



Core Knowledge®

HISTORY AND GEOGRAPHY



American flag

Lessons in Civics

Teacher Guide

Rules



Government



Community



Lessons in Civics

Teacher Guide



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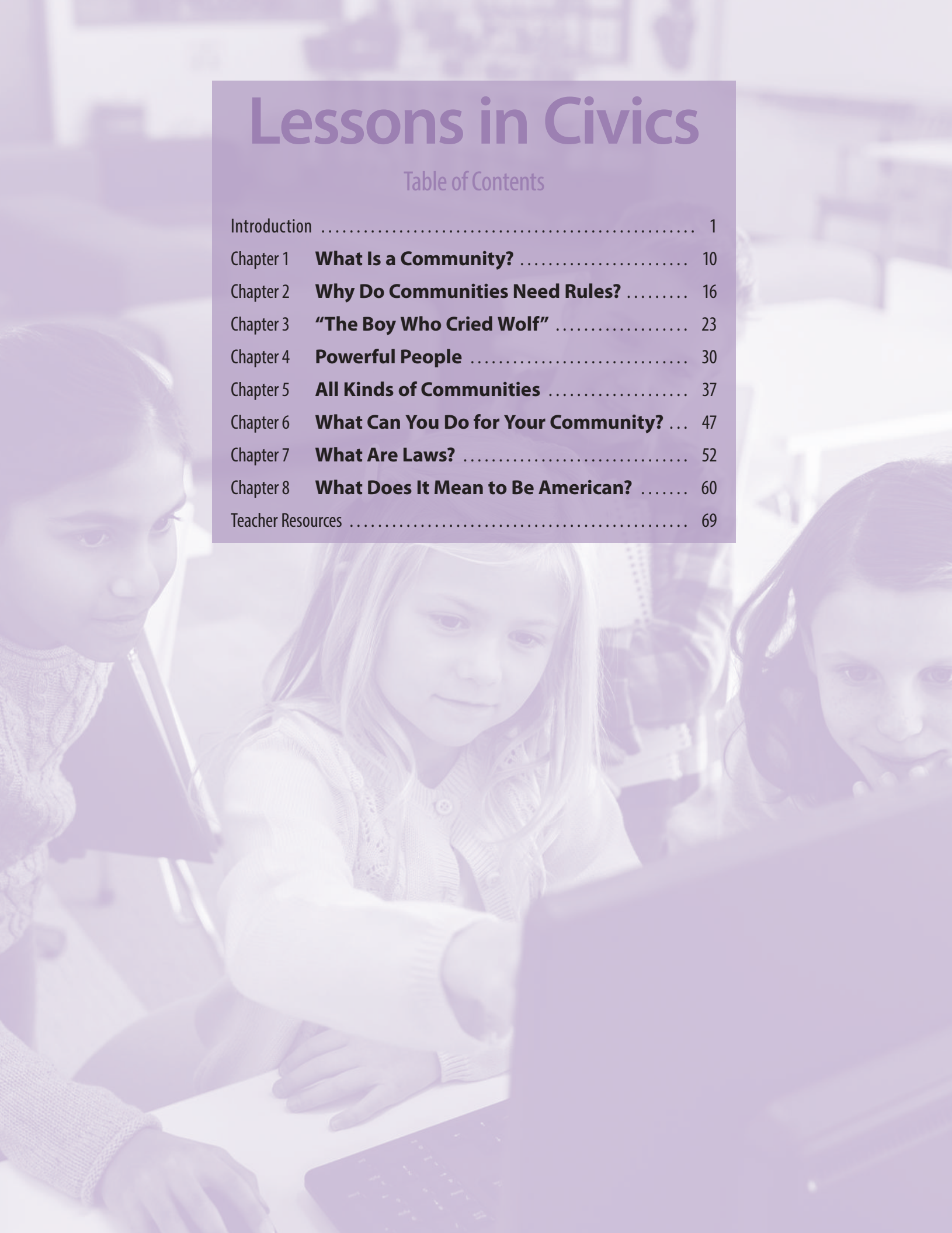
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Lessons in Civics

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Lessons in Civics
Teacher Guide
Core Knowledge History and Geography™ 1

Introduction

ABOUT THIS UNIT

The Big Idea

Being part of a community includes the responsibility to be a good citizen.

Everyone is part of at least one community. Rules help people live together in a community, but for a community to work, every individual also needs to do their part. They need to obey the rules and demonstrate good citizenship.

In this unit, students will explore the ideas of community, rules, and citizenship as an introduction to civic principles and participation.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

Kindergarten

- July 4, Independence Day, including democracy and enslavement in early America
- American symbols, such as Mount Rushmore, the White House, the American flag, and the Statue of Liberty

What Students Need to Learn

- what it means to be a member of a community
- the purpose and importance of rules and laws
- what it means to be a citizen
- characteristics of good citizenship
- examples of good citizens from history: Zitkala-Ša, Abigail Adams, and Dr. Martin Luther King Jr.
- how our community helps us and how we can help our community
- that in the United States, laws are made by leaders who are elected (chosen) by citizens
- that national holidays, historical documents, and American symbols are part of American identity

AT A GLANCE

The most important ideas in *Lessons in Civics* are:

- People are part of many different communities.
- Rules help keep people safe and keep things fair.
- Throughout history, people have fought to change unfair rules.
- Being a good citizen is an important part of being in a community.
- Everyone can do something to help their community.
- Laws are rules that an entire community follows.
- In the United States, citizens elect leaders to make the laws.
- Being American means being part of a community shaped by historical documents, national holidays, and American symbols.

WHAT TEACHERS NEED TO KNOW

The What Teachers Need to Know document provides background information related to the unit content. The background information summarizes unit content and provides some additional details or explanation. This document is not meant to be a complete study; rather, it is a memory refresher to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To access the What Teachers Need to Know for this unit, download the CKHG Online Resource “About Lessons in Civics”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Teacher Components

Lessons in Civics Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students, too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities—such as virtual field trips, short film clips, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, a Unit Assessment, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 69. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit and Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied.
- » The Unit Assessment tests knowledge of the entire unit using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The *Lessons in Civics* Student Book consists of eight chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as associated concepts and skills. It is for this very reason that in Grades K–2 CKHG, the content area knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and texts that they hear read aloud than they would ever be able to read or comprehend by reading to themselves. For a more thorough

discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The *Lessons in Civics* unit is one of ten units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 9 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. The content of this unit may be taught in a block or spread throughout the year, as time allows. As a general rule of thumb, we recommend that you spend no more than ten days teaching the *Lessons in Civics* unit so that you have sufficient time to teach the other units in the Grade 1 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative

language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image, as shown on a page in the Student Book. And in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: What Is a Community?	What does it mean to be part of a community?	community
Chapter 2: Why Do Communities Need Rules?	What makes a “good” rule?	rules, laws, respectful
Chapter 3: “The Boy Who Cried Wolf”	Why is it important to tell the truth?	grumbling
Chapter 4: Powerful People	Why do people sometimes want to change the rules?	rights, enslavement, culture, courage, illegal
Chapter 5: All Kinds of Communities	How do people become a community?	identity, heritage, symbol, achievement, traditions, immigrant
Chapter 6: What Can You Do for Your Community?	What does it mean to be part of a group?	activism
Chapter 7: What Are Laws?	Why do we have laws?	represent, representative democracy, direct democracy, arrest
Chapter 8: What Does It Mean to Be American?	How do Americans describe who they are?	document, independent, citizen, amend, lawmakers

Letter to Family

Activity Page



A letter to family to make parents or guardians aware of what children are studying has been provided. The letter explains that children will be studying civics, and in particular community and citizenship.

AP 1.1

- Chapter 1—Letter to Family (AP 1.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students' interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.



A SPECIAL NOTE ABOUT EDUCATING FOR AMERICAN DEMOCRACY

As you may recall if you and your students completed any of the Grade 1 CKHG American History units, a critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In 2021, the Educating for American Democracy (EAD) consortium released a Roadmap for American Democracy. The Roadmap is an effort to encourage and bolster history and civics instruction in K–12 education. It is organized around seven themes that were developed by a team of educators, historians, and civics professionals. Each theme contains a series of history and civics driving questions meant to spark deeper examination of social studies topics.

We have therefore included in this Civics and American Government unit content related to EAD's Roadmap for American Democracy and the Roadmap's driving questions for this grade. This content is readily distinguished by an American flag icon. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of what it means to be a citizen.

A link to the Roadmap can be found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

Books

- Allen, Tessa. *Sometimes People March*. New York: HarperCollins Children's Books, 2020.
- Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Somerville, MA: Candlewick Press, 2019.
- Clinton, Hillary Rodham. *It Takes a Village*. Illustrated by Martha Frazee. New York: Simon & Schuster, 2017.
- Eggers, Dave. *What Can a Citizen Do?* Illustrated by Shawn Harris. San Francisco: Chronicle Books, 2018.
- Gorman, Amanda. *Change Sings*. Illustrated by Loren Long. New York: Penguin Young Readers, 2021.
- LeBox, Annette. *Peace Is an Offering*. Illustrated by Stephanie Graegin. New York: Dial Books, 2015.
- The Little Book of Little Activists*. New York: Penguin Young Readers, 2017.
- Ludwig, Trudy. *The Power of One: Every Act of Kindness Counts*. Illustrated by Mike Curato. New York: Random House Children's Books, 2020.
- Neal, Christopher Silas. *Everyone*. Somerville, MA: Candlewick Press, 2016.
- Paul, Miranda. *Little Libraries, Big Heroes*. Illustrated by John Parra. New York: Houghton Mifflin Harcourt, 2019.
- Paul, Miranda. *Speak Up*. Illustrated by Ebony Glenn. New York: Houghton Mifflin Harcourt, 2020.
- Peters, Lisa Westberg. *We Are a Garden: A Story of How Diversity Took Root in America*. Illustrated by Victoria Tentler-Krylov. New York: Random House Children's Books, 2021.
- Purtill, Sharon. *It's Okay to Be Different*. Illustrated by Sujata Saha. Ontario, Canada: Dunhill Clare Publishing, 2019.
- Sanders, Jayneen. *Be the Difference: 40+ Ideas for Kids to Create Positive Change Using Empathy, Kindness, Equality, and Environmental Awareness*. Illustrated by Cherie Zamazing. Victoria, Australia: Educate2Empower Publishing, 2019.
- Smith, Monique Gray. *When We Are Kind*. Illustrated by Nicole Neidhardt. Victoria, BC: Orca Book Publishers, 2020.
- Srinivasan, Divya. *What I Am*. New York: Penguin Young Readers, 2021.
- Tapper, Alice Paul. *Raise Your Hand*. Illustrated by Marta Kissi. New York: Penguin Young Readers, 2019.
- Verde, Susan. *I Am Human: A Book of Empathy*. Illustrated by Peter H. Reynolds. New York: Harry N. Abrams, 2018.

LESSONS IN CIVICS PACING GUIDE

_____’s Class

Note to Teacher: *Lessons in Civics* can be taught at any time in the sequence of Grade 1 CKHG. You may wish to teach the unit in a ten-day block, as shown, or spread the content throughout the year as time allows.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Lessons in Civics

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Lessons in Civics

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CHAPTER 1

What Is a Community?

