



**IMPACT**  
CALIFORNIA  
SOCIAL STUDIES

# Continuity and Change

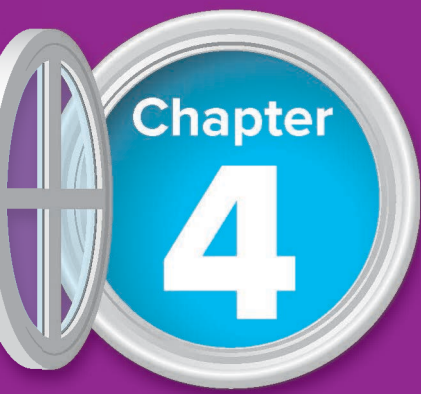
**INQUIRY JOURNAL**



**Mc  
Graw  
Hill  
Education**



3



# American Citizens, Symbols, and Government

## Lesson 1

An Important Document

## Lesson 2

Branches of Government Work Together

## Lesson 3

Communities Need Governments

## Lesson 4

Everybody Must Follow Rules

## Lesson 5

Citizenship Then and Now

## Lesson 6

Heroes Help Their Communities

## Lesson 7

Citizens Help Build Strong Communities



## How Do Our Government and Its Citizens Work Together?

In this chapter, you will learn how our governments are organized and how they work. You will learn about citizenship. You will also explore what it means to be a good citizen. With your class, you will work on a chapter project to write a constitution that sets classroom rules.

COLLABORATE



### Talk About It

Discuss with a partner the questions you have about government and being a good citizen.

### My Research Questions

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



# Inquiry Project

## Creating a Classroom Constitution

In this project, you will work with your class to create a classroom constitution that sets the rules everyone must follow to make your classroom a fair and safe community.

### Here's your project checklist.

- ☐ **Set** a purpose for your classroom constitution.
- ☐ **Think** about how you should behave in the classroom.
- ☐ **List** a set of rules that everyone must follow.
- ☐ **Discuss** the consequences for breaking a rule.
- ☐ **Write** a constitution that describes rules for your class and the consequences for breaking a rule.
- ☐ **Agree** to follow the constitution.



## Explore Words

Complete this chapter's Word Rater. Write notes as you learn more about each word.

### **amendment** My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

### **citizen** My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

### **compromise** My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

### **executive branch** My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

### **federal** My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!



## judicial branch

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## jury

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## legislative branch

My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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## right

My Notes

- ☐ Know It!
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- ☐ Don't Know It!

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My Notes

- ☐ Know It!
- ☐ Heard It!
- ☐ Don't Know It!

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Lesson

1

# Why Is the Constitution of the United States Important?

## Lesson Outcomes

### What Am I Learning?

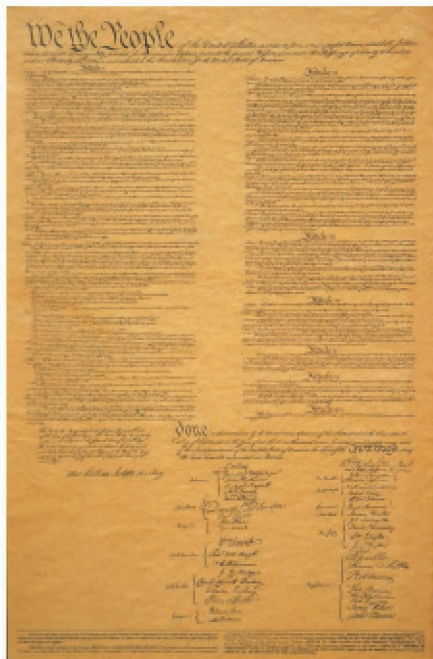
In this lesson, you will use your investigative skills to find out about the United States Constitution.

### Why Am I Learning It?

Reading and talking about the Constitution will help you understand how our government is set up.

### How Will I Know That I Learned It?

You will be able to write a list of items that might be in a classroom constitution.



The U.S.  
Constitution

### Talk About It

COLLABORATE



**Look** closely at the picture on the next page. What do you think the room was used for? Why do you think so?

HSS.3.4.1, HSS.3.4.3, HAS.HR.2







## 1 Inspect

**Read** the first paragraph. What is a preamble?

- **Circle** any words in the preamble that you do not know.
- **Underline** the words that tell *who* the Constitution is written for.
- **Discuss** with a partner the reasons *why* the Constitution was written. Then restate one of the reasons in your own words.

## My Notes

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# Preamble of the United States Constitution

Have you ever heard or seen the words “We the People”? You can find them at the beginning of our nation’s Constitution. This part is called the preamble. The preamble introduces the Constitution. The opening words show that the United States government is run by its people and for its people. The preamble also lists the reasons why the Constitution was written. Let’s read the preamble to find out more!

## PRIMARY SOURCE

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

—Preamble to the United States Constitution



The Constitution of the United States begins with the words “We the People.”

The preamble also tells about American beliefs. For example, the people of the United States are very important. The government gets its power from the people. Also, it is important for the states to join together. They are stronger as one country.

## 2 Find Evidence

**Reread** the preamble. How many reasons are listed for why the Constitution was written? Why do you think the founders listed so many reasons?

**Think** about the phrase “promote the general Welfare.” What does the word *welfare* mean? Name a word that has a similar meaning.

## 3 Make Connections

**Talk** Discuss with a partner the reasons why the Constitution was written. Which do you think is most important? Why?



## Explore Main Idea and Details

The topic is what a text is about. The **main idea** is the most important idea of a topic. **Details** tell more about the main idea.

**1. Read the text once all the way through.**

This will help you understand what the text is about.

