

Objectives: Understanding the use of maps and the 5 regions of the United State

Estimated Number of Weeks: 12

Days and Time: Monday, Tuesday, Thursday, Friday – 30 minutes
Wednesday- 10 minutes

Concept	Essential Questions	People, Places, Events, Terms, Vocabulary & Descriptors	Benchmarks
Geography—World in Spatial Terms Treasure connection: Unit 3 week 4 *Learn 360- Social Studies, 3-5, Geography	1. What is the use and purpose of map elements, including the use of scales? 2. Where are all continents and oceans located on a world map? 3. How can you gather information using technology to represent primary and secondary sources in the area of geography?	Compass Rose, Scale, Key/Legend with symbols, linear, fractional, North America, South America, Europe, Asia, Antarctica, Australia, Africa, Indian, Pacific, Atlantic, Arctic, Antarctic	SS.3.G.1.1 SS.3.G.1.2 SS.3.G.1.3 SS.3.G.1.4 SS.3.G.1.6 SS.3.A.1.1 SS.3.A.1.2 SS.3.A.1.3
Geography—Places & Regions	1. What are the 5 regions of the United States? 2. What are the 50 states and the capitals? 3. What are the differences in North American regions including physical features & landmarks? 4. What are the differences in climate and vegetation in the North American regions.	Northeast, Southeast, Midwest, Southwest, West, lakes, rivers, oceans, mountains, deserts, plain, grasslands,	SS.3.G.2.1 SS.3.G.2.2 SS.3.G.2.3 SS.3.G.2.4 SS.3.G.2.5 SS.3.G.2.6
Geography—Physical & Human Systems Treasure connection: Unit 4 week 3 *Learn 360- Social Studies, 3-5 US, North America	1. How does the environment influence settlement? 2. What are the natural resources and how are they diverse depending on North American regions? 3. What are differences in cultures in North American regions? *Learn 360- Social Studies, 3-5 United States, North America	Settlements, Agriculture, Music, Transportation, Food, language, holidays, beliefs and customs	SS.3.G.3.1 SS.3.G.3.2 SS.3.G.4.1 SS.3.G.3.1 SS.3.A.1.3

Teaching Resources

1. www.50states.com , 2. www.mrdonn.org 3. http://geology.com/state-map 4. http://geoimages.berkeley.edu/GeoImages/Johnson/Landforms/GlacialPeriglacial03.html 5. http://geology.com/state-map 6. www.sheppardsoftware.com/web_games.htm 7. http://school.discoveryeducation.com/lessonplans/geog.html 8. http://www.candohelperpage.com/mapping_skills_1.html	9. www.proteacher.com/090027.shtml 10. www.dembsky.net/regions 11. http://www.pibmug.com/files/map_test.swf 12. www.enchantedlearning.com/geography/landforms/glossary.shtml - scroll down 13. http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/index.html 14. http://nieonline.com/sptimes 15. http://www.mrsjonesroom.com/songs/50states.html 16. http://sharepoint.leon.k12.fl.us/esss/ -	ASSESSMENT http://www.pibmug.com/files/map_test.swf - on states names
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Unit Title: Economics

Objectives: To understand the interactions of exchange of goods and services through the use of trade or money.	Estimated Number of Weeks: 12	Days and Time: Monday, Tuesday, Thursday, Friday – 30 minutes Wednesday- 10 minutes
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Concept	Essential Questions	People, Places, Events, Terms, Vocabulary & Descriptors	Benchmarks
Beginning Economics-currency Treasure Connection: Unit 3 week 1 Unit 4 week 4 Unit 5 week 1	<ol style="list-style-type: none"> 1. What are the characteristics of money? 2. How are the interactions of the exchange of goods and service important to buyers and sellers? 3. How can you gather information using technology to represent primary and secondary sources in the area of economics? 	Currency, Goods, Services, buyers, sellers, trade, scarcity, divisible, portable, recognizable, durable	SS.3.E.1.1 SS.3.E.1.2 SS.3.E.1.3 SS.3.A.1.3 SS.3.A.1.2 SS.3.A.1.1
Beginning Economics	<ol style="list-style-type: none"> 1. What is the difference between currencies used in United States, Canada, Mexico and the Caribbean? 		SS.3.E.1.4

