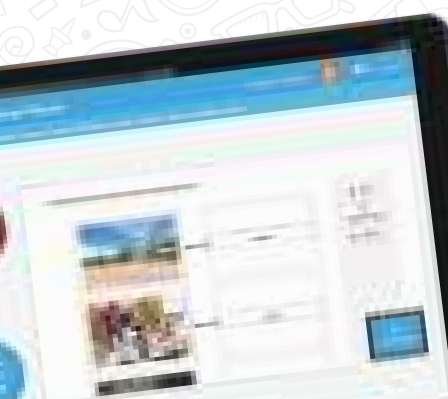


SAMPLE LESSON

Grade 1 *Explore*

NYSTROM

Young Citizens



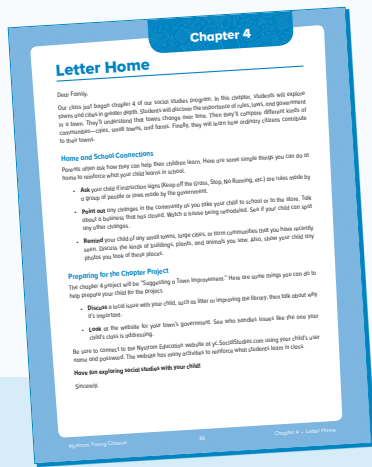
Compelling Question

What Makes a Town?

In this chapter, students will focus on the various components that make up a town.

Time Frame: 5 Weeks

- 1 They will learn about what community governments do and the laws they make.
- 2 They will compare life in the present with life in the past, with emphasis on how people in the past used different resources than people in the present to meet their needs and wants.
- 3 Students will identify different categories of communities, and be able to describe how seasons and weather affect how we live, work, and play.
- 4 They will learn how to use sequencing words and to express an opinion.
- 5 Students will complete the chapter review, project, and assessment.



Letter Home

Ask students to share the **Letter Home** with their families.



Chapter 4 Pre-assessment

1. Write the chapter question on the board: “What makes a town?”
2. Have students write down or say aloud what they think makes a town.
3. Record the list and post it in the classroom.

Chapter 4

Introductory Activity



pp. 102–103

Review Vocabulary

character
setting

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 4a
- map markers
- coloring utensils



Geography



Critical
Thinking



Speaking &
Listening

Objectives

Students will be able to:

- Describe characters, settings, and major events in a story using key details.
- Use various text features to locate important information in a text.
- Employ illustrations and details from a story to describe its characters, setting, and/or events.
- Locate places from a story on a map.

Getting Started

1. Have the class turn to p. 102 in the Student Book.
2. Have students read the first frame of the introductory comic. Ask them what might happen next.

Teaching

1. Divide the class into small groups and have students read the rest of the comic.
2. Distribute **Community Desk Map 2A** and map markers and have the groups locate the place discussed on the comic strip (the park) on the desk map.
3. At that location, have students write **SETTING**. Have them compare the view of the park on the map to the view of the park in the comic. Lead them with questions like, Do you see trees in both? Is there a bridge in both?





Summarizing and Assessing

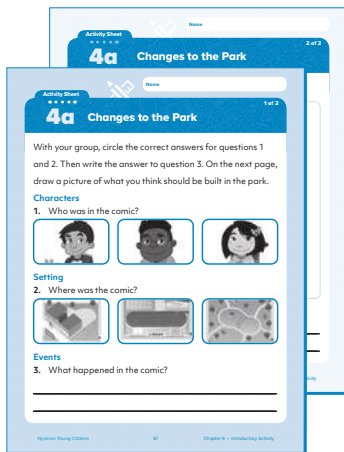
Distribute **Activity Sheet 4a**. Be sure the students have crayons and pencils. Read the instructions on both pages of the activity sheet. As a class, discuss what could be built at the park. In small groups have students complete the activity sheet. Have students clean, collect, and put away materials. Collect and review the activity sheets.

Modifications for Differentiation

Above Students who are already familiar with comparing may complete a simple T-chart of things that are the same and things that are different between the map and the comic strip.