**2. Use section titles to identify topics.**

A section title often tells you the topic of that section.

**3. Ask yourself: *What is the most important idea about this topic?***

The most important idea is the main idea of the text.

**4. Look for information that tells more about the main ideas.**

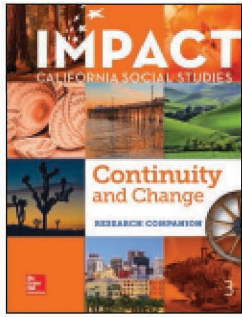
These are details. They help you understand the main idea.



Based on the text you read, work with your class to complete the chart below.

Main Idea	Details
The preamble introduces the U.S. Constitution.	





## Investigate!

Read pages 172–179 in your Research Companion. Use your investigative skills to look for details that tell more about the main ideas listed in the chart. This chart will help you organize your notes.

Main Ideas	Details
The Articles of Confederation were the first plan for the government of the United States.	
At the Constitutional Convention, a new constitution was written for the United States.	
The Constitution divides the U.S. government into three branches.	

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Talk About It



## Compare and Contrast

Share your list with your classmates. Compare and contrast your ideas. Then discuss which ideas are most important to include in a class constitution.



## Connect to the

### Pull It Together



How does the Constitution help our government and its citizens to work together?

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### Inquiry Project Notes

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# How Do the Branches of Government Work Together?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you will use your investigative skills to understand the branches of government.

### Why Am I Learning It?

Reading and talking about how the government is set up will help you understand how it works.

### How Will I Know That I Learned It?

You will be able to explain what each branch does and tell how they work together.

## PRIMARY SOURCE

### In Their Words... President Roosevelt

**“We get in the habit of speaking of the Government as if it were something apart from us. Now, the Government is us—we are the Government, you and I. And the Government is going to do well or ill accordingly as we make up our minds that the affairs of the Government shall be managed.”**

—Speech by President Theodore Roosevelt given in Asheville, North Carolina, 1902, as recorded by Robert C. V. Meyers

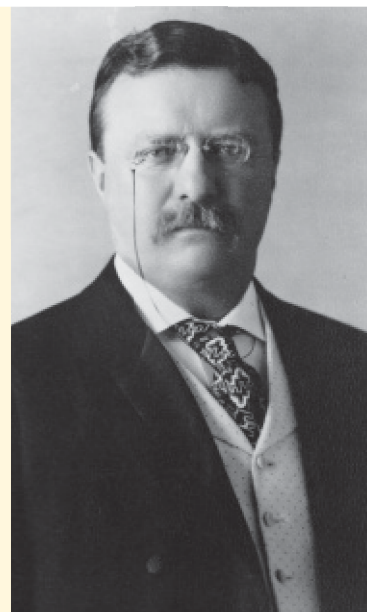
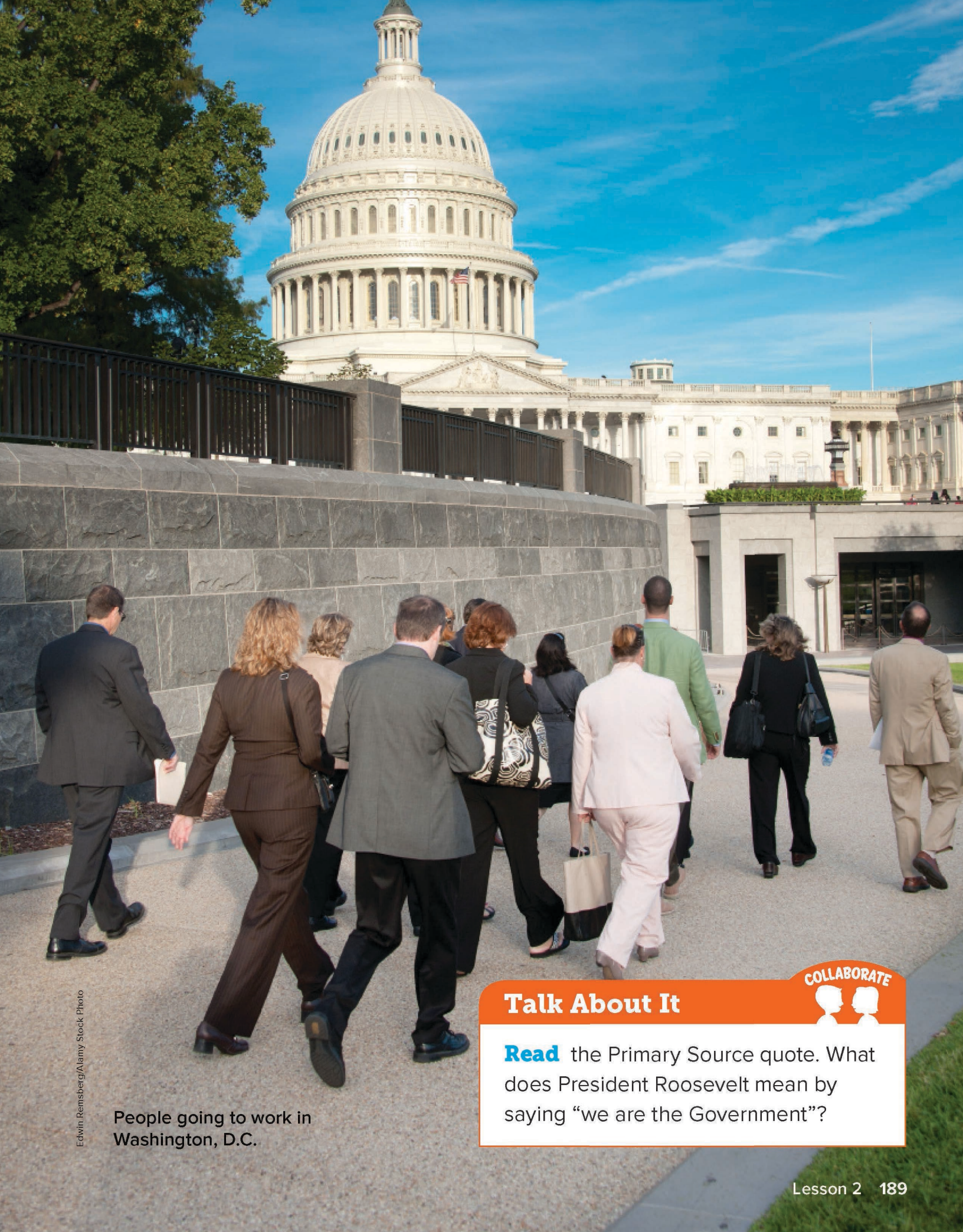


