



GRADE 1 LOUISIANA SOCIAL STUDIES

Being a Citizen of Louisiana and the United States

Voting



Teacher Guide

Working together



Rules

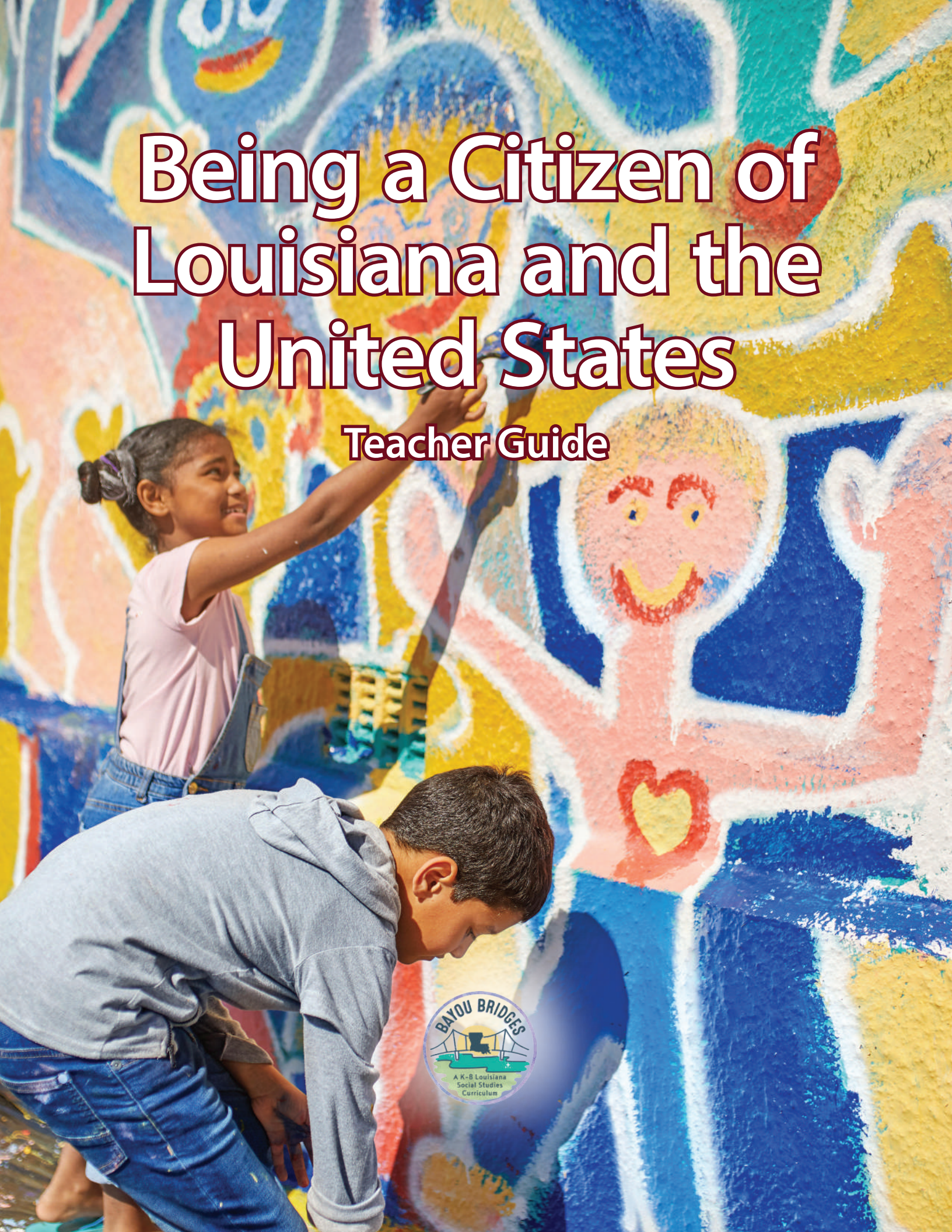


Civic virtues



Being a Citizen of Louisiana and the United States

Teacher Guide



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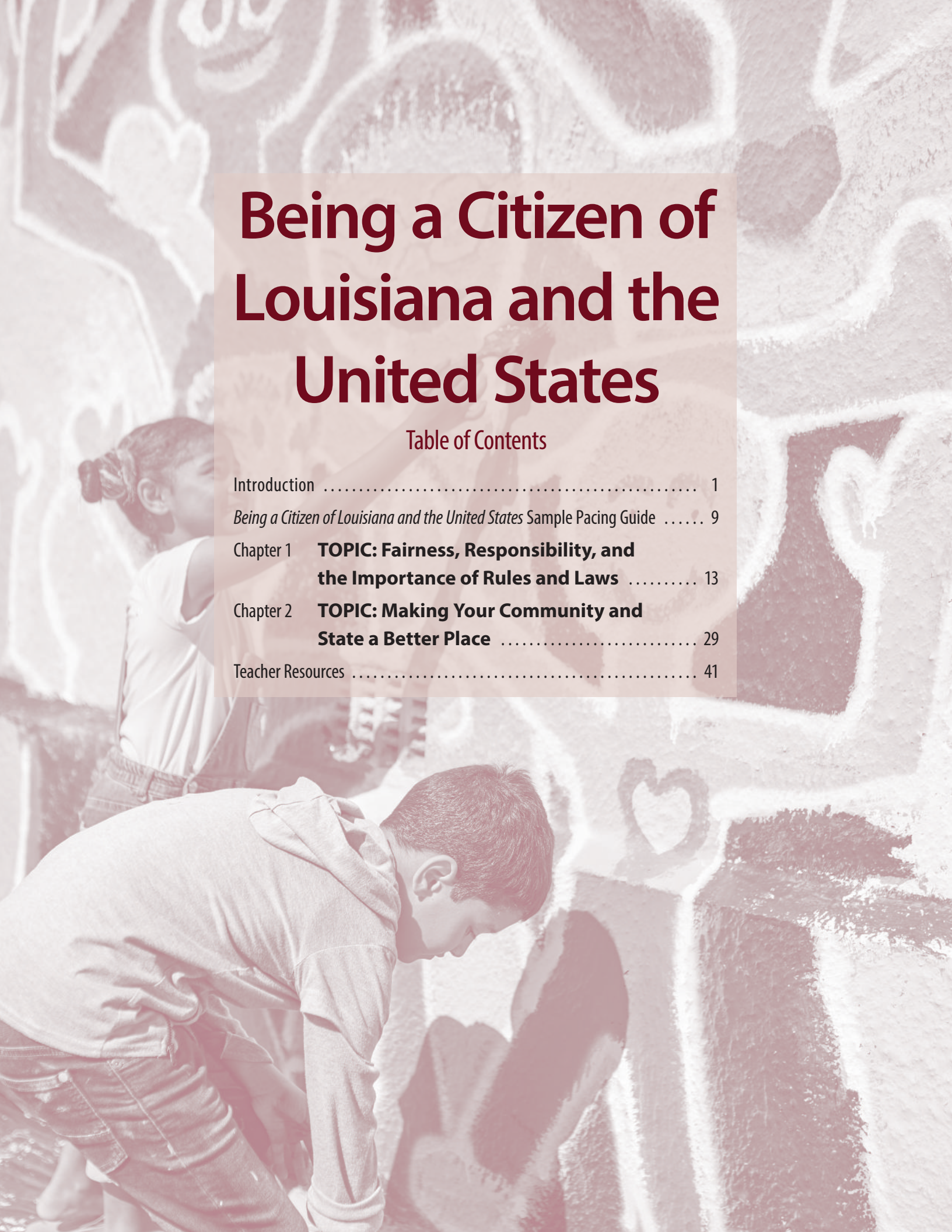
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Being a Citizen of Louisiana and the United States

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Being a Citizen of Louisiana and the United States
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 1

Introduction

ABOUT THIS UNIT

The Big Idea

Being part of a community means being a good citizen, which includes following the laws and showing civic virtues.

Everyone is part of at least one community. Rules help people live together peacefully 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. People can demonstrate good citizenship and improve their community and state by exercising civic virtues such as serving on a committee, voting in elections, running for elected office, volunteering, and following directions from community and state leaders during times of emergency.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

- how to use a map
- features of a map: key (or legend), symbols, scale, compass rose
- directions on a map: north, south, east, west
- seven continents and five oceans
- location of the United States of America on the continent of North America
- location of the state of Louisiana in the United States of America
- differences between a town, parish, region, state, and country
- physical characteristics of Louisiana
- ways that people in Louisiana change and adapt to their environment
- names and locations of their continent, country, state, region, and parish
- features of Louisiana's geography
- how maps help us
- first inhabitants of Louisiana
- what life was like in Louisiana long ago
- how Louisiana became part of the United States
- elements of Louisiana culture
- basic economic principles, such as goods and services, needs and wants, producers and consumers, scarcity
- jobs and natural resources found in Louisiana

What Students Need to Learn

- purpose and importance of rules and laws
- how communities and governments make rules and laws
- roles of public officials and public servants
- who makes laws in communities, Louisiana, and the United States
- examples of civic virtues and their importance

AT A GLANCE

The most important ideas in Unit 4 are:

- Responsibility, respect, hard work, and following rules are important parts of being a good citizen.
- Rules explain how to act in a community. They also keep people safe and help keep things fair.
- In the United States, citizens elect leaders to make the laws.
- The state government of Louisiana makes laws, or rules, that all Louisianans must follow.
- Being a good citizen means practicing civic virtues such as voting, running for office, serving on committees, and volunteering.
- Louisianans practice good citizenship by being prepared and by following the orders of the state government during disasters and emergencies.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

Being a Citizen of Louisiana and the United States 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 Support notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, 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, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning

on page 41. 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 provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter 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.