Below If students are unable to distinguish between characters and setting in the introductory activity, practice labeling characters and settings. Use sticky notes with the labels *character* and *setting*. Give several children sticky notes that say *character*. Have them move around to different parts of the room. At each point, note that the characters are *who* and the setting is *where* the characters are. Modify **Activity Sheet 4a** to allow for verbal answers during the Summarizing and Assessing activity.

ELL Use the modification for Below. Additionally, a chart or bulletin board for visual references will be helpful for the chapter. Enlarge the introductory comic for display purposes, and label characters and setting as the first visual support.



Activity Sheet 4a

Lesson 1

Town Government

Online Activities

- Vocabulary Activities

Literacy Links

- *My Grandma's the Mayor*, by Marjorie White Pellegrino
- *What Are Rules and Laws?* by Jennifer Boothroyd
- *What If Everybody Did That?* by Ellen Javernick

Main Goals

- A What does a town government do?** Identify various authority figures in the community.
- B What are the rules of a town?** Trace routes in the neighborhood and discuss rules or laws followed at different places.
- C How are the laws of a town made?** Demonstrate how laws are made in a town.

A

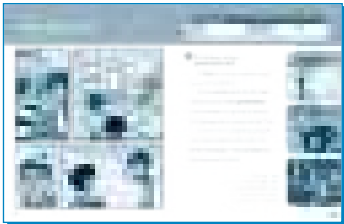
What does a town government do?



Civics



Geography



pp. 104–105

New Vocabulary

government
town

Review Vocabulary

service

Materials

- Student Book
- Community Desk Map 2A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Recognize authority figures in the neighborhood.
- Express the basic services provided by a town government.

Vocabulary Focus

Have students look at the new vocabulary words and read them aloud. Define any that are unfamiliar to them, then give them a sentence they have to complete using one of the words correctly. For example, “A group of people that decides what is best for a town is a _____.”

Getting Started

1. Write **leaders** on the board.
2. Ask students if they have been a leader. Ask them what they did as a leader.
3. Explain that today they are going to identify leaders in the town.

Teaching

1. Have the class break into small groups. 
2. Distribute **Community Desk Map 2A** and map markers and have students turn to pp. 104–105 of the Student Book.
3. As a class, read the comic strip and the first two paragraphs.
4. Reinforce and expand the definition of *government* to students by explaining that a government is a group of leaders who create the laws and make sure the laws are enforced.
5. Have students write **Town Leaders** in their **Think Books**. 
Explain that just as a principal is the leader of a school, there is a person who leads the whole town or city. Usually this person is called a mayor. Below **Town Leaders**, add **mayor**.
6. As a class or individually, read the last paragraph.
7. Explain to students that the government provides many services to make sure people are safe and happy. Have students look at the photos and read the caption.
8. Ask students to find where police officers and firefighters can be found on **Community Desk Map 2A**. Have them label the fire station **FS** and label the police station **PS** on their desk maps.
9. Next, have students locate at least two other places where the town government might be involved (School, Park, Library, etc.). Have them label these places **TG** for town government.

Summarizing and Assessing

Have students hold up their desk maps if the following people work for the town government. For the “yes” answers, after they hold up their desk maps, have students point to the place where these people might work.

- Doctor (no)
- Mayor (yes)
- Police officer (yes)
- Clerk at the grocery store (no)
- Mother (no)
- Firefighter (yes)
- Auto mechanic (no)

Have students clean, collect, and put away materials.

Modifications for Differentiation

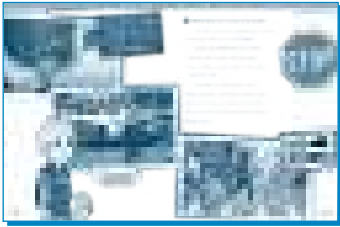
Above Introduce the Summarizing and Assessing section before Getting Started. Ask students to vote on whether they think each person listed works for town government or not, then read the comic and text. After reading and discussion, ask students to revisit their votes and see if they would like to change any of their choices.

Below Draw attention to text features such as the title (“What does a town government do?”) and the words in bold (*town* and *government*). Explain that the authors want us to know these are important. Many of the words in the Student Book will be unfamiliar to students. (See ELL modifications for ways to make these words more concrete.)