Teaching Resources

<ol style="list-style-type: none"> 2. http://www.moneyinstructor.com/elementary.asp 3. http://ecedweb.unomaha.edu/elementary/elementary.htm 4. www.usmint.gov/kids 5. www.econedlink.org/lessons/docs_lessons 6. www.ebri.org/pdf/wrapper.pdf 7. www.learntosave.com/ 8. www.practicalmoneyskills.com/english/pop/games/p_ed_bank.html 9. http://www.econedlink.org/lessons/docs_lessons/414_414_Evaluation12.pdf 10. www.aesopfables.com/cgi/aesop1.cgi?srch&fabl/TheAntandtheGrasshopper 	<ol style="list-style-type: none"> 11. http://googolplex.cuna.org/13520/cnote/calc.php 12. http://www.lisashea.com/lisastrips/coins 13. http://aes.iupui.edu/rwise/notedir/mappage.html 14. http://www.newmoney.gov/newmoney/flash/interactivebill/10_InteractiveNote.html 15. www.moneyfactory.gov/newmoney/ 16. http://nieonline.com/sptimes 17. http://www.gold-eagle.com/editorials_08/lee043009.html 18. http://sharepoint.leon.k12.fl.us/esss/ <p>Books: “All About Money” by Erin Roberson, “Coin Counting Book” by Rozanne Lanczak Williams *Learn 360- Social Studies, 3-5 Econ. Lemonade Sale</p>	ASSESSMENT 1. http://www.factmonster.com/quizzes/currency/1.html
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Grade Level 3
Course Social Studies

2011-12
CURRICULUM MAP

Unit Title: Civic & Government

Objective: Understanding of the foundations of the United States government and law	Estimated Number of Weeks: 15	Days and Time: Monday, Tuesday, Thursday, Friday – 30 minutes Wednesday- 10 minutes
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Concept	Essential Questions	People, Places, Events, Terms, Vocabulary & Descriptors	Benchmarks
Structures and Functions of Government –levels Treasure connection: Unit 6 week 3	<ol style="list-style-type: none"> 1. What are the different levels of government? 2. What is the purpose and people’s responsibility of government? 3. How can you gather information using technology on government and laws to represent primary and secondary sources? 	Government, Branches-Executive, Legislative, Judicial including local –mayor, city commission, county & circuit court, volunteerism, civic duties	SS.3.C.3.1 SS.3.C.2.1 SS.3.C.1.2 SS.3.C.1.1 SS.3.C.3.2 SS.3.A.1.3 SS.3.A.1.2 S.S.3.A.1.1
Structures and Functions of Government-constitution	<ol style="list-style-type: none"> 1. How was the Constitution, both federal and state, established? 2. What is the importance of the Constitution of the United States as the Supreme Laws of the land? 	Constitution, 1787, Law,	SS.3.C.3.3 SS.3.C.3.4 S.S.3.C.1.3 S.S.3.A.1.1

Teaching Resources

<ol style="list-style-type: none"> 1. http://edtech.kennesaw.edu/web/govern.html 2. http://government.mrdonn.org/3branches.html 3. http://www.factmonster.com 4. http://www.socialstudiesforkids.com (current events in Social Studies) 5. http://www.congressforkids.net constitution and branches 6. http://www.sheppardsoftware.com/usa_game/government/branches_government.htm Game for understanding government 7. http://sharepoint.leon.k12.fl.us/esss/ 	<ol style="list-style-type: none"> 8. http://kids.clerk.house.gov (role of the House of Representatives) 9. www.whitehouse.gov information on the white house 10. www.kids.gov grade appropriate links and educator resources 11. http://www.usconstitution.net/constpix.html 12. http://nieonline.com/sptimes 	ASSESSMENT
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LESSONS:

Geography

Creating an Edible Map

Objective Students will create a map and examine the physical geography, borders, and/or cities/towns of an area.
Standards: SS.3.G.1.4, SS.3.G.1.5, SS.G.2.4,

Materials

- 2 cups smooth peanut butter
- 2 1/2 cups powdered milk
- 2 1/2 cups powdered sugar
- 2 cups white corn syrup
- Blue icing
- Chocolate chips
- M & Ms
- any other edible material you want to use for landmarks
- photocopies of map of area chosen to create

Method

- Distribute photocopies of maps.
- Mix first five ingredients together, and distribute equal amounts of dough to each student. This will be the 'base' of their map.
- Students decorate their map:
 - Blue M&Ms-- lakes, rivers, and oceans
 - Chocolate chips-- mountains
 - Raisins, Red Hots, or nuts--cities and towns
- Students compare and identify others' maps.
- Eat!

USA Bingo- Students will label the states in each of the five regions of the United States

Standards: SS.3.G.2.3, SS.3.G.1.2, SS.3.G.2.1

I used states and capitals BINGO and blank USA maps to help mine remember. They love playing BINGO. The first time we played I pulled down my large US map and gave them 20 seconds to answer. After a while we didn't need to use the map and they remembered the states and the capitals. The blank maps they filled in both the states and the capitals. I broke the US into the different regions and it helped them to remember each state and its capital. Mine really loved playing BINGO!

US Search That State

Standards: SS.3.G.2.3, SS.3.G.2.6, SS.3.G.3.1, SS.3.G.3.2

The students are given the following questions in a prepared booklet in which they write their answers. There is also room provided for them to draw the state flag, flower, tree, bird, and a map of the state. **Teacher Resource #1**

1. Name of state and Capital:
2. Is size of state and how is the size of the state compared to other states?
3. Name all of the states, countries, or bodies of water that surround this state.
4. About how many people live in this state? Compare to other states?
5. Name two prominent people that are from this state. Why are they famous?
6. What are the chief products of this state?
7. What kind of climate does this state have?
8. Tell about three things in this state that are very different from (*****).
9. Tell about three things in this state that are much the same as we have in (*****).
10. If you were traveling from _____, (*****) to the capital of this state, how many miles would you drive?
11. How long would it take you to drive it if you drove 50 miles an hour?
12. These are facts about this state that I think are interesting...
13. I would like to live in this state because...
14. I would not like to live in this state because...
15. Make a pictorial graph of the population of your state and the state of (*****).
16. When did it get its statehood?
17. How did the U.S.A. get the land?
18. Tell three other historic things about your state.
19. Draw the state symbol and give an explanation.
20. What is the state motto?
21. What is the state's nickname?
22. Name three places to visit and tell about these places.

Song - Fifty Nifty United States Teacher Resource #15

Standard: SS.3.G.2.3

Alabama, and Alaska, Arizona, Arkansas
California, Colorado, Co-nnecticut and more
Delaware, Florida, Georgia, Hawaii, Idaho
Illinois, Indi-a-na, I-o-wa ...35 to go...

Kansas, and Kentucky, Louisiana, Maine
Maryland, Massachusetts and good old Michigan
Minnesota, Mississippi, Missouri, and Montana
Nebraska's 27, number 28's Nevada

Next, New Hampshire, and New Jersey, and way down, New Mexico
There's New York, North Carolina, North Dakota, Ohio
Oklahoma, Oregon, Pennsylvania, now let's see
Rhode Island, South Carolina, South Dakota, Tennessee

Texas and there's Utah, Vermont, I'm almost through
Virginia and there's Washington, and West Virginia, too
Could Wisconsin be the last state or is it just 49?
No, Wyoming is the last state in *The 50 States That Rhyme*