Being a Citizen of Louisiana and the United States Timeline Card Slide Deck—eight individual images related to being a citizen of Louisiana and the United States. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The gallery may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!



Chapter 1



Chapter 1



Chapter 1



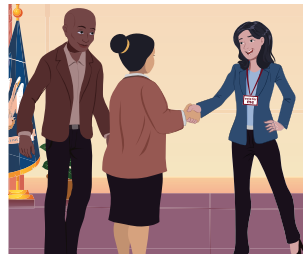
Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 2

Student Component

The *Being a Citizen of Louisiana and the United States* Student Book includes two 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, minimal text is included on each page. Instead, 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 the text on the Student Book pages aloud. 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 Bayou Bridges units is to build students' understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content 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 by hearing them read aloud than they would ever be able to read or comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *Being a Citizen of Louisiana and the United States* unit is one of five social studies units in the Grade 1 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of twenty-five days has been allocated to the *Being a Citizen of Louisiana and the United States* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 1 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there

are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, 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 meanings 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 from 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.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

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.


Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing 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 re-ask the Framing 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	Framing Questions	Core Vocabulary
Chapter 1: Fairness, Responsibility, and the Importance of Rules and Laws	Why do we have rules and laws?	fairness, responsibility, rules, community, accidents, respect, consequences, elect, vote, represent, driver’s license, tickets, crime, littered
Chapter 2: Making Your Community and State a Better Place	How can I make my community and state a better place?	civic virtues, issues, elections, running for office, volunteering, emergencies, natural disasters, supplies

Letter to Family

Activity Page



AP 1.1

A letter to family to make parents or guardians aware of what children are studying has been provided on page 51. The letter explains that children will be studying civics, and in particular community and citizenship.

- 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 each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, which you should check prior to using them in class.

Books

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Somerville, MA: Candlewick Press, 2019.

Bildner, Phil. *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans*. Illustrated by John Parra. San Francisco: Chronicle Books, 2016.

Bonnie, Ann. *This Little Voter*. Illustrated by Carol Herring. New York: Little Bee Books, 2022.

Czajak, Paul. *Monster Needs Your Vote*. Illustrated by Wendy Grieb. Minneapolis: Mighty Media Press, 2016.

Diesen, Deborah. *Equality’s Call: The History of Voting Rights in America*. Illustrated by Magdalena Mora. San Diego, CA: Beach Lane Books, 2021.

Drummond, Allan. *Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future*. London, U.K.: Macmillan Children's Publishing Group / Farrar, Strauss and Giroux, 2017.

Eggers, Dave. *What Can a Citizen Do?* Illustrated by Shawn Harris. San Francisco: Chronicle Books, 2018.

Lamba, Marie, and Baldev Lamba. *Green Green: A Community Gardening Story*. Illustrated by Sonia Sánchez. London, U.K.: Macmillan Children's Publishing Group, 2018.

Ludwig, Trudy. *The Power of One: Every Act of Kindness Counts*. Illustrated by Mike Curato. New York: Random House Children's Books / Alfred A. Knopf BFYR, 2021.

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, 2021.

Smith, Monique Gray. *When We Are Kind*. Illustrated by Nicole Neidhardt. Victoria, BC: Orca Book Publishers, 2020.

Tapper, Alice Paul. *Raise Your Hand*. Illustrated by Marta Kissi. New York: Penguin Young Readers, 2019.

Unger, David. *José Feeds the World: How a Famous Chef Feeds Millions of People in Need Around the World*. Illustrated by Marta Álvarez Miguéns. Baltimore: Duopress, 2024.

Verde, Susan. *I Am Human: A Book of Empathy*. Illustrated by Peter H. Reynolds. New York: Harry N. Abrams, 2018.

BEING A CITIZEN OF LOUISIANA AND THE UNITED STATES SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Being a Citizen of Louisiana and the United States

"Fairness, Responsibility, and the Importance of Rules and Laws" Core Lesson (TG & SB, Chapter 1, pages 2–4)	"Fairness, Responsibility, and the Importance of Rules and Laws" Core Lesson (TG & SB, Chapter 1, pages 5–7)	"Fairness, Responsibility, and the Importance of Rules and Laws" Core Lesson (TG & SB, Chapter 1, pages 8–12)	"Rules Rule!" (Day 1) (TG, Chapter 1 Additional Activities)	"Rules Rule!" (Day 2) (TG, Chapter 1 Additional Activities)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Being a Citizen of Louisiana and the United States

"Rules Rule!" (Day 3) (TG, Chapter 1 Additional Activities)	"Rules Rule!" (Day 5) (TG, Chapter 1 Additional Activities)	"Rules Rule!" (Day 6) (TG, Chapter 1 Additional Activities)	"Rules and Laws" (TG, Chapter 1 Additional Activities)	"Rules and Laws" (TG, Chapter 1 Additional Activities)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Being a Citizen of Louisiana and the United States

"Rules and Laws" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"Making Your Community and State a Better Place" Core Lesson (TG & SB, Chapter 2, pages 13–17)	"Voting" (TG, Chapter 2 Additional Activities)	"Making Your Community and State a Better Place" Core Lesson (TG & SB, Chapter 2, pages 18–21)
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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****Being a Citizen of Louisiana and the United States***

"Then and Now" (TG & SB, Chapter 2, page 22)	"What Can a Citizen Do?" (TG, Chapter 2 Additional Activities)	"Being a Responsible Citizen" (TG, Chapter 2 Additional Activities)	"Being a Responsible Citizen" (TG, Chapter 2 Additional Activities)	"Being a Responsible Citizen" (TG, Chapter 2 Additional Activities)
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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25*****Being a Citizen of Louisiana and the United States***

Chapter 2 Assessment	Culminating Activity	Culminating Activity	Unit 4 Performance Task	Unit 4 Performance Task
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BEING A CITIZEN OF LOUISIANA AND THE UNITED STATES PACING GUIDE

_____’s class

(A total of twenty-five days has been allocated to the *Being a Citizen of Louisiana and the United States* unit in order to complete all Grade 1 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Being a Citizen of Louisiana and the United States

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Being a Citizen of Louisiana and the United States

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Being a Citizen of Louisiana and the United States

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Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

Being a Citizen of Louisiana and the United States

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Week 5

Day 21 **Day 22** **Day 23** **Day 24** **Day 25**

Being a Citizen of Louisiana and the United States

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CHAPTER 1

Fairness, Responsibility, and the Importance of Rules and Laws

Primary Focus Objectives

- ✓ Identify rules that we should follow all of the time, including showing responsibility, being respectful, and being fair. **(1.15, 1.15.a, 1.15.b, 1.15.c)**
- ✓ Explain who makes rules and laws in our community, state, and country. **(1.3)**
- ✓ Describe examples of rules and laws in our community and state. **(1.13)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *fairness, responsibility, rules, community, accidents, respect, consequences, elect, vote, represent, driver's license, tickets, crime, and littered.*

Materials Needed

Activity Page



AP 1.1

- individual student copies of *Being a Citizen of Louisiana and the United States* Student Book
- individual student copies of Letter to Family (AP 1.1)

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Fairness, Responsibility, and the Importance of Rules and Laws”:

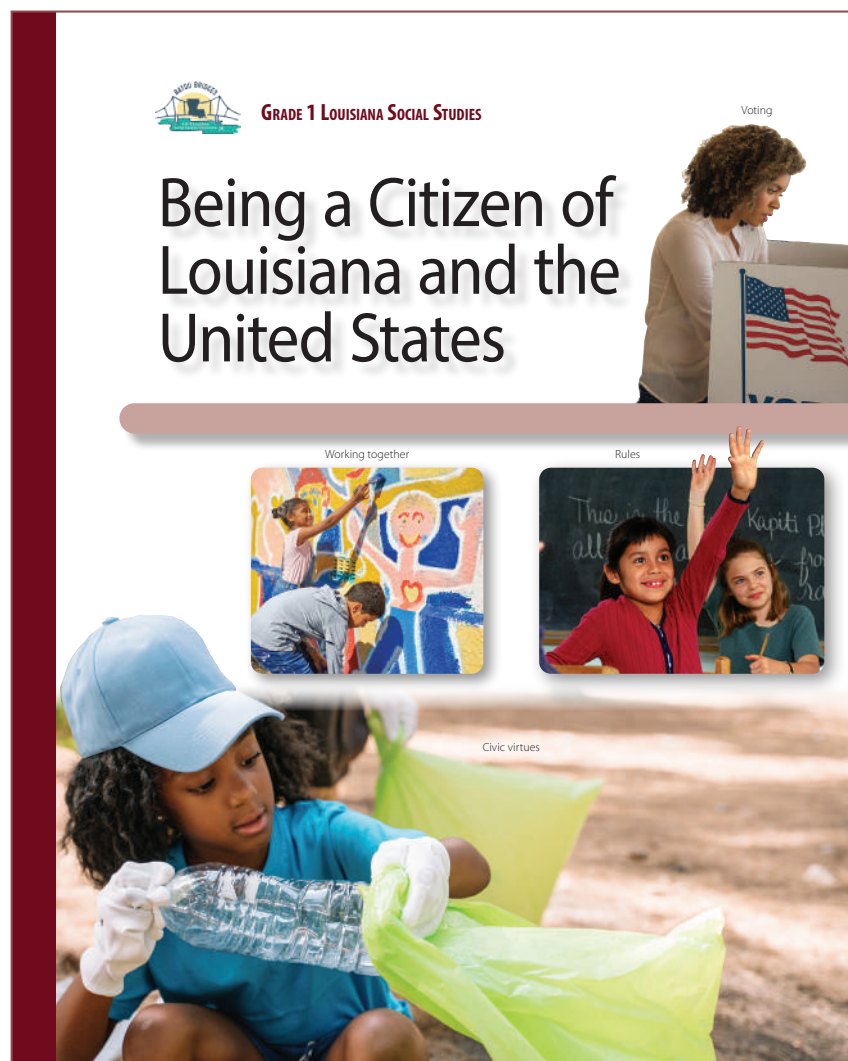
<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Introduce *Being a Citizen of Louisiana and the United States* and Chapter 1: “Fairness, Responsibility, and the Importance of Rules and Laws”

Review the topics that students have already studied in Bayou Bridges. Explain that so far, they have learned about Louisiana’s geography, history, and culture. They have also learned about where and how Louisianans live and work.