PHOTO: Prints and Photographs Division, Library of Congress, LC-USZ62-13026  
TEXT: Meyers, Robert C. V. Theodore Roosevelt: Patriot and Statesman. Philadelphia, PA: P.W. Ziegler & Co., 1902.





Edwin Remsberg/Alamy Stock Photo

People going to work in Washington, D.C.

## Talk About It

COLLABORATE



**Read** the Primary Source quote. What does President Roosevelt mean by saying “we are the Government”?



## 1 Inspect

**Read** President Obama's speech. What is he speaking about?

- **Underline** the words you think are the most important in the speech.
- **Discuss** with a partner what President Obama thinks American citizens should do.

## My Notes

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# Working for the Future

Every year the President of the United States gives a speech called the State of the Union to the American people. Read what President Obama said in his 2016 State of the Union address.

## PRIMARY SOURCE

### In Their Words... President Barack Obama

"We the People." Our Constitution begins with those three simple words, words we've come to recognize mean all the people, not just some; words that insist we rise and fall together....

The future we want—all of us want—opportunity and security for our families, a rising standard of living, a sustainable, peaceful planet for our kids—all that is within our reach. But it will only happen if we work together....

So, my fellow Americans... our collective future depends on your willingness to uphold your duties as a citizen. To vote. To speak out. To stand up for others, especially the weak, especially the vulnerable, knowing that each of us is only here because somebody, somewhere, stood up for us.

TEXT: Obama, Barack. "Remarks of President Barack Obama - State of the Union Address As Delivered." State of the Union, Washington, D.C., January 13, 2016.





President Barack Obama delivers the State of the Union address in 2014.

## 2 Find Evidence

**Examine** Read the statement, “To stand up for others, especially the weak, especially the vulnerable, knowing that each of us is only here because somebody, somewhere, stood up for us.” What does it mean to “stand up for” other people? Name a word that has the same meaning as “stand up for.”

## 3 Make Connections

**Talk** Discuss with a partner why working together is important.



**Connect to Now** What are some ways you can work together in your classroom or community?

## Explore Main Idea and Details

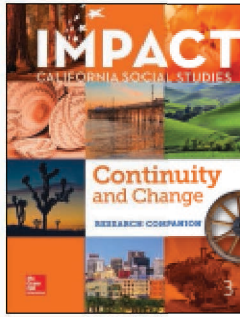
The **main idea** is the most important point the author makes about a topic. Key **details** tell about the main idea.

1. **Read the text once all the way through.**  
This will help you understand what the text is about.
2. **Reread the text and look for the most important idea.**  
This is the main idea.
3. **Look for an idea or example that tells about the main idea.**  
This is a detail.
4. **Look for another detail that tells about the main idea.**  
How many details can you find?