ELL Keep a word wall with accompanying pictures of the key vocabulary (leader, services, town, and government). Before placing a word and visual on the word wall, read the comic first and talk about the visuals. Use the Summarizing and Assessing section as a discussion time rather than a formal assessment.

Extending

Language Arts Have students take a field trip to city hall or a fire station in your neighborhood or ask a police officer or firefighter to visit your classroom. Have students write down questions for the trip or your visitor. Later, have students write thank-you notes.



pp. 106–107

New Vocabulary

law

Review Vocabularygovernment
rule**Materials**

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 4b
- Think Book
- map markers

Online Activities

- What Are the Rules of a Town?

Objectives

Students will be able to:

- Compare rules and laws.
- Point out rules and laws that might appear along a route through the community.
- Evaluate the consequences of not obeying laws.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Create a T-chart on the board and write *law* on one side of it. Under law, write **special rules in towns**. List an example underneath this, such as speed limits. On the other side of the T-chart, write **rule** and underneath this write **tells us what to do**. List one of your school's rules. Have students copy this T-chart into their **Think Books**.

T

2. Tell students that today they will discuss the laws they follow in their town and how laws and rules are different.

Teaching

1. Have students turn to p. 106 and look at the pictures.
2. Ask students if they can think of any signs that relate to a law. If they struggle, remind them about stop signs.
3. Ask students to look out for ways that laws are different from rules before beginning to read the text on p. 107. When finished reading, ask students to point out how laws and rules are different. If the students struggle, reread the second paragraph and add **written down** as well as **written by government** to the T-chart.
4. As a class, compare family rules with laws in a similar environment: for example, rules about eating in the car and laws about using seatbelts and booster seats.

5. Point out that not everyone has the same rules, but we all have to follow the same laws.
6. Divide students into small groups and distribute **Community Desk Map 2A** and map markers. 
7. Have students trace a route in the neighborhood passing by a house, the School, the Library, the Park, and the Restaurant.
8. At each location, ask students what rules and laws cover that location.
9. After students have finished with the map, ask them what happens when they break a rule at home or at school. Discuss what happens when someone breaks a law. Tell them there are many consequences, such as fines, community service, privileges taken away, and jail.
10. Point out the consequences of breaking seatbelt laws. Ask them why there are laws about seatbelt use.

Summarizing and Assessing

Have students complete **Activity Sheet 4b**, and then have students clean, collect, and put away materials. Collect and review the activity sheets.

Modifications for Differentiation

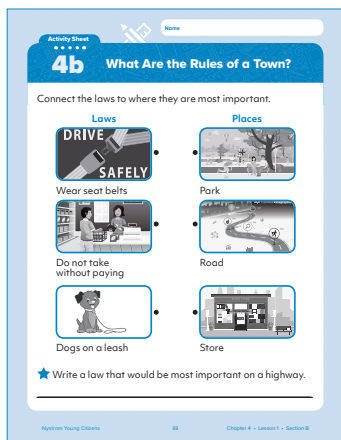
Above Students may complete a Venn diagram comparing rules and laws independently. Students may also interview members of school staff about the rules and laws in a school.

Below Draw a Venn diagram before reading the text. Next, read the text with students. Ask them if they noticed any differences and similarities between rules and laws from the text. Redirect them to the text and the Teaching Activity for additional information.

ELL Create a Venn diagram, as in the Below modification. Additionally, make copies of the photos from the pictures in the Student Book and attach those photos to the Venn diagram. Have them add this diagram to their **Think Books**.

Extending

Art Have students draw a picture of a rule or a law that they think is important.



Activity Sheet 4b



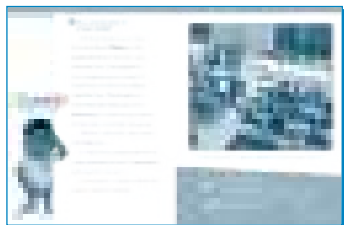
How are the laws of a town made?



