

Grade 3 - Unit 3 - Building A Government

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **Marking Period 3**
Length: **Feb/March**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

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| SOC.K-4.6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| SOC.K-4.6.1.4.A.2 | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. |
| SOC.K-4.6.1.4.A.3 | Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government. |
| SOC.K-4.6.1.4.A.4 | Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. |
| SOC.K-4.6.1.4.A.5 | Distinguish the roles and responsibilities of the three branches of the national government. |
| SOC.K-4.6.1.4.A.6 | Explain how national and state governments share power in the federal system of government. |
| SOC.K-4.6.1.4.A.7 | Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. |
| SOC.K-4.6.1.4.A.a | Rules and laws are developed to protect people's rights and the security and welfare of society. |
| SOC.K-4.6.1.4.A.b | The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. |
| SOC.K-4.6.1.4.A.c | American constitutional government is based on principles of limited government, shared authority, fairness, and equality. |
| SOC.K-4.6.1.4.A.d | There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. |
| SOC.K-4.6.1.4.A.e | In a representative democracy, individuals elect representatives to act on the behalf of the people. |
| SOC.K-4.6.1.4.A.g | The United States democratic system requires active participation of its citizens. |
| SOC.K-4.6.1.4.A.i | The world is comprised of nations that are similar to and different from the United States. |
| SOC.K-4.6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |
| SOC.K-4.6.1.4.A.11 | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. |
| SOC.K-4.6.1.4.A.12 | Explain the process of creating change at the local, state, or national level. |
| SOC.K-4.6.1.4.A.14 | Describe how the world is divided into many nations that have their own governments, |

languages, customs, and laws.

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| SOC.K-4.6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| SOC.K-4.6.1.4.D.4 | Explain how key events led to the creation of the United States and the state of New Jersey. |
| SOC.K-4.6.1.4.D.5 | Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. |
| SOC.K-4.6.1.4.D.6 | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. |
| SOC.K-4.6.1.4.D.8 | Determine the significance of New Jersey's role in the American Revolution. |
| SOC.K-4.6.1.4.D.b | Key historical events, documents, and individuals led to the development of our nation. |
| SOC.K-4.6.1.4.D.c | Personal, family, and community history is a source of information for individuals about the people and places around them. |
| SOC.K-4.6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for changes. |
| SOC.K-4.6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |
| SOC.K-4.6.3.4.A.1 | Evaluate what makes a good rule or law. |
| SOC.K-4.6.3.4.A.2 | Contact local officials and community members to acquire information and/or discuss local issues. |

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do citizens work together with the local government to make communities work?
- What is a government and how was the United States government established?
- What was the American Revolution and how did it help form our nation?
- Where is our nation's capital and what is its importance?

Enduring Understanding

- A government is the system by which a state or community is run. Our country's first government was started in the colonial city of Philadelphia by our Founding Fathers. It was decided that our government would be a democracy run by a President voted on by the citizen of the USA. The three branches of government; Legislative, Executive, and Judicial, are a system of checks balances to ensure our government is lead by the people. The Constitution states our laws and plans for how the government works. The Bill of Rights lists our most important rights.
- Each community and state across the country has a government. Governments make laws that help people live safely and fairly. Learning about government and citizenship makes people responsible for their communities and help them play an active role in their community.
- The American Revolution was fought between the American Colonists and Great Britain in 1775. The colonists were fighting for their independence from Great Britain and the right to govern themselves. In 1781 the war ended and the 13 colonies became the first 13 United States.

- Washington D.C is the capital of the USA and the center of the national government. Planning and building the capital was one of the government's first jobs. The buildings in the capital belong to everyone in the USA.

Content

The students will be able to:

- Evaluate Philadelphia's place in U.S. history
- Describe Benjamin Franklin's contribution to his community
- Discuss the American Revolution and the Declaration of Independence
- Understand that the colonists fought to win their freedom
- Understand the role of George Washington in the American Revolution and U.S history
- Discuss the importance of the Declaration of Independence and U.S. Constitution
- Describe the three branches of government
- Understand how Washington, D.C. became our nation's capital
- Describe life in Washington D.C. in 1800
- Compare and contrast Washington D.C. in the past and present
- Describe places of interest in our nation's capital
- Appreciate what our capital city represents to people
- Identify the basic functions of state and local governments
- Understand why all communities have government and laws
- Discuss the need for law enforcement
- Recognize citizens' responsibilities to the community
- Identify community leaders who make a difference
- Understand the significance of voting and elections

Resources

Activeboard Flipcharts

Video segments from Unitedstreaming

Communitis Adventures in Time and Place text

Student Assesment book

American Revolution Powerpoint