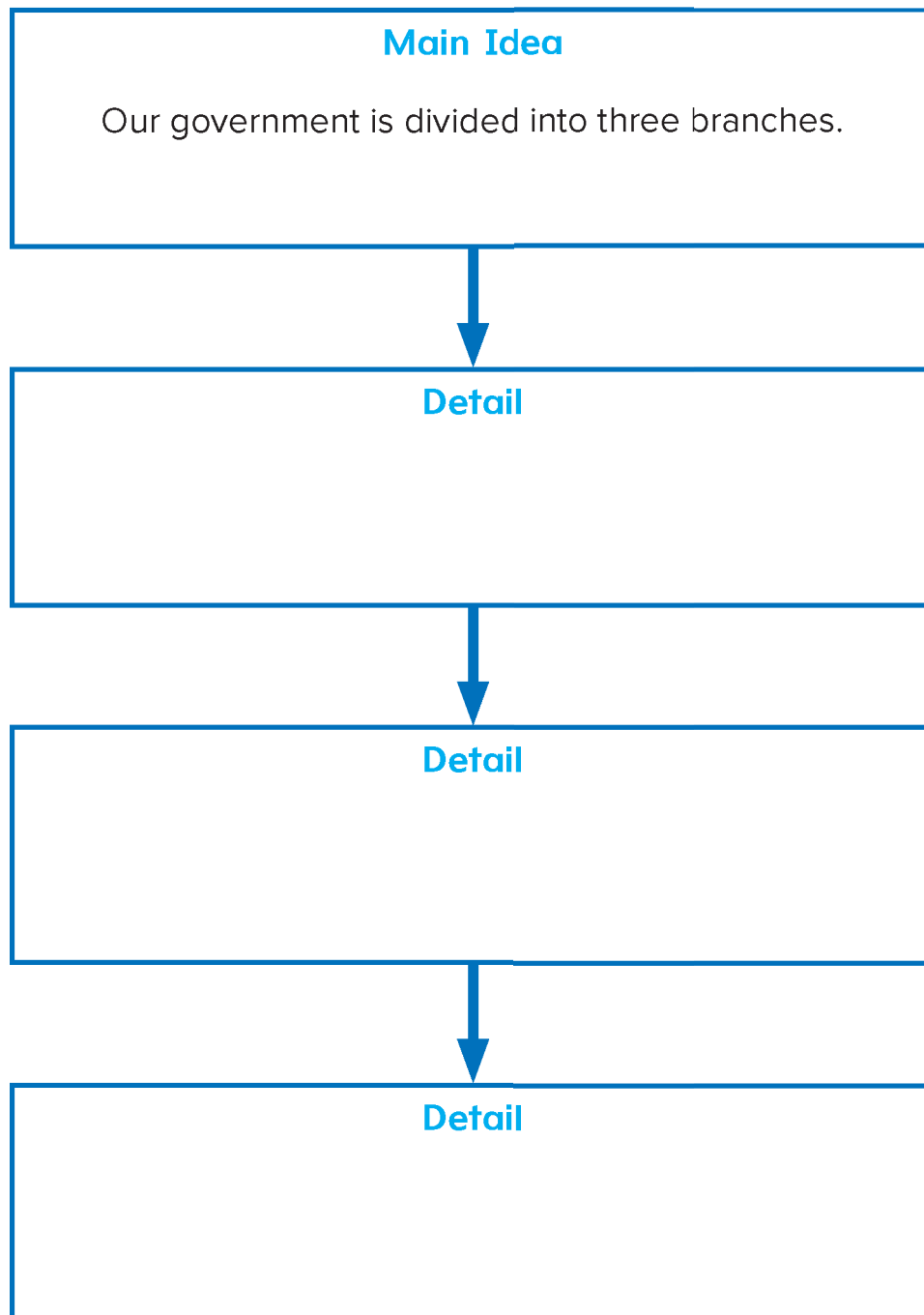
Work with your class to complete the chart below, using details from President Obama's speech.

<b>Main Idea</b> Americans must work together.
↓
<b>Detail</b>
↓
<b>Detail</b>
↓
<b>Detail</b>



## Investigate!

Read pages 180–189 in your Research Companion. Use your investigative skills to find details that tell about the main idea. This chart will help you organize your notes.



## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Talk About It



## Defend Your Claim

Share your writing with a partner who wrote about a different branch of government. Take turns talking about your opinions. Do you agree or disagree with your partner's opinion? Why?



Civics

# Connect to the



## Pull It Together

In what ways do you think the branches of government can do a better job of working together? How can you help?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Inquiry Project Notes

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# Why Do Communities Need Governments?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you will use your investigative skills to learn about the governments in California.

### Why Am I Learning It?

Reading and talking about the governments in California will help you understand why communities need governments.

### How Will I Know That I Learned It?

You will be able to write a blog post about your local government and how it serves your community.

### Talk About It

COLLABORATE



**Look** at the photograph and read the caption on the next page. Which branch of the California government is shown here? Why do you think so?

HSS.3.4.4, HSS.3.4.5



Manny Crisostomo/Alamy Stock Photo

A discussion by lawmakers at the State Capitol in Sacramento



## 1 Inspect

**Read** the Primary Source quote. Who wrote this?

- **Circle** the subject of the page.
- **Underline** the main thing John Marshall said about Indian nations.

## My Notes

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# A Supreme Court Ruling

The Cherokee Indians lived in the southeastern United States. In the early 1800s, leaders in the state of Georgia tried to make the Cherokee people move from their homelands. Samuel Worcester, a friend of the Cherokee, lived on their land. Leaders in Georgia did not want Worcester to help the Cherokee. They passed a law saying that only Cherokee Indians could live on Cherokee land. Worcester was arrested for breaking this law. He was sent to prison.

Worcester asked the Supreme Court to hear his case. In 1832, the Supreme Court ruled the Georgia law was wrong. John Marshall was the Chief Justice of the Supreme Court. He wrote

## PRIMARY SOURCE

### In Their Words... Chief Justice John Marshall

“Indian Nations have always been considered as distinct, independent political communities, retaining their original natural rights, as the undisputed possessors of the soil.... The very term ‘nation’ so generally applied to them, means ‘a people distinct from others.’”

—United States Supreme Court, 1832

TEXT: Marshall, John. “U.S. Supreme Court: Worcester v. Georgia, 31 U.S. 6 Pet. 515 (1832).” United States Supreme Court, 1832.

that American Indian nations are separate and independent from the United States. Justice Marshall said that states could not tell an Indian nation what to do. It was an important decision.



Yurok Tribe Executive Director Troy Fletcher talking with state officials about the Klamath River land.

## 2 Find Evidence

**Reread** the statement “Indian Nations have always been considered as distinct, independent political communities.” What does the word *independent* mean? Name a word that has the same meaning as *independent*.

## 3 Make Connections

**Talk** Summarize John Marshall’s comments in your own words.



## Explore Summarizing

A **summary** is a short retelling of the important ideas of a text. You summarize main ideas and key ideas.

**1. Read the text once all the way through.**

**2. Look for the main ideas.**

Authors often state the main ideas at the beginning or the end of a paragraph.

**3. Reread the text and look for key details.**

These are the details that support the main idea.

**4. Tell what the text says in your own words.**

Include main ideas and key details. A summary uses fewer words than the text.



