

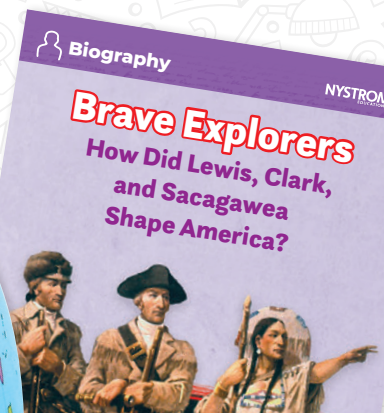
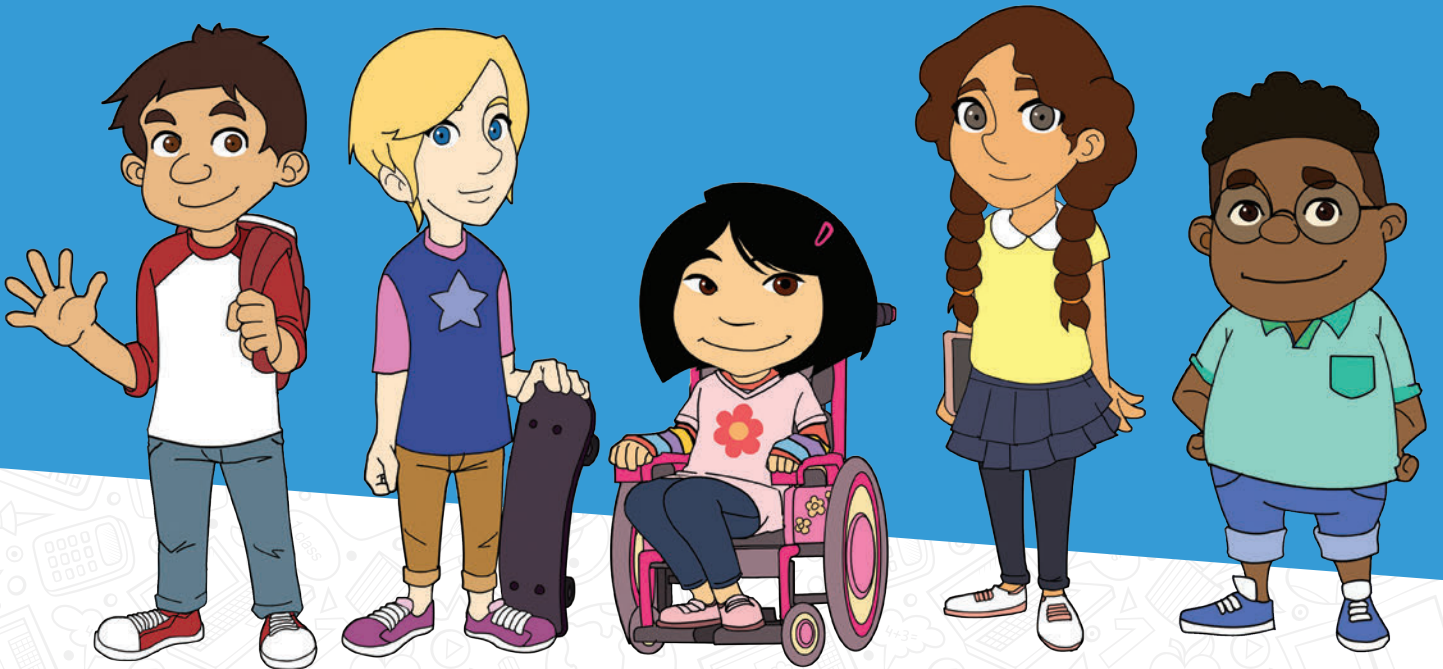
PROGRAM SAMPLER

Grade 1 *Explore*

1

NYSTROM

Young Citizens





Contents

Program Overview	4-5
Digital Platform	6-7
Leveled Student Readers	8-9
Characters	10-11
Teacher's Guide	12-43
Table of Contents	14-16
Chapter 4, Lesson 1	17-34
Chapter 4 Test	35-38
Chapter 4 Teacher Evaluation	39
Answer Key	40-43
Student Handouts	44-57
Student Book	58-83
Table of Contents	60-63
Chapter 4, Lesson 1	64-71
Atlas	72-76
Patriots' Handbook	77-81
Glossary	82-83





At Social Studies School Service, we have long lived by the credo of constant refinement and improvement. And I am so proud of how we've improved the widely adopted Nystrom elementary program, building on the long legacy of Nystrom's leading role in hands-on learning, to create our new Nystrom Young Citizens program.

We listened to elementary teachers from across the country and have spent several years incorporating a rich literacy component of leveled student readers, a student narrative that tackles standards with more rigor, and a highly interactive digital experience. The narrative is told through a diverse cast of illustrated kids in a graphic novel-like format. And the program (literally) draws on the activity maps and globes that form the core of our hands-on learning.

Nystrom Young Citizens is about cultivating the essential skills of citizenship that form the foundation for engagement in community, country, and the world. Each leveled reader includes an activity focused on taking informed action. The characters in the narrative come from diverse backgrounds and model how to interact in a pluralistic society.

Our company is motivated by the mission of creating teaching and learning tools that make students want to reach for new heights while immersing themselves in the learning process. We feel that engaged students lead to engaged citizens and giving our students essential citizenship skills prepares them for lifelong success.

Thanks for considering Nystrom Young Citizens!

Sincerely,

David Weiner
CEO

If you have any questions about the curriculum,
contact your state curriculum specialist or write to

access@socialstudies.com

Program Overview

Young Citizens is uniquely designed to meet the needs of your diverse student body. Its multi-purpose approach deepens learning by placing greater focus on academic rigor, literacy, hands-on experiences, digital integration, and assessments, all while covering social studies content. Students of today need multiple ways to interact with content that combines reading, writing, thinking, speaking, and listening skills with hands-on experiences that they will remember for years to come. These resources are also easy-to-use and streamlined to meet the needs of today's busy teachers.

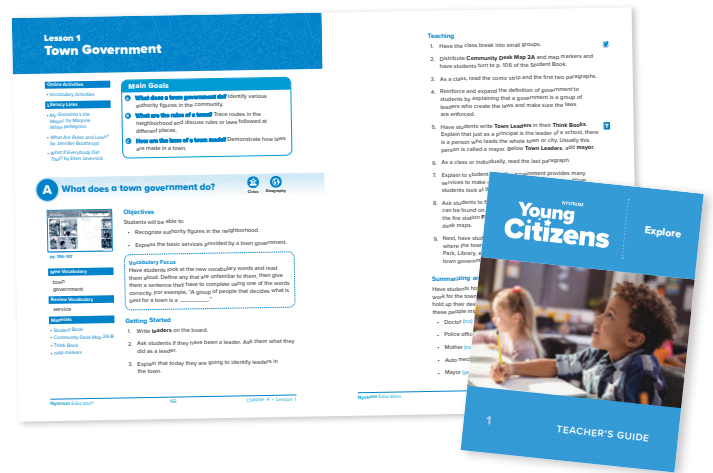


▲ STUDENT BOOK CLASS SET OF 30

Strengthen core concepts with readings that incorporate a graphic-novel style narrative populated by entertaining and relatable characters

▼ TEACHER'S GUIDE

Make lessons straightforward and easy to prep with clearly organized, step-by-step instructions



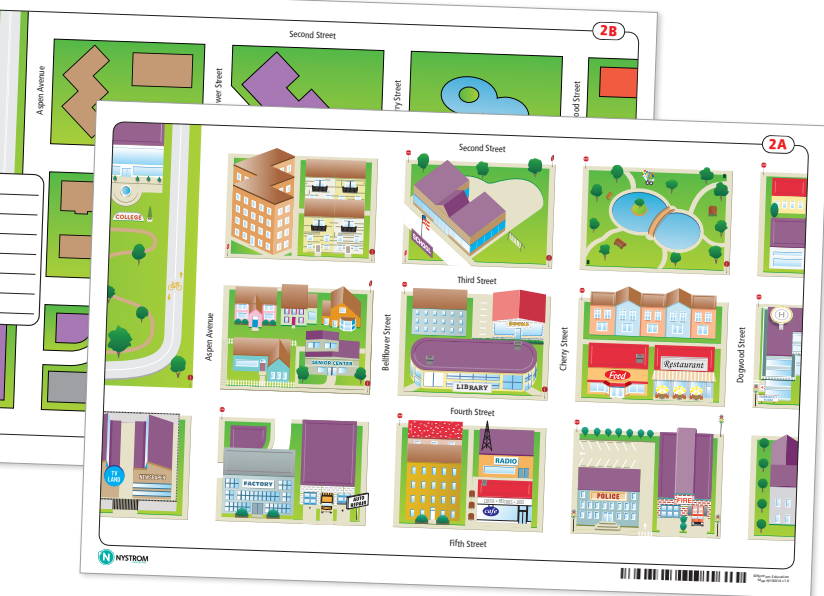
▼ GROUP ACTIVITY CARDS 8 SETS OF 8

Encourage collaborative learning and effective communication with these seven sets of cards corresponding with each chapter of the student book

- Family Primary Sources
- Naming Problems and Finding Solutions
- Neighborhood Primary and Secondary Sources
- Main Idea and Details: Johnny Appeased
- State Info Cards
- Native American Folktale
- Holidays

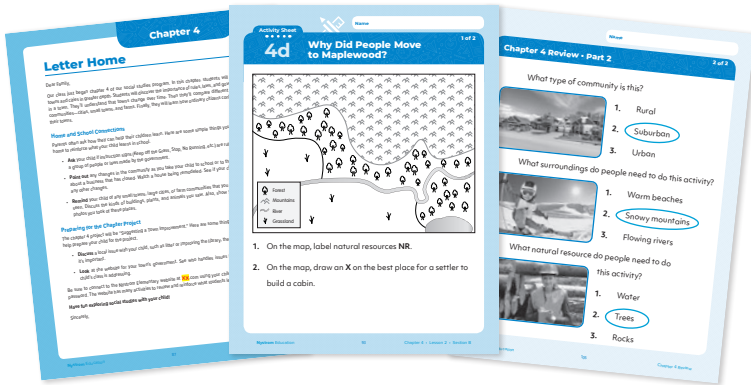
▲ COMMUNITY DESK MAP CLASS SET OF 30

Orient students to the fictional town of Maplewood on a wet-erase markable map that aligns with activities found in the student book and reinforces core content