Primary Focus Objectives

- ✓ Explain what a community is. (RI.1.2)
- ✓ Understand why people form communities. (RI.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *community*. (L.1.4, L.1.5)

Materials Needed

Activity Page



AP 1.1

- individual student copies of *Lessons in Civics* Student Book
- teacher and individual student copies of Letter to Family (AP 1.1)

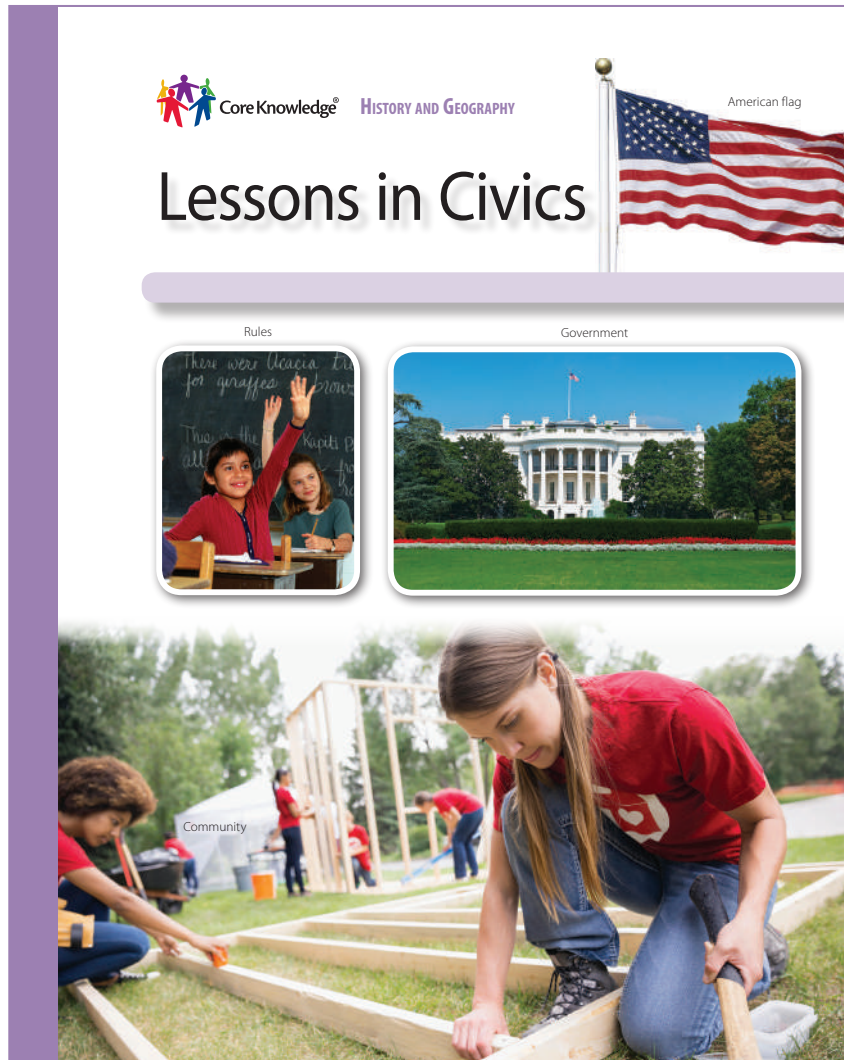
THE CORE LESSON

Introduce *Lessons in Civics* and Chapter 1: “What Is a Community?”


Review the topics that students have already studied in Core Knowledge History and Geography. Explain that so far, they have learned about history, or people who lived long, long ago, and about geography, or places and people all over the world.

Now, students are going to learn about something different, called *civics*. Civics is about how people live together in groups, both big and small.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Big Question

 What does it mean to be part of a community?

Core Vocabulary

community

Chapter 1: “What Is a Community?”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “What Is a Community?”

CHAPTER 1

What Is a Community?

A community is a group of people who share something. The people who live in a community are its members. They might live in the same neighborhood or go to the same school.

A community can be big or small. Families, classrooms, cities, and countries are all examples of communities. People in communities live, work, and play together.




2


CORE VOCABULARY—Explain that a **community** is a group of people who share something or have something in common. They might all live in the same area, or they might all speak the same language.

SUPPORT—Help students understand that people belong to many communities. Draw a small circle on the board or chart paper. Label it *Class*. Draw a larger circle around it. Label it *School*. Continue drawing larger circles, demonstrating how everyone in the small classroom community is also a member of the larger school, city, state, and national communities.

Ask students the following questions:

 **LITERAL**—What is a community?

- » A community is a group of people who share something.

 **EVALUATIVE**—How are you part of a community?

- » Answers may vary, but students should note that they are part of many communities, including their families, classrooms, cities, and countries.

Now ask students to look at the images on page 3 as you read aloud.

Imagine if everyone lived all by themselves. We would each have to grow our own food. We would have to do everything by ourselves. It would be much harder to survive. We would also probably feel very lonely.



That's why people live in communities. In a community, we help each other by working together. We also keep each other company. Living in a community helps people feel like they are a part of something larger than themselves.




3

SUPPORT—Explain that the phrase “keep each other company” means to spend time with someone so neither person is alone.

SUPPORT—You may wish to point out that a community of people who share goals can include people who do not live near each other.

Ask students the following questions:

 **LITERAL**—How and why do people live together?

- » People live together in communities to help one another, to keep each other company, and to feel like part of something larger than themselves.

 **INFERENTIAL**—How do we decide to become a community?

- » Answers may vary, but students should know that we decide to become a community in different ways. Sometimes we are born into a community, such as a family or a country. Sometimes we choose to be in a community with people who share our interests and goals.

Now ask students to look at the images on page 4 as you read aloud.



Often, communities form because of a shared interest. Some people form clubs because they love music or books, for example. Or they may play the same sport or have the same hobby. Being a member of a church, synagogue, or temple is being part of a community, too.



4

SUPPORT—Use the images on page 4 to help students understand how people can be part of many different communities. Invite volunteers to tell you the activities that each group is doing (*playing music; playing soccer*). Explain that the children playing music belong to a community of musicians, and the children playing soccer belong to a community of athletes. Those are different communities, but someone could be in both of those communities. Or some of the people might be part of the same school community, and all the people might live in the same city or the same state.

Ask students the following question:

EVALUATIVE—What communities are you a member of?

- » Answers may vary, but students should identify communities such as their family, their neighborhood, their church, their classroom, and their activities or hobbies.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What does it mean to be part of a community?

- » Being part of a community means helping and spending time with people who share your interests, location, or beliefs.

Activity Page

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

CHAPTER 2

Why Do Communities Need Rules?

Primary Focus Objectives

- ✓ Understand the purpose of rules. (RI.1.2)
- ✓ Understand that different places have different rules. (RI.1.2)
- ✓ Know the rules of being a good citizen. (RI.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rules*, *laws*, and *respectful*. (L.1.4, L.1.5)

Materials Needed

- individual student copies of *Lessons in Civics* Student Book

THE CORE LESSON

Introduce “Why Do Communities Need Rules?”

Remind students that communities are made up of people who have something in common, such as where they live, what they do, or what they believe in. Being a member of a community means helping and working together with other community members. Communities help us survive and prevent us from becoming too lonely.

Explain that people in a community work together the best when they know what to do, how to do it, and how to treat each other.

Tell students to listen carefully to today’s Read Aloud to find out how rules help communities live and work together.

Big Question



What makes a “good” rule?

Core Vocabulary

rules laws respectful

Chapter 2: “Why Do Communities Need Rules?”

Distribute copies of the Student Book. Ask students to turn to page 5 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Why Do Communities Need Rules?”

CHAPTER 2

Why Do Communities Need Rules?

Rules are guides for how to act in a community. Rules tell us things we can and can't do. They also tell us how we should do things.

Rules help everyone stay safe. For example, playground rules help prevent accidents. Adults follow safety rules, too. Important rules about driving keep everyone safe. Two examples of driving safety rules are stopping at a stop sign and using your blinker to tell others that you are turning.

Rules also help keep things fair. When we play games, rules make sure everyone has a fair chance.



5

CORE VOCABULARY—Explain that **rules** tell people how they should act. They tell people what they must do and what they must not do.

SUPPORT—Direct students to look at the image on this page. Explain that three rules are being followed in this picture. One is a rule for drivers: when the crossing guard holds up the stop sign, the cars must stop. One is a rule for children: children may not cross the street until the crossing guard signals it is OK. One is a rule for crossing guards: When children are waiting, the crossing guard must stop traffic to help make crossing safe.

Ask students the following question:

 **LITERAL**—Why do we have rules?

» We have rules to help everyone stay safe and to keep things fair.

Now ask students to look at the image on page 6 as you read aloud.

Different places have different rules. Have you ever wondered how a community decides its rules? In a community like a city, people choose others to make the rules, called laws.

In most classrooms, the teacher makes the rules. For example, you may have rules about listening when the teacher is talking. You may need to raise your hand to talk. These rules help us learn. They also help us be respectful of others.



6

CORE VOCABULARY—Explain that **laws** are rules that people who live together in a certain place, such as a city, state, or country, must follow.

NOTE: Students will learn more about laws in Chapter 7.

SUPPORT—Help students understand the purpose of rules by reviewing some of the rules of your classroom. For example, explain how one of the rules of the classroom is that you must raise your hand before asking a question. Then explain that the purpose of that rule is to ensure that the teacher and the rest of the students can hear what you say. Waiting to speak until you are called on is respectful of others who are talking or waiting their turn.

SUPPORT—Remind students that communities need rules, but different communities have different rules because they have different interests and beliefs. For example, yelling is allowed at a basketball game but not in a classroom.

CORE VOCABULARY—Explain that when a person is **respectful**, they are treating someone like their thoughts and feelings are important.

Ask students the following questions:

 **LITERAL**—How does a community decide on its rules? Who gets to make rules?

- » Communities have different ways of making rules. In a community like a city, people choose others to make rules. In a classroom, the teacher makes the rules.

INFERENTIAL—Why do communities have different rules?

- » Answers may vary, but students may say that different communities have different goals, interests, purposes, and beliefs. Each community needs rules that support its own goals, interests, purposes, and beliefs.

Now ask students to look at the image on page 7 as you read aloud.

Here are some rules we should follow every day, no matter where we are:

1. Share and take turns. This is an important part of working together. Taking turns gives everyone a chance to join in.
2. Play fair and be respectful. It feels good to win. But it's important to play by the rules. Playing fair shows that we are thinking about others. We also show respect for others by being a good sport. A good sport is someone who is polite and caring even when they lose.



7

SUPPORT—Remind students that while sharing is an important part of working together, some things are personal and private.

SUPPORT—Point out the words *respectful* and *respect* in the second numbered section. Explain that the two words have similar meanings. When you respect someone, you think highly of them. When you are respectful of someone, you show your feelings by treating them well. The suffix, or ending letters, F-U-L often means full of. So when you are respectful, you are full of respect.

Ask students the following questions:

LITERAL—Why is it important to share and take turns?

» When we share and take turns, everyone gets a chance to join in.