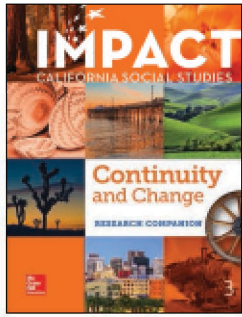
Based on the text you read, work with your class to complete the chart.

Leaders in Georgia arrested a non-Cherokee man living on a Cherokee reservation.



Summary





## Investigate!

Read pages 190–199 in your Research Companion. Use your investigative skills to look for the most important ideas to include in a summary. This chart will help you organize your notes.

### State Government



Summary

### Local Government



Summary

### Indian Nations



Summary

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

# Talk About It



## Explain

Share your blog post with a partner. Discuss the services local government provides in your community.



Civics

## Connect to the



## Pull It Together

Do you think citizens could manage with only local governments?  
Give reasons for your answer.

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## Inquiry Project Notes

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# What Are Some Rules That We Must Follow?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you will use your investigative skills to learn about the rules and laws we must follow each day.

### Why Am I Learning It?

Reading and talking about rules and laws will help you understand how they keep people in your community safe.

### How Will I Know That I Learned It?

You will be able to write about some rules you follow and tell why they are important.

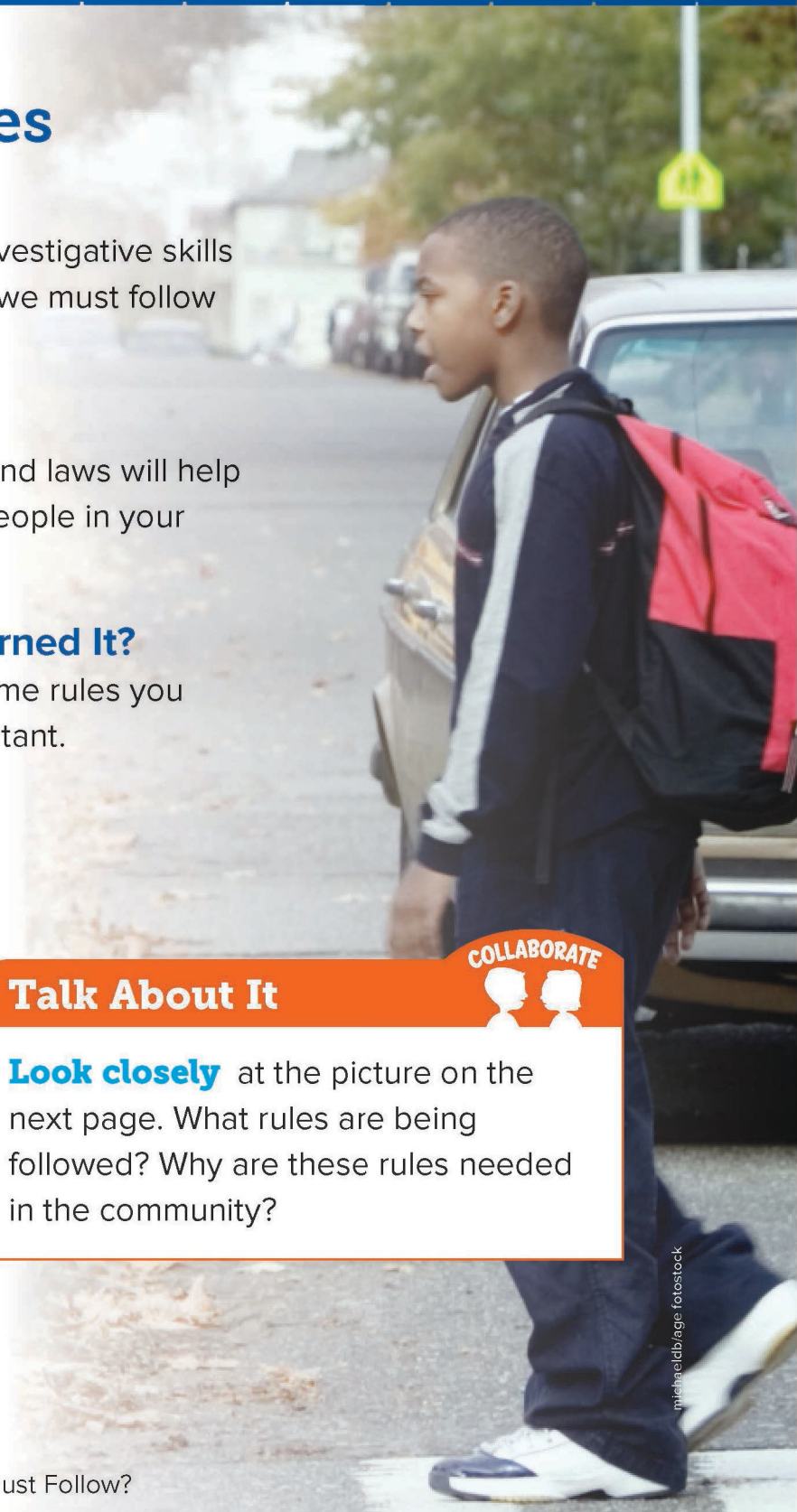


### Talk About It

COLLABORATE



**Look closely** at the picture on the next page. What rules are being followed? Why are these rules needed in the community?



HSS.3.4.1, HSS.3.4.2







## 1 Inspect

**Read** the title and look at the photographs. What do you think this text will be about?

- **Circle** the word *fine*. What clues help you figure out what it means?
- **Underline** clues that tell you why sports have rules about wearing safety equipment.
- **Underline** what the punishment is for people who do not wear their seat belts.

## My Notes

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# Safety Rules and Laws

Have you ever played football or soccer? These sports have rules the players must follow. In football, you must wear a helmet and pads to play. In soccer, you usually wear shin guards. Why do you think sports have these rules? The rules are to help keep the players safe.