Tell students that now they are going to learn about being a citizen of Louisiana and the United States.

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



Framing Question

Why do we have rules and laws?

Core Vocabulary

fairness responsibility rules community accidents respect
consequences elect vote represent driver's license tickets
crime littered

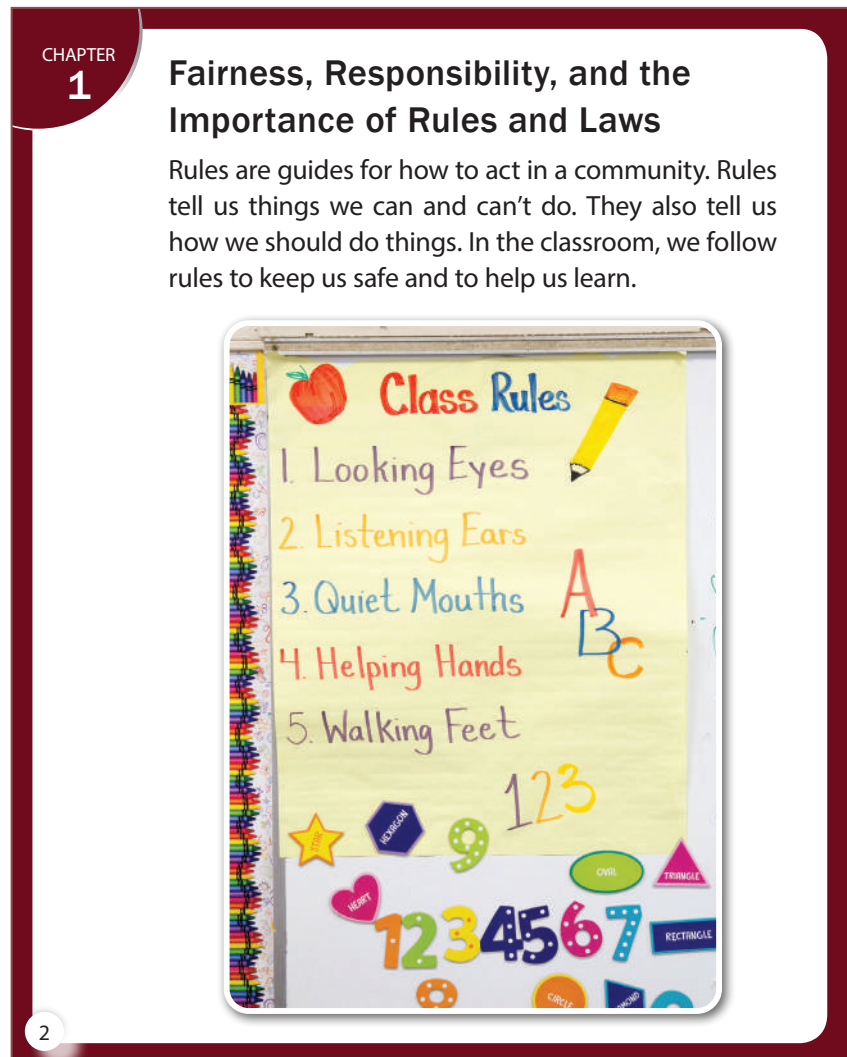
Chapter 1: "Fairness, Responsibility, and the Importance of Rules and Laws"

Ask students to turn to page 2 of the Student Book. Tell them that the title of this chapter is "Fairness, Responsibility, and the Importance of Rules and Laws."

CORE VOCABULARY—Explain that **fairness** means that no one gets special treatment or worse treatment.

CORE VOCABULARY—Explain that a **responsibility** is something that we should do.

Ask students to look at the image as you read aloud.



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

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—Read the rules in the image aloud. Ask students to show or explain what each rule means. (Possible answers: “Looking eyes” means paying attention to the teacher or person who is speaking. “Listening ears” means listening to the teacher or person who is speaking. “Quiet mouths” means not talking when you’re not supposed to. “Helping hands” means being kind by helping others when they need it. “Walking feet” means no running in the classroom.) Ask: Who do you think made this list of rules? How do you know? (Possible answer: A teacher made this list of rules because it tells how students should act in a classroom.) **(1.3, 1.4)**

Ask students the following questions:

LITERAL—What are rules? **(1.15)**

» Rules are guides for how to act in a community.

LITERAL—What do rules tell us? **(1.15)**

» Rules tell us what we can and can’t do. They also tell us how we should do things.

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

Rules help everyone stay safe. For example, playground rules help stop accidents from happening. Adults follow safety rules, too. Important rules about driving keep everyone safe. One example of a driving safety rule is stopping at a stop sign.



Rules also help keep things fair. When we play games, rules tell us how to play and when to take turns. This means everyone has a fair chance. Your classroom might also have rules like taking turns to be the line leader.

CORE VOCABULARY—Explain that **accidents** are things we did not plan or know would happen. When we think of this word, we usually think of something bad.

SUPPORT—Call attention to the word *fair*. Explain that this word is part of the word *fairness* that is in the title of the chapter. When things are fair, no one is treated better or worse than anyone else.

SUPPORT—Remind students that stopping at a stop sign is important if they are walking down the street or riding a bicycle.

SUPPORT—Guide students to identify different rules in the classroom. First, ask students to list rules for safety. (*Possible answers: Don't run with scissors. Don't push in line. Push chairs in when you stand up.*) Next, ask students to list rules for fairness. (*Possible answers: Take turns. Share toys. Wait patiently.*) **(1.13, 1.15, 1.15.b)**

Ask students the following questions:

LITERAL—How do rules keep us safe? **(1.15, 1.15.b)**

» Rules keep us safe by helping stop accidents from happening.

LITERAL—How do rules in games keep things fair? **(1.15, 1.15.b)**

» Rules keep things fair by telling us how to play and when to take turns.

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



Different places have different rules. They make different rules because each place has its own needs. Have you ever wondered how a community decides its rules?



In most classrooms, the teacher makes the rules. For example, your class 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.

4

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.

SUPPORT—Ask students if they have the same rules at home that they have at school. (*Answers will vary, but some rules may be the same, such as cleaning up after yourself.*) Explain that this is an example of different places having different rules. **(1.15.b)**

Ask students the following questions:

EVALUATIVE—Why do different places have different rules? **(1.15, 1.15.b)**

» Different places have different rules because each place has its own needs.

LITERAL—Who makes the rules in most classrooms? **(1.15, 1.15.b)**

» Teachers make the rules in most classrooms.

Now ask students to look at the images on page 5 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. It feels good to win. But it's important to play by the rules. Playing fair shows that we are thinking about others.



5

SUPPORT—Ask students what it means to share. (*Possible answer: Sharing means letting someone else use something that belongs to you or that you are also using at the same time.*) **(1.15.a)**

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

SUPPORT—Invite volunteers to give examples of playing fair. (*Answers will vary but may include playing without cheating and following the rules of the game.*) **(1.15)**

Ask students the following questions:

EVALUATIVE—Why is it important to share and take turns? **(1.15)**

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

EVALUATIVE—Why is it important to play fair? **(1.15)**

» Playing fair shows that we are thinking about others.

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



3. Respect others and ourselves. Everyone has the right to be themselves and to be treated with respect. Taking care of our personal belongings and being mindful of other people's belongings are two ways we can show respect.

4. 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.



6

CORE VOCABULARY—Explain that when you **respect** someone, you think highly of them.

SUPPORT—Point out the word *respectful* in item 4. Explain that the words *respect* and *respectful* have similar meanings. When you *respect* someone, you think highly of them and show you value their feelings and opinions. 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. When we do something *respectfully*, we do it in a way that shows we are full of respect.

SUPPORT—Point out the bottom image, with students raising their hands. Explain that raising hands instead of just shouting out is one way to show respect in the classroom. Ask: Why do think raising your hand is a sign of respect? (*Possible answer: Raising your hand gives everybody a chance to speak. If we didn't raise our hands, we'd all shout.*)

SUPPORT—Ask students to give more examples of treating other people with respect. (*Possible answers: holding the door for the person behind you; listening while others are speaking and not interrupting; apologizing when you are wrong; using kind words*) **(1.15, 1.15.a)**

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. If people are angry, the game won’t be as fun. 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 second response*) Point out that respectful behavior is better for the community. Give students examples of ways to disagree respectfully. For example:

- “I do not agree because . . .”
- “I think this because . . .”
- “Why do you think that is the case?”
- “I think we should do things this way because . . .”

Ask students the following questions:

LITERAL—What are ways we can show respect to ourselves? **(1.15, 1.15.a)**

- » We can show respect to ourselves by taking care of our belongings.

LITERAL—How can we disagree respectfully? **(1.15)**

- » We can disagree respectfully by saying our ideas in a respectful way. We can also ask questions and suggest changes.

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

5. Tell the truth. Telling the truth means sharing what really happened. Truth is important in a community. Being honest helps us trust each other.