STUDENT HANDOUTS

Keep reproducibles in one convenient place. This booklet includes copy masters of all letters home, worksheets, and chapter reviews

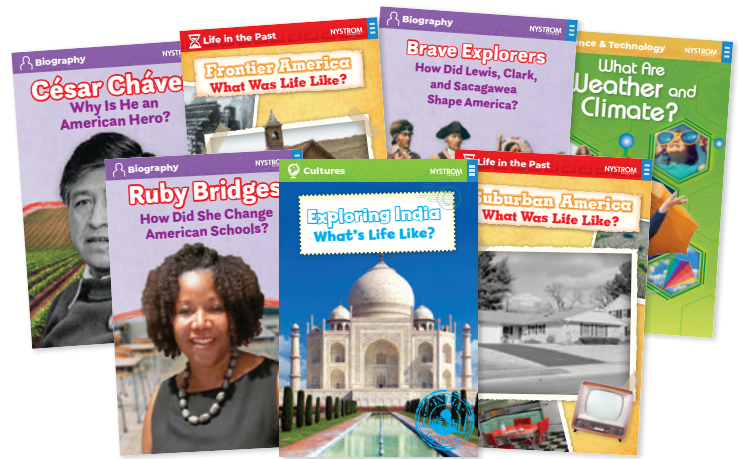


DIGITAL PLATFORM

Give students and teachers access to content anywhere, anytime

LEVELED STUDENT READERS CLASS SET OF 21

Promote literacy with seven readers covering the same content at three reading levels, illustrating and expanding on topics from the student book

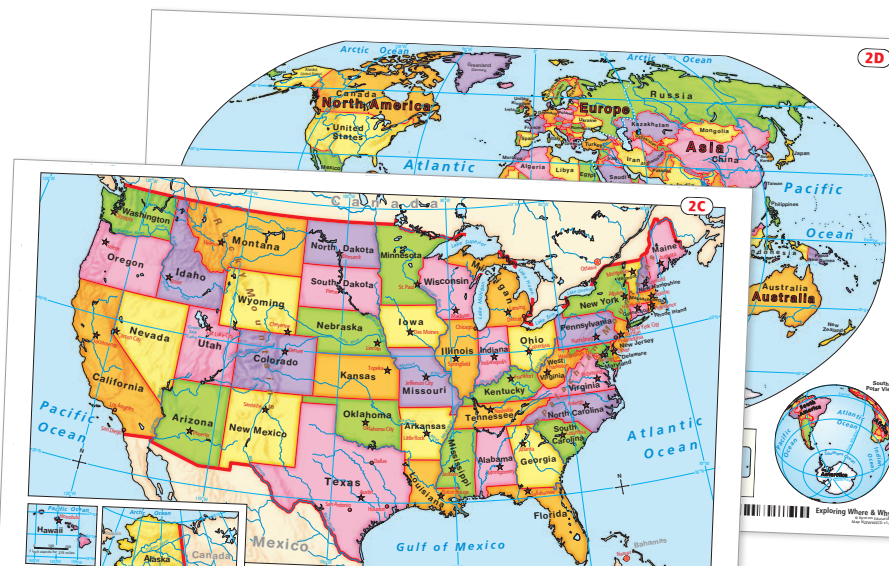


ACTIVITY GLOBES CLASS SET OF 6

Give students the freedom to mark-up activity globes using wet-erase markers as part of many hands-on activities from the teacher's guide. Grade-appropriate globes clearly show continents, country boundaries, oceans, and more

U.S./WORLD DESK MAP CLASS SET OF 30

Support standards around the geography of the U.S. and the world with a class-set of wet-erase markable desk maps that align with activities in the student book



Digital Platform

Give students and teachers the ability to seamlessly use resources both at home and in school with complete integration of print and digital materials.

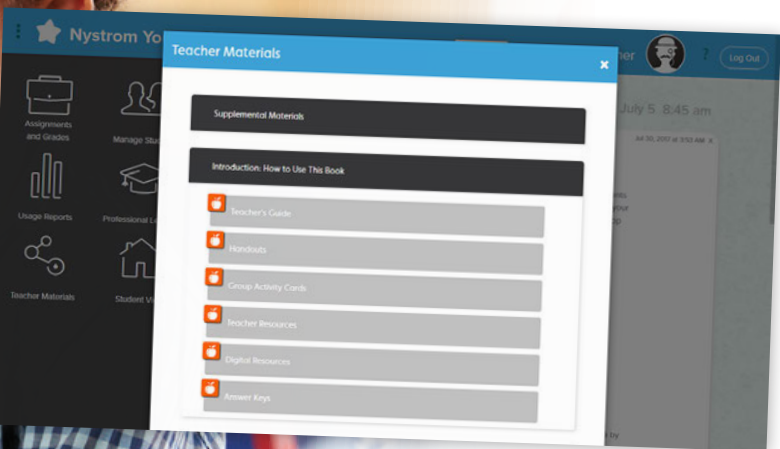




Student Materials

Rigorous and engaging digital activities

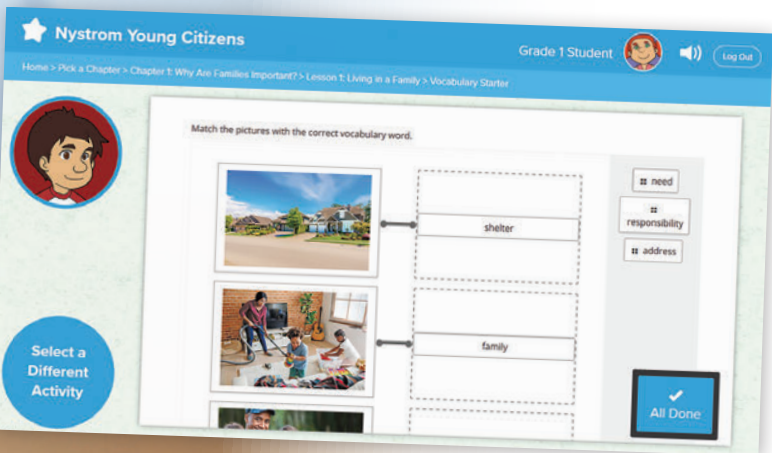
Activities accompanying each chapter are designed to require varying levels of depth of knowledge while developing skills, covering content, and reinforcing vocabulary. For each lesson, there are two vocabulary activities, one higher level activity and one visually oriented lower level activity. Simple activity formats such as drag-and-drop and matching engage the student in each learning task.



Teacher Materials

All your resources in one place and ready to print

The Teacher's Guide is available online, including activity sheets and tests to print out for use in class, lesson closures, letters home, state maps, and more. Also available are group activity cards, supplemental resources, and graphic organizers.



Assessments

Available digitally for every chapter

Quick formative assessments allow students to practice skills and reinforce concepts taught in the book. The longer summative assessment, the chapter test, is available both in print and digitally. When completed digitally, teachers can take advantage of the Nystrom Young Citizens learning management system to grade the assessments and generate reports to track student progress.

Leveled Student Readers

This library of nonfiction readers provides social studies content at three different reading levels.



Content-specific readers are an ideal way to weave reading comprehension strategies into every chapter to maximize time spent on social studies. Each chapter in the teacher's guide includes an activity built around a Leveled Student Reader.

A photograph of two young girls sitting at a table, looking at an open book. The girl on the left is Black and wearing a light blue shirt. The girl on the right is Asian and wearing a dark blue shirt. They are both looking down at the book with interest. The background is a blurred indoor setting.



Guide students at any level
to deepen literacy skills

3 levels provided:

What is **weather**?
Is it hot? Is it cold?
Is it windy? Is it rainy?



A **thermometer** tells us how hot or cold it is. In winter, it is cold. In summer, it is warmer.



2 3

Below expected reading level

What is weather?
Temperature is part of the weather. Wind speed and direction are part of the weather. Another part of the weather is precipitation (pri-sip-eh-tay-shun).



Temperature is how hot or cold it is outside. We use a thermometer to measure the temperature. In most places, the temperature goes up and down. At the **equator**, it is always warm.


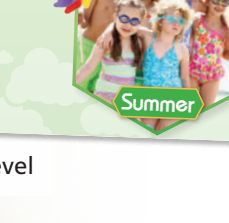
2 3

At expected reading level

When someone asks, "What is the weather today?" how do you answer? You might talk about the temperature or if it is raining. Temperature and precipitation are different parts of the weather. Wind speed and direction are too.

Temperature is how hot or cold it is outside. We use a thermometer to measure the temperature. In winter, temperatures can be cold. In summer, temperatures are warmer. Near the **equator** it is warm all year long. It is always cold near the North and South Poles.

2 3

Above expected reading level

Each reader provides three skill-building activities:

- ✓ Reading Comprehension
- ✓ Analyzing Primary Sources
- ✓ Taking Action or Communicating Results

Titles:

- Ruby Bridges: How Did She Change American Schools?
- Cesar Chavez: Why Is He an American Hero?
- Brave Explorers: How Did Lewis, Clark, and Sacagawea Shape America?
- Frontier America: What Was Life Like?
- Suburban America: What Was Life Like?
- What Are Weather and Climate?
- Exploring India: What's Life Like?

Characters

Who are our new friends?

Meet our classmates

Our book follows five friends who all want to help their school and city. Students will learn alongside them throughout the year.



Carlos speaks Spanish and English. He loves playing outside. Carlos has lots of ideas.



Leena loves music and reading stories too. This might be why she seems lost in thought sometimes!



Peyton loves to learn about the world. If the friends need to learn about something, Peyton will find information.



Minar loves to build things. She is very close to her family. She enjoys working in groups and will help others.



Roger loves video games. He likes to eat foods from other places. He is a little bit shy but very kind.

As you read about them, notice how they help each other and their community.



Hundreds Board

2	3	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	19	20	
22	23	24	25	26	27	28	29	30	
32	33	34	35	36	37	38	39	40	
42	43	44	45	46	47	48	49	50	
52	53	54	55	56	57	58	59	60	
62	63	64	65	66	67	68	69	70	
72	73	74	75	76	77	78	79	80	
82	83	84	85	86	87	88	89	90	
92	93	94	95	96	97	98	99	100	

Read to someone

The students are...

- reading the book right away
- asking questions
- talking to one another
- making the teacher proud

The teacher is...

- working with children

old

help get

take use

on said

want when

too



Teacher's Guide

The following pages contain a lesson excerpted from the Nystrom Young Citizens Grade 1 Teacher's Guide.