ECONOMICS

Simple Simon Meets a Producer

Key Economic Concepts:

[Capital Resources](#) [Consumers](#) [Goods](#) [Producers](#) [Production](#) [Services](#)

Description:

A classic rhyme, *Simple Simon and the Pie-Man*, introduces students to the concepts of consumer and producer. Students learn that consumers are the people who buy and use goods and services. Producers make the goods and provide the services. When producers are working, they often use goods and services provided by other producers. These goods and services are called resources. An interactive activity helps students distinguish between consumers and producers. In a second activity, the students match producers with the resources needed to provide goods and services.

Lesson Objectives:

Standards: SS.3.E.1.1, SS.3.E.1.3

Introduction:

Do you know the nursery rhyme about Simple Simon and the Pie-man? It tells a story about a consumer and a producer. Consumers are people who buy and use goods and services. Producers are people who make goods and provide services. In this lesson students will learn what consumers and producers do. They will also be asked to give two examples of resources used by producers.

Resources:

- Simple Simon Story and Questions: Use this story to introduce the economic concepts of producers and consumers. [Simple Simon Story](#) Teacher Resource#9
- Producers and Resources Activity: This interactive drag and drop activity will test student's knowledge of producers and resources. [Producers and Resources Activity](#), Teacher Resource #5
- Consumers and Producers Activity: This interactive drag and drop activity, and worksheet will test student's knowledge of consumers and producers. Teacher Resource #5- [Consumers and Producers](#) [Consumers and Producers Worksheet](#) [Consumers and Producers Answer Sheet](#)



Process:

Project the '[Simple Simon Story](#)' via an LCD projector or TV monitor and read the text to the students. When they have finished reading/listening to the rhyme, prompt discussion by asking the following

1. Who is the producer in the rhyme? [*The pie-man*]
2. What is the pie-man selling? [*Pies, cakes, muffins, etc.*]
3. Who is the consumer in the rhyme? [*Simon*]
4. What did Simon want to do? [*Buy a pie.*]
5. How much would Simon have to pay for the pie? [*A penny*]
6. Do you think Simon bought the pie? [*No, he didn't have a penny.*]
7. What other goods and services do consumers buy from producers? [*Toys, clothing, automobiles, houses, music, etc.*]

8. Name some producers and tell what they provide for consumers.

Can you distinguish between the consumers and producers in this activity? Discuss the questions as a class then let the students work independently on the '[Producers Use Resources](#)' activity. Teacher Resource #5

Conclusion:

Consumers and producers need each other. Consumers need producers to make the goods and services they buy and use. Producers need consumers to buy the goods and services they want to sell.

Assessment Activity:

1. Have the students complete the '[Consumer or Producer](#)' activity Teacher Resource #5
2. (Check their answers using the [answer sheet](#))



On The Money

Key Economic Concepts:

[Decision Making](#)

[Demand](#)

[Economic Systems](#)

[Exchange](#)

[Functions of Money](#)

[Money Supply](#)

[Supply](#)

Description:

In this lesson, students explore what money is and how it differs around the world. They will compare U.S. currency with play money and with foreign currency. They will then use their knowledge to design their own money.

Lesson Objectives:

Students will:

- To explain why some things are real money and some things aren't.
- To recognize that different countries print different money.
- To design and create their own currency.

Introduction:

In this lesson, students will explore what money is and how it differs around the world. They will compare U.S. currency with play money and with money around the world. They will then use their knowledge to design their own money. Visit Bureau of Engraving and Printing, **Teacher Resource #15** for background information about U.S. money and to find the answers to questions that come up during the lesson.