6. Take responsibility. It is important to follow through. This means finishing the tasks we are asked to do, like chores at home or classroom jobs. It also means accepting consequences when we break the rules or do something wrong.

7

SUPPORT—Explain that being honest does not mean being unkind. It is important to be honest and respectful at the same time.

CORE VOCABULARY—Explain that **consequences** are things that happen when we do something wrong or break a rule.

SUPPORT—After explaining what consequences are, guide students to identify consequences for breaking certain classroom rules. Ask: What kinds of consequences are there for breaking classroom rules? **(1.15.b)**

Ask students the following questions:

EVALUATIVE—Why is it important to tell the truth in a community? **(1.15, 1.15.c)**

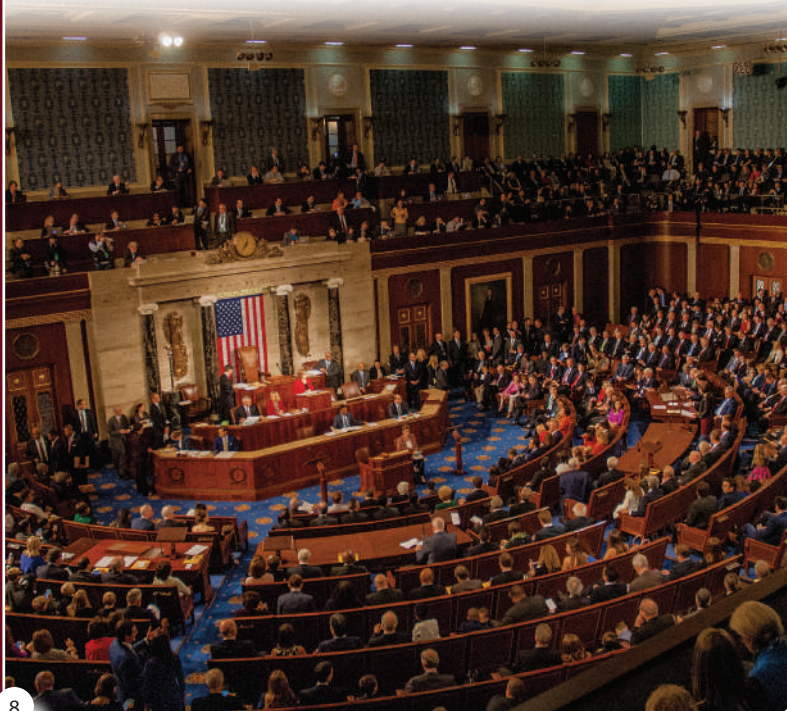
» It is important to tell the truth because it helps us trust each other.

LITERAL—How can we take responsibility at school and at home? **(1.15, 1.15.c)**

» We can take responsibility by finishing the tasks we are asked to do. We can also take responsibility by accepting consequences when we break the rules or do something wrong.

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

In a community like a city, people choose others to make the rules, or laws. Laws are rules that an entire community follows. Governments make laws for cities, states, and countries. In the United States, we elect, or vote for, leaders who make the laws.



SUPPORT—Explain that laws have the same purpose as rules. They keep people safe and keep things fair. Laws are different from rules because laws are made by the government and apply to everyone. Remind students that rules are for smaller groups of people, like a class or a family.

SUPPORT—Explain that we have more than one government. We live in a city in a state in a country. Each city, state, and country has its own government.

 **SUPPORT**—Ask students to identify their city or town, their state, and their country.

CORE VOCABULARY—Explain that when we **elect** someone, we choose them to do something.

CORE VOCABULARY—Explain that to **vote** means to make a decision by marking choices on a piece of paper called a ballot, by raising your hand, or by saying your choices out loud.

SUPPORT—Explain that the image shows people that make up a part of the government of the United States, called Congress. The people in the image work together to make laws for the whole country. Ask: What could you use to learn more about the history of our country's government? (Possible answers: letters, speeches, and books written by historians, like textbooks and encyclopedias) (1.2, 1.2.a, 1.2.b)

Note: Students will learn more about government in Unit 5, *How Our State Government Works*.

Ask students the following questions:

LITERAL—What are laws? **(1.15)**

» Laws are rules that an entire community follows.

LITERAL—Who makes laws for cities, states, and countries? **(1.15)**

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

Now ask students to look at the image on page 9 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. It is our leaders' job to do the things that people voted for. The U.S. government works like this.



9

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 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.

Ask students the following question:

LITERAL—How can we decide who to vote for? **(1.15)**

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

Now ask students to look at the images on page 10 as you read aloud.

The state government of Louisiana works like this, too. Its job is to make the laws for Louisiana. Our state has many different kinds of laws.



One law says that people should not throw trash onto streets and highways. Another law makes you take a special test before getting your driver's license. When you pass the driver's test, it means you are allowed to drive.



10

CORE VOCABULARY—Explain that a **driver's license** is a piece of paper or card that says someone is allowed to drive a car. In Louisiana, people aged sixteen and older can apply for a driver's license.

Ask students the following questions:

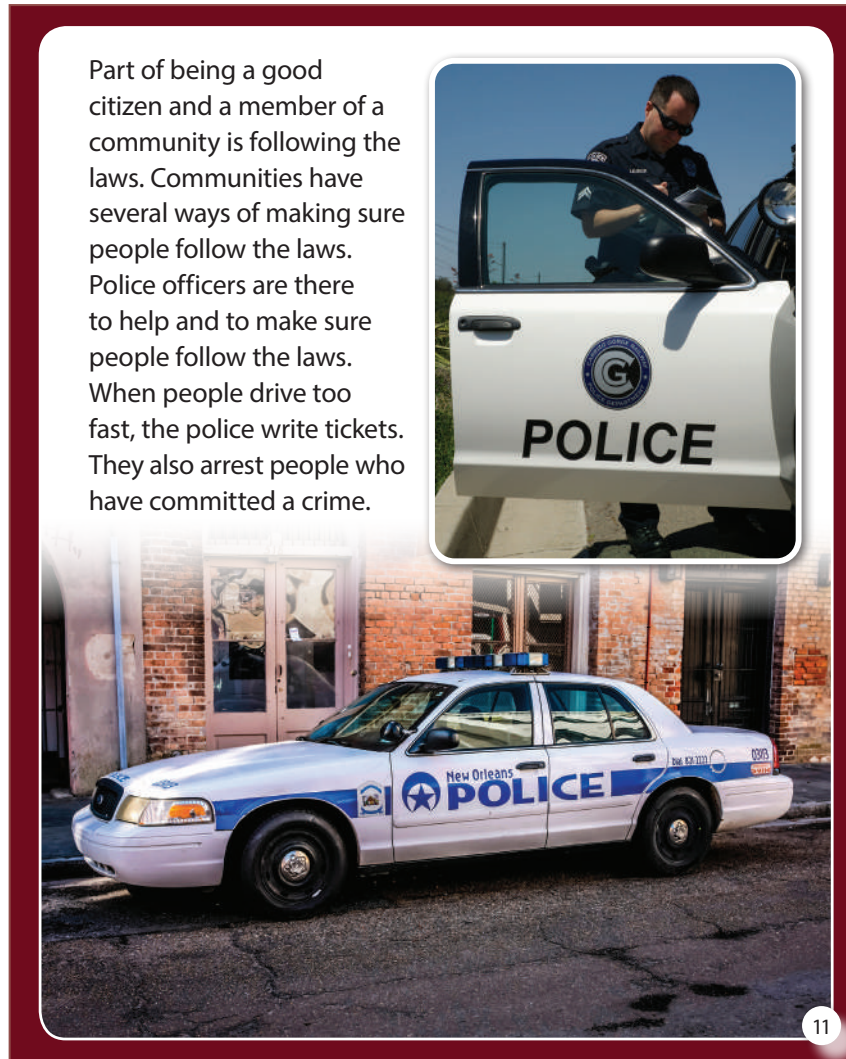
LITERAL—What is the job of the state government of Louisiana? **(1.13)**

» The job of the state government of Louisiana is to make laws for the state.

LITERAL—What are some examples of laws in Louisiana? **(1.13)**

» One law says that people should not throw trash onto streets and highways. Another law says you have to take a special test before getting a driver's license.

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



SUPPORT—Explain that being a good citizen means following rules and laws. It also means showing respect for yourself and others. Good citizens also look for ways to make their communities better. Tell students they will learn more about this in the next chapter.

CORE VOCABULARY—Explain that **tickets** are notices of a fine (money someone is forced to pay) when someone breaks a law. Explain that tickets from the police are not the same as tickets to the movies or amusement parks.

CORE VOCABULARY—Explain that a **crime** is when someone breaks a law and can be punished for it.