LITERAL—What does it mean to be a good sport?

» Being a good sport means being polite and caring even when you lose.

Now ask students to look at the image on page 8 as you read aloud.

3. Respect others at all times. Everyone has the right to be themselves and to be treated with respect.
4. Tell the truth. Truth is important in a community. Being honest helps us trust each other.
5. Disagree respectfully. Sometimes we disagree with others. We may even disagree with a rule. If you disagree, you can say that in a respectful way. You can ask questions and suggest changes.



8

SUPPORT—Give students examples of respectful and disrespectful disagreements. Invite them to think about playing tag on the playground. Suppose someone yells at you, “Cheater! Cheater!” You would feel bad, or you might get angry. Other players might get angry, too. Suppose instead the person says, “I touched your coat. Maybe you didn’t feel it. How should we handle this?” Ask which of those is more respectful (*the latter*.) Point out that respectful behavior is better for the community.

Ask students the following questions:

INFERENTIAL—What happens if people in a community are not respectful of each other?

- » Answers may vary, but students may say that being disrespectful can make people feel bad and make it harder for people to work together.

EVALUATIVE—Why is it important to tell the truth in a community?

- » It is important to tell the truth because it helps us trust each other.

Now ask students to look at the images on page 9 as you read aloud.

Different people have the job of making sure everyone follows the rules. In a classroom, those people are teachers and other classroom helpers. At home, these people are the adults we live with. It’s important to have someone who makes sure rules are followed.



SUPPORT—Point out that each person is responsible for making sure that they follow the rules of the community. However, most people are only responsible for themselves. In school, students do not have to make sure other students follow the rules. That is the job of teachers and other classroom helpers.

Ask students the following questions:

LITERAL—Who makes sure rules are followed in the classroom?

- » Teachers and other classroom helpers make sure rules are followed in the classroom.

LITERAL—Who makes sure rules are followed at home?

- » The adults we live with make sure rules are followed at home.



TALK IT OVER: Review the rules of your classroom. Remind students that rules should keep people safe and keep things fair. With this in mind, guide students to discuss the following questions: Should we change our classroom rules? Why? How? Make sure students understand that the rules may or may not change based on the class discussion.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What makes a “good” rule?

- » A “good” rule tells people in a community what they can or can’t do. It tells them how to do things. Good rules also help keep people safe and keep things fair.

CHAPTER 3

“The Boy Who Cried Wolf”

Primary Focus Objectives

- ✓ Explain what a fable is. (L.1.4)
- ✓ Understand why it is important to tell the truth. (RL.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *grumbling*. (L.1.4, L.1.5)

Materials Needed

- individual student copies of *Lessons in Civics* Student Book

THE CORE LESSON

Introduce “The Boy Who Cried Wolf”

Remind students that being a member of a community means following the rules of that community. Different communities have different purposes and different rules. However, there are some rules that we should follow no matter where we are or who we are with.

Tell students that today, you will be reading a story about one of the important rules for being a good community member. Invite them to follow along and listen to discover what that rule is.

Big Question

Why is it important to tell the truth?

Core Vocabulary

grumbling

Chapter 3: “The Boy Who Cried Wolf”


Distribute copies of the Student Book. Ask students to turn to page 10 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Boy Who Cried Wolf.”

CHAPTER
3

“The Boy Who Cried Wolf”

The story of “The Boy Who Cried Wolf” is a fable. That means it’s a story that teaches a lesson about right and wrong. This fable shows one reason why it’s important to tell the truth.

One day, a shepherd boy was on a hillside watching his flock. He was bored. He had no one to talk to. The sheep were just quietly eating grass.



10

The illustration shows a young boy with brown hair, wearing a light blue long-sleeved shirt and dark pants, standing in a green field. He is holding a long wooden staff in his right hand and has a brown satchel slung over his shoulder. He is surrounded by a flock of white sheep with black faces. In the background, there are rolling green hills, several trees, and a small village with a church tower under a blue sky with light clouds.

SUPPORT—Tell students that fables are made-up stories; they have never happened in real life.

SUPPORT— Point out the boy in the image. Explain that he is a *shepherd*, a person who guards sheep. Shepherds make sure the sheep do not get lost when they go to different fields to eat.

SUPPORT—Point out the sheep in the image. Then point to the word *flock*. Explain that a flock is a group of sheep.

Ask students the following question:

LITERAL—What is a fable?

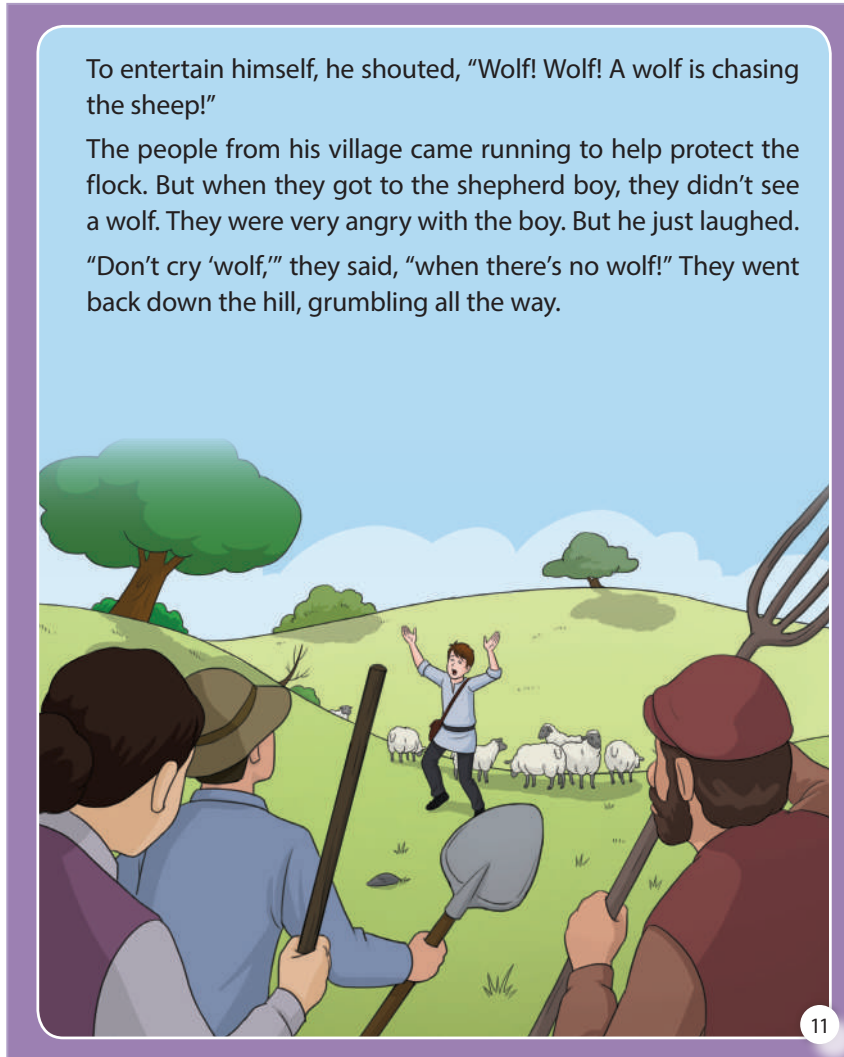
- » A fable is a story that teaches a lesson about right and wrong.

Now ask students to look at the image on page 11 as you read aloud.

To entertain himself, he shouted, “Wolf! Wolf! A wolf is chasing the sheep!”

The people from his village came running to help protect the flock. But when they got to the shepherd boy, they didn’t see a wolf. They were very angry with the boy. But he just laughed.

“Don’t cry ‘wolf,’” they said, “when there’s no wolf!” They went back down the hill, grumbling all the way.



SUPPORT—Explain that this fable was written in a time and place where the community’s survival depended on farming and raising animals. Sheep provided wool and meat that could be used or sold. A flock of sheep would have been very valuable and very important to a small town.

CORE VOCABULARY—Explain that when the villagers were **grumbling**, they were complaining in low voices.

SUPPORT—Demonstrate how the villagers acted while they were grumbling. Hunch your shoulders, squint unhappily, and begin complaining about the weather in a voice loud enough to carry through the classroom but not loud enough for students to make sense of every single word. After your performance, ask volunteers if they would like to act like a grumbling villager.

Ask students the following questions:

LITERAL—Why did the boy pretend there was a wolf?

- » The boy pretended there was a wolf to entertain himself.

LITERAL—How did the people from his village feel when the boy cried wolf?

- » The people from his village were angry when the boy cried wolf.

Now ask students to look at the image on page 12 as you read aloud.

Later, the boy was bored again. He found it so funny last time when the villagers came running up the hill. So he cried again, "Wolf! A wolf is chasing the sheep!"

Again, the villagers ran up the hill. When they saw nothing, they shouted at him, "Save it for when there's something really wrong! Don't cry 'wolf' when there is *no* wolf!"

The boy thought their red faces were even funnier than last time.



SUPPORT—Help students understand why the villagers were angry when the shepherd cried "Wolf!" when there was no wolf. Keeping the sheep safe is very important to the villagers; if a wolf killed the sheep, the village might not survive. So when the shepherd calls "Wolf!" the villagers stop their work and come running to rescue the sheep. They get worried, and their time is wasted.

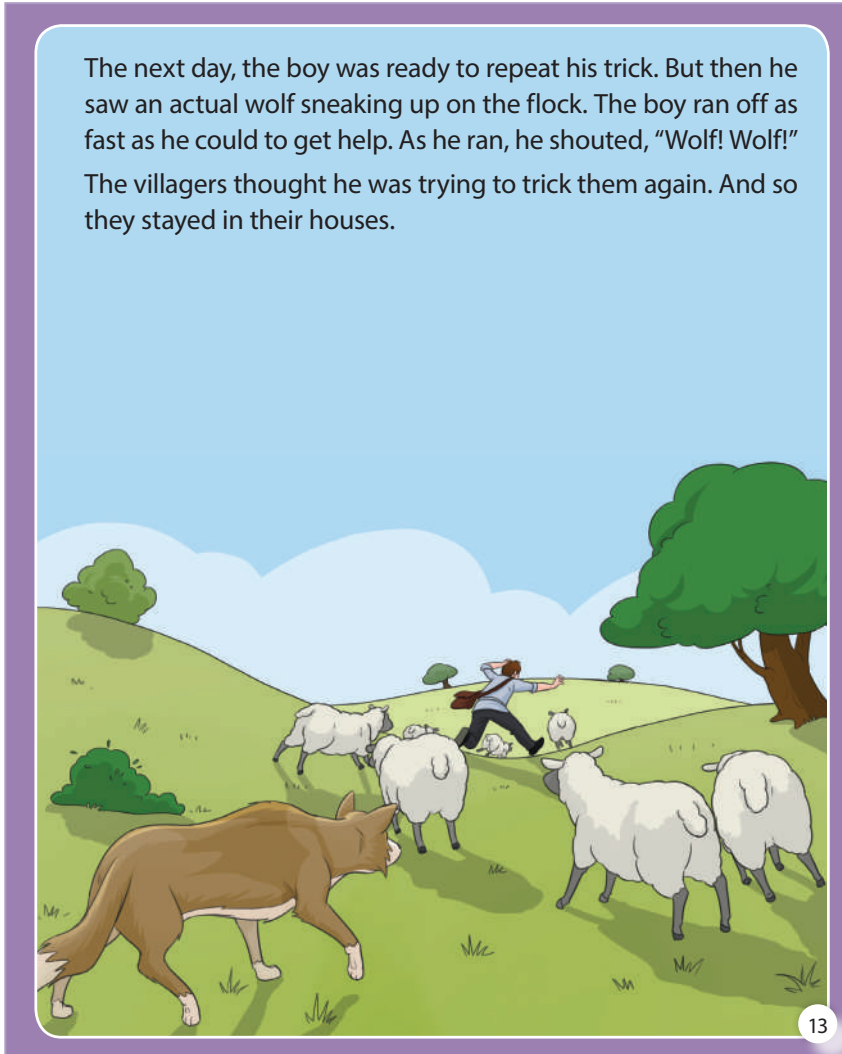
Ask students the following question:

LITERAL—Why did the boy cry wolf a second time?