Civics



Speaking &
Listening



pp. 108–109

New Vocabulary

citizen
democracy

Review Vocabulary

law
rule
vote

Materials

- Student Book

Literacy Links

- *The Very Silly Mayor*, by Tom Tomorrow

Objectives

Students will be able to:

- Understand that citizens ultimately make the laws of a town.
- Vote on a pretend law.
- Demonstrate the difference between direct democracy and representative democracy.

Vocabulary Focus

Have students look at the new vocabulary words and read them aloud. Define both using the Student Book definitions. Next, give students a sentence they must complete using one of the words correctly. For example, “People who live in a town or city are called the _____ of that town or city”; or, “A government in which laws are made by the people is called a _____.”

Getting Started

1. Ask students to remember a rule of the class. Then ask who created that rule.
2. Remind students that towns have special rules called laws. Now they will look at who creates laws.

Teaching

1. Divide the class into small groups. Tell them that today they will pretend to be a town government.
2. Propose a law that their town government can pass, such as putting a stop sign near the school. Write a short version of the law on the board.
3. Have students as a whole vote for the law. Record the results.
4. Next, have each group vote for one member to speak for the entire group. Have each group’s spokesperson stand up next to his or her group.
5. Propose a new law, such as requiring dogs to have leashes on sidewalks but not in parks. Write a short version of the law on the board.



6. Tell students that this time each spokesperson will vote for the entire group.
7. Give the spokesperson a minute to consider their decision and then vote. Encourage the spokespeople to ask the rest of their group what they want. Record the results.
8. Have the spokespeople sit down. Ask the class to turn to p. 108 in the Student Book. Read the section together.
9. Point out that when each group selected a member to vote, these spokespeople acted like a town council. Also point out that the “town councilors” tried to vote the way they felt their group would want and may have even asked. In contrast, when the whole class voted together, it was like a community where all the laws are voted on at a special meeting.

Summarizing and Assessing

Have students point to the paragraph in the book that connects with the following statement of what happened in your pretend town government:

- The whole class used two ways to decide on the laws. (first paragraph)
- The whole class voted for the law. (third paragraph)
- Each group chose who voted for the law. (second paragraph)

Modifications for Differentiation

Above Email the mayor or a council member and ask what laws have recently been passed.

Below Make the reading more concrete by asking students to create three tableaux—one for each paragraph.

ELL Use labels for the activity, including *law* for the law written on the board, *citizens*, *town councilors*, and *community*. Use the three statements in the Summarizing and Assessing section for reading in a small group instead of as an assessment.

Extending

Critical Thinking Have students explain the advantages and disadvantages of each method of voting. Have them consider citizen involvement and ease of voting.

Reading Have students read *The Very Silly Mayor*, by Tom Tomorrow. Have them explain why it is important for people to speak up about their government.

Letter Home

Dear Family,

Our class just began chapter 4 of our social studies program. In this chapter, students will explore towns and cities in greater depth. Students will discover the importance of rules, laws, and government in a town. They'll understand that towns change over time. Then they'll compare different kinds of communities—cities, small towns, and farms. Finally, they will learn how ordinary citizens contribute to their towns.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things you can do at home to reinforce what your child learns in school.

- **Ask** your child if instruction signs (Keep off the Grass, Stop, No Running, etc.) are rules made by a group of people or laws made by the government.
- **Point out** any changes in the community as you take your child to school or to the store. Talk about a business that has closed. Watch a house being remodeled. See if your child can spot any other changes.
- **Remind** your child of any small towns, large cities, or farm communities that you have recently seen. Discuss the kinds of buildings, plants, and animals you saw. Also, show your child any photos you took of these places.

Preparing for the Chapter Project

The chapter 4 project will be “Suggesting a Town Improvement.” Here are some things you can do to help prepare your child for the project.

- **Discuss** a local issue with your child, such as litter or improving the library, then talk about why it's important.
- **Look** at the website for your town's government. See who handles issues like the one your child's class is addressing.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring social studies with your child!

Sincerely,

4a

Changes to the Park

With your group, circle the correct answers for questions 1 and 2. Then write the answer to question 3. On the next page, draw a picture of what you think should be built in the park.