Ask students the following questions:

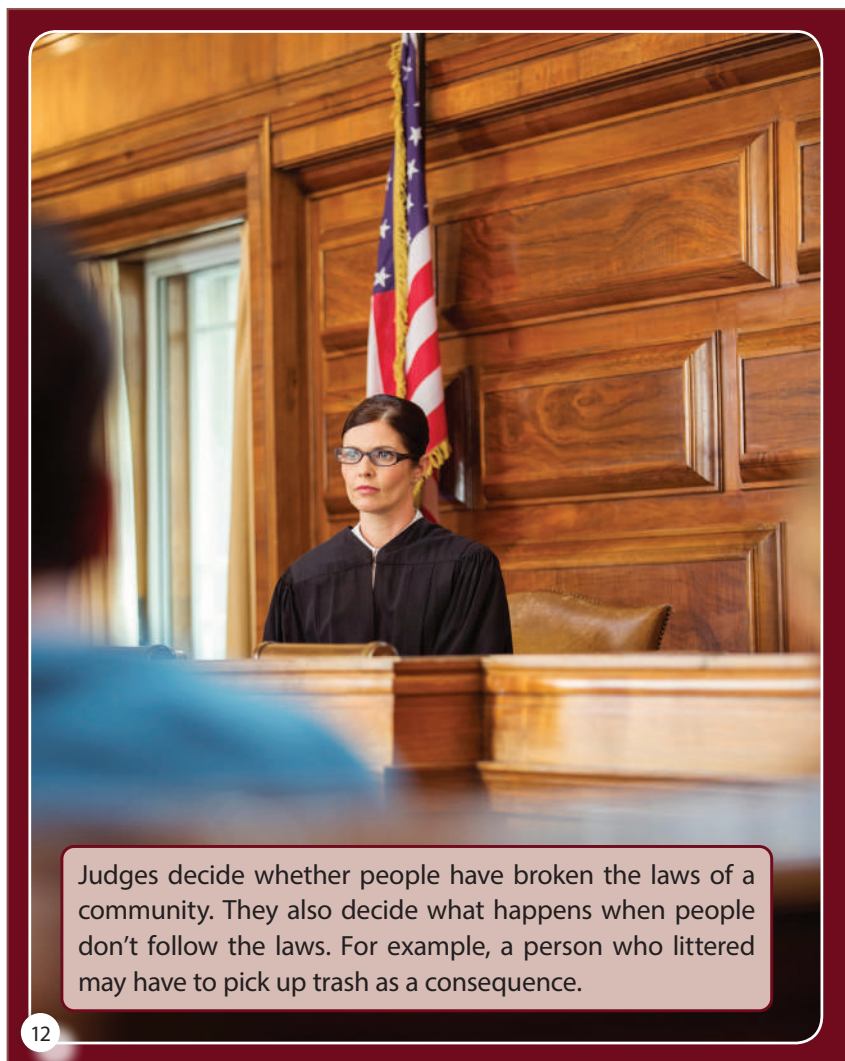
LITERAL—What is one way to make sure people follow the laws? **(1.15.b)**

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

LITERAL—What are some consequences of breaking a law? **(1.15.b)**

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

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



SUPPORT—Explain that some judges are chosen by people in a community. Citizens vote for judges who they think will be fair and uphold the law.

CORE VOCABULARY—Explain that **littered** means to have thrown trash on the ground instead of in a trash can.

Ask students the following question:

LITERAL—What do judges do? (1.15.b)

- » Judges decide whether people have broken the laws of a community. They also decide what happens when people don't follow the laws.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “Why do we have rules and laws?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Why do we have rules and laws?

- » We have rules and laws to tell us how to act in our community. Rules and laws keep us safe and help keep things fair.

Activity Page

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



AP 1.1

Additional Activities

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

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

Making Your Community and State a Better Place

Primary Focus Objectives

- ✓ Describe how citizens can show civic virtue. (1.14)
- ✓ Explain the purpose of the state government. (1.10)
- ✓ Describe the role of governments and citizens during times of emergencies like natural disasters. (1.30)
- ✓ Understand the meaning of the following domain-specific vocabulary: *civic virtues, issues, elections, running for office, volunteering, emergencies, natural disasters, and supplies.*

Materials Needed

- individual student copies of *Being a Citizen of Louisiana and the United States Student Book*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Making Your Community and State a Better Place”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Making Your Community and State a Better Place”

Review what students learned in Chapter 1 about rules and laws. (*Rules and laws tell us what we can and can't do. They keep people safe and help make things fair.*) Remind them that obeying rules and laws is part of being a good citizen. In this chapter, students will hear about more ways to be a good citizen.

Framing Question

How can I make my community and state a better place?

Core Vocabulary

civic virtues issues elections running for office volunteering emergencies
natural disasters supplies

Chapter 2: “Making Your Community and State a Better Place”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Making Your Community and State a Better Place.”



CORE VOCABULARY—Explain that **civic virtues** are the ways members of a community act and the attitudes they show to make their community a better place.

SUPPORT—Have students identify what the girl in the image is doing to make her community a better place. Ask if this is something they can do in their own community, too. (*She is picking up trash. This is something that people in any community can do.*) **(1.14)**

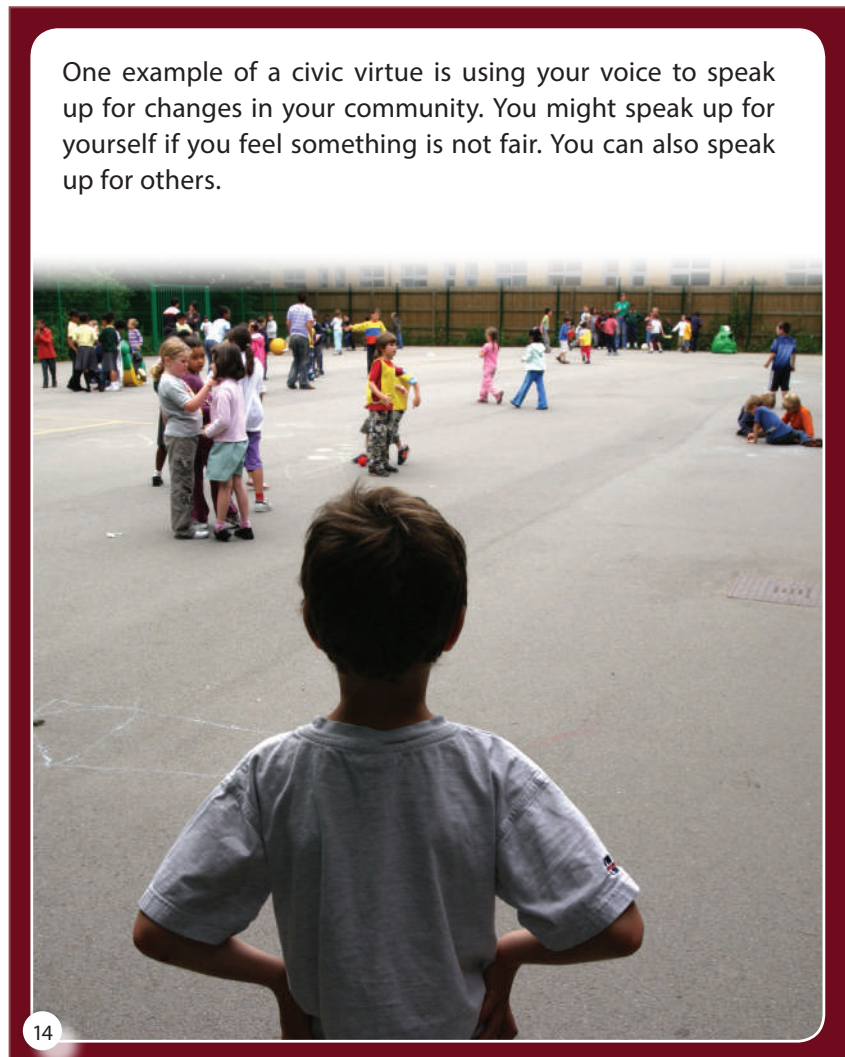
SUPPORT—Explain to students that all the photos that they see were taken at some point in the past. Some photos were taken a really long time ago, while others photos were taken yesterday. Ask: Was this photograph taken a long time ago or not that long ago? How can you tell? (*The photograph is from not that long ago. The photograph is in color, and the girl is wearing clothing from today.*) (1.2, 1.2.a, 1.2.b, 1.3, 1.4)

Ask students the following question:

LITERAL—How do we show civic virtue? (1.14)

» We show civic virtue by working to make our community and state a better place.

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



SUPPORT—Explain that *speak up* can mean two things. Sometimes it means to speak louder. It can also mean to say something when you see something that is wrong or that you disagree with, especially when no one else is saying anything.

Ask students the following question:

EVALUATIVE—When should we speak up about something? How should we do that? (1.14)

- » We should speak up about something when we see something unfair. Possible answer: 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.

Now ask students to look at the image on page 15 as you read aloud.



CORE VOCABULARY—Explain that **issues** are important problems that need to be solved.

SUPPORT—Have students point to the image. Ask: What do you see in the image? (*Possible answer: people painting human figures, including a person with a heart on their chest*) Ask: What do you think the message or meaning of the mural is? (*Possible answers: It is important to be kind to others. It is important to work together.*) **(1.3, 1.4)**