- » The boy cried wolf a second time because he was bored again, and he found it funny when the villagers came running the last time he cried wolf.

Now ask students to look at the image on page 13 as you read aloud.

The next day, the boy was ready to repeat his trick. But then he saw an actual wolf sneaking up on the flock. The boy ran off as fast as he could to get help. As he ran, he shouted, “Wolf! Wolf!” The villagers thought he was trying to trick them again. And so they stayed in their houses.



SUPPORT—Briefly describe the concept of the food chain to students. Small animals, like rabbits and insects, eat plants. So do some larger animals, such as deer and sheep. Larger animals, called *predators*, eat the plant-eating animals, which are called *prey*. Wolves are predators. They eat other animals, like sheep, deer, and rabbits, for survival. Lions, tigers, sharks, and bears are also predators. When predators die, their bodies go back into the earth and enrich the soil that feeds the plants eaten by plant-eating animals.

Ask students the following question:

LITERAL—Why didn't the villagers go to the boy when they heard his cries?

- » The villagers did not go to the boy because they thought he was trying to trick them again.

Now ask students to look at the image on page 14 as you read aloud.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with the sheep. They went up the hill to see what happened. They found him crying with his head in his hands.

"There really was a wolf! The flock ran away! I cried, 'Wolf!' Why didn't you come?"

The villagers shook their heads.

"We'll help you look for the lost sheep tomorrow," one of them said. "But I think you've learned something today. Nobody believes a liar . . . even when he is telling the truth!"



14

SUPPORT—Check that students understand that the sheep ran away from the wolf and that the shepherd has to find all the sheep and gather them together so he can bring them all back for the night.

SUPPORT—Point out that the shepherd asks the villagers why they didn't come when he called. This shows that he doesn't understand that it was his fault because by lying to them, he taught them not to trust him.

SUPPORT—Explain that the villagers shake their heads because they are thinking that the shepherd is foolish.

Ask students the following questions:

LITERAL—What is the lesson of this fable?

- » The lesson of this fable is that nobody believes a liar, even when they are telling the truth.

INFERENTIAL—Why was the boy crying?

- » Answers may vary, but students might say that the boy was sad that the sheep ran away or that the villagers didn't come to help him when he said there was a wolf.

INFERENTIAL—What did the villager mean by “Nobody believes a liar . . . even when he is telling the truth”?

- » Answers may vary, but students might say that the villager meant that if you tell lies, people will learn not to trust you or rely on you.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why is it important to tell the truth?

- » Possible responses: It is important to tell the truth so that other people know that they can trust what you say. Telling the truth shows respect for other people in the community and the community's rules.

CHAPTER 4

Powerful People

Primary Focus Objectives


- ✓ Know what to do when a rule is unfair. (RI.1.2)
- ✓ Understand how Abigail Adams, Zitkala-Ša, and Dr. Martin Luther King Jr. demonstrated good citizenship. (RI.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rights*, *enslavement*, *culture*, *courage*, and *illegal*. (L.1.4, L.1.5)

Materials Needed

- individual student copies of *Lessons in Civics* Student Book

THE CORE LESSON

Introduce “Powerful People”

 Tell students that in this chapter, they will learn about some people who lived long ago. These people fought to make their community and their country better places to live.

Explain that because these people lived long ago, they lived in the past. Talking about the past helps us understand the present and make changes that affect the future. Provide an example for students, such as how people in your region prepare for severe weather events or natural disasters. Say, “We know how to prepare for those events because similar events happened in the past, and we talked about what people did to save and protect their community. We also know some things not to do—things that did not work well when they were tried before. Because we talked about the past, we learned, and we know more than we used to about how to keep ourselves safe.”

Tell students to listen carefully to the stories about the past in today’s Read Aloud and think about what we can learn from them.

Big Question

 Why do people sometimes want to change the rules?

Core Vocabulary

rights enslavement culture courage illegal

Chapter 4: “Powerful People”

Distribute copies of the Student Book. Ask students to turn to page 15 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Powerful People.”

CHAPTER
4

Powerful People

Rules are supposed to keep things fair. But sometimes, the rules are unfair. When that happens, good people speak up.



Abigail Adams is an example of someone who spoke up. Abigail was married to John Adams. He was the second president of the United States. At that time, women had fewer rights than men. Abigail said that the enslavement of people was wrong. And she argued that women should be able to get an education, just like men.

15

CORE VOCABULARY—Explain that **rights** are freedoms protected by law, such as owning property or being allowed to vote.

CORE VOCABULARY—Explain that **enslavement** is when one person forces another person to work for them without any payment. An enslaved person has no freedoms or rights.

SUPPORT—Tell students that Abigail Adams was alive a long time ago, in the 1700s and 1800s. Back then, girls did not go to school, and few women had jobs outside the home. Women were not allowed to own property or to vote. They were expected to run the household, raise children, and be obedient wives. Abigail Adams did all those things, but she also shared her opinions, which was very unusual for a woman during that time period.

Ask students the following questions:

LITERAL—Who was Abigail Adams?

- » Abigail Adams was married to John Adams, the second president of the United States.

LITERAL—What did Abigail Adams believe?

- » Abigail Adams believed enslavement was wrong and that women should be able to get an education, just like men.

Now ask students to look at the image on page 16 as you read aloud.

Another person who spoke up against unfair rules was Zitkala-Ša. Zitkala-Ša was Native American. She lived in the early 1900s. She saw that the U.S. government was not giving enough respect to Native American peoples or their cultures.



16

Note to Teacher: Zitkala-Ša is pronounced (/zit*kah*lah/sha/).

SUPPORT—Tell students that Zitkala-Ša was born a Native American of the Yankton Dakota Sioux culture.

CORE VOCABULARY—Explain that a **culture** is the shared beliefs and way of life of a group of people. Culture may include language, religion, food, clothing, and activities. Every community has its own culture. There are hundreds of different Native American cultures.

Ask students the following question:

LITERAL—What did Zitkala-Ša see?

- » Zitkala-Ša saw that the U.S. government was not giving enough respect to Native American peoples or their cultures.

Now ask students to look at the image on page 17 as you read aloud.

Zitkala-Ša wrote stories about protecting and saving Native American cultures. Then she created a group to fight for Native American rights. Her work improved the lives of Native Americans. She showed great courage.



17

CORE VOCABULARY—Explain that **courage** is the feeling that you can do something difficult or dangerous, even though you're afraid.

SUPPORT—Tell students that in the early 1900s, Native Americans had very few rights. At the time, the U.S. government tried to force Native Americans to give up their cultures. That meant speaking English instead of Native languages, celebrating national holidays that were not part of their cultures, and practicing Christianity instead of Native religions. Zitkala-Ša didn't like that. She didn't want her people's way of life to be lost.

Ask students the following questions:

LITERAL—What did Zitkala-Ša do to change her community?

- » Zitkala-Ša wrote stories about protecting and saving Native American cultures, and she created a group to fight for Native American rights.

LITERAL—What did Zitkala-Ša’s work do?

- » Zitkala-Ša’s work improved the lives of Native Americans.

Now ask students to look at the image on page 18 as you read aloud.



Another American person who showed courage was Dr. Martin Luther King Jr. When he was growing up, unfair laws said that Black Americans were not allowed to go to the same public places as white Americans. Black students had to attend separate schools.

Dr. King fought for equal rights for Black Americans. He and many other Americans worked to change the unfair laws.

Dr. King’s work helped get the laws changed. After that, it was illegal for the government to treat people unfairly because of their race. Today, people continue to work to make sure that all Americans are treated fairly.

18

SUPPORT—Explain that a public place is a place where anyone can go. Parks, libraries, and schools are usually public places.

SUPPORT—Direct students’ attention to the image on this page. Tell them that this photo was taken in 1963 in Washington, D.C., during the March on Washington. In the background is the Washington Monument. In the foreground is Dr. Martin Luther King Jr. More than 250,000 people gathered in Washington, D.C., to show their support for ending laws that were unfair to Black Americans.

CORE VOCABULARY—Explain that when something is **illegal**, it is against a law. Doing something illegal means breaking the law.

SUPPORT—Tell students that having equal rights means being treated the same. In the 1960s, laws said that Black Americans and white Americans could not be treated the same. Dr. King helped get those laws changed. Today, when Black Americans and white Americans are not treated the same, it is illegal.

Ask students the following questions:

LITERAL—What changes did Dr. Martin Luther King Jr. fight for?

- » Dr. Martin Luther King Jr. fought for equal rights for Black Americans and to make it illegal for the government to treat people unfairly because of their race.



EVALUATIVE—How have people made changes to their communities?

- » People like Abigail Adams have argued for women’s rights and the end of enslavement. People like Zitkala-Ša have written about what should be changed. They have also created groups to work to improve rights. People like Dr. Martin Luther King Jr. have organized people to challenge unfair laws.



EVALUATIVE—How have communities’ beliefs changed over time?

- » Answers may vary, but students might say that one way communities’ beliefs have changed over time is that today, more people believe that all people, regardless of their race, religion, or other characteristics, should be treated equally.



EVALUATIVE—How does learning about the past prepare you to act in the present?

- » Answers may vary, but students might say that learning about the past helps them understand what other people have done to help their communities. It shows them ways they can act to help their community today and in the future.



TALK IT OVER: Tell students that different people respond to change in different ways. Have students think about how they react to change in their lives. Then ask: How do we react to changes in our community? Have students think about the changes they learned about in the chapter. How do they think people at the time might have reacted to these changes?



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why do people sometimes want to change the rules?