Table of Contents

Chapter 4 Introductory Activity

Chapter 4, Lesson 1

Chapter 4 Review

Chapter 4 Project

Chapter 4 Test

Chapter 4 Teacher Evaluation

Answer Key

Contents

Welcome to Nystrom Young Citizens vii

Program Components viii

Educational Integrity ix

How to Use the Program xvii

Additional Teaching Tips xxxiii

Scope and Sequence xxxvii

Introduction 1

How Do We Use This Book?

Introductory Activity 3

Lesson 1 5

Getting to Know This Book

A. Who are our new friends? 5

B. Where do our friends live? 7

C. How do we learn? 9

D. What is in this book? 11

Lesson 1 Closure 13

Chapter 1 15

Why Are Families Important?

Introductory Activity 17

Lesson 1 19

Living in a Family

A. Who is in a family? 19

B. What do families do for us? 22

C. What do we do for our families? 24

D. Where do we live? 26

Lesson 1 Closure 28

Lesson 2 29

Family Rules

A. What are family rules? 29

B. Where do rules come from? 31

C. Why do we obey rules? 33

Lesson 2 Closure 35

Lesson 3 36

Family Traditions

A. What do families celebrate? 36

B. Compare *Alike* and *Different*. 38

C. How are families different? 40

Lesson 3 Closure 43

Lesson 4 44

Families in the Past

A. When did your family come to live here? 44

B. Time Lines 47

C. What was life like for your family in the past? 50

D. Primary Sources 52

Lesson 4 Closure 54

Chapter 1 Review 55

Chapter 1 Project 57

Family Scrapbook

Chapter 1 Teacher Resources 60

NYSTROM

Young Citizens

Explore



Reading Skills



Researching Skills



Communicating Skills



Collaborating Skills



Leveled Student Readers



Group Activity Cards

Chapter 2 69

What Do You Know about School?

Introductory Activity 71

Lesson 1 73

Our School

A. What do we find in our school? 73

B. What do we do during a school day? 75

C. What do we do during a school year? 77

Lesson 1 Closure 80

Lesson 2 81

Improving the School

A. Who makes our school better? 81

B. Listening and Speaking in School 84

C. Cause and Effect 86

Lesson 2 Closure 89

Lesson 3 90

School Rules

A. How should we behave in school? 90

B. How can we make good classroom rules? 93

C. Ending a Fight Peacefully 95

Lesson 3 Closure 98

Lesson 4 99

Making Choices in School

A. Why can't the school have everything we want? 99

B. What happens when we make a choice? 102

C. Naming Problems and Finding Solutions 104

D. What were schools like in the past? 106

Lesson 4 Closure 108

Chapter 2 Review 109

Chapter 2 Project 110

School Improvement Project

Chapter 2 Teacher Resources 113

Chapter 3 121

What Do We Find in Our Neighborhood?

Introductory Activity 123

Lesson 1 124

Finding Our Way in the Neighborhood

A. What is in the neighborhood? 124

B. How do maps show places and things? 127

C. Using a Map 129

D. Writing Directions 131

Lesson 1 Closure 134

Lesson 2 135

How We Get What We Need

A. What do we need and want? 135

B. What are goods and services? 137

C. How do we get the things we need and want? 140

Lesson 2 Closure 143

Lesson 3 144

What We Do with Money

A. How do we use our money? 144

B. How do we get money? 146

C. Why do we choose what we choose? 149

D. Fact and Opinion 151

Lesson 3 Closure 153

Lesson 4 154

Changing Our Neighborhood

A. What changes do people make to their land? 154

B. How do neighborhoods change? 157

C. Primary and Secondary Sources 158

Lesson 4 Closure 160

Chapter 3 Review 161

Chapter 3 Project 162

Mapping Your Neighborhood

Chapter 3 Teacher Resources 165

Chapter 4 171

What Makes a Town?

Introductory Activity 173

Lesson 1 175

Town Government

A. What does a town government do? 175

B. What are the rules of a town? 178

C. How are the laws of a town made? 180

Lesson 1 Closure 182

Lesson 2 183

Towns Past and Present

A. Why do people choose to live in certain places? 183

B. Why did people move to Maplewood in the past? 185

C. How does a town get goods and services? 187

D. Finding the Main Idea and Details 189

Lesson 2 Closure 191

Lesson 3 192

Different Towns

A. What are different towns like? 192

B. Finding Your Town 194

C. How do our surroundings affect our lives? 196

Lesson 3 Closure 198

Lesson 4 199

Helping Our Town

A. How do people help their town? 199

B. Using Sequencing 201

C. Writing Your Opinion 203

Lesson 4 Closure 205

Chapter 4 Review 206

Chapter 4 Project 207

Suggesting a Town Improvement

Chapter 4 Teacher Resources 211

Chapter 5 217

What Do We Know about Our State?

Introductory Activity 219

Lesson 1 221

Places in a State

A. What is a state? 221

B. What natural features does a state have? 224

C. How does a map show a state's features? 226

D. What symbols represent our state? 228

Lesson 1 Closure 230

Lesson 2 231
Government of the State
A. What do state governments provide? 231
B. What is the difference between local and state government? 233
C. Comparing Different Points of View 235
Lesson 2 Closure 237

Lesson 3 238
Economy of the State
A. How do towns in the state work together to provide goods? 238
B. Using Charts and Graphs 240
C. Writing Informational Texts 242
Lesson 3 Closure 244

Lesson 4 245
Our State's History
A. How do we learn about history? 245
B. Researching as a Team 248
C. What was our state like long ago? 250
D. Writing a Narrative 251
Lesson 4 Closure 253

Chapter 5 Review 254
Chapter 5 Project 255
A Virtual Trip through Our State

Chapter 5 Teacher Resources 258

Chapter 6 273
What Makes Us All Americans?
Introductory Activity 275
Lesson 1 277
Our Country's Government
A. What does everyone have in common? 277
B. Who runs the national government? 280
C. How are national and state governments alike and different? 283
Lesson 1 Closure 285

Lesson 2 286
Land of the United States
A. What is weather like in the United States? 286
B. What are different parts of the United States like? 289
C. How did the first people live on this land? 291
Lesson 2 Closure 294

Lesson 3 295
People of the United States
A. What new people arrived in America? 295
B. Analyzing Sources 298
C. What can we learn from the lives of important Americans? 300
D. Making Connections 302
Lesson 3 Closure 304

Lesson 4 305
American Patriotism
A. Why do we say the Pledge of Allegiance? 305
B. What do symbols of our country mean? 307
C. What are some patriotic songs? 309
D. How do we remember important times for our country? 311
Lesson 4 Closure 313

Chapter 6 Review 314
Chapter 6 Project 316
A Class Museum of U.S. History
Chapter 6 Teacher Resources 319

Chapter 7 327
How Are Other People the Same and Different from Me?
Introductory Activity 329
Lesson 1 331
Mapping the World
A. Where are we in the world? 331
B. How do maps and globes show the whole world? 334
C. What have people drawn on maps and globes? 336
Lesson 1 Closure 339

Lesson 2 340
Where We Live Shapes How We Live
A. Why is climate different around the world? 340
B. How does environment shape how people live? 342
C. How does environment shape how people play? 345
D. Why do different places trade with each other? 347
Lesson 2 Closure 350

Lesson 3 351
Cultures in North and South America
A. What do cultures have in common? 351
B. What traditions do people have in North America? 353
C. What traditions do people have in South America? 355
Lesson 3 Closure 358

Lesson 4 359
Cultures in Other Continents
A. What traditions do people have in Africa? 359
B. What traditions do people have in Europe? 362
C. What traditions do people have in Asia? 364
D. What traditions do people have in Australia? 366
Lesson 4 Closure 369

Chapter 7 Review 370
Chapter 7 Project 372
Learning from a Pen Pal

Chapter 7 Teacher Resources 376

Answer Keys 387
Introduction 388
Chapter 1 388
Chapter 2 391
Chapter 3 395
Chapter 4 399
Chapter 5 403
Chapter 6 407
Chapter 7 412

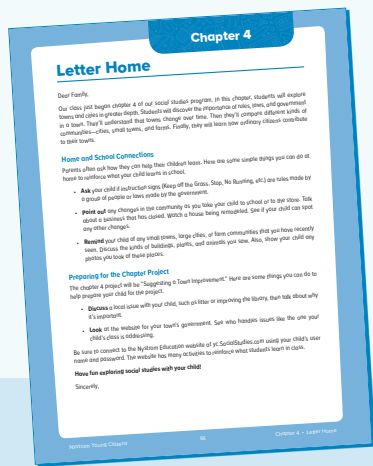
Compelling Question

What Makes a Town?

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

Time Frame: 5 Weeks

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



Letter Home

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

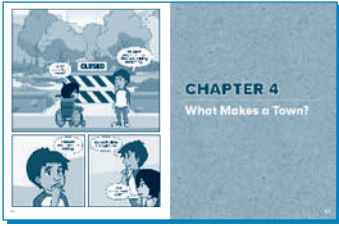


Chapter 4 Pre-assessment

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

Chapter 4

Introductory Activity



pp. 102–103

Review Vocabulary

character
setting

Materials

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



Objectives

Students will be able to:

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

Getting Started

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

Teaching

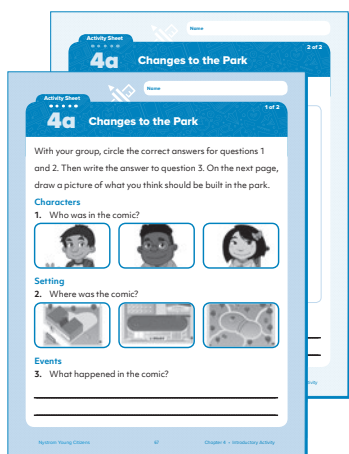
1. Divide the class into small groups and have students read the rest of the comic.
2. Distribute **Community Desk Map 2A** and map markers and have the groups locate the place discussed on the comic strip (the park) on the desk map.
3. At that location, have students write **SETTING**. Have them compare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





Summarizing and Assessing

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



Activity Sheet 4a

Modifications for Differentiation

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

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

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

Lesson 1

Town Government

Online Activities

- Vocabulary Activities

Literacy Links

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

Main Goals

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

A What does a town government do?



Civics



Geography



pp. 104–105

New Vocabulary

government
town

Review Vocabulary

service

Materials

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

Objectives

Students will be able to:

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



Vocabulary Focus

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

Getting Started

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

Teaching

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

Summarizing and Assessing

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

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

Have students clean, collect, and put away materials.