Process:

1. Visit the website [Coin Pictures from Around the World](#), **Teacher Resource #12**, and look at various pictures of coins from around the world. Ask students what they are looking at. How do they know it is money? Is it real money? Ask students to name a coin that we use today in our country.
2. Give each student a nickel, dime, penny, or quarter. Have students compare their coin with a coin on the website. How are they alike? [round, have pictures, made of metal] How are they different? [the words are different, the pictures are different] As a class, create a Venn diagram.
3. How do we know something is money? Is all money round? [show students a dollar bill if they answer yes] Is all money silver? Explain that students will be learning about money and will be able to explain what makes something money by the end of the lesson.
4. Hand a student some Monopoly or other play money and ask if they would sell you their lunch for it. Why not? Explain that the coins on the website they just saw are play money, not real money.
5. What makes the play money different from the real money they saw at the first website or the money they are holding in their hands? Brainstorm ideas. Explain that the difference is that real money is widely accepted as money. Everyone agrees to use it as money. Play money is not widely accepted as money, and most people wouldn't sell you something in exchange for it.
6. Visit the [Geographical Directory Of World Paper Money](#) **Teacher Resource #13**; click on the country whose currency you wish to see. Explain that different countries print different currency. To buy something in a country, you need to have that country's currency. Have each student explore the currency from at least three countries. Compare one example to an American ten dollar bill as seen at the web site [U.S. Treasury Small Denominations](#), **Teacher Resource #14**. How is it different from American money? What do they like about it?
7. Have each student create their own currency using paper and art supplies or a draw program on their computer. Encourage them to include some of the features they saw on the American ten dollar bill and on the currency they viewed from other countries. How will they make sure that no one can easily copy their currency?



Conclusion:

1. Ask students if they could use the money they designed to buy things in a grocery store. Why not?
2. Ask students which currency that they have seen is their favorite. Why?
3. Ask students where they have seen play money, i.e. Games, fast food restaurant. Could they use this money to buy a toy? Why not?
4. Could you buy a toy in France with American Dollars? Why not?

Assessment Activity:

1. Ask students to draw a picture, write or verbally explain what money is.
2. Ask them to explain the difference between real and play money by drawing a picture, writing, verbally explaining, or acting it out.

Extension Activity:

1. Let students play some of the games at **Teacher Resource #14**
2. Ask students to bring in any money they or their parents might have from another country for show and tell. Where did it come from? What features make it special?
3. Have students carve into a potato, dip the potato in paint, and press it onto paper repeatedly to make prints. Explain that this is similar to the way paper money is printed. Why this is a better way to make money than drawing each bill by hand?

No Funny Money, Honey....I Want the Real Thing!

Key Economic Concepts:

- [Barter](#)
- [Characteristics of Money](#)
- [Currency](#)
- [Money](#)

Description:

Do you know what funny money is? It's NOT the real thing! Find out how our government tries to make our money hard to copy in this lesson about real and fake money.

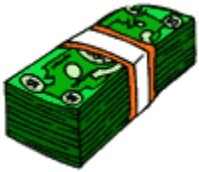
Standards: SS.3.E.1.2, SS.3.E.1.4

Lesson Objectives:

Students will:

- Name the security features that make the United States money unique.
- Discover the limitations of bartering.
- Identify how U.S. Currency looks today.
- Design a personal bill.
- Pick out the characteristics of money in a drag and drop activity.
- Understand what changes have been made to U.S. currency to avoid counterfeiting.
- Answer questions regarding current U.S. currency.

Introduction:



Ask the students why a \$10 bill is worth 10 dollars. The paper used to make the bill is not worth 10 dollars. Start a discussion about what it would be like to live in a world without money. What makes money a good way to buy things? How does currency make our life simpler? The students will go to various sites provided by the [New Money website](#), **Teacher Resource #14** and the teacher should review information given in the [New Money- About the Redesigned \\$5 Bill](#) link, as well as the other resources listed, to learn about U.S. currency and how to spot 'funny money'. After the students learn about how we keep our money safe, they will play the game and (in the extension activity) take a quiz at New Money- Educational Games & Resources.