- » People sometimes want to change the rules because the rules are unfair to certain people or groups.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

All Kinds of Communities

Primary Focus Objectives

- ✓ Understand that people belong to different communities at the same time. (RI.1.2)
- ✓ Understand that communities can influence people’s identities. (RI.1.2)
- ✓ Understand how to be part of a community that has many different kinds of people. (RI.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *identity, heritage, symbol, achievement, traditions, and immigrant*. (L.1.4, L.1.5)

Materials Needed

- individual student copies of *Lessons in Civics Student Book*
 - “Sesame Street: Traditions with Zahn McClarnon” video
 - Internet access
 - capability to display Internet in the classroom
- Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:
- www.coreknowledge.org/ckhg-online-resources

A SPECIAL NOTE: TALKING ABOUT IMMIGRATION

This chapter includes content about immigrants as a community and as part of our community. Nearly fourteen million new immigrants (documented and undocumented) settled in the United States from 2000 to 2010, making it the highest decade of immigration in U.S. history. Documented immigrants have received official permission from the United States government to take residence in the country. Undocumented immigrants have not received official permission. Talking about immigration to the United States in contemporary times may be a sensitive subject. Students may have heard television news reports, as well as family members’ conversations, reflecting different opinions. This topic is often challenging to teach to students in the elementary grades.

Furthermore, you may have students in your class who have recently immigrated to the United States with their families. These students may have had very different—sometimes traumatizing—immigration experiences. We strongly recommend that prior to teaching this chapter, you communicate with the family members or guardians of any students who have immigrated to this country so that you are aware of any circumstances that you should take into consideration as you teach this chapter. Students may respond differently to the content presented in this chapter based on these experiences.

We strongly encourage you to consult the following additional resources in advance of and during your teaching of this chapter.

- Learning for Justice’s “Ten Myths About Immigration”
- Learning for Justice’s *Immigrant and Refugee Children: A Guide for Educators and Support Staff*
- Embrace Race’s “Reading Aloud with Kids to Spark Conversations About Difference”

Use this link to download the CKHG Online Resources for this unit, where the specific links to all of these resources can be found:

www.coreknowledge.org/ckhg-online-resources

THE CORE LESSON

Introduce “All Kinds of Communities”

Remind students that a community is a group of people who have something in common, such as where they live, what they believe, or what they are interested in. Also remind students that most people belong to more than one community. Provide an example from your own life, and explain how you are a member of your family, your school community, and various other communities.

Tell students that in this chapter, they will learn about some of the different types of communities that exist in the United States.

Big Question



How do people become a community?

Core Vocabulary

identity heritage symbol achievement traditions immigrant


Chapter 5: “All Kinds of Communities”

Distribute copies of the Student Book. Ask students to turn to page 19 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “All Kinds of Communities.”

CHAPTER
5

All Kinds of Communities

As you have learned, a community is a group of people who share something. Communities often influence a person’s identity. Identity means how someone understands themselves. For example, a person might identify with being from Texas. They might have Greek heritage. They might be a baseball fan, practice gymnastics, or play soccer. They might play a musical instrument.



19

CORE VOCABULARY—Explain that a person’s **identity** is who they are and how they understand themselves. A person’s identity may include the communities they are part of and the beliefs that are important to them.

CORE VOCABULARY—Explain that **heritage** is something that is inherited, or passed down, by one person or group to another person or group. Many people are strongly influenced by their cultural heritage—the cultures that their elders have been part of. Remind students about Zitkala-Ša, who they learned about in Chapter 4. Explain that Zitkala-Ša had Native American heritage.

Ask students the following questions:

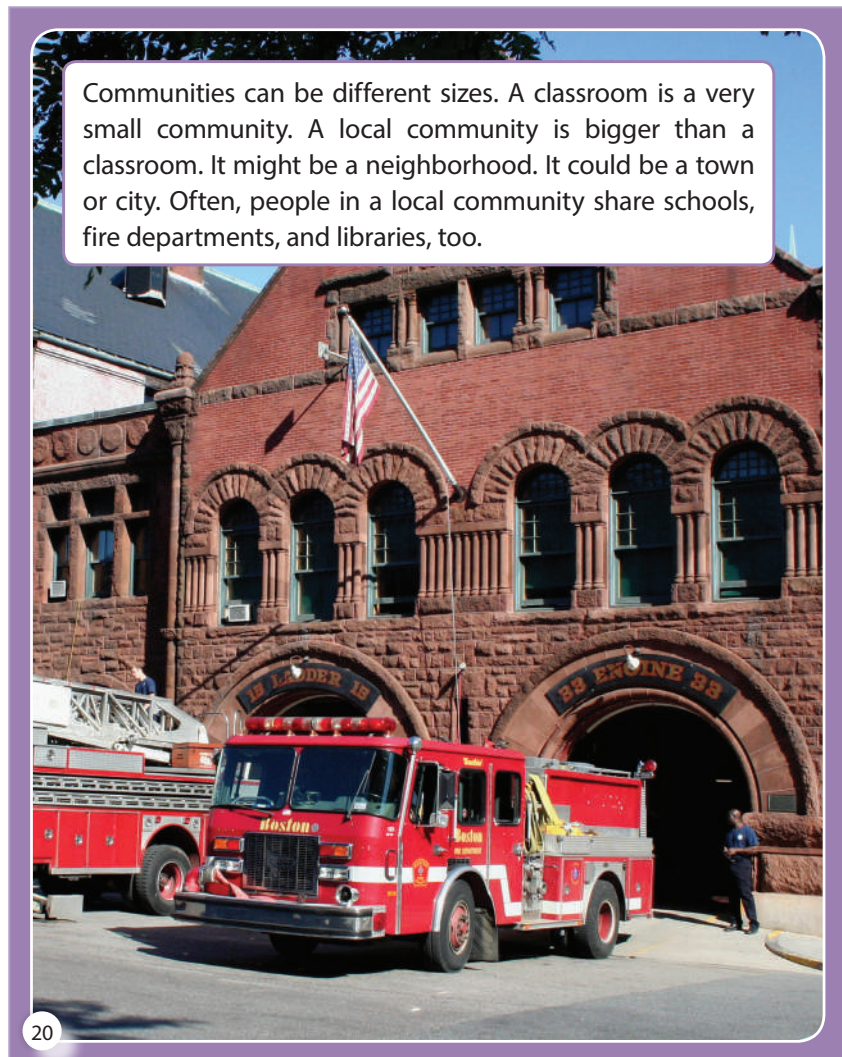
LITERAL—What is an identity?

- » An identity is how someone understands themselves.

EVALUATIVE—What are some parts of your identity?

- » Answers may vary, but students might say they identify as an athlete, as an American, as a musician, as a member of a family, or as a classmate.

Now ask students to look at the image on page 20 as you read aloud.



SUPPORT—Tell students that places and services that are local are nearby, in your immediate area. The word *local* indicates that something serves a small community. For example, a local newspaper reports on news events in a small area. A national newspaper is more likely to report on news events that affect the whole country. But there is no specific distance that makes something local.

Ask students the following questions:

LITERAL—What do people in local communities often share?

- » People in a local community often share schools, fire departments, and libraries.

EVALUATIVE—Which is smaller, a classroom community or a city community?

- » A classroom community is smaller than a city community.

Now ask students to look at the image on page 21 as you read aloud.

States are larger communities. People in a certain state might speak in the same way. Some states are known for certain foods or dishes that people living in those states like to eat.

States are often part of larger communities. These communities are called regions. For example, New England is one U.S. region. It is known for its cold winters. It also has bright fall colors and maple syrup. There are six states in New England.




21

SUPPORT—After reading the first paragraph on the page, note any foods or dishes that are popular or famous in your state.

Ask students the following questions:

LITERAL—In what ways might people who live in the same state be a community?

- » People who live in the same state might speak in the same ways and like to eat certain foods or dishes.

 **EVALUATIVE**—How are you part of a community?

- » Answers may vary, but students should say they are part of a community because they are members of a state and a region.

Now ask students to look at the image on page 22 as you read aloud.

Countries are communities as well. A country's symbols help bring people from different communities together. The shared history of a country is important, too. The people of a country share and celebrate their country's achievements. They can also feel sadness about bad times in the country's history.



22

CORE VOCABULARY—Explain that a **symbol** is a design or object that stands for something else. Some symbols represent ideas. For example, a red octagon is a symbol that tells drivers they need to stop their car.

SUPPORT—Help students understand the concept of a symbol by providing more examples, such as familiar road signs, parking signs, arrows to show directions, or a green light to say you can go. Point out the American flags in the image on the page. Explain that the American flag is a symbol


of the United States. Then ask students to name other symbols of the United States. (*Students may name Mount Rushmore, the Statue of Liberty, or the White House.*)

CORE VOCABULARY—Explain that an **achievement** is something that has been done, or accomplished, through effort. Achievements can be big, like learning how to read. They can also be small, like trying a new food that you’re not sure you’ll like.

Ask students the following questions:

LITERAL—What do a country’s symbols do?

- » A country’s symbols help bring together people from different communities.

 **TURN AND TALK**—What are the benefits and costs of being part of local, state, and national communities?

- » Answers may vary, but students may say that one benefit and cost of being part of local, state, and national communities is that we can share both pride and sadness about our communities’ different histories.

Now ask students to look at the image on page 23 as you read aloud.

In the United States, different communities have different histories. For example, Native American communities lived in this country long before it was called the United States. Native Americans have special traditions and experiences.



CORE VOCABULARY—Explain to students that **traditions** are actions or ways of behaving that people do over and over and pass on to their children and grandchildren. Traditions are often important on special occasions, such as holidays, weddings, and religious ceremonies.

SUPPORT—Help students understand the concept of tradition by showing them the video “Sesame Street: Traditions with Zahn McClarnon” (02:24).

SUPPORT—Direct students’ attention to the image on the page. Ask volunteers to share what they notice about the clothing, hairstyles, and accessories worn by the people in the image. Help students make the connection between these items and the way the people wearing them express their heritage and cultural traditions.

Ask students the following questions:

LITERAL—What is special about the history of Native American communities?

- » Native American communities lived in this country long before it was called the United States.

EVALUATIVE—Do you have any traditions in your family? What are they?

- » Answers may vary, but students may say that they celebrate Thanksgiving every year or that they say “I love you” every time someone leaves the house.

Now ask students to look at the image on page 24 as you read aloud.

Immigrants are people who moved here from other countries. Immigrants bring their cultures and traditions to the United States.

Communities are filled with people from different places and backgrounds. Understanding differences makes communities stronger. Learning how other people see the world also helps create better rules. Following these rules makes everyone a better member of the community.



24

CORE VOCABULARY—Explain that an **immigrant** is someone who moves from one country to another country to live.

SUPPORT—Tell students that the United States is special because it is a nation of immigrants. Before it was the United States, Native Americans lived on this land. In the 1600s, people from Europe began living here. They built small neighborhoods that grew into towns and cities. They brought their traditions and cultures with them. Over many years, people from all over the world continued to settle in the United States. Many immigrants continue the culture and traditions of their homeland. This makes the United States a place of many cultures.

Ask students the following questions:

LITERAL—How can understanding differences help communities?

- » Understanding differences can help make communities stronger and help us create better rules.



INFERENTIAL—How do people make sense of other cultures in the world? How do we understand different people in the world?

- » Answers will vary, but students may say that we make sense of other cultures and understand other people by being in communities with them. Because we are part of many communities of different kinds and sizes, we share our communities with people who are similar to and different from us in a variety of ways. We can use our similarities to help us understand our differences.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How do people become a community?

- » People become a community when they value things they have in common, such as shared interests, heritage, or symbols, and when they respect differences. A community grows stronger when people value one another's cultures and traditions and celebrate their community's achievements.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

CHAPTER 6

What Can You Do for Your Community?

