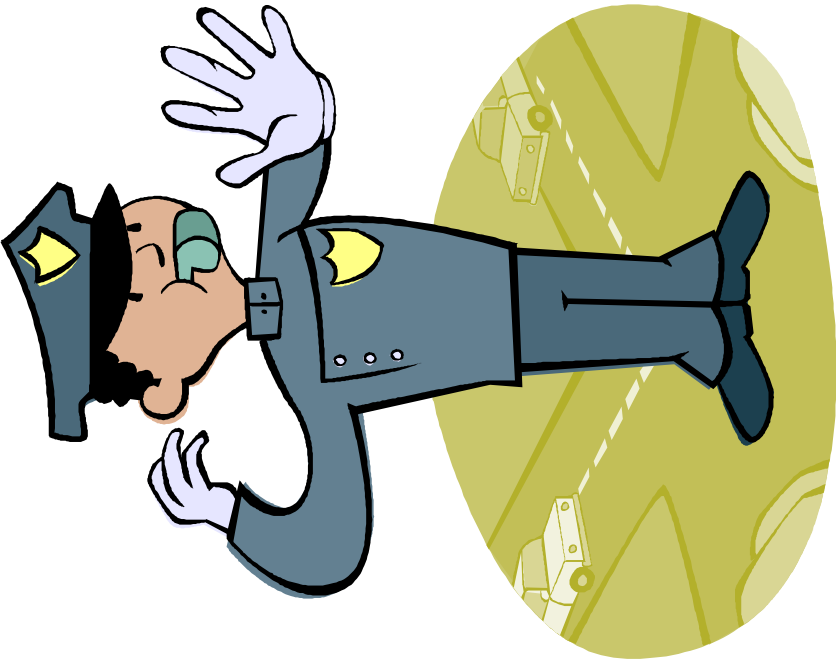
<p><b>2. Examples of the Word</b></p>	<p><b>4. Picture of the Word</b></p>
<p><b>1. The Work</b></p>	<p><b>3. In My Own Words</b></p>

Resource B: Service Pictures

1.



2.



Resource B: Service Pictures

3.



4.



Resource B: Service Pictures

5.



Resource C: Services Worksheet

Use the words in the box to complete each sentence about services.

**fire   police   library   park   school**

1. When John wants a new book to read, his dad takes him to the \_\_\_\_\_.
2. Katie and Lisa go to the \_\_\_\_\_ to play soccer.
3. At \_\_\_\_\_, the students learn new things.
4. When the smoke alarm went off, the \_\_\_\_\_ department came to help.
5. The \_\_\_\_\_ department helps keep us safe.