Process:

[Note: This lesson stresses coins and currency, but does not deal with checking deposits. Tell the students that coins and currency are only part of our money supply. Checks are part of the money supply, too. This lesson is only going to deal with coins and currency. Checks are not created by the U.S. Treasury. Also, some activities within this lesson may only be appropriate for only grades 3-5, dependent on student comprehension and skill set.]

Write the word [bartering](#), **Teacher Resource #5**, on the board and discuss its meaning. Explain to the students that bartering is the direct exchange of goods and services between people without the use of money. Money makes trading easier because it has four characteristics.

1. Money is portable. That means it is easy to carry. Would gold be easy to carry? [*Only in small amounts; gold is heavy.*] Would salt be easy to carry? [*No, you'd have to bag it or it would run through your fingers.*]

2 Money is divisible. That means it is easy to divide. Ten dollars is worth 10 one-dollar bills. If something costs 7 dollars, we do not have to split or cut actual bills apart to come up with the amount needed.

3. Money is durable. That means it is long lasting. Our bills are not easy to tear and they are not printed with ink that runs. Our bills can even make it through the wash cycle of our washing machines!





4. It is generally accepted. That means a dollar bill can buy gum in Atlanta, in St. Louis, or Los Angeles.

Why should money be hard to obtain? Why should our money be hard to counterfeit? Scarcity of money is the reason it is valuable. If money was like sand, and there was plenty of it, how valuable would it be? Things are scarce when you cannot have as much of them as you want. Money sure fits that definition!

Some people counterfeit money. They make money, but not in the legal way! It is illegal to manufacture money because money would not be scarce if people everywhere could make their own. To find out more about our currency, have the students visit the [Bureau of Engraving and Printing](#), **Teacher Resource #15** and [The History of U.S. Currency](#), **Teacher Resource #14**, to find out more information about how the U.S. currency came to be.

Ask the students, do you know what a \$10 bill should look like? Have them visit [The Redesigned \\$10 Note](#) and find out! How about the [\\$5 Note](#) or the \$20 dollar bill. The students can also visit [The New \\$10 Bill](#) for an interactive visual at the "Safe. Smart. More secure" look of the \$10, as well as the \$5, \$20, \$50, and \$100. Next, have the students take a [Multiple Choice Quiz Assessment #1](#), to find out how much money knowledge they have.

After the Multiple Choice Quiz, have the students go to [Design Your Own Bill](#), **Teacher Resource #14**, to make a personalized bill that allows the student to change the features and colors of their currency.

Conclusion:

As the teacher, review the information provided on this website: [Aristotle's Choice of Money Revisited](#), **Teacher Resource #17**. After reading about the features that money should have, open up the Drag and Drop Activity below and apply this information to the interactive Venn diagram. Explain the concepts of durability, divisibility, and portability and how it applies to currency and products today.

Do the students know about the characteristics of money -- what each concept is and what items would cover which characteristics? Check their understanding by using the [Drag and Drop Activity](#), **Teacher Resource #5**

Extension Activity:

[The New Color of Money](#), **Teacher Resource #14**, video outlines the changes that have been made to U.S. dollars, in particularly the \$10 bill, and what has been done to prevent the counterfeiting of money. After the students have reviewed all of the information in this lesson and this section, have them take the [Interactive Video Quiz](#) located on the New Money website. Students will need to click on "Take the Quiz" to begin.



Government

Florida Constitution

Standards: SS.3.C.1.1, SS.3.C.1.2, SS.3.C.1.3, SS.3.C.3.3, SS.3.C.3.4

Vocabulary:

revisions amendments manage veto capital capitol budgeted restored

Suggested Activities:

1. Ask the students to complete information that falls under each of the three categories (executive, legislative, and judicial). The information for this can be found in the passage.
2. Have the students research the identities of as many individuals as they can who hold office in Florida's state government (e.g., name of governor, lieutenant governor, Commissioner of Education, etc.).
3. Compare and contrast the Florida constitution to the U.S. constitution. How are they different? How are they similar?
4. Assign roles for each student, and have them conduct a mock legislative session attempting to pass a bill.
5. Write a class constitution, detailing the rules and regulations to be followed by all students.