Modifications for Differentiation

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

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

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

Extending

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

B

What are the rules of a town?



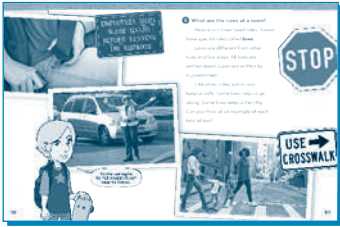
Civics



Geography



Critical Thinking



pp. 106–107

New Vocabulary

law

Review Vocabulary

government
rule

Materials

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

Online Activities

- What Are the Rules of a Town?

Objectives

Students will be able to:

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

Vocabulary Focus

Introduced in Getting Started.


Getting Started

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

T

Teaching

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

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

Summarizing and Assessing

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

Modifications for Differentiation

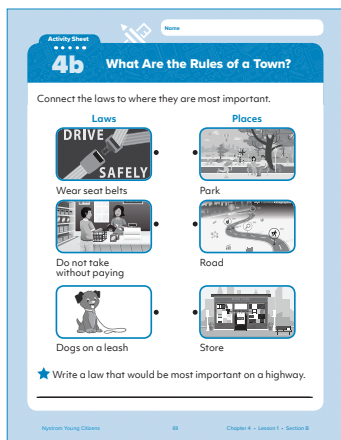
Above Students may complete a Venn diagram comparing rules and laws independently. Students may also interview members of school staff about the rules and laws in a school.

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

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

Extending

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



Activity Sheet 4b

C

How are the laws of a town made?



Civics



Speaking & Listening



pp. 108–109

New Vocabulary

citizen
democracy

Review Vocabulary

law
rule
vote

Materials

- Student Book

Literacy Links

- *The Very Silly Mayor*, by Tom Tomorrow

Objectives

Students will be able to:

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


Vocabulary Focus

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

Getting Started

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

Teaching

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



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

Summarizing and Assessing

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

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

Modifications for Differentiation

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

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

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

Extending

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

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



Lesson 1 Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Which service is provided by the town government?

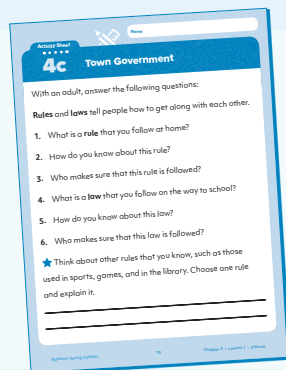
1. Police (correct)
2. Telephone (not correct)
3. Trash pickup (correct)

Which is a town law?

1. No parking on the right side of the street. (correct)
2. No talking during class. (not correct)
3. No eating in the car. (not correct)

Who makes a town's laws?

1. Town citizens (correct)
2. Town council (correct)
3. Mayor (correct)



Review at Home

Ask students to complete **Activity Sheet 4c** with their families at home.

Chapter 4 Review

Review Vocabulary

citizen
city
democracy
detail
electricity
government
improvement
law
main idea
natural resource
opinion piece
rural
sequence
suburban
town
transport
urban
volunteer

Materials

- [Student Book](#)
- [Activity Sheet Chapter 4 Review](#)

Objectives

Students will be able to:

- Describe a town.
- Analyze how people are affected by their environment.
- Relate how citizens and government contribute to a town.
- Differentiate the main idea, details, and sequence words of a text.

Getting Started

Show the list the class wrote at the beginning of chapter. Review what students understood about communities then and what they understand now.

Teaching

Have students complete **Activity Sheet Chapter 4 Review**.

Summarizing and Assessing

Go over the activity sheet with the class. Direct students to the original pages in the Student Book for any areas they are having trouble with. For additional reinforcement, direct students to the online activities.

Chapter Test

Distribute and administer the **Chapter 4 Test** (Teacher's Guide pp. 212–215). Assist students as needed.

Chapter 4 Project

Suggesting a Town Improvement

Materials

Every Day

- Student Checklist
- Teacher Evaluation

Day 1

- Think Book
- coloring utensils
- large sheet of paper

Day 2

- Student Book
- computer
- large envelope
- lined paper
- stamp



Civics



Economics



Geography



Critical
Thinking



Writing

Objectives

Students will be able to:

- Examine improvements that can be made to their town.
- Evaluate several improvement options and then select the best one.
- Create a chart or graph to display information.
- Write an opinion piece explaining why the improvement is important.
- Present the material to a government official or town leader.

Project Description

In this project, students will try to improve their community through citizen action. The improvement should require more resources than the class alone can realistically accomplish.

The issues can be organizing a volunteer project, such as a major park clean-up or a library funding day, or presenting a case before the town government, such as adding a new stoplight at a dangerous intersection or improving a school playground. To the greatest extent possible, the project should be nonpartisan and help a broad portion of the community. At the same time, volunteer projects, such as cleaning up a park, should not substitute for a required government service. Help students recognize the difference.



Ideally, the class should present their case to a government official or town leader and try to have the project realized. This would take longer than the two class days scheduled.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Day 1

1. Divide the class into small groups and distribute the **Student Checklist**. Explain to students that they will be checking off items as they go. 
2. Have each student describe two improvements for your community:
 - a. Tell the small groups to share ideas among themselves.
 - b. Advise the groups on what would be realistic.
 - c. You may want to have two or three starting suggestions.
 - d. Have each student write two ideas in their **Think Books**. 
3. Have each small group submit the list of ideas.
4. Have students draw a picture of an improvement other than the one they came up with.
5. Compile and discuss ideas:
 - a. While students are drawing, compile all of the ideas onto a large chart or display that everyone can see. Write out each idea so everyone sees their ideas represented. To save time, group similar ideas together.
 - b. Explain that generating ideas is important. However, the class won't be able to do every idea.
 - c. Projects should be specific and doable with sufficient resources.
 - d. Direct students to think about how they want to accomplish their goals.
 - e. Gently suggest possible obstacles the project may face, especially money and time. Be sure the students understand that you are not trying to stop their projects, but that obstacles need to be addressed.
6. Have students vote for the idea that they think the community needs and is doable with the resources available. Use numbers or tally marks to record the number of votes on the board.

Day 2

1. Write an opinion piece explaining the improvement:
 - a. Review how to write an opinion piece as described on p. 130 of the Student Book.
 - b. As a class, have students come up with lists of reasons why their idea should be developed. Write them as words or phrases on the board so students will have to write out sentences on their own.
 - c. Distribute lined paper and tell students to include at least three reasons in their opinion pieces. They must write it as a complete paragraph.
 - d. Give students a suggested starting sentence such as “I think that the town needs a stop sign on the corner of 5th and Lincoln.”
 - e. Give students the time they need to write their opinion pieces.
 - f. If time permits, have students review each other’s papers and then revise them.
2. Research who you should talk to in the town government or the community:
 - a. If the project should be handled through the government, very briefly explain that different jobs in the town are handled by different departments.
 - b. Provide students with a list of town departments and agencies. Show them which agency to contact.
 - c. If possible, show students how to navigate your town website.
 - d. If the project should be handled by volunteers, suggest existing organizations such as community action groups, civic organizations, business associations, religious groups, and media organizations that do work related to the project or that may want to participate.
 - e. If possible, show students how to search for these groups online.

- f. If you cannot show students how to locate the appropriate information online, tell them about the person or group who would be responsible for projects like the class project.
3. Write or talk to that person. Ask for their help in completing the project. If possible, bring in the person that can help. If you cannot bring in the person, put the opinion pieces in a large envelope and send it to the appropriate person or group.

Modifications for Differentiation

Above If these students have had experience searching the internet in the previous activities for the chapter, ask them to teach the others in their group how to search. Emphasize that they shouldn't do the typing or clicking for someone else.

Below Choose one or two objectives from the chapter plan as focal points to showcase these students' strengths. For example, some may benefit from being put in charge of making the graphs or charts. Focal points may also be where they need more instruction. For example, these students may benefit from stating their opinions and supporting with details, which can be accomplished through speaking if writing another opinion piece requires more time than is available.

ELL The amount of reading and writing can be modified to allow more time for thinking and verbal responses.

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 216).

Teacher Resource 3

Seasonal Activity Cards



Chapter 4 Test

Circle the correct answers to the questions below. There can be more than one right answer.

1. Which of the following do governments do?
 - a. Governments write laws.
 - b. Governments keep people safe.
 - c. Governments grow food.

2. Which would you probably find in a suburban community?
 - a. Houses
 - b. Farms
 - c. Roads

Chapter 4 Test

3. Which of the following do citizens do?
 - a. Citizens vote for leaders.
 - b. Citizens volunteer.
 - c. Citizens tell leaders what is important.

4. Which activity or activities are affected by outside surroundings?
 - a. Video games
 - b. Boating
 - c. Office work

5. How do towns meet the needs and wants of their people?
 - a. They produce goods and services in the community.
 - b. They transport goods and services to the community.
 - c. They consume goods and services in the community.

Chapter 4 Test

Read the story.

Franklin lives in Galveston, Texas. Galveston is next to the Gulf of Mexico. It is also near Houston, Texas.

6. Draw an **X** on the map where the town in the story is.



Chapter 4 Test

Read the passage. Then follow the instructions.

At first, John and Molly Cornish had a hard life in Maplewood. In the spring, they had to plant all their crops. At the same time, many of their animals had babies. In the summer, they had to keep birds and weeds away. The weather was hot. In the fall, they had to gather in all their crops. In winter, they worried about the food lasting until spring. It's a wonder they made it.

7. Circle the main idea of the passage.
8. Underline two sequencing words or phrases.

Student Name: _____

Chapter 4 Project

Teacher Evaluation

Writing an Opinion Piece

The opinion piece includes a topic sentence.

1 **2** **3** **4**

The piece includes at least three reasons to support the main idea.

1 **2** **3** **4**

The student followed writing conventions.

1 **2** **3** **4**

Communication

The student listened respectfully.

1 **2** **3** **4**

The student shared ideas.

1 **2** **3** **4**

Research

The student participated in researching community resources.

1 **2** **3** **4**

The highest rating is 4.

Answer Keys

▼ Chapter 4

Activity Sheet
Name _____


1 of 2

4a Changes to the Park

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


Characters

1. Who was in the comic?



Setting

2. Where was the comic?



Events

3. What happened in the comic?

Leena and Carlos went to the park, but it was closed.







Nystrom Young Citizens 67 Chapter 4 • Introductory Activity

Activity Sheet
Name _____

1 of 2

4b What Are the Rules of a Town?