Primary Focus Objectives

- ✓ Understand how people in a community can help each other. (RI.1.2)
- ✓ Identify ways that you can help your community. (RI.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *activism*. (L.1.4, L.1.5)

Materials Needed

- individual student copies of *Lessons in Civics Student Book*

THE CORE LESSON

Introduce “What Can You Do for Your Community?”

Remind students about the rules of good citizenship that they learned in Chapter 2: share and take turns, play fair and be respectful, respect others, tell the truth, and disagree respectfully.

Explain that another part of being a good citizen is helping others. In this chapter, students will learn different ways of helping their community.

Big Question

What does it mean to be part of a group?

Core Vocabulary

activism

Chapter 6: “What Can You Do for Your Community?”

Distribute copies of the Student Book. Ask students to turn to page 25 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “What Can You Do for Your Community?”

CHAPTER 6

What Can You Do for Your Community?

People in a community help each other. For example, neighbors might help one another by sharing. Here is an example. One neighbor has a snow blower. The others don't. The neighbor with the snow blower can help the others. They can clear the snow from the others' driveways and sidewalks. Or they can loan their snow blower to their neighbors. Neighbors can also help others who are sick. They can get them groceries or make food.



25

SUPPORT—If you live in a region where snow is uncommon, describe how snow blowers can be used as an alternative to shoveling snow. You may also wish to provide other examples of neighbors helping neighbors, such as lending tools, helping mend a fence, or caring for plants.

Ask students the following questions:

LITERAL—How can people in a community help one another?

- » People in a community can help one another by sharing.

 **EVALUATIVE**—How have people made our community better?

- » Answers may vary, but students may say that people have made their community better by sharing work, sharing equipment and tools, and helping neighbors in need.

Now ask students to look at the image on page 26 as you read aloud.

You can help your community by looking at what the people in it need. Maybe you have an older neighbor who has trouble getting around. Or maybe your local park has a lot of litter that needs to be picked up. You can show leadership and responsibility by taking action.




SUPPORT—Tell students that not all leaders simply tell other people what to do. Some leaders lead by example, in terms of their actions: they do what they think is right and important, and they become leaders because others follow the good work they do or examples they set.

Ask students the following questions:

LITERAL—How can members of a community show leadership and responsibility?

- » Members of a community can show leadership and responsibility by taking action.

 **EVALUATIVE**—How have you helped your class or family?

- » Answers may vary, but students may say they have helped their class by listening quietly when other people are talking and by helping clean up messes, or that they help their families by doing chores and being ready to go to appointments on time.

Now ask students to look at the image on page 27 as you read aloud.

Taking action to improve your community is called activism. You can also use your voice to speak up for changes in your community. You might speak up for yourself if you feel something is not fair. You can also speak up for others. Imagine you notice one student being left out of games at recess. How can you speak up for that student?



27

CORE VOCABULARY—Explain that **activism** is taking action to improve or change one’s community. Being an activist means speaking up when you see something that is unfair or disrespectful.

SUPPORT—Tell students that they have already learned about three activists. Abigail Adams was an activist for women’s rights and the rights of enslaved people. Zitkala-Ša was an activist for Native American rights. Dr. Martin Luther King Jr. was an activist for equal rights. All of them spoke up and took action to make changes in their communities.

Ask students the following questions:

LITERAL—What is activism?

- » Activism is taking action to improve your community.



EVALUATIVE—When should we speak up about something? How should we do that?

- » Answers may vary, but students might say that we should speak up about something when we see something unfair—for example, when someone is ignored or excluded from a game or a conversation. We can speak up by pointing out the situation to others and explaining why it isn't fair. We can help other people understand our point of view.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What does it mean to be part of a group?

- » Being part of a group means sharing interests and goals, working together, looking out for one another, keeping each other company, and taking action if someone needs help. Sometimes that means being an activist and pushing for improvements or speaking up to correct situations that are unfair.

CHAPTER 7

What Are Laws?

Primary Focus Objectives

- ✓ Know that laws are rules. (L.1.4)
- ✓ Understand that in the United States, people elect leaders to make laws. (RI.1.2)
- ✓ Understand ways that countries work together. (RI.1.2)
- ✓ Understand what happens when someone breaks a law. (RI.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *represent*, *representative democracy*, *direct democracy*, and *arrest*. (L.1.4, L.1.5)

Materials Needed

- individual student copies of *Lessons in Civics* Student Book

THE CORE LESSON

Introduce “What Are Laws?”

Remind students that rules tell people what to do and what not to do. They also tell people how to do things. Rules keep people safe and keep things fair. When rules are not fair, we should speak up and change them.

Tell students that in this chapter, they will be learning about special rules called *laws*.

Big Question

Why do we have laws?

Core Vocabulary

represent **representative democracy** **direct democracy** **arrest**

Chapter 7: “What Are Laws?”

Distribute copies of the Student Book. Ask students to turn to page 28 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “What Are Laws?”

CHAPTER 7

What Are Laws?

Laws are rules that an entire community follows. Governments make laws for cities, states, and countries. An example of a state law is one that tells people who can vote and how. An example of a national law in the United States is one that protects people from unsafe medicines.

Who is in charge of making laws? In the United States, we elect, or vote for, leaders who make the laws.



28

SUPPORT—Remind students that cities, states, and countries are types of communities that have governments. Each of these communities has laws. But they are not independent. Cities must follow or obey state laws, and states must follow or obey national laws. National laws tell states what laws they may and may not make, and state laws tell cities what laws they may and may not make.

SUPPORT—Tell students that there are rules for voting. In the United States, the first rule is that only people who were born in the United States or a U.S. territory or who have become U.S. citizens are allowed to vote. The second rule is that you must be at least eighteen years old. The third rule is that you must register, or sign up, to vote.

Ask students the following questions:

LITERAL—What are laws?

- » Laws are rules that an entire community follows.

LITERAL—What do governments do?

- » Governments make laws for cities, states, and countries.

Now ask students to look at the image on page 29 as you read aloud.

We decide on which leaders we want to vote for based on what they say about important things. The leaders we vote for represent us. This is called representative democracy. It is our leaders' job to make things happen and to do the things that people voted for.

The United States government works like this. State and local governments do, too.



29

CORE VOCABULARY—Explain that to **represent** someone is to act in that person's place. For example, have students imagine that their friend wins first prize in a writing contest. The friend is sick on the day of the awards ceremony. They ask the student to attend in their place. The student goes to the ceremony, represents their friend, apologizes that their friend cannot be there, and thanks the organizers of the contest on their friend's behalf.



SUPPORT—Tell students that when people vote, they vote for leaders who they think will make their community a better place to live. Explain that a *candidate* is a person who wants to be elected to be in the government. Voters learn about candidates in several ways. Some candidates hold

open meetings where community members can ask them what they believe. Candidates also purchase advertisements on television, on the radio, and online, and they send advertisements by mail. Their advertisements tell people why they should vote for the candidate. Voters have to decide which candidates to believe and which they think will best serve the community.

CORE VOCABULARY—Explain that a **representative democracy** exists when a large group of people chooses a small group of leaders to make laws for the whole community. The people in the government are leaders who represent the larger group.

SUPPORT—Explain that the image on the page shows the U.S. Congress. Congress makes laws for the United States. Its members are elected by U.S. citizens.

Ask students the following questions:

LITERAL—How can we decide who to vote for?

- » We can choose our leaders based on what they say about important things.

LITERAL—What type of government does the United States have?

- » The United States has a representative democracy.

Now ask students to look at the image on page 30 as you read aloud.

Direct democracy is when everyone’s vote decides what will happen right away. For example, sports teams often vote for captains. The winner of the team’s vote will be the captain. Another example is when your class votes on what game to play during a break.



30

CORE VOCABULARY—Explain that in a **direct democracy**, each person in the community votes on an issue. When every member of your family gets a vote about what is for dinner, you are participating in a direct democracy.

SUPPORT—Explain two advantages of representative democracy over direct democracy. One involves numbers. There are more than 250 million Americans of voting age. A group this size cannot meet to discuss what laws would be best. The other advantage involves time. Most people do not have time to become experts on all issues. Instead, we elect representatives. We expect them to learn about the issues.

Ask students the following questions:

LITERAL—What is a direct democracy?

- » A direct democracy is a type of government where everyone’s vote decides what will happen.

EVALUATIVE—When have you been part of a direct democracy?

- » Answers may vary, but students may say that they were part of a direct democracy when they voted on what game to play at recess.

Now ask students to look at the images on page 31 as you read aloud.

Sometimes, countries have to work together to make laws. These laws could be about trading goods or ideas. Or they might deal with protecting the environment or people who are suffering in the world.



31

SUPPORT—Tell students that the image on this page is of the European Parliament, which makes laws for the European Union. The European Union is a group of countries in Europe that have decided to work together closely to solve problems and improve their people’s lives. Sometimes, the United States works with the European Union to improve trade, public health, environmental protection, and international security.

Ask students the following question:

 **INFERENTIAL**—How and why has the United States interacted with other nations and regions of the world?

- » Answers may vary, but students should recognize that the United States interacts with other nations and regions to make laws about trading goods and ideas or protecting people and the environment.

Now ask students to look at the image on page 32 as you read aloud.

Part of being a good member of a community is following the laws. Communities have several ways of making sure people follow the laws. Police officers are one way to make sure people follow the laws. They write tickets. They also arrest people who may have committed a crime. Judges decide what to do when people don't follow the laws.



32

CORE VOCABULARY—Explain that an **arrest** is when a police officer takes a person to a police station because there is strong evidence that the person committed a crime. People who are arrested may be held in jail for a short period of time before they are brought in front of a judge.

SUPPORT—Tell students that laws are rules with penalties, or consequences, for breaking them. A person who is convicted of a crime may have to pay a fine or serve a jail term. Explain that a ticket is a notice of a fine. A person who receives a ticket can pay the fine or challenge it. If they challenge the ticket, there will be a trial. At the trial, a judge will decide whether the person must pay the fine.

Ask students the following questions:

LITERAL—What is one way to make sure people follow the law?

- » Police officers are one way to make sure people follow the law.

LITERAL—What are some consequences of breaking the law?

- » People who break the law might get a ticket, or they might be arrested.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why do we have laws?

- » We have laws to protect people and our communities.

CHAPTER 8

What Does It Mean to Be American?

Primary Focus Objectives

- ✓ Understand the purpose of the Declaration of Independence and U.S. Constitution. **(RI.1.2)**
- ✓ Name important U.S. national holidays. **(RI.1.1)**
- ✓ Identify important U.S. places, such as the White House and U.S. Capitol. **(RI.1.1)**
- ✓ Identify symbols of the United States. **(RI.1.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *document*, *independent*, *citizen*, *amend*, and *lawmakers*. **(L.1.4, L.1.5)**

Materials Needed

- individual student copies of *Lessons in Civics* Student Book
 - National Geographic image of a bald eagle
 - Internet access
 - capability to display Internet in the classroom
- Use this link to download the CKHG Online Resources for this unit, where the specific link to the image may be found:

www.coreknowledge.org/ckhg-online-resources

THE CORE LESSON

Introduce “What Does It Mean to Be American?”