Characters

1. Who was in the comic?

**Setting**

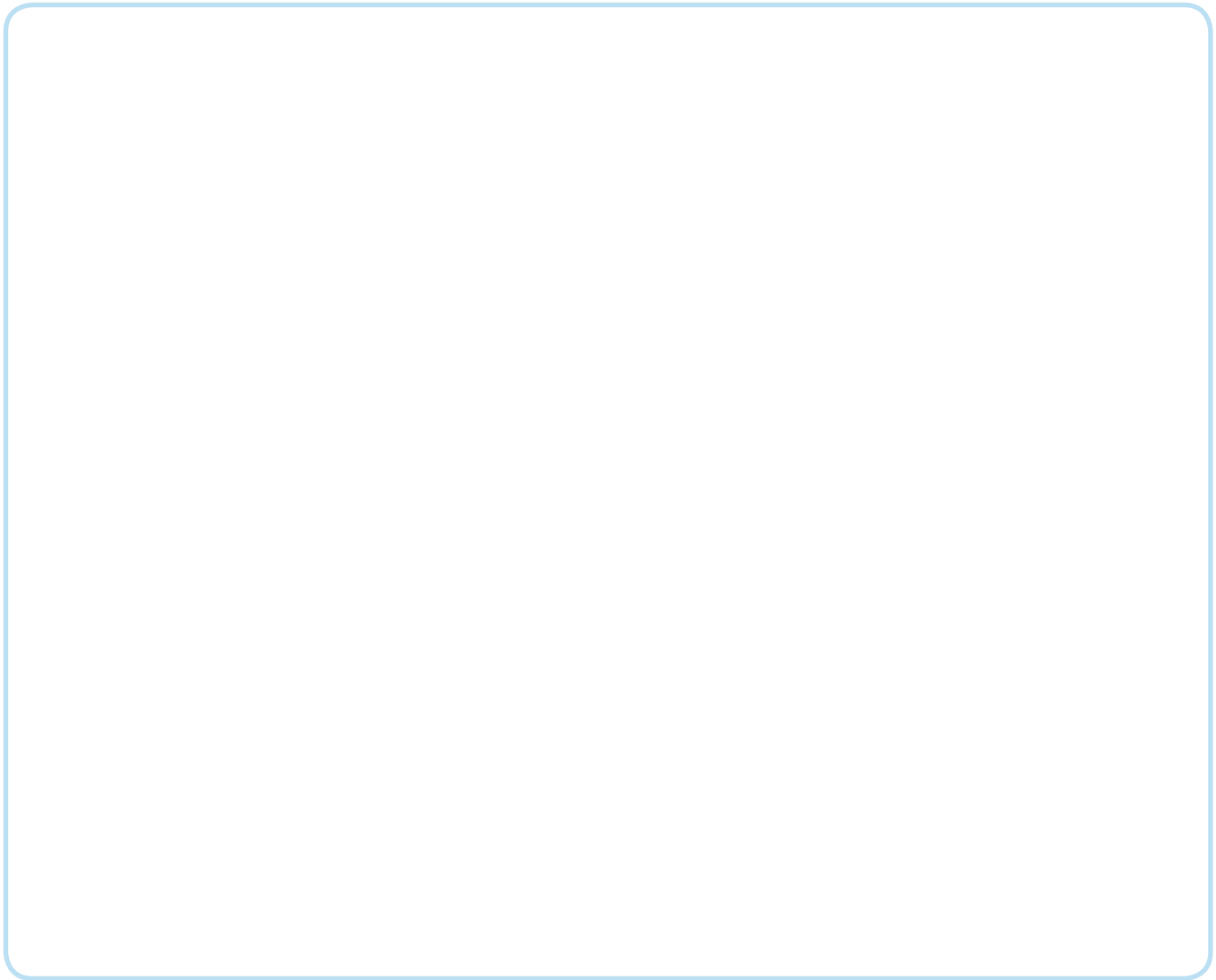
2. Where was the comic?

**Events**

3. What happened in the comic?

4a**Changes to the Park**

Draw a picture of what you think will be built in the park.



★ Why should the town build this?

4b

What Are the Rules of a Town?

Connect the laws to where they are most important.