Reading Passages:

Florida's Constitution Resource

The state's first constitution was written in 1838. The current constitution is Florida's sixth, and was adopted in 1968.

The constitution is reviewed every twenty years to determine whether or not revisions should be made by the legislature. These revisions are called amendments. In 1998, a revision was made to our state constitution involving the executive branch of government.

Florida's Branches of Government at the State Level

Just like the federal system, voters elect representatives to run the government in the state. In Florida there is an executive branch, a legislative branch, and a judicial branch.

The governor heads Florida's executive branch. In a way, the governor is the "President" of our state. He is in charge of carrying out our state laws. There have been 43 governors of the state of Florida. The first elected governor of Florida was William D. Moseley, who served from 1845 to 1849. Before Florida was a state, it was a U.S. territory, and the governor was appointed by the President rather than elected by the people. William Pope DuVal was Florida's first territorial governor, 1822-1834. The most important job the governor has is to manage the state budget. He must plan how to best spend the state's money and present this plan to the legislature.

Florida has a lieutenant governor who works closely with the governor and helps with some of his responsibilities, somewhat like a Vice President. The governor also has people, called a cabinet, to help him run the state government. The cabinet consists of an Attorney General, Commissioner of Agriculture, and Chief Financial Officer.

The legislative branch of Florida's government makes the law. The legislative branch consists of two parts: the House of Representatives and the Senate. In the House of Representatives there are 120 representatives who represent the 120 house districts in our state. The districts are drawn up based on population, not by county lines. In the Senate there are 40 state senators.

In order for a bill to become a state law, the majority of the senators and representatives must pass it. If passed, the bill goes to the governor for his approval. If he signs the bill, it becomes a law. If he decides to veto it, the bill can still become a law but only if two thirds of both the House and

FLORIDA CONSTITUTION

EXECUTIVE LEGISLATIVE JUDICIAL

Senate vote for it again. This is how our check and balance system of government works; no one part has more power than another part.

The third branch of our state government is the judicial branch. This is the court system of our state. There are many levels in this system. The state Supreme Court is the highest court in Florida, and it is made up of seven judges. Each judge serves for six years and is appointed by the governor.

Florida's State Capital and Capitol

The city where the governor, senators, and representatives work is called the capital. The capital of Florida is Tallahassee. This city was chosen to be the state capital in 1824.

During the Civil War, Tallahassee was the only Confederate capital east of the Mississippi not captured by the Federal army.

The building where the state's official business takes place is called the capitol, which means building where a legislature meets.

(Notice the two spellings - they are different and have different meanings, but both are important to government.) The first capitol was three log cabins. Then, in 1826, a two-story cement building was built to be the capitol. In 1893, the

Florida legislature budgeted \$20,000 to build a newer, bigger building. This building was made of brick and is still part of the Capitol today. As Florida continued to grow, so did the state's government. Additions were made to the Capitol building in 1923, 1936 and 1947. And finally, in 1972-77 a new Capitol complex (many buildings together) was built to house government offices, including the House and Senate. The old Capitol building was saved and restored. It is open to the public for tours and houses the State's Museum of Florida History.

US Constitution Resource -Teacher Resource #9 (pictures of the Constitution, scroll down)

The law is the set of rules that we live by. The Constitution is the highest law. It belongs to the United States. It belongs to all Americans.

The Constitution says how the government works. It creates the Presidency. It creates the Congress. It creates the Supreme Court.

The Constitution lists some key rights. Rights are things that all people have just because they are alive. By listing the rights, they are made special. They are made safe. The Bill of Rights is a part of the Constitution. The Bill of Rights lists many rights of the people.