Connect the laws to where they are most important.

Laws	Places
 Wear seat belts	 Park
 Do not take without paying	 Road
 Dogs on a leash	 Store

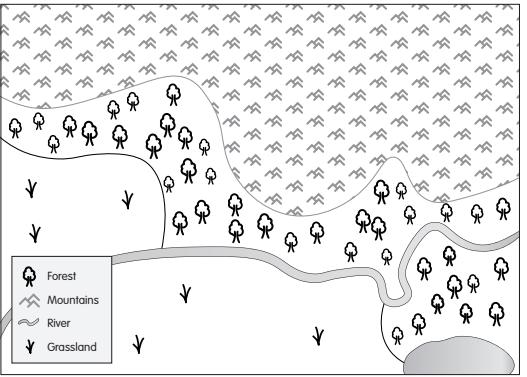
★ Write a law that would be most important on a highway.
Answers vary but may include obey speed limits, etc.

Nystrom Young Citizens 69 Chapter 4 • Lesson 1 • Section B

Activity Sheet
Name _____

1 of 2

4d Why Did People Move to Maplewood?



1. On the map, label natural resources **NR**.
(Answers will vary but should include the forest and river.)

2. On the map, draw an **X** on the best place for a settler to build a cabin. **(Answers will vary but should be near water.)**

Nystrom Young Citizens 71 Chapter 4 • Lesson 2 • Section B

Activity Sheet
Name _____

2 of 2

4d Why Did People Move to Maplewood?

3. Answer these questions using the Student Book.

a. Who were the first people to use the Maplewood area?
American Indians

b. What natural resources did they use?
They fished in the Blue River and hunted in the forest.

c. Why did the Cornishes come to the area?
They wanted their own farm.

d. How did they get things they didn't make or grow?
They bought them (they were consumers).

e. How was their house different from one today?
Answers vary but may include their house was built from wood, etc.

★ On the map, draw four changes that new settlers probably made when they moved to the area.

Nystrom Young Citizens 72 Chapter 4 • Lesson 2 • Section B

Activity Sheet Name _____

1 of 2

4g Using Sequencing

Texts make most sense in a certain order. Correct these texts so they make sense.


- Put these sentences in the right order. Write 1, 2, or 3 by the correct sentence.
 - 3** Then, put the mix in the oven.
 - 1** First, get out the foods to make a cake.
 - 2** Next, mix the things.
- Read the captions in each box on the next page. Underline the sequence words. Cut out the pictures. Paste them in the correct order.

Nystrom Young Citizens 75 Chapter 4 • Lesson 4 • Section B


Activity Sheet Name _____

2 of 2


4g Using Sequencing




Then, I saw some volunteers planting trees in the park.




Next, I went to school.



Finally, I told my family about what I had seen in the park.



In the morning, I had breakfast.



After school finished, I passed the park on my way home.

★ What do you think happened next? Draw a picture and add it to the sequence.

Nystrom Young Citizens 76 Chapter 4 • Lesson 4 • Section B

▼ Chapter 4 Review

Name _____

Chapter 4 Review • Part 1

Read the paragraph. Then follow the instructions.

We have a lot to do during the day. In the morning, we go to school. In school, we learn. After school, we have homework. Then we can play before dinner. In the evening, we clean up our room. Finally, we go to bed. No wonder we are so tired!

- Underline all of the sequencing words in the paragraph.
- Circle the sentence that says the main idea.
- Put a rectangle around a sentence that gives a detail.

Nystrom Young Citizens 78 Chapter 4 Review


Name _____

1 of 2

Chapter 4 Review • Part 2

Circle the correct answer to the questions below.


- What type of community is this?



a. Rural

b. Suburban

c. Urban
- What type of community is this?



a. Rural

b. Suburban


c. Urban

Nystrom Young Citizens 79 Chapter 4 Review

Name _____


Chapter 4 Review • Part 2 2 of 2

3. What type of community is this?




a. Rural
b. **Suburban**
c. Urban

4. What surroundings do people need to do this activity?



a. Warm beaches
b. **Snowy mountains**
c. Flowing rivers

5. What natural resource do people need to do this activity?



a. Water
b. **Trees**
c. Rocks

Nystrom Young Citizens 80 Chapter 4 Review

Name _____

Chapter 4 Review • Part 3 1 of 2

government	needs	transported
food	laws	Citizens

Complete the sentences below with words from the word bank.

- A **government** keeps people safe and makes life better for people.
- Special rules written by a government are called **laws**.
- Citizens** choose the leaders of a town.
- Goods and services are **transported** to towns that need and want them.

Nystrom Young Citizens 81 Chapter 4 Review

Name _____

Chapter 4 Review • Part 3 2 of 2

5. Towns are started where people can meet basic **needs**.

6. People need water, houses, and **food** to survive.


Nystrom Young Citizens 82 Chapter 4 Review

Name _____

Chapter 4 Review • Part 4

Read the short story below. Draw an X on the map where the community in the story is located.

Ana lives in Wilmette, Illinois. Wilmette is next to Lake Michigan. It is also north of Chicago, Illinois.



Nystrom Young Citizens 83 Chapter 4 Review

▼ Chapter 4 Test

Name _____

1 of 4

Chapter 4 Test

Circle the correct answers to the questions below. There can be more than one right answer.

- Which of the following do governments do?
 - a. Governments write laws.
 - b. Governments keep people safe.
 - c. Governments grow food.
- Which would you probably find in a suburban community?
 - a. Houses
 - b. Farms
 - c. Roads

Nystrom Young Citizens 212 Chapter Test

Name _____

2 of 4

Chapter 4 Test

- Which of the following do citizens do?
 - a. Citizens vote for leaders.
 - b. Citizens volunteer.
 - c. Citizens tell leaders what is important.
- Which activity or activities are affected by outside surroundings?
 - a. Video games
 - b. Boating
 - c. Office work
- How do towns meet the needs and wants of their people?
 - a. They produce goods and services in the community.
 - b. They transport goods and services to the community.
 - c. They consume goods and services in the community.

Nystrom Young Citizens 213 Chapter Test

Name _____

3 of 4

Chapter 4 Test

Read the story.

Franklin lives in Galveston, Texas. Galveston is next to the Gulf of Mexico. It is also near Houston, Texas.

- Draw an X on the map where the town in the story is.

Texas

Country
State
City
State boundary
Country boundary
River

Nystrom Young Citizens 214 Chapter Test

Name _____

4 of 4

Chapter 4 Test

Read the passage. Then follow the instructions.

At first, John and Molly Cornish had a hard life in Maplewood. In the spring, they had to plant all their crops. At the same time, many of their animals had babies. In the summer, they had to keep birds and weeds away. The weather was hot. In the fall, they had to gather in all their crops. In winter, they worried about the food lasting until spring. It's a wonder they made it.

- Circle the main idea of the passage.
- Underline two sequencing words or phrases.

Nystrom Young Citizens 215 Chapter Test





Student Handouts

The following pages contain activities excerpted from the Nystrom Young Citizens Grade 1 Student Handouts book.

Chapter 4, Lesson 1

Chapter 4 Review

Chapter 4 Student Checklist

Letter Home

Dear Family,

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

Home and School Connections

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

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

Preparing for the Chapter Project

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

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

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

Have fun exploring social studies with your child!

Sincerely,

4a Changes to the Park

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

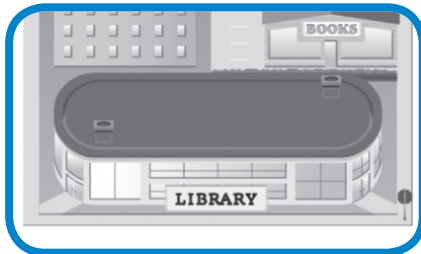
Characters

1. Who was in the comic?



Setting

2. Where was the comic?

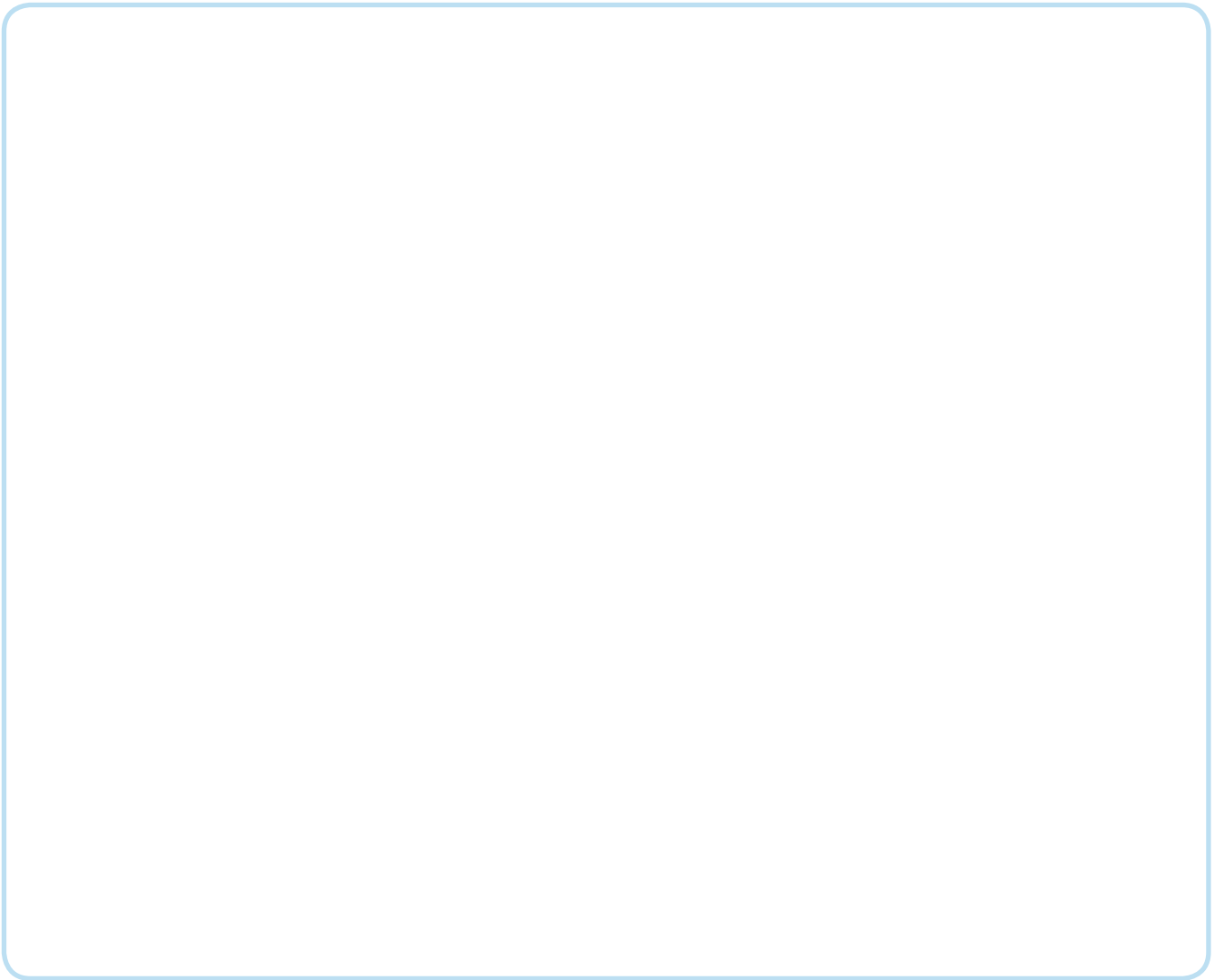


Events

3. What happened in the comic?

4a**Changes to the Park**

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



★ Why should the town build this?