Laws



Wear seat belts



Do not take
without paying



Dogs on a leash

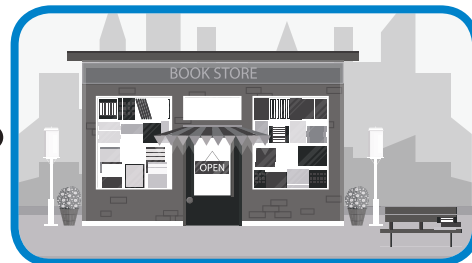
Places



Park



Road



Store

★ Write a law that would be most important on a highway.

4c

Town Government

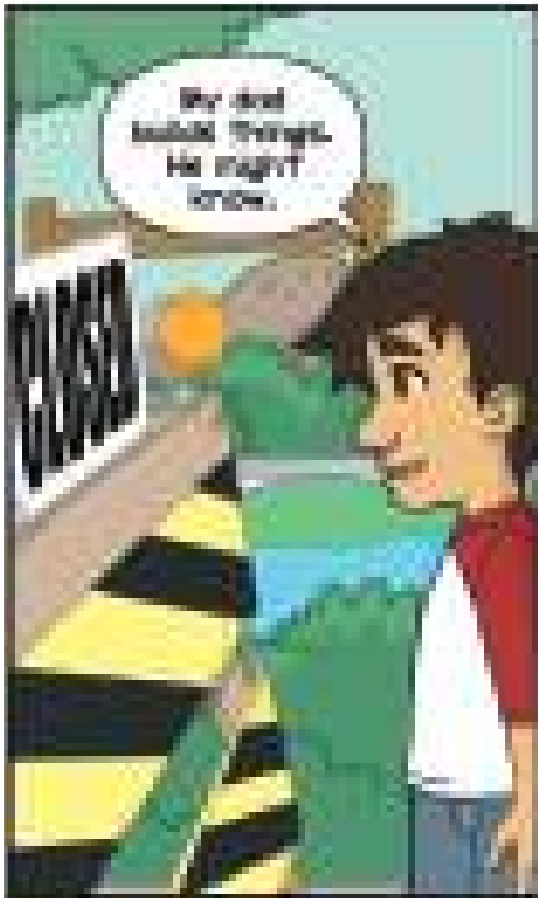
With an adult, answer the following questions:

Rules and **laws** tell people how to get along with each other.

1. What is a **rule** that you follow at home?
2. How do you know about this rule?
3. Who makes sure that this rule is followed?
4. What is a **law** that you follow on the way to school?
5. How do you know about this law?
6. Who makes sure that this law is followed?

★ Think about other rules that you know, such as those used in sports, games, and in the library. Choose one rule and explain it.

Town Government



VOCABULARY

town
citizen

government
democracy

law

A What does a town government do?

A **town** is an area where a large group of people live.

Some people work for the town. They are part of the **government**. A government is a group of people that decides what is best for the town.

Governments help keep people safe. Governments also make life better for people. They build places like schools and parks.

These services come from the town government. What else do you think a town government might do?





EMPLOYEES MUST
WASH HANDS
BEFORE LEAVING
THE RESTROOM



Towns use signs
to tell people about
laws to follow.

B What are the rules of a town?

People in a town need rules. Towns have special rules called **laws**.

Laws are different from other rules in a few ways. All laws are written down. Laws are written by a government.

Like other rules, some laws keep us safe. Some laws help us get along. Some laws keep us healthy. Can you think of an example of each kind of law?



C How are the laws of a town made?

The town government makes the town's laws. **Citizens**, or the people who live in the town, help make the laws. The people who live in Maplewood are citizens of Maplewood. In all towns, citizens make the laws. This happens in the United States because it is a **democracy**. In a democracy, citizens choose leaders and help make laws.

There are two basic ways a town can make laws.

In most towns, citizens vote for the mayor and town council. These people make laws for the town.

In some towns, citizens vote for the laws at a special meeting.

Do you remember what the government does?





Citizens can tell their town's government what they think is important.



Lesson 1 Summary

.....

Town governments make life better for people.

Governments make laws. These laws keep us safe.

Town citizens help make the laws.