History

The Constitution was written in 1787. Yes, it is over 200 years old. We actually have old copies of what was created.

In 1787, a group of men met to write the Constitution. They did not like the way the country was going. They fixed it by creating the Constitution. We call these men The Framers.

Some of the framers are very famous. George Washington was a Framers. So was Ben Franklin.

The Framers met in Independence Hall during a hot summer in Philadelphia. They had a lot of arguments. In the end, they agreed to the words in the Constitution. They knew they had to agree. If they did not agree, the fighting would keep going.

After the Framers wrote the Constitution, they asked the states to approve it. It took some time, but all the states did approve it.

Some people did not like the Constitution. Some were afraid because it did not do enough to protect the rights of the people. It had no bill, or list, of rights.

Promises were made to add a bill of rights. After the Constitution passed, the Bill of Rights was added. The Bill of Rights is the first ten changes to the Constitution.

Making changes

The Constitution is not perfect. When it was written, they knew that it would have to be improved. The Framers added a way to make changes. This is called "amendment".

The Bill of Rights was actually added as a set of amendments. The Constitution has been changed 18 times since it was written. The amendments added things that the Framers didn't think of.

One amendment says that all black men can vote. Another says that all women can vote. One more says that the President can only be elected twice.

The first amendments, the Bill of Rights, were added in 1791. The last amendment was added in 1992. Lots of people have ideas for new amendments. Adding an amendment is hard — it takes lots of agreement. Maybe you have a good idea for a change to the Constitution.

The Bill of Rights

The Bill of Rights is very important. It protects important ideas. It protects your right to say what you want. It lets you think for yourself. It keeps the laws from being too hard. It gives rules for the police.

It lets you believe in God if you want. No one can tell you not to believe. It lets you gather with your friends to talk. It makes sure you can read newspapers.

The Bill of Rights also protects your home. It helps keep Americans safe. Today, we are very happy the Bill of Rights was added to the Constitution.

How it all works

The Constitution sets up the government. It is split into three parts.

One part is the Congress. The Congress makes laws. The people elect the members of Congress. The next part is the President. The President enforces the laws.

The last part is the Courts. The courts decide what the law means when there are questions. All of the parts have to work together. Just like the Framers agreed on the Constitution, the parts have to agree on the laws. No part has too much power. The power is shared. This helps protect the people.

Levels of the Government

Objective

Each level of government has responsibilities and provides services to its citizens.

Essential Question

What are the different levels of government? (Local, state, federal)

Standards: SS.3.C.3.1, SS.3.C.3.2

Vocabulary

federal common defense general welfare constitution justice human rights equal opportunity

1. Discuss what local government does for its citizens (safety, services, community planning and growth). Students will collect pictures and/or articles showing community government services from magazines, newspapers, and internet to create a collage.
2. Discuss that different levels of government provide services (safety: police-national guard-United States military; transportation: city streets-county roads-state highways-interstate highways; courts: traffic court-circuit/chancery court-United States Supreme Court). Students will match service to its appropriate level of government (local, state, federal) on handout (*Attachment 1*). Students will create a poster in cooperative small groups depicting the levels of government and services provided by each.
3. Divide students in small groups. Give each group the information below and have them discuss which government is responsible for each service. Then review as total class, discussing why a certain government is responsible for that service. .

Services	FEDERAL	STATE	LOCAL
State Parks			
Firefighters			
Navy, Air Force, Army, Coast Guard			
Public schools			
National Governance			
City Parks and recreations			
Traffic lights			
Hurricane Relief for Several States			
Street Signs			
Interstate Highways			
Street Maintenance			
Tornado relief for several towns			
City Management and planning			
Street Flooding relief in a community			
State management and governance			
FBI, US marshals			
National Park Service			
Waste Disposal			
City Police or County Sheriff Dept.			
National Guard and Air National Guard			