4b

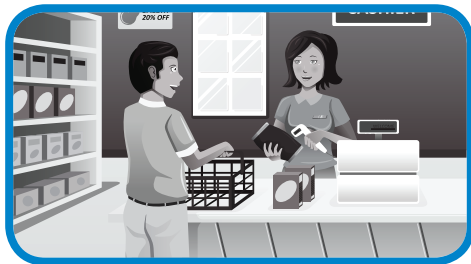
What Are the Rules of a Town?

Connect the laws to where they are most important.

Laws



Wear seat belts



Do not take
without paying



Dogs on a leash

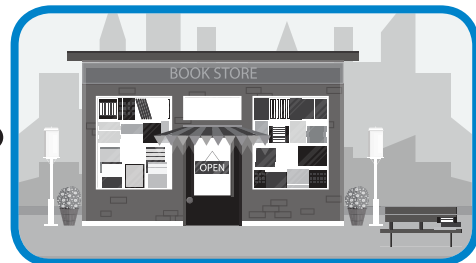
Places



Park



Road



Store

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

4c

Town Government

With an adult, answer the following questions:

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

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

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

Chapter 4 Review • Part 1

Read the paragraph. Then follow the instructions.

We have a lot to do during the day. In the morning, we go to school. In school, we learn. After school, we have homework. Then we can play before dinner. In the evening, we clean up our room. Finally, we go to bed. No wonder we are so tired!

1. Underline all of the sequencing words in the paragraph.
2. Circle the sentence that says the main idea.
3. Put a rectangle around a sentence that gives a detail.

Chapter 4 Review • Part 2

Circle the correct answer to the questions below.

1. What type of community is this?



- a. Rural
- b. Suburban
- c. Urban

2. What type of community is this?



- a. Rural
- b. Suburban
- c. Urban

Chapter 4 Review • Part 2

3. What type of community is this?



- a. Rural
- b. Suburban
- c. Urban

4. What surroundings do people need to do this activity?



- a. Warm beaches
- b. Snowy mountains
- c. Flowing rivers

5. What natural resource do people need to do this activity?



- a. Water
- b. Trees
- c. Rocks

Chapter 4 Review • Part 3

government

needs

transported

food

laws

Citizens

Complete the sentences below with words from the word bank.

1. A _____ keeps people safe and makes life better for people.
2. Special rules written by a government are called _____.
3. _____ choose the leaders of a town.
4. Goods and services are _____ to towns that need and want them.

Chapter 4 Review • Part 3

5. Towns are started where people can meet basic
_____.

6. People need water, houses, and
_____ to survive.

Chapter 4 Review • Part 4

Read the short story below. Draw an **X** on the map where the community in the story is located.

Ana lives in Wilmette, Illinois. Wilmette is next to Lake Michigan. It is also north of Chicago, Illinois.



Student Checklist, Suggesting a Town Improvement

Group Work

- I listened with respect when others shared.
- I offered my ideas.

Writing an Opinion Piece

- I have a sentence with a main idea (or a topic sentence) that expresses my opinion.
- I have at least three reasons for my opinion.
- I have written a complete paragraph.
- I have spelled the words correctly.
- I have used capitals and punctuation correctly.

Research

- I participated in researching community resources.





Student Book

The following pages contain an excerpt from the Nystrom Young Citizens Grade 1 student book, Explore.

Table of Contents

Chapter 4, Lesson 1

Atlas

Patriots' Handbook

Glossary

Comic Reference Page	2
----------------------------	---

INTRODUCTION

How Do We Use This Book?.....	5
--------------------------------------	----------

Lesson 1: Getting to Know This Book.....	6
--	---

 How Do We Learn?.....	10
---	----

Why Are Families Important?.....	15
---	-----------

Lesson 1: Living in a Family	16
------------------------------------	----

Lesson 2: Family Rules.....	22
-----------------------------	----

Lesson 3: Family Traditions.....	28
----------------------------------	----

 Compare Alike and Different	30
---	----

Lesson 4: Families in the Past	34
--------------------------------------	----

 Time Lines	36
--	----

 Primary Sources	40
---	----

2 What Do You Know about School? 43

Lesson 1: Our School	44
Lesson 2: Improving the School	50
👤👤 Listening and Speaking in School	52
📖 Cause and Effect	56
Lesson 3: School Rules	58
👤👤 Ending a Fight Peacefully	62
Lesson 4: Making Choices in School	64
👤👤 Naming Problems and Finding Solutions ...	68

3 What Do We Find in Our Neighborhood?... 73

Lesson 1: Finding Our Way in the Neighborhood ..	74
🔍 Using a Map	78
💬 Writing Directions	80
Lesson 2: How We Get What We Need	82
Lesson 3: What We Do with Money	88
📖 Fact and Opinion	94
Lesson 4: Changing Our Neighborhood	96
🔍 Primary and Secondary Sources	100

4 What Makes a Town? 103

Lesson 1: Town Government	104
Lesson 2: Towns Past and Present	110
📖 Finding the Main Idea and Details	118
Lesson 3: Different Towns	120
🔍 Finding Your Town	122
Lesson 4: Helping Our Town	126
💬 Using Sequencing	128
💬 Writing Your Opinion	130

5 What Do We Know about Our State?..... 133

Lesson 1: Places in a State	134
Lesson 2: Government of the State	142
📖 Comparing Different Points of View	146
Lesson 3: Economy of the State.....	148
🔍 Using Charts and Graphs.....	150
💬 Writing Informational Texts.....	152
Lesson 4: Our State's History	154
🔍 Researching as a Team	156
💬 Writing a Narrative.....	160

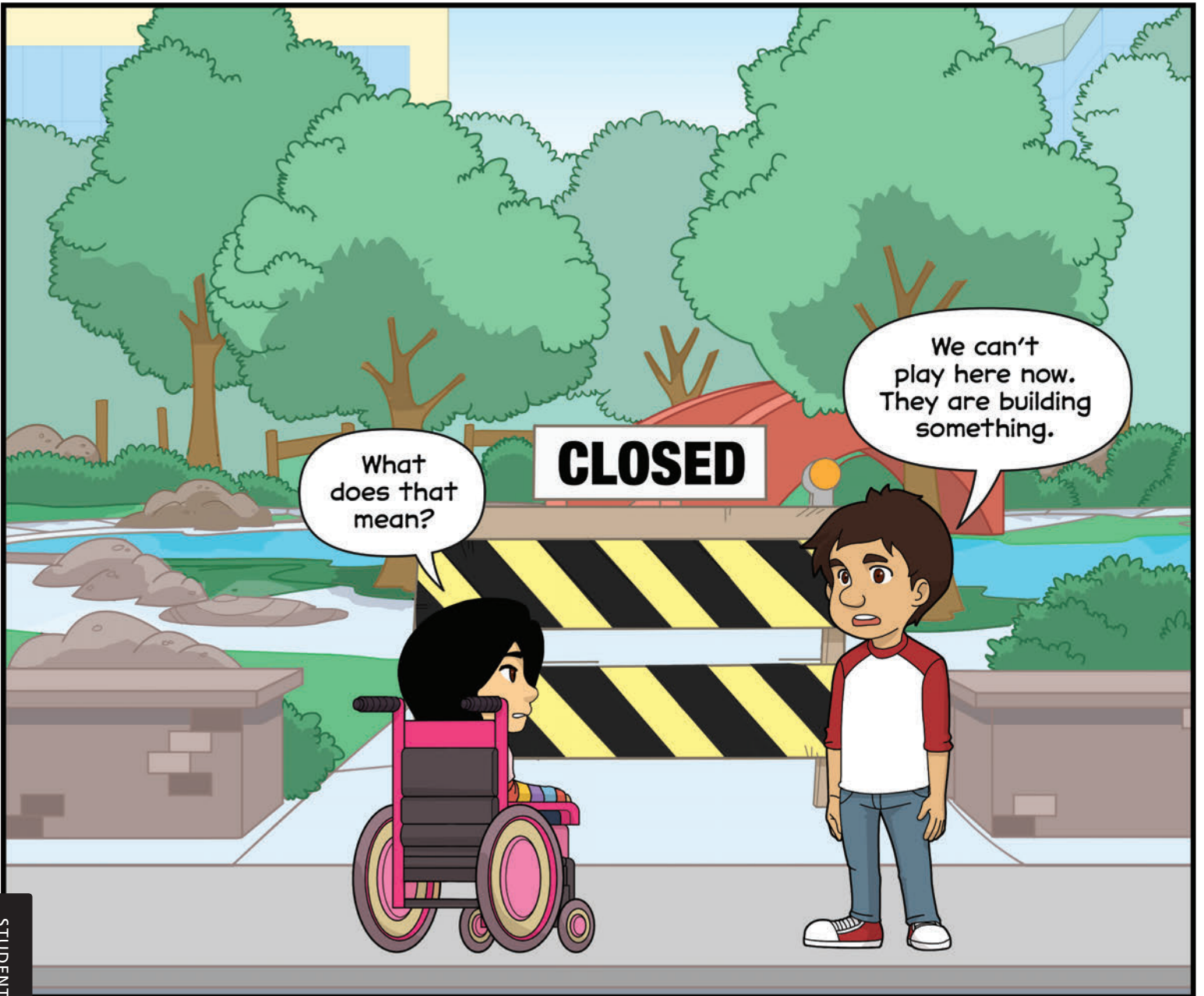
6 What Makes Us All Americans? 163

Lesson 1: Our Country's Government	164
Lesson 2: Land of the United States.....	170
Lesson 3: People of the United States.....	176
📖 Analyzing Sources.....	178
📖 Making Connections.....	182
Lesson 4: American Patriotism.....	184

7 How Are Other People the Same and Different from Me? 193

Lesson 1: Mapping the World.....	194
Lesson 2: Where We Live Shapes How We Live ...	202
Lesson 3: Cultures in North and South America ...	210
Lesson 4: Cultures in Other Continents.....	216

Atlas	225
Patriots' Handbook	237
Glossary.....	248



What does that mean?