The laws of your community also help keep you safe. Here's an example. People who wear seat belts are less likely to get hurt in a car accident. So California has made it a law that you must always wear a seat belt when riding in a car. If people do not wear one, they could get a ticket and pay a fine.



Seat belts keep us safe when we ride in a car.



Car seats help keep babies safe and sound in a car.

Thousands of people are hurt in car accidents every year. The police started the Click It or Ticket program to protect people in cars. Laws help make sure every person in a car wears a seat belt. The police can stop a driver if they see someone in the car not wearing a seat belt. An adult can be fined \$162. A parent can be fined \$465 if a child is not buckled up! California takes car safety very seriously. You should too! Communities make rules and laws to keep people safe.

## 2 Find Evidence

**Reread** Why is it important to obey laws?

**Examine** What are the consequences of breaking seat belt laws?

## 3 Make Connections

**Talk** Why did California police start Click It or Ticket? Do you think this program will make people wear seat belts?



## Explore Cause and Effect

A **cause** is why something happens. An **effect** is what happens. As you read, look for the causes of things.

**1. Read the text once all the way through.**

This will help you understand what the text is about.

**2. Look for signal words such as *because* and *as a result*.**

These clues often show a cause-and-effect relationship.

**3. Think about time order.**

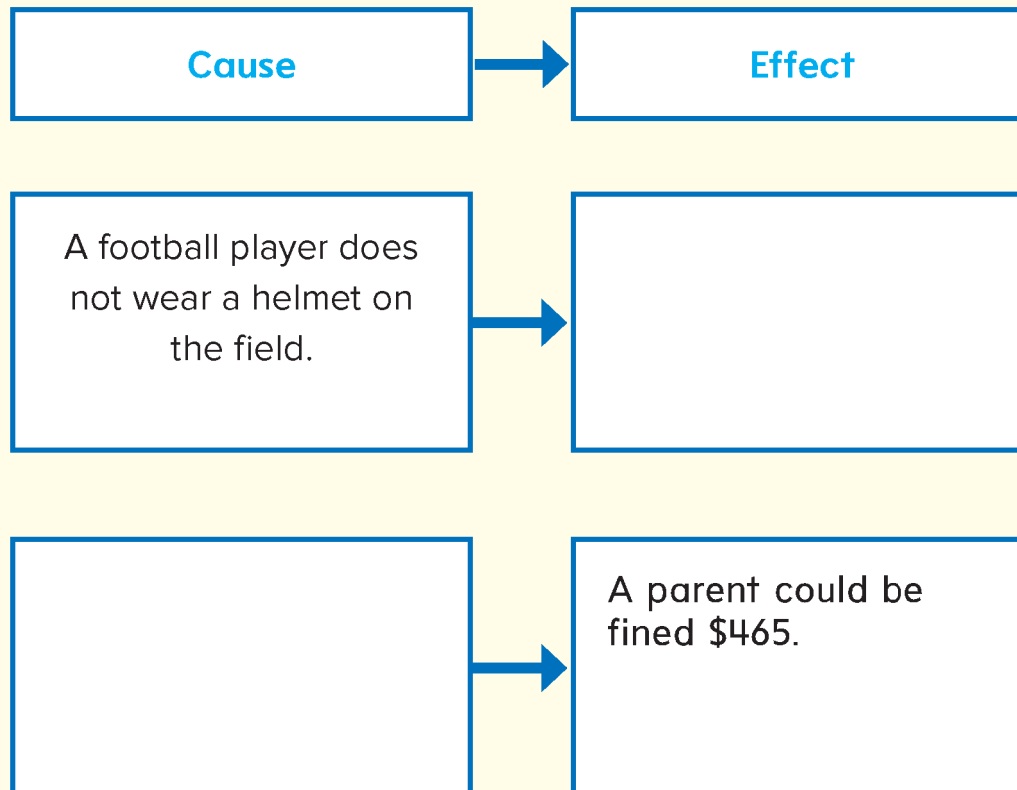
A cause happens before an effect.

**4. Ask *why* something happened. This reason is the cause.**

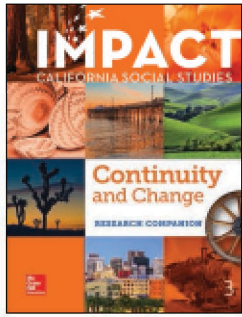
**5. Remember that a cause may have more than one effect.**



Based on the text you read, work with your class to complete the chart below.







## Investigate!

Read pages 200–205 in your Research Companion. Use your investigative skills to look for text evidence that tells you what happened and why it happened. This chart will help you organize your notes.

Cause	Effect
A driver is driving too fast.	
The teacher wants all students to have a chance to talk.	
	The biker is stopped by police and has to pay a fine of \$25.
	Workers in a restaurant must wash their hands.
The people in a car are not wearing seat belts.	

## Think About It

### Ask Yourself

Why do you think it is important to have rules and laws?

## Write About It

### Describe

What are some rules you follow at home? Describe two rules and what happens if you break them.

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### Explain

Based on what you have read in this lesson, why do you think it is important to have rules at home?

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# Talk About It



## Discuss

Share your rules, their consequences, and the reasons for them with a partner. How are your rules similar to or different from your partner's rules?



## Connect to the



## Pull It Together

Think about what you read in this lesson. How do rules and laws help us all live together?

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## Inquiry Project Notes

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# How Has Citizenship Changed Over Time?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you will use your investigative skills to understand what it means to be a good **citizen** and how citizenship has changed in the United States over time.