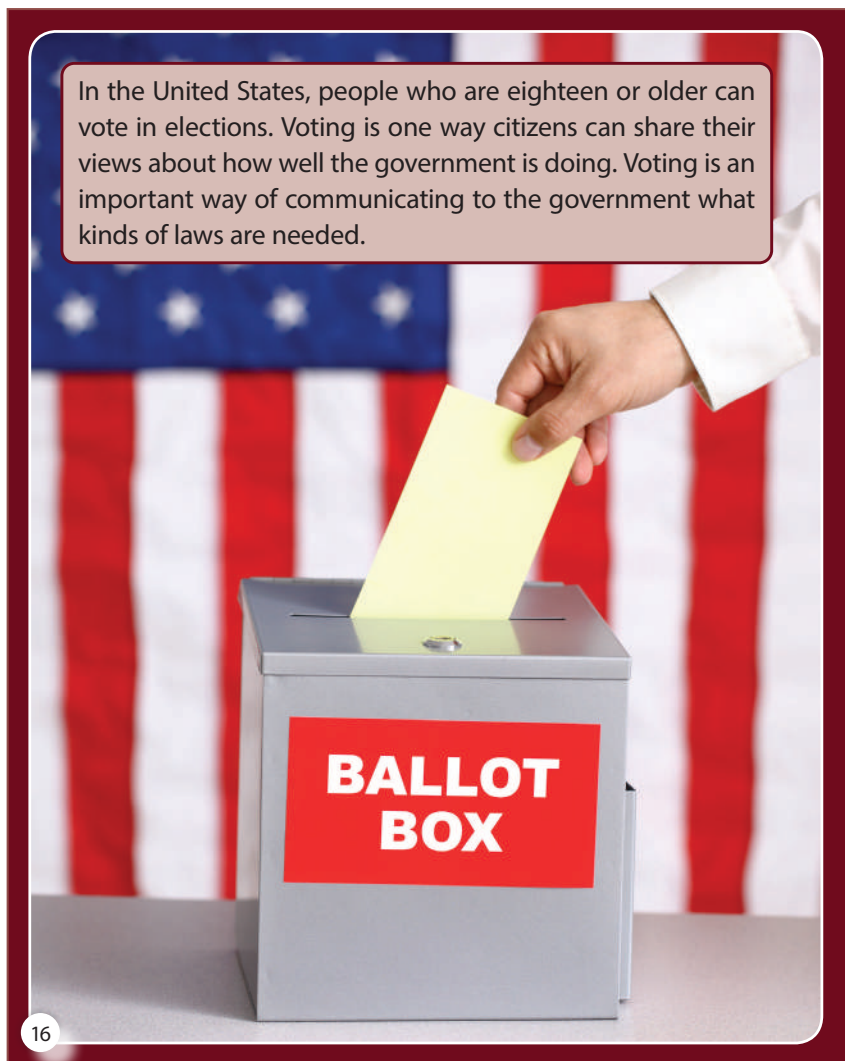
SUPPORT—Explain that committees work together to solve bigger issues. Some examples of solving issues are fixing buildings and roads after a big storm, making sure schools have enough money to buy books and supplies, and making sure that all people are treated equally.

Ask students the following question:

LITERAL—What is a committee? **(1.14)**

- » A committee is a group of people who work together for a common goal.

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



CORE VOCABULARY—Explain that **elections** are when citizens choose a person they want to speak for them in government.

SUPPORT—Review what students learned in Chapter 1 about elections and voting. In the United States, people vote for, or choose, leaders to represent them in the government. The leaders in government make laws for our city, state, and country.

Ask students the following questions:

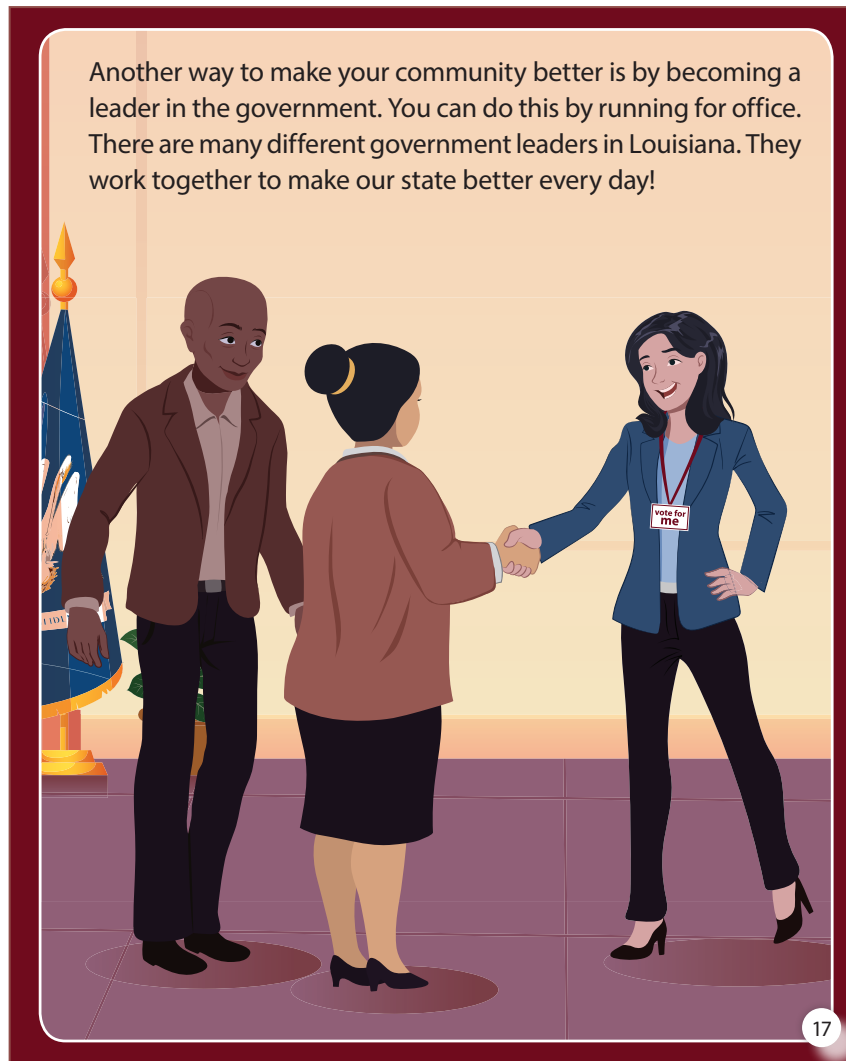
LITERAL—How old do you have to be to vote in elections in the United States? **(1.14)**

» You have to be eighteen years or older to vote in elections in the United States.

EVALUATIVE—Why is voting an important civic virtue? **(1.14)**

» Voting tells the government what kinds of laws are needed.

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



CORE VOCABULARY—Explain that **running for office** means asking other people to choose you to represent them in the government.

SUPPORT—Explain that a candidate is a person who is running for office. They want 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 who they think will best serve the community.

SUPPORT—Give examples of titles of government leaders. The city has a mayor. Some Louisiana parishes have parish presidents. In some places in Louisiana, the mayor and the parish president are the same. The state has a governor. The country has a president. The state and country also have lawmakers called representatives and senators.

Note: Students will learn more about government leaders and their roles in Unit 5, *How Our State Government Works*.

Ask students the following questions:

LITERAL—How can people become leaders in the government? **(1.14)**

» People can become leaders in the government by running for office.

EVALUATIVE—Why do people run for office? **(1.14)**

» They run for office because they want to make their community better.

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



CORE VOCABULARY—Explain that **volunteering** means willingly giving your time for free, often to do something that helps others in some way.

SUPPORT—Invite students to share about times they have volunteered in their community. If students have not volunteered, encourage them to think of different ways they could volunteer to make their community better. **(1.14)**

Ask students the following questions:

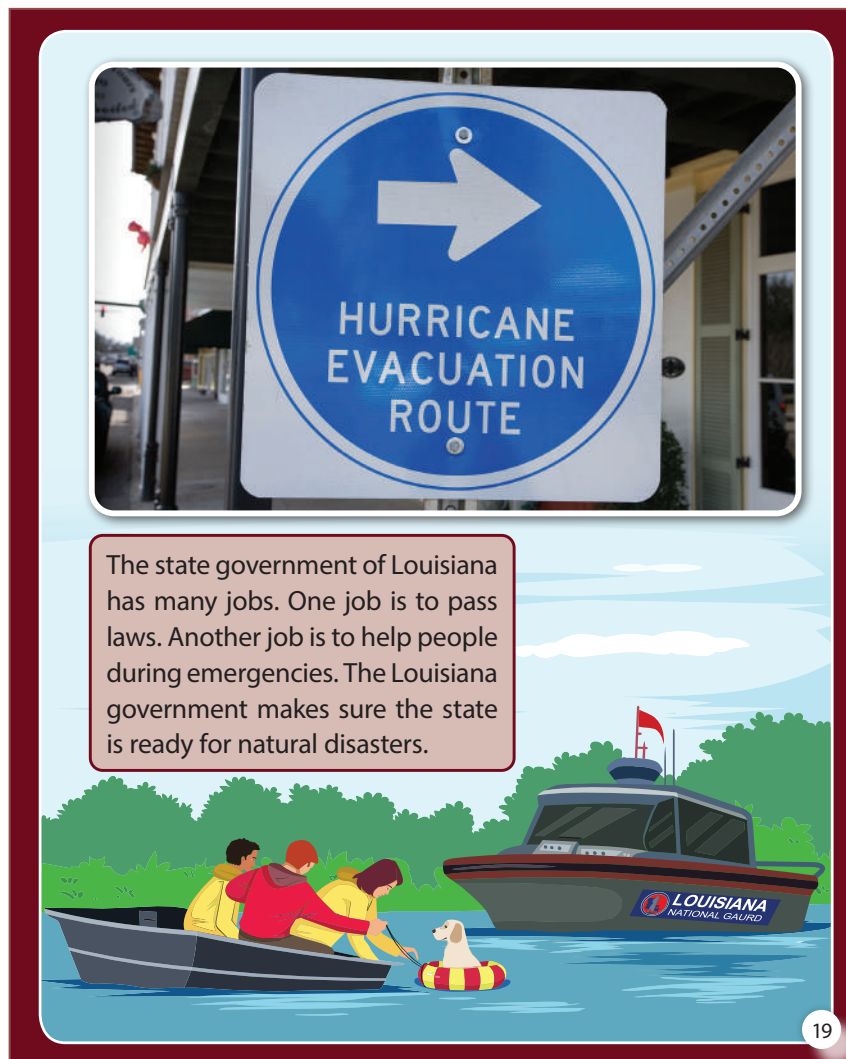
LITERAL—How can people help their community? **(1.14)**

- » People can help their community by looking at what the people in it need and then volunteering.

LITERAL—What are some examples of volunteering? **(1.14)**

- » Some examples of volunteering are helping an older neighbor and planting a community garden.