CLOSED

We can't play here now. They are building something.



I wonder what they are making.



Maybe it will be a playground.

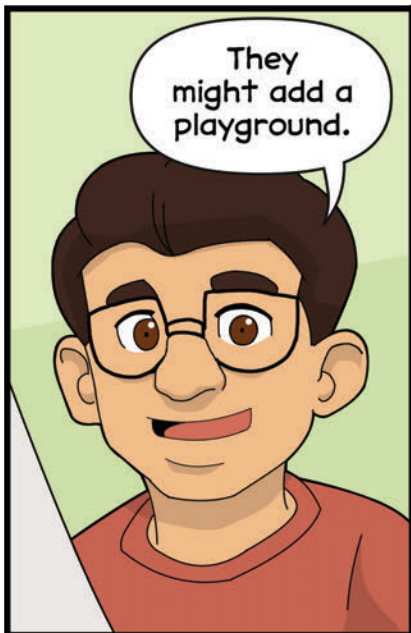
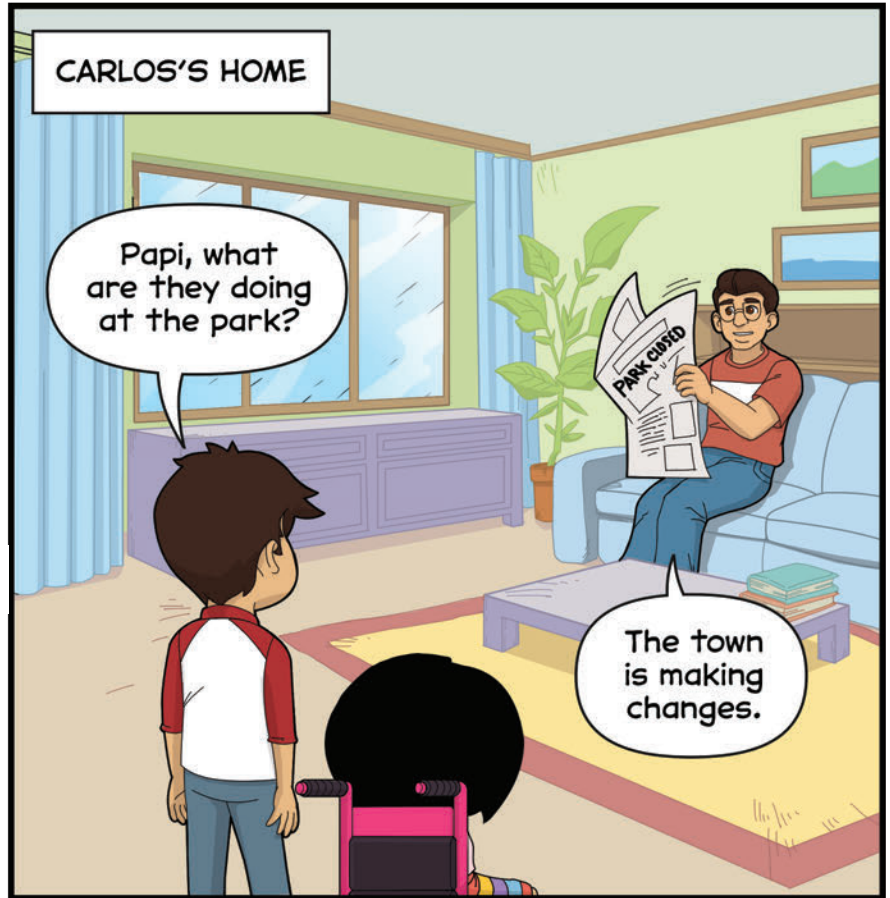
How can we find out?



CHAPTER 4

What Makes a Town?

Town Government



STUDENT BOOK SAMPLE 66

VOCABULARY

town
citizen

government
democracy

law

A What does a town government do?

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

Some people work for the town.

They are part of the **government**.

A government is a group of people that decides what is best for the town.

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

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





EMPLOYEES MUST
WASH HANDS
BEFORE LEAVING
THE RESTROOM



Towns use signs to tell people about laws to follow.

STUDENT BOOK SAMPLE
68

B What are the rules of a town?

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

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

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



C How are the laws of a town made?

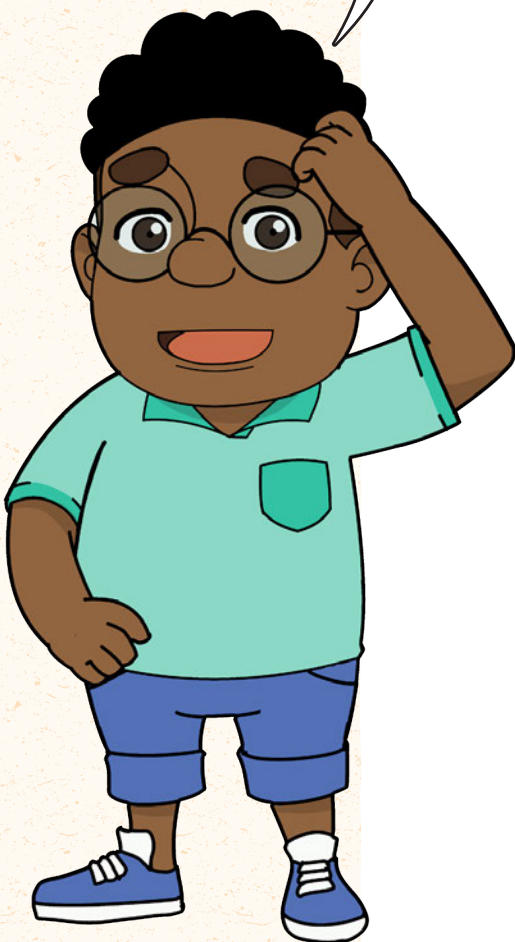
The town government makes the town's laws. **Citizens**, or the people who live in the town, help make the laws. The people who live in Maplewood are citizens of Maplewood. In all towns, citizens make the laws. This happens in the United States because it is a **democracy**. In a democracy, citizens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

There are two basic ways a town can make laws.

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

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

Do you remember what the government does?





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



Lesson 1 Summary

.....
Town governments make life better for people.
Governments make laws. These laws keep us safe.
Town citizens help make the laws.

Atlas

United States





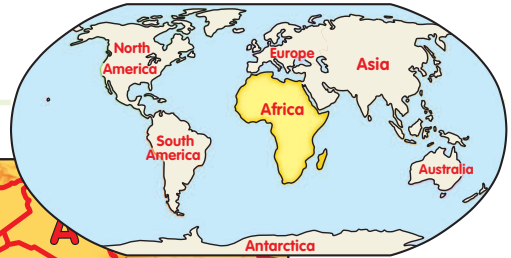
United States

Mexico	Country
Arizona	State
Pacific Ocean	Ocean, sea, gulf
Lake Michigan	Lake
Washington, D.C.	Country capital
	Country boundary
	State boundary
	Mountains

Scale in miles
 0 100 200 300 400
 1 inch stands for 225 miles

STUDENT BOOK SAMPLE
73

Africa



A Lagos, Nigeria, is the largest city in Africa.

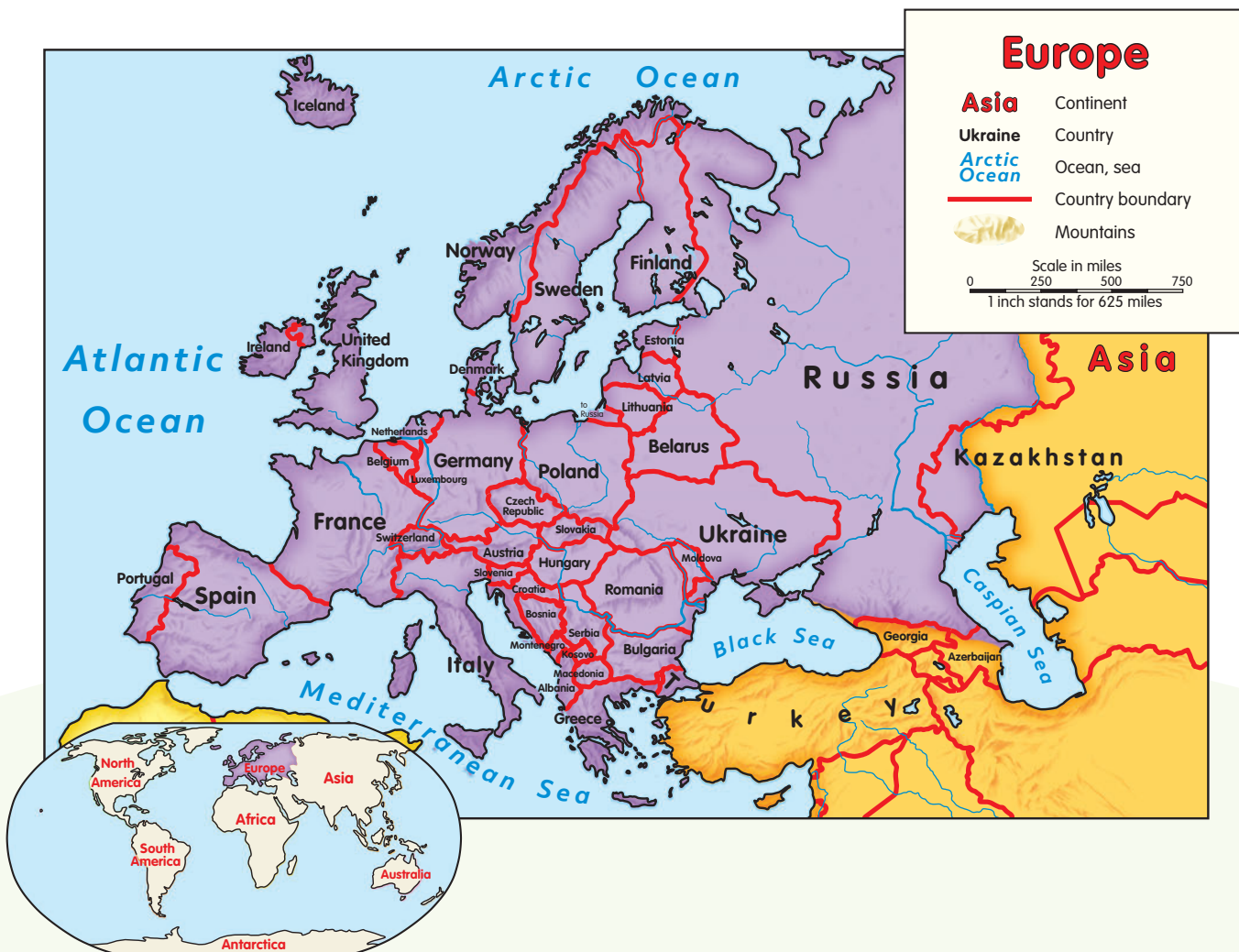


B The pyramids in Egypt are over 4,000 years old.