Remind students that communities have their own identities. Countries are very large communities. Each country has its own identity. The United States is a country with its own identity. Tell students that in this chapter, they will learn about some of the things that shape the United States’ identity.

Big Question

How do Americans describe who they are?

Core Vocabulary

document independent citizen amend lawmakers

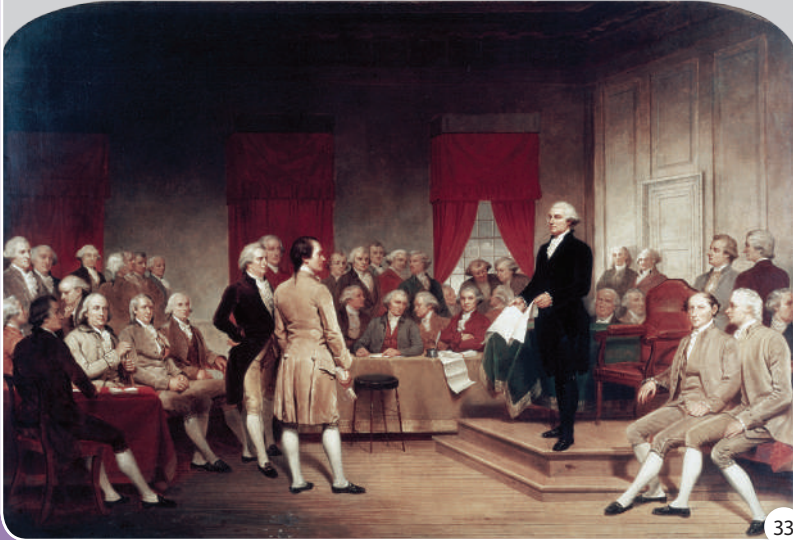
Chapter 8: “What Does It Mean to Be American?”

Distribute copies of the Student Book. Ask students to turn to page 33 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “What Does It Mean to Be American?”

CHAPTER
8

What Does It Mean to Be American?

The people who created the United States of America wrote several important documents. These documents explain what it means to be an American. They explain rules that people must follow. They also explain what makes a good government.



33

CORE VOCABULARY—Explain that a **document** is a written or printed paper that provides information.

SUPPORT—Tell students that the full name of our country is the United States of America. Sometimes that name is shortened to the United States or the U.S. Some people simply call it America. People who are citizens of the United States are called Americans.

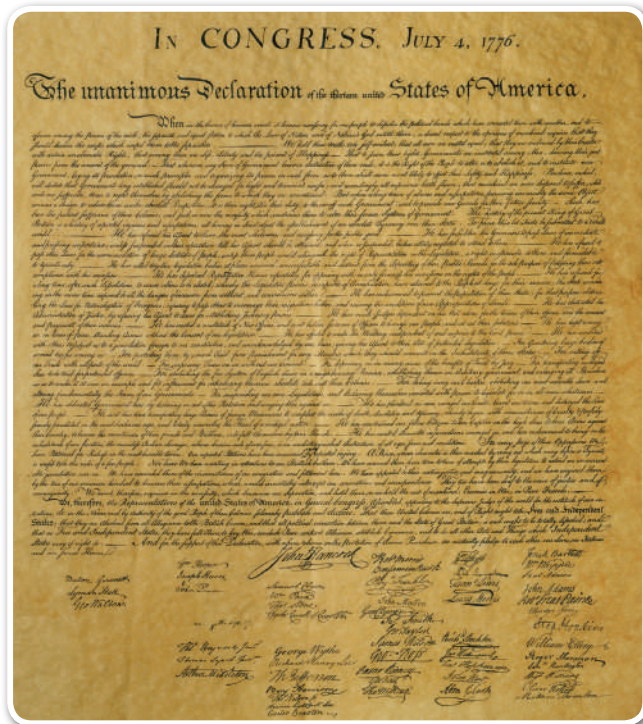
Ask students the following question:

LITERAL—What three things do the documents written by the creators of the United States do?

- » The documents explain what it means to be an American, what rules people must follow, and what makes a good government.

Now ask students to look at the image on page 34 as you read aloud.

One of these documents is the Declaration of Independence. The Declaration of Independence said that Americans would no longer be ruled by Britain. Instead, the thirteen British colonies would become free and independent. The Declaration of Independence also stated that all people are equal and that people have rights.



34

SUPPORT—Help students understand Americans’ relationship with Britain prior to 1776. Explain that before the Declaration of Independence, the colonies were part of Britain. The American colonists paid taxes to Britain but were not allowed to make their own laws or take part in the British government.

CORE VOCABULARY—Explain that someone who is **independent** is free from the control of others. They make their own choices and take care of themselves.

Note to Teacher: Students in Core Knowledge schools who have completed the Grade 1 history units may recall learning about the Declaration of Independence in the unit *From Colonies to Independence*.

Ask students the following questions:

LITERAL—What did the Declaration of Independence do?

- » The Declaration of Independence said that Americans would no longer be ruled by Britain.

LITERAL—What other ideas are in the Declaration of Independence?

- » The Declaration of Independence also says that all people are equal and that people have rights.

Now ask students to look at the image on page 35 as you read aloud.

Another important document is the United States Constitution. This document describes how the U.S. government works. It says what the government can and cannot do. It says that American citizens choose their leaders by voting. These leaders must follow the rules of the Constitution, too. The Constitution protects people's rights. The Constitution can also be amended, or changed. Amendments to the Constitution over time have made it a fairer document.



SUPPORT—Explain that American leaders held a series of meetings to decide how they wanted to govern themselves. They debated many ideas. As they decided on the rules for their new government, they wrote them down. The Constitution is a record of their decisions. Today, when lawmakers, lawyers, judges, and others want to know what the government may and may not do, they consult the Constitution.

CORE VOCABULARY—Explain that a **citizen** is a person who belongs to a country and has protections under that country's laws.

CORE VOCABULARY—Explain that when you **amend** a law or document, you are changing or adding to it.

SUPPORT—Tell students that the First Amendment to the Constitution guarantees freedom of speech. This does not mean that people can say whatever they want whenever they want without consequence. It means that the government cannot prevent people from saying or writing something because the government disagrees with it.

Ask students the following questions:

LITERAL—What does the United States Constitution do?

- » The United States Constitution describes how the U.S. government works and what the government can and cannot do.



TURN AND TALK—Why is it important that people are able to say what they think, even if others might not like what is said?

- » Answers may vary, but students may say that telling the truth is an important part of being a good community member and that we cannot change the unfair things in our communities if we don't talk about them honestly.

Now ask students to look at the image on page 36 as you read aloud.



SUPPORT—Remind students that they read about Dr. Martin Luther King Jr. in Chapter 4. Tell them that we celebrate Dr. King every January, the month of Dr. King's birthday, to honor his work toward equal rights.

SUPPORT—Briefly explain Memorial Day, Juneteenth, Labor Day, and Thanksgiving to students. Memorial Day, the last Monday in May, is when Americans honor veterans who lost their lives while

servicing the country. Juneteenth, now recognized annually on June 19, is the celebration of the end of enslavement in the United States. Labor Day, the first Monday in September, was created as a way to honor American workers. Thanksgiving was first officially celebrated during the Civil War as President Abraham Lincoln attempted to bring the country together with a day of giving thanks.

Ask students the following questions:

LITERAL—Why do Americans celebrate Independence Day on July 4?

- » Americans celebrate Independence Day on July 4 because that is the day the Declaration of Independence was approved.

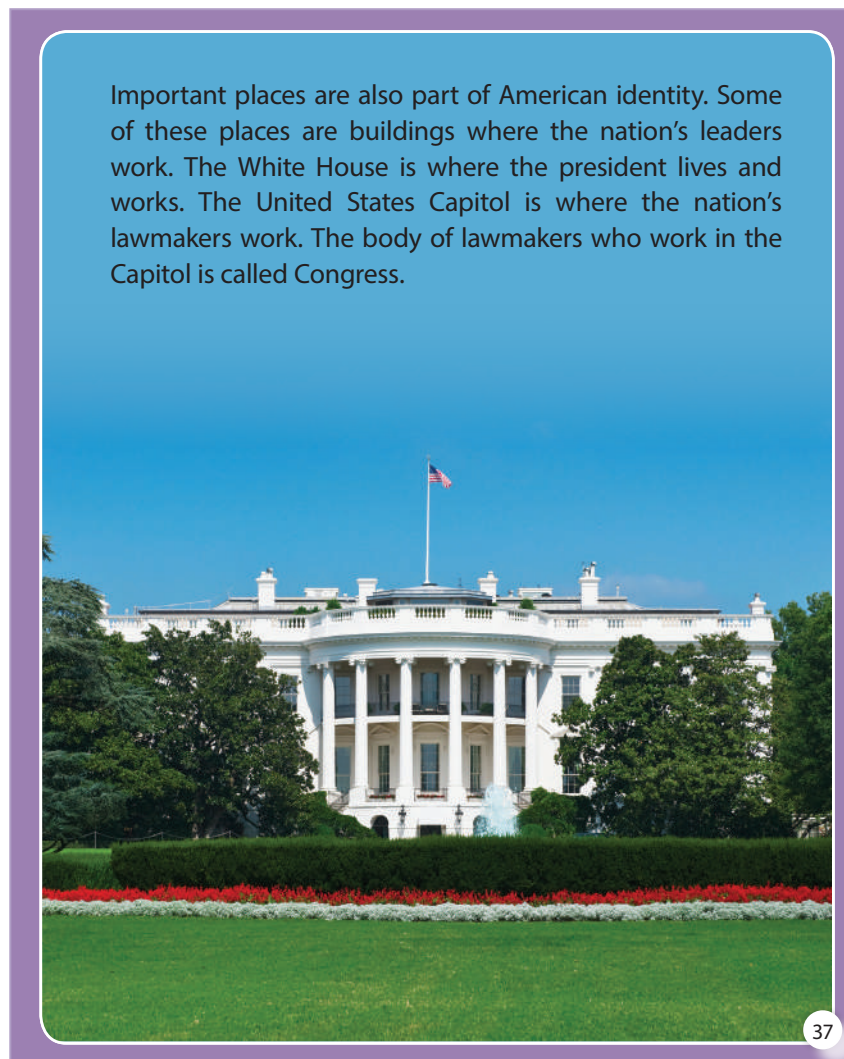
LITERAL—What other national holidays do many Americans celebrate?

- » Many Americans also celebrate Memorial Day, Juneteenth, Labor Day, and Thanksgiving.

INFERENTIAL—Why do you think people help in their communities on Dr. Martin Luther King Jr. Day?

- » Answers may vary, but students might say that Dr. King helped his and other communities. Now people want to honor him by following his example.

Now ask students to look at the image on page 37 as you read aloud.



SUPPORT—Remind students that they learned about identity in Chapter 5. A person’s identity is who they are and how they understand themselves. A person’s identity may include the communities they are part of and the beliefs that are important to them. Countries also have identities. A country’s identity is how it understands itself and the communities and beliefs that are part of its culture.

SUPPORT—Explain that the building in the image is the White House, where the president lives and works.

CORE VOCABULARY—Explain that **lawmakers** are people who make laws. They are elected to their positions by the American people.