Now ask students to look at the images on page 19 as you read aloud.



The state government of Louisiana has many jobs. One job is to pass laws. Another job is to help people during emergencies. The Louisiana government makes sure the state is ready for natural disasters.

CORE VOCABULARY—Explain that **emergencies** are things that happen that are not planned and need a response right away.

CORE VOCABULARY—Explain that **natural disasters** are large events in nature that cause harm, such as hurricanes and floods.

SUPPORT—Call attention to the image of the hurricane evacuation route sign, and read the text to students. Explain that Louisiana experiences many hurricanes because of where it is located. This means the government of Louisiana has to be ready to help the people who live here when hurricanes happen.

Note: Students will learn more about the jobs of Louisiana’s state government in Unit 5, *How Our State Government Works*.

Ask students the following question:

LITERAL—What are some jobs of the state government of Louisiana? **(1.10, 1.30)**

» The state government of Louisiana passes laws. It also helps people during emergencies.

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

We can also show civic virtue by being ready for disasters. This could mean having a safe place for your family, friends, and neighbors. Or it could mean having supplies ready to give to others in case of a disaster.



During events like hurricanes, the state government may give special instructions. We can show civic virtue by following these instructions. This helps keep us and other Louisianans safe.

20

CORE VOCABULARY—Explain that **supplies** are things people need to survive and stay safe, such as food and blankets.

SUPPORT—Have students give examples of supplies they might need in an emergency. (*Possible answers: bottled water, first aid kits, flashlights, batteries, food, blankets*) **(1.30)**

SUPPORT—If the classroom has an emergency or first aid kit, point it out to students and explain what it is. *(It is a bag or box filled with supplies in case someone gets hurt or has a medical emergency.)*

SUPPORT—Explain that when the state government gives special instructions, it does so in a number of ways. It makes announcements on television, sends messages to people’s cell phones, and puts signs on roads and highways.

Ask students the following questions:

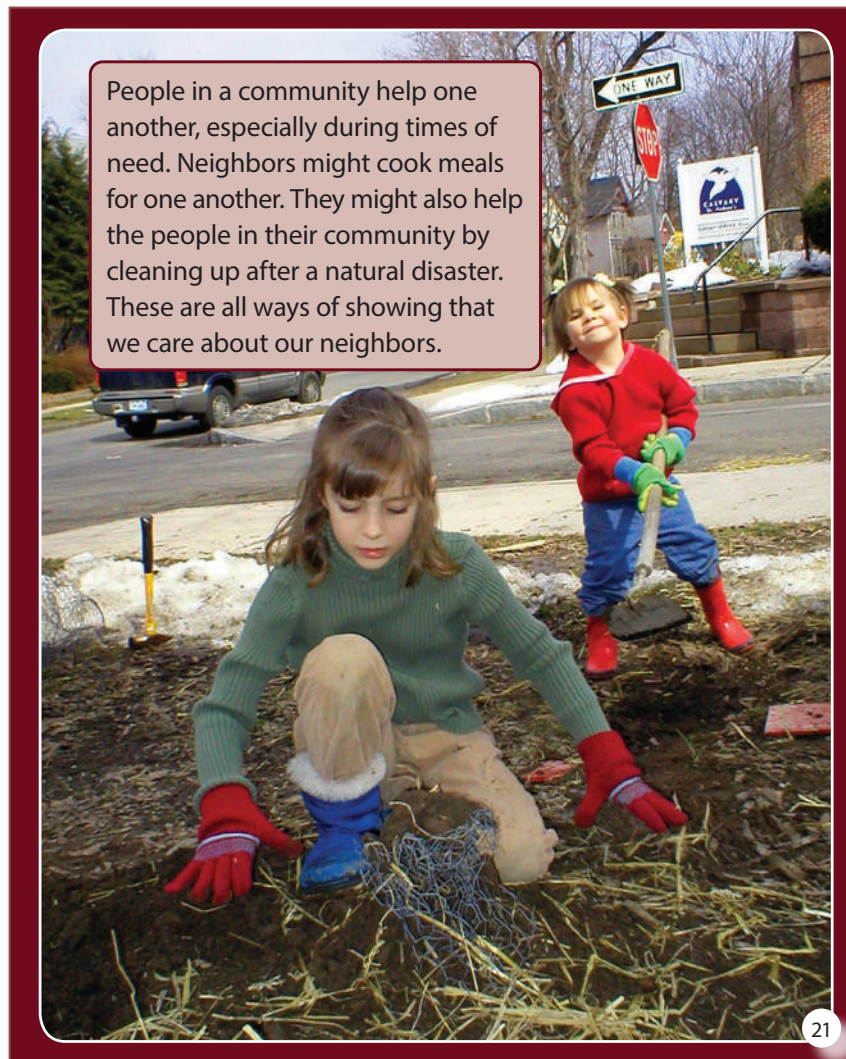
LITERAL—How can we be ready for disasters? **(1.30)**

- » We can be ready for disasters by having a safe place for our family, friends, and neighbors. We can also have supplies ready to give to others.

EVALUATIVE—Why is it important to follow special instructions from the state government during disasters? **(1.10, 1.30)**

- » Following special instructions from the state government keeps us and other Louisianans safe.

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



SUPPORT—Invite volunteers to give examples of how they shared with neighbors or how neighbors shared with them. Maybe a neighbor friend shared a ball or toy. Maybe they brought food to a sick neighbor’s house. **(1.14)**

Ask students the following question:

LITERAL—How can people in a community help each other during times of need? **(1.14, 1.30)**

- » People in a community can help one another during times of need by cooking meals for one another and by cleaning up after a natural disaster.

Then and Now, page 22

Ask students to look at the images on page 22.



Tell students that these images show children making their community better by planting gardens.

Guide students to the Then image. Explain that this shows children making their community better a long time ago.

Guide students to the Now image. Explain that this shows children making their community better today.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? **(1.3, 1.4)**

- » Both images show children planting gardens.

EVALUATIVE—What is different in the images? **(1.3, 1.4)**

- » The children in the past are wearing different clothing than the children today. The image from the past is in black and white, and the image from today is in color. The children in the past are using different tools than the children today. The children in the past are planting in the ground, and the children today are planting in pots.

EVALUATIVE—What clues from the images tell you that the gardens were planted for different reasons? **(1.3, 1.4)**

- » Possible answer: In the image from the past, the children are planting in rows in the ground, like a farmer would. They are working outside. In the Now image, the children are planting in pots in an inside space. This tells us that maybe the garden from the past was for growing food, and the garden from today was for people to enjoy by looking at it.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “How can I make my community and state a better place?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How can I make my community and state a better place?

- » I can make my community and state a better place by practicing civic virtues like voting, running for office, serving on committees, and volunteering.

Additional Activities

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

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

Chapter Assessments: *Being a Citizen of Louisiana and the United States*

- Chapter 1 Assessment Questions: *Fairness, Responsibility, and the Importance of Rules and Laws* 42
- Chapter 1 Assessment Student Answer Sheet: *Fairness, Responsibility, and the Importance of Rules and Laws* 43
- Chapter 2 Assessment Questions: *Making Your Community and State a Better Place* 45
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Culminating Activity: *Being a Citizen of Louisiana and the United States*

- Being a Citizen Skits 48

Performance Task: *Being a Citizen of Louisiana and the United States*

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- Performance Task Scoring Rubric 50

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Answer Key: *Being a Citizen of Louisiana and the United States*—Chapter Assessments 55

Chapter 1 Assessment: *Fairness, Responsibility, and the Importance of Rules and Laws*

Make sufficient copies of the Student Answer Sheet for each student; see pages 43–44 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. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. How can someone show respect in the classroom? **(1.15)**
 - a) by raising their hand
 - b) by jumping up and down
 - c) by screaming loudly
2. Good community members _____. **(1.15, 1.15.b)**
 - a) break the law
 - b) ignore the law
 - c) follow the law
3. How can we show respect for ourselves? **(1.15.a)**
 - a) by taking care of our belongings
 - b) by playing sports with our friends
 - c) by listening to our teacher
4. Which person is showing responsibility? **(1.15.c)**
 - a) the boy writing on a tablet
 - b) the boy doing a classroom job
 - c) the girl playing a game
5. Which rule or law was made by the state government of Louisiana? **(1.13)**
 - a) Walk quietly in school hallways.
 - b) Take a test to get a driver's license.
 - c) Take turns on the slide.
6. Which is a consequence of breaking the law? **(1.15.c)**
 - a) getting a good grade
 - b) getting a new pet
 - c) getting a ticket

Name _____

Date _____

Chapter 1 Assessment Student Answer Sheet: Fairness, Responsibility, and the Importance of Rules and Laws

1. a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name _____

Date _____

Chapter 1 Assessment Student Answer Sheet: Fairness, Responsibility, and the Importance of Rules and Laws

4.

a.



b.



c.

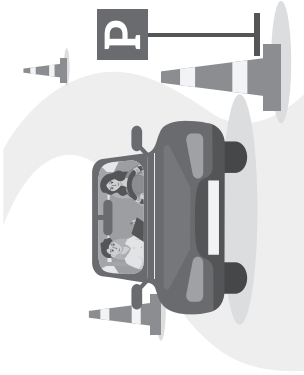


5.

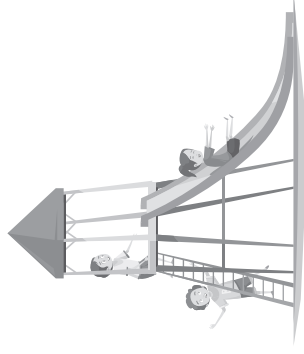
a.



b.



c.