### Why Am I Learning It?

Reading and talking about the history of citizenship will help you understand how people affect their community and country.

### How Will I Know That I Learned It?

You will be able to list the ways citizenship has changed over time in the United States and write about what it is like to be an American citizen today.



### Talk About It

COLLABORATE



**Look closely** at the picture. What are the people doing? Why do you think this might be important?

HSS.3.4.2, HAS.CS.1



# Timeline

1700 | | | | | | | | | | 1800 | | | | | | | | | | 1900 | | | | | | | | | | 2000

**1789**

Only white men who are at least 21 years old and own land or pay taxes could vote.

**1870**

Non-white men and freed slaves gain the right to vote through passage of the 15th Amendment.

**1971**

Passage of the 26th Amendment lowers the voting age to 18.

**1856**

All white men are allowed to vote.

**1920**

Women gain the right to vote through passage of the 19th Amendment.



One way to practice good citizenship.

## 1 Inspect

**Read** the title. What do you think this text will be about?

- **Circle** words you don't know.
- **Underline** clues that tell you why Susan B. Anthony was arrested.
- **Discuss** with a partner what citizens do when they vote.

### My Notes

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# Women Fight for Equality

What makes a good citizen? Every citizen has a duty to be involved in the government. The **right** to vote enables each citizen to perform that duty. When we vote, we make decisions about which people we want to serve in the government. These are the people who make our laws.

The U.S. government did not always allow all citizens to vote. At first, women and African Americans did not have a constitutional right to vote. In the late 1800s, women came together to begin the fight for this right.

Susan B. Anthony helped lead this cause. She spoke to crowds of people and made sure the voices of women were heard. She was even arrested when she voted in an election before women had the right to vote. Susan B. Anthony died in 1906, before women won the right to vote. After her death, other women joined together to continue the fight.



## PRIMARY SOURCE

### In Their Words... Susan B. Anthony

"Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny."

—from a speech in 1873



## 2 Find Evidence

**Reread** the words from Susan B. Anthony's speech. Why do you think she gave this speech?

**Examine** the last sentence of the speech. What does "exercised my citizen's rights" mean?

## 3 Make Connections

**Talk** about how women fought for the right to vote. Was the fight successful?



Women protested in front of the White House in Washington, D.C. They held marches in cities across the nation. They made sure the government knew they wanted to vote. In 1920, the government changed the Constitution when Congress passed the 19th Amendment. This guarantees voting rights for American women. Today, women use their right to vote to help decide how the government is run.



## Explore Summarizing

When you **summarize**, you retell important ideas from a text. You retell these ideas in your own words. You should not copy the text directly.

### 1. Read the text once all the way through.

This will help you understand what the text is about.

### 2. Read the text again and look for the most important ideas.

Use your own words to state these important ideas.

### 3. Put your words together to create a summary.

Write a paragraph retelling the most important ideas of the text.



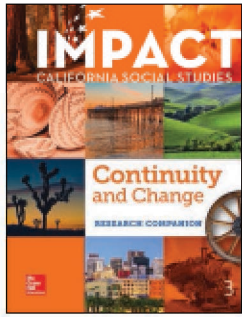
Based on the text you read, work with your class to identify the important ideas you can use to summarize how women got the right to vote.

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Summary



## Investigate!

Read pages 204–213 in your Research Companion. Use your investigative skills to look for information that tells you what is important about being an American citizen. Then summarize these points in the space below.

Summary

## Think About It

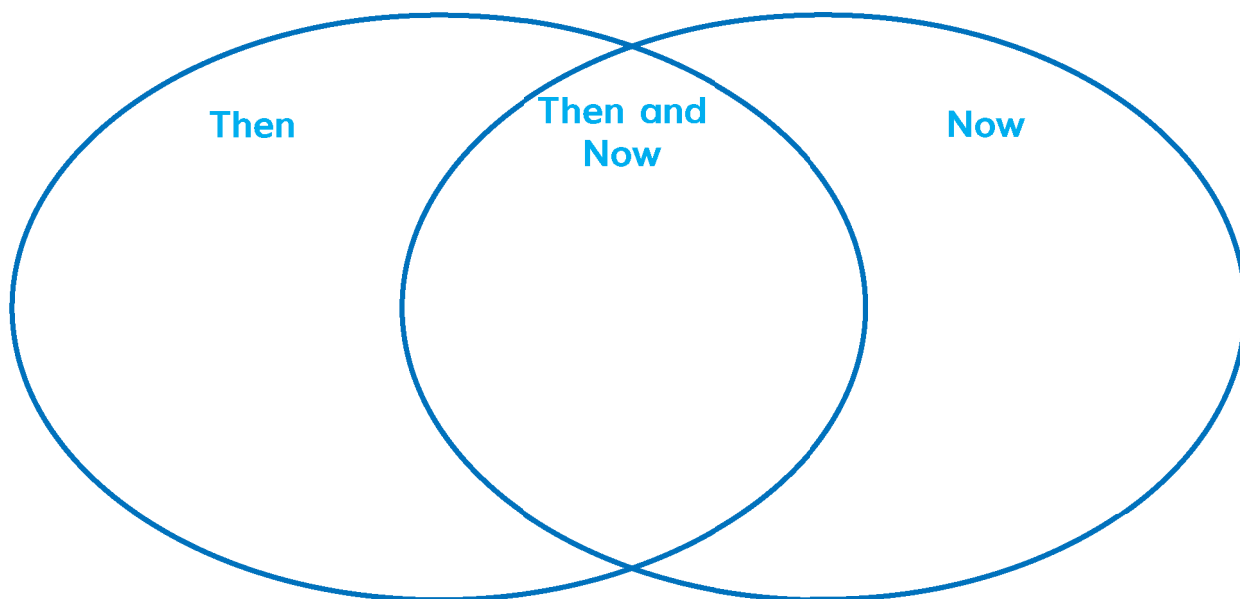
### Identify Differences

Based on your research, how do you think citizenship in the United States is different today than it was when this country was founded?