SUPPORT—Briefly describe the three branches of government. Tell students that Congress makes the laws and decides what to spend money on, the president carries out the laws and spends the money as instructed by Congress, and the courts make sure that Congress and the president are following the laws correctly.

SUPPORT—Remind students that they saw Congress in the image on page 29 in Chapter 7.

Ask students the following questions:

LITERAL—Which buildings are part of America’s identity?

- » The United States Capitol and the White House are part of the American identity.

LITERAL—Who works in the U.S. Capitol?

- » Congress, or the nation’s lawmakers, works in the U.S. Capitol.

Now ask students to look at the image on page 38 as you read aloud.

Every country also has its own symbols. A symbol is a thing that represents an idea. One important American symbol is the flag. Another important symbol is the bald eagle. These symbols represent strength and freedom.



SUPPORT—Remind students that they learned about symbols in Chapter 5. A symbol is an object that represents something else.

SUPPORT—Provide students with additional information about the American flag. Tell them that the flag’s thirteen stripes represent the original thirteen colonies, and its fifty stars represent the current fifty states.

SUPPORT—Show students the National Geographic picture of a bald eagle. Point out the bird’s white head. Explain that the white head is special to bald eagles. No other eagle has it. Eagles of all kinds have been symbols of strong governments as far back as ancient Rome. The bald eagle is native only to North America.

Ask students the following questions:

LITERAL—What is a symbol?

- » A symbol is a thing that represents an idea.

LITERAL—What do the American flag and bald eagle represent to Americans?

- » The American flag and bald eagle represent strength and freedom.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How do Americans describe who they are?

- » Being American means valuing freedom, independence, and community. It means working with neighbors to improve life in the community and being willing to listen to people who have different opinions. It means understanding the past so we can have a better future. Documents such as the Declaration of Independence and U.S. Constitution, national holidays such as Independence Day, and symbols such as the U.S. flag help Americans describe who they are.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

Culminating Activity: *Lessons in Civics*

- Classroom Mural 70

Unit Assessment: *Lessons in Civics*

- Unit Assessment Questions: *Lessons in Civics* 71
- Unit Assessment Student Answer Sheet: *Lessons in Civics* 73

Performance Task: *Lessons in Civics*

- Performance Task Activity: *Lessons in Civics* 77
- Performance Task Scoring Rubric 78

Activity Page

- Letter to Family (AP 1.1) 79


Answer Key: *Lessons in Civics* Unit Assessment 80

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so you can see who else may be using Core Knowledge near you!

Culminating Activity: *Lessons in Civics*

Classroom Mural

Materials Needed: sufficient copies of *Lessons in Civics* coloring book pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler

 **Background for Teachers:** Print out coloring pages about community and good citizenship. Use this link to download the CKHG Online Resources for this unit, where the links to suggested pages may be found:

www.coreknowledge.org/ckhg-online-resources

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents.

Unit Assessment: *Lessons in Civics*

Make sufficient copies of the Student Answer Sheet for each student; see pages 73–76 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which one of these is a community?
 - a) a person sitting alone in a living room
 - b) a place in nature with no people
 - c) a classroom with people

2. What is one way to show respect in the classroom?
 - a) raise your hand
 - b) jump up and down
 - c) scream loudly

3. How did the villagers feel when they found out the boy who cried wolf had lied?
 - a) confused
 - b) happy
 - c) upset

4. Who helped lead the fight for equal rights for Black Americans?
 - a) Abigail Adams
 - b) Dr. Martin Luther King Jr.
 - c) Zitkala-Ša

5. Which person wanted to protect Native American cultures?
 - a) Abigail Adams
 - b) Dr. Martin Luther King Jr.
 - c) Zitkala-Ša

6. A person's or individual's identity is how they see _____.
 - a) others
 - b) themselves
 - c) the world

7. Understanding the differences between people makes communities _____.
 - a) bigger
 - b) weaker
 - c) stronger

- 8.** People can _____ if something is unfair.
- a)** wait for help
 - b)** work together
 - c)** get angry
- 9.** Good community members _____.
- a)** follow the law
 - b)** break the law
 - c)** make the law
- 10.** The president of the United States lives in the _____.
- a)** United States Capitol
 - b)** Washington Monument
 - c)** White House

Name _____

Date _____

Unit Assessment Student Answer Sheet: Lessons in Civics

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Unit Assessment Student Answer Sheet: Lessons in Civics

4.



a.



b.



c.

5.



a.



b.

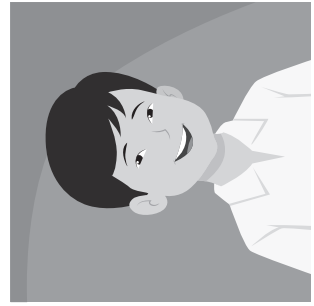


c.

6.



a.



b.



c.

Name _____

Date _____

Unit Assessment Student Answer Sheet: Lessons in Civics

7.

a.



b.



c.

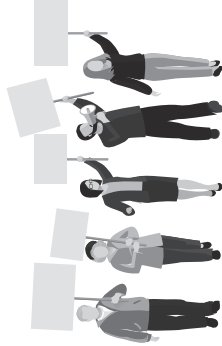


8.

a.



b.



c.

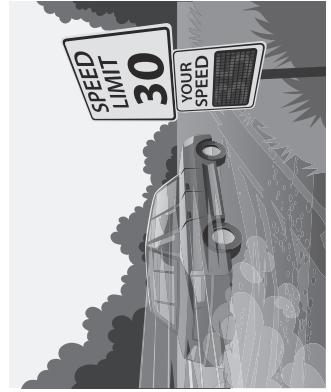


9.

a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: Lessons in Civics

10.

a.



b.



c.



Performance Task: *Lessons in Civics*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted fine-point colored markers, individual student copies of the *Lessons in Civics* Student Book

Teacher Directions: In this unit, students learned about community. A community is a group of people who are joined by an interest, location, heritage, ethnicity, religion, or other commonality. Students learned that communities can be small, like a family, or big, like an entire nation. They also learned that communities rely on rules and laws to ensure safety and fairness. Good community members are respectful, share, help one another, and take action to improve their community.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are teaching their friends and family about community and what it means to be a member of a community. They will share important ideas and examples with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about communities and being a member of a community. Students should identify in their postcards the most important aspects of community that they have learned about and what makes them exciting and important ideas to think about.

Have students draw images of community on one side of each card and dictate a brief message about community or community membership for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. You should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about community." It is not necessary for you to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and focused on essential features of community. Student demonstrates strong understanding of community and community membership, clearly identifying in drawing and/or dictation four of the following facts about communities:</p> <ul style="list-style-type: none">• People in communities share something in common.• Communities need rules to keep things safe and fair.• It is important to always tell the truth.• You should speak up when rules are unfair.• All communities have different traditions and customs.• Community members should help one another.• Elected leaders make laws for our communities.• Symbols, holidays, and documents form our shared American identity.
Average	<p>Response is accurate and identifies some features of community. Student demonstrates good understanding of community and community membership, noting three of the details listed above.</p>
Adequate	<p>Response has some inaccuracies and includes unimportant or irrelevant ideas. Student demonstrates a very basic understanding of community and community membership, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one or none of the details listed above.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

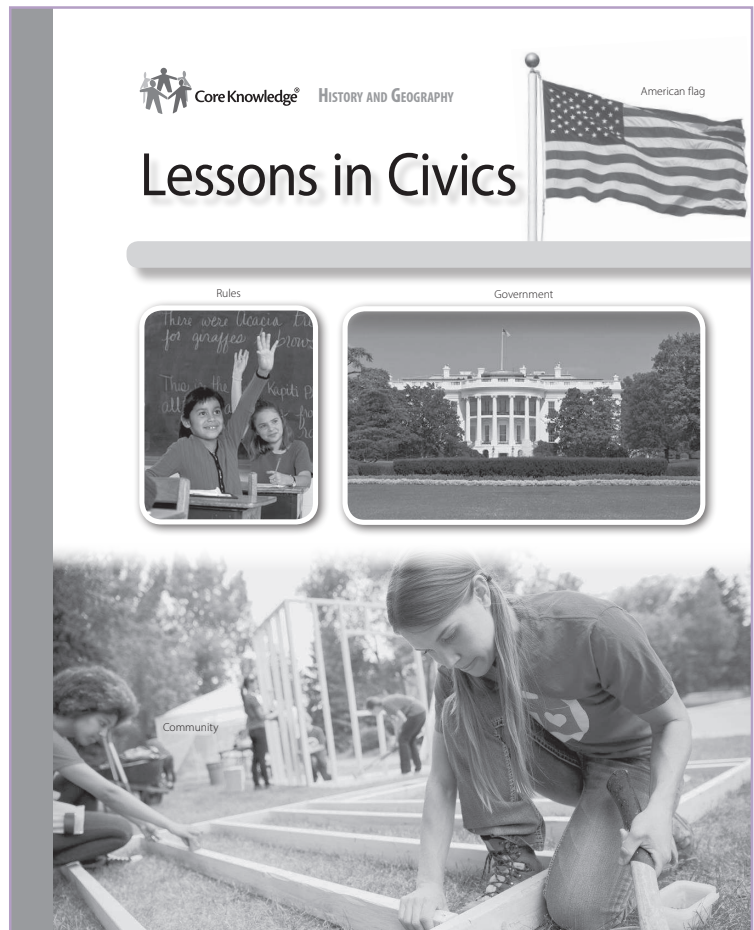
During the next few weeks, as part of our study of the Core Knowledge History and Geography (CKHG) program, your child will be learning about fundamental civics concepts such as community and good citizenship. They will learn that a community is a group of people who have something in common, such as a location, a belief, a heritage, or an interest. They will learn that communities come in a variety of sizes. They will learn about why we have rules and laws. They will also learn how regular people can help improve their communities.

In this unit, students will learn about symbols and events that tie Americans together and will think about their own identities as Americans. They will explore the concept of storytelling to learn about the past in order to understand the present and prepare for the future. They will also be introduced to the fable “The Boy Who Cried Wolf” to highlight the importance of truth and trustworthiness within a community.

As part of their exploration, students will also learn a little bit about the diversity of the American population and the history of civil rights and equal rights in the United States. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Answer Key: *Lessons in Civics*

Unit Assessment (pages 71–72)

1. c 2. a 3. c 4. b 5. c 6. b 7. c 8. b 9. a 10. c



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Core Knowledge **HISTORY AND GEOGRAPHY™**

Editorial Directors

Rosie McCormick

Ilene Goldman

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Subject Matter Expert

Dr. Kristen L. McCleary, Associate Professor of History, James Madison University

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801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org

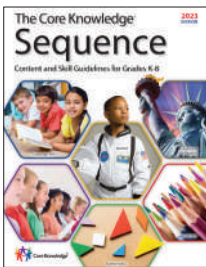
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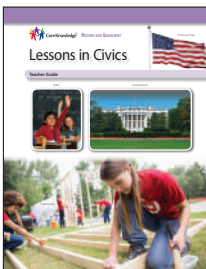
Lessons in Civics

Core Knowledge History and Geography 1



What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 1 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

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