6.

a.



b.



c.



Chapter 2 Assessment: *Making Your Community and State a Better Place*

Make sufficient copies of the Student Answer Sheet for each student; see pages 46–47 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. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

- 1.** People should _____ if something is unfair. **(1.14)**
 - a)** sit around
 - b)** speak up
 - c)** get angry
- 2.** Which one of these is a committee? **(1.14)**
 - a)** a person sitting alone in a living room
 - b)** a place in nature with no other people
 - c)** a group of people working together
- 3.** How can people tell the government what kinds of laws are needed? **(1.14)**
 - a)** by painting murals
 - b)** by planting gardens
 - c)** by voting in elections
- 4.** What is one job of the state government of Louisiana? **(1.10)**
 - a)** helping during emergencies
 - b)** painting murals
 - c)** cleaning up a neighbor's yard
- 5.** How can people show civic virtue during a natural disaster? **(1.30)**
 - a)** by being ready with supplies
 - b)** by running for office
 - c)** by making new laws
- 6.** Why do we show civic virtue? **(1.14)**
 - a)** to learn more at school
 - b)** to make our community better
 - c)** to spend time with friends

Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: *Making Your Community and State a Better Place*

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



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i



Culminating Activity: *Being a Citizen of Louisiana and the United States*

Being a Citizen Skits

Organize the class into pairs or trios. Assign each pair or trio one of the following topics from the unit. It's OK if more than one pair or trio is assigned the same topic.

- Rules
- Laws
- Respect
- Voting and elections
- Helping the community
- State government

Have each pair or trio create and perform a short one- to two-minute skit about their topic using what they learned in the unit.

Note: If you have a classroom dress-up center, you may wish to encourage students to wear costumes for their skits.

Performance Task: *Being a Citizen of Louisiana and the United States*

Materials Needed: four blank 5" x 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *Being a Citizen of Louisiana and the United States* Student Book

Teacher Directions: In this unit, students learned about the importance of rules and laws—why they exist and how they are made. They learned about the role of the Louisiana state government and examples of laws in Louisiana. They learned that citizens can make their community and state better by practicing civic virtues like voting, volunteering, and serving on committees. They also learned that being a good citizen means being prepared and following directions from community and state leaders during times of emergencies.

Have students reflect on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are explaining what it means to be a good citizen of Louisiana and the United States to someone from another planet. They will share the sights, sounds, and experiences of what it means to be a good citizen by creating four different postcards on 5" x 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 being a citizen of Louisiana and the United States. Students should identify in their postcards the most important aspects of being a citizen of Louisiana and the United States that they have learned about.

Have students draw images of being a citizen of Louisiana and the United States on one side of each card and dictate a brief message about what it means to be a good citizen 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. The teacher 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 being a good citizen of Louisiana and the United States." It is not necessary for the teacher 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: 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 detailed. Student demonstrates strong understanding of being a citizen of Louisiana and the United States, identifying four of the following details or other ideas from the Student Book in drawing and/or dictation:</p> <ul style="list-style-type: none">• Rules tell us how to act in a community and keep us safe.• Different places have different rules.• Members of communities should follow certain rules all of the time, like showing responsibility, working hard, and being respectful.• Citizens vote for leaders to make laws for them in the government.• The state government of Louisiana makes laws for the state.• People can make their community and state better by practicing civic virtues like voting, serving on committees, running for office, and volunteering.• Good citizens are prepared for emergencies and follow the directions of community and state leaders.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of being a citizen of Louisiana and the United States, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of being a citizen of Louisiana and the United States, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete. Student demonstrates a minimal understanding of being a citizen of Louisiana and the United States, noting only one of the details listed above.</p>

Activity Page 1.1**Use with Chapter 1****Letter to Family**

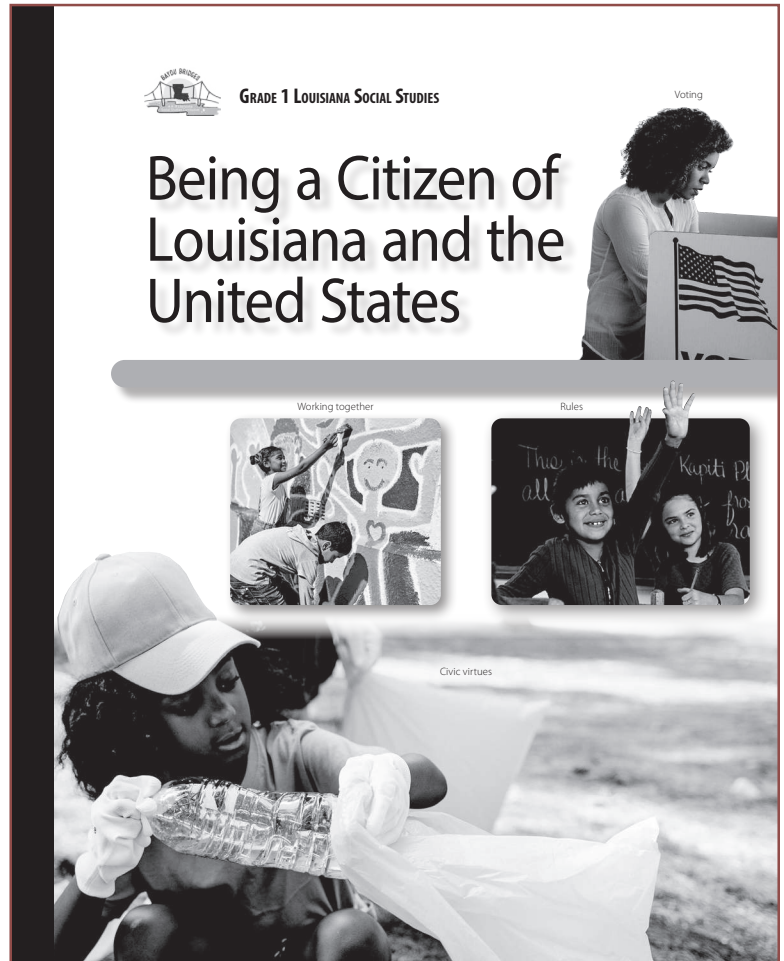
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about being a citizen of Louisiana and the United States.

In this unit, students will explain the importance of rules and laws, including why and how they are made; identify rules good community members follow, like being respectful and showing responsibility; describe the role of the Louisiana state government and examples of Louisiana laws; and explain how to improve their community and state by showing civic virtue.

As part of their exploration, students will also learn a little bit about adults in the community who enforce the law and administer consequences for breaking the law. 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 of 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.



GRADE 1

HISTORY

- 1.1** Create a chronological sequence of events using appropriate vocabulary.
- 1.2** Differentiate between primary and secondary sources. For example:
 - a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 1.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 1.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.
- 1.5** Compare life in Louisiana in the past to life today.
- 1.6** Describe how past events can affect the present.
- 1.7** Compare the lives of Louisianans today in urban, suburban, and rural parishes.
- 1.8** Identify examples of Louisiana’s culture, including:
 - a)** State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
 - b)** Music: Cajun, jazz, zydeco
 - c)** Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw)
 - d)** Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum
 - e)** Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays
 - f)** Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
 - g)** Symbols: Louisiana State flag, brown pelican, magnolia tree, black bear
 - h)** Individuals who have made significant contributions to Louisiana’s artistic heritage.
- 1.9** Identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.

CIVICS

- 1.10** Describe the purpose of the state government of Louisiana.
- 1.11** Identify Louisiana as a unique state among fifty, and as a part of the United States.

- 1.12** Identify each of the branches of the state government of Louisiana.
- 1.13** Describe examples of rules and laws in Louisiana.
- 1.14** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 1.15** Describe the importance of fairness, responsibility, respect, and hard work. For example:
 - a)** Taking care of personal belongings and respecting the property of others.
 - b)** Following rules and recognizing consequences of breaking rules.
 - c)** Taking responsibility for assigned duties.
- 1.16** Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.

ECONOMICS

- 1.17** Differentiate between producers and consumers.
- 1.18** Identify examples of an economic cost or benefit of a decision or event.
- 1.19** Describe how different public and private jobs help Louisianans. For example:
 - a)** Public: firefighters keeping people and their property safe
 - b)** Private: nurses caring for sick or injured people
- 1.20** Explain why and how goods and services are produced and traded.
- 1.21** Describe how scarcity requires people to make choices.
- 1.22** Identify and describe which goods and services are produced in different places and regions in Louisiana.
- 1.23** Describe the importance of natural resources in Louisiana, including timber, seafood, and oil.

GEOGRAPHY

- 1.24** Create and use maps or models with cardinal directions, keys, and scale.
- 1.25** Identify where Louisiana is within the United States and on the globe.
- 1.26** Differentiate between the town, parish, state, and country in which the student lives on a political map.
- 1.27** Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.
- 1.28** Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland.

- 1.29** Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.
- 1.30** Explain how Louisianans have successfully met the challenges posed by natural disasters.
- 1.31** Explain how and why people and goods move from place to place.
- 1.32** Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.

Answer Key: Being a Citizen of Louisiana and the United States

Chapter Assessments

Chapter 1

1. a 2. c 3. a 4. b 5. b 6. c

Chapter 2

1. b 2. c 3. c 4. a 5. a 6. b



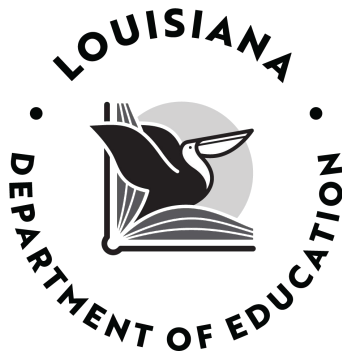
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