C A whole village in Benin is on stilts.

Europe



A Belgium is well known for its waffles.

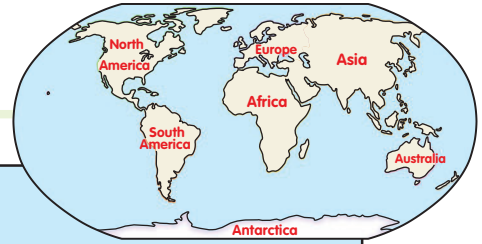


B This restaurant in Germany is over 900 years old!



C People perform on the street in Italy.


Antarctica



Antarctica

South America Continent

Southern Ocean Ocean

 Mountains

Scale in miles
0 250 500 750 1000
1 inch stands for 750 miles

No people live in Antarctica permanently.



Penguins and seals live in **Antarctica**.



Scientists do research in **Antarctica**.



Patriots' Handbook



Patriots' Handbook

Federal Holidays

Federal holidays are special days for celebration and remembering.

Labor Day

First Monday in September

Labor Day celebrates American workers.



Columbus Day

Second Monday in October

Columbus Day marks the European arrival in the Americas by Christopher Columbus.



Veterans Day

November 11

Veterans Day remembers all the people who served in the U.S. Armed Forces.



Thanksgiving

Fourth Thursday in November

Thanksgiving encourages people to be grateful for the good things in their lives.



Christmas

December 25

Christmas is a celebration of family and giving.

New Year's Day

January 1

New Year's Day is celebrated for new beginnings.



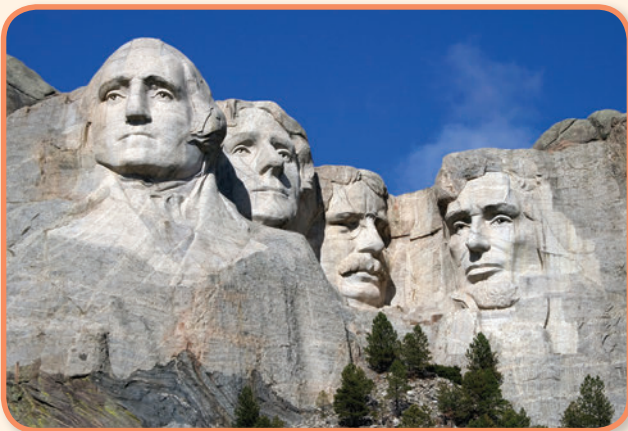
Martin Luther King Jr. Day

Third Monday in January

Martin Luther King Jr. Day remembers Dr. King and the struggle for equal rights in the United States.

Liberty Bell

The Liberty Bell is a very old bell. It was made in 1751. It used to ring, but now it has a long crack and cannot be used. It stands in Philadelphia and is a symbol of liberty and the birth of the United States.



Mount Rushmore

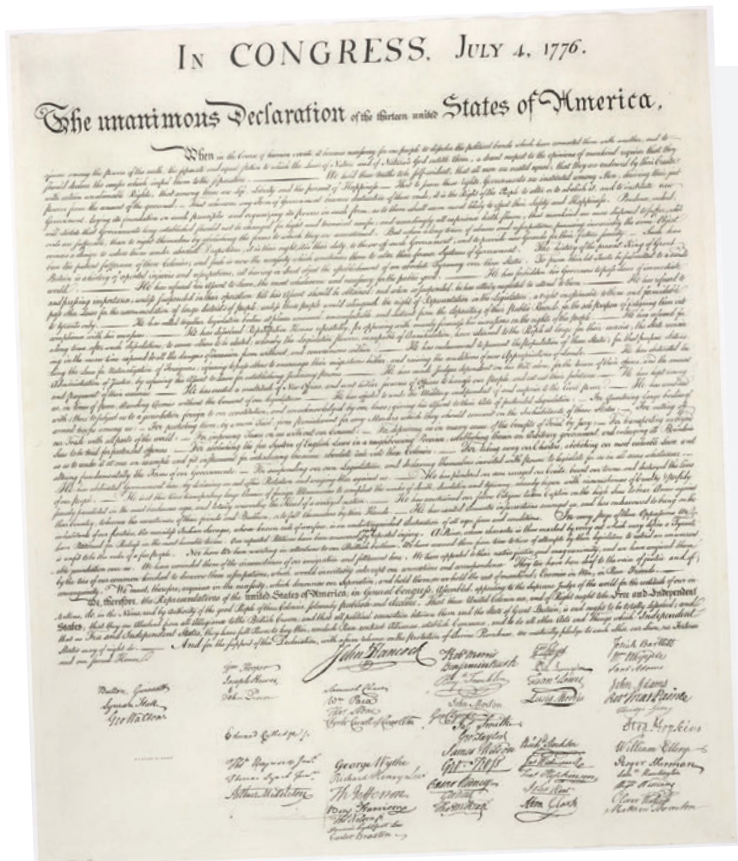
Mount Rushmore is a statue carved into a mountain between 1927 and 1941. It shows four presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. It is located in South Dakota. The sculptor Gutzon Borglum designed it.

Washington Monument

The Washington Monument is dedicated to our first president, George Washington. It was designed by Robert Mills. It took almost 40 years to build. In 1884, it was the tallest building in the world! It is located in Washington, D.C.



Primary Sources

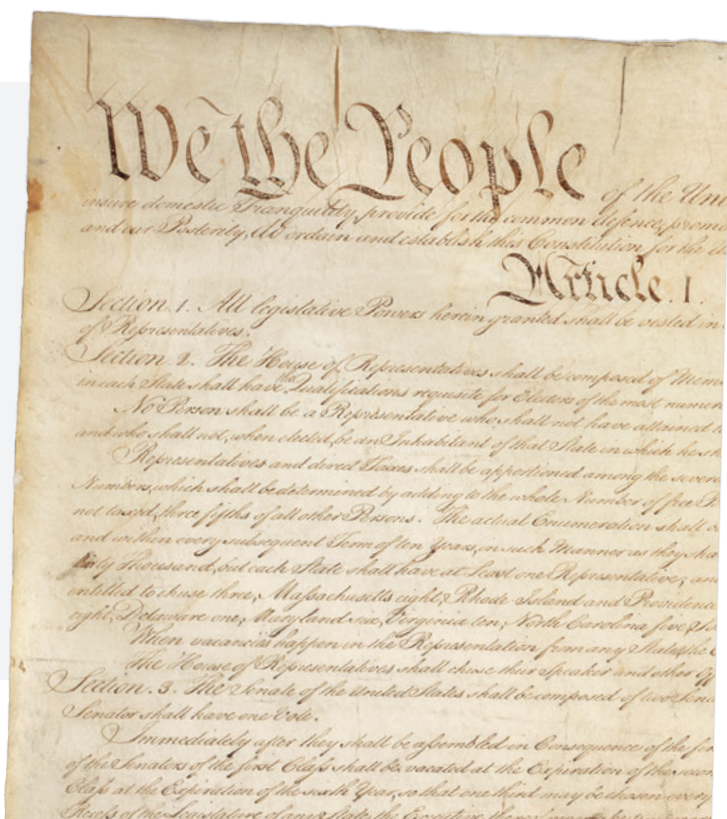


United States Declaration of Independence

Before America was a country, it was a part of Great Britain. In 1776, Thomas Jefferson wrote the Declaration of Independence to explain why we wanted to be an independent country. This document talked about equality and freedom. It said “all men are created equal.” The day it was signed—July 4—is now a holiday.

United States Constitution

When America was a new country, it needed a government. The U.S. Constitution is the written document that explains the laws and powers of our government. The rights and freedoms we have as Americans come from the Constitution.



Glossary

A



address



artifact

adapt (uh·dapt)

When people adapt, they change how they live.

address (uh·dres or ad·res)

An address tells where something is.

allegiance (uh·lee·juhns)

To have allegiance means to be loyal to something.

analyze (an·uh·lize)

To analyze means to think carefully about what you are looking at.

ancestor (an·ses·tur)

An ancestor is someone in your family who lived a long time ago.

anthem (an·thuhm)

An anthem is a song that represents a country and its ideas.

artifact (ahr·tuh·fakt)

An artifact is an item used by people in the past.

B

biography (bye·ah·gruh·fee)

A biography tells how somebody lived in the past.

border (bor·dur)

A border is a line on a map separating two areas.

brainstorm (brayn·storm)

When you are brainstorming, you are thinking hard about something.

C

capital resource (kap-i-tuhl ree-sors)

Tools and the money used to pay for them are called capital resources.

cardinal direction (kahr-duh-nuhl duh-rek-shuhn)

The cardinal directions are north, east, south, and west.

care (kair)

To care for someone means that the person is important to you.



careful

careful (kair-fuhl)

When you are being careful, you are less likely to get hurt or make a mistake.

cartographer (kahr-tah-gruh-fuhr)

A cartographer is a person who makes maps.

cause (kawz)

A cause is why something happened.

celebrate (sel-uh-brate)

To celebrate is to do something special to honor an event, person, or time. Many people celebrate their birthdays with cake.



celebrate

chart (chahrt)

A chart organizes words and numbers.

choice (chois)

When you pick one thing over another, you are making a choice.

citizen (sit-i-zuhn)

A citizen is a person that lives in a town and is under the protection of the town's government.



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