## Write About It

### Write and Cite Evidence

How has citizenship changed over time in the United States? Complete the Venn diagram with the most important ideas from your research.



Now summarize what you read by retelling these ideas in your own words.

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## Talk About It



### Compare and Contrast

Compare your Venn diagram and summary with a partner. In what ways are your ideas similar and different?



## Connect to the



### Pull It Together

How does being a good citizen benefit your community and the United States?

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### Inquiry Project Notes

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# How Have Heroes Helped Their Communities?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you will use your investigative skills to learn about real people who helped make their communities and the nation better.

### Why Am I Learning It?

Reading and talking about American heroes will help you understand how people have solved problems.

### How Will I Know That I Learned It?

You will be able to write about real Americans who helped solve problems in the nation or their communities.



### Talk About It

COLLABORATE



**Look closely** at the picture on the next page. Who is the most important person? Why do you think that?



Anne Hutchinson defends her actions during her trial in the colony of Massachusetts.





## 1 Inspect

**Read** the text all the way through.

- **Circle** words you don't know.
- **Underline** clues that tell you who Anne Hutchinson was.
- **Underline** clues that tell you where she lived.
- **Discuss** with a partner why Anne Hutchinson was on trial.

## My Notes

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# Anne Hutchinson: A Hero for Freedom

Anne Hutchinson was born in England. Her father taught her to think for herself and to speak her mind. Anne sailed to Massachusetts with her family in 1634. They settled in Boston.

Anne was very religious. She began to have meetings in her home. At these meetings, she talked about religion. She believed God taught everyone, not just ministers and men. Her ideas were different from what the people in her community taught and believed.

The ministers who disagreed with Anne had her arrested. She was put on trial. During her trial, Anne Hutchinson stood by what she believed. She said only God could be her judge.

The court ordered Anne to leave the community. She left, but she never gave up her ideas or her right to think for herself.

## PRIMARY SOURCE

### In Their Words... Anne Hutchinson

"Now, if you do condemn me for speaking what in my conscience I know to be truth I must commit myself unto the Lord."

—The Examination of Mrs. Anne Hutchinson at the Court at Newton, 1637





The court orders Anne Hutchinson to leave Boston.

## 2 Find Evidence

**Reread** the quote from Anne Hutchinson. How does this show her beliefs?

**Underline** words and sentences from the text that show how Anne stood up for her beliefs.

## 3 Make Connections

**Talk** Discuss with a partner why it is important to stand up for something you believe in.

**Connect to Now** Who is someone today who stands up for what he or she believes?



## Explore Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Thinking about causes and effects will help you understand events you read about.

**1. Read the text once all the way through.**

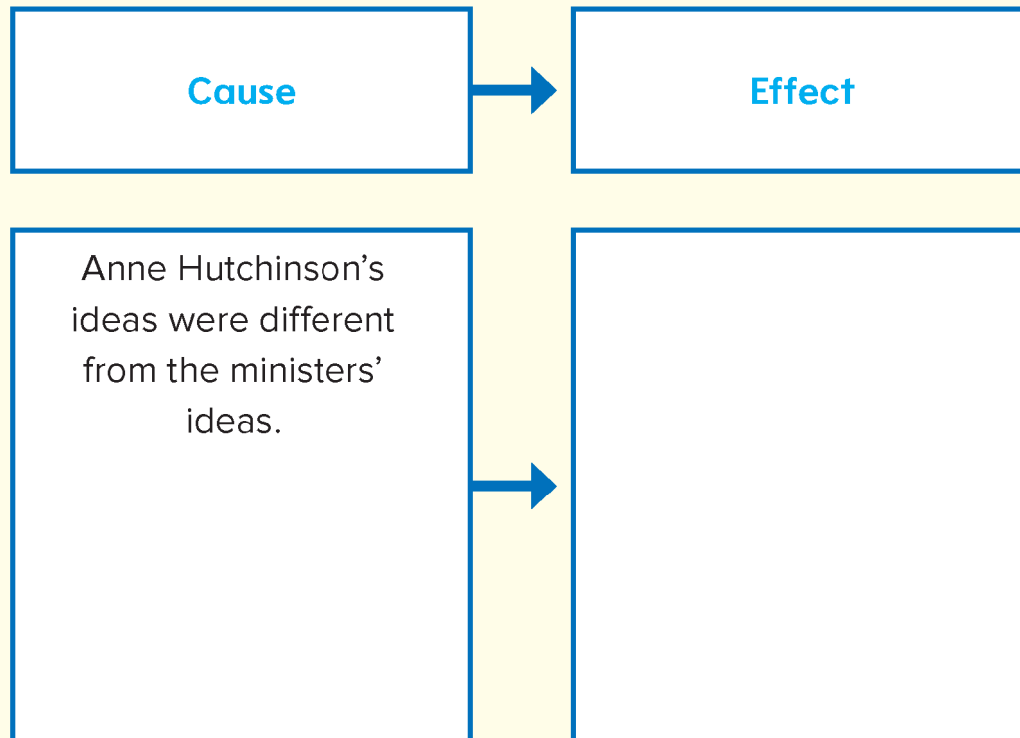
This will help you understand what the text is about.

**2. Reread the text and look for something that tells you what happened. This is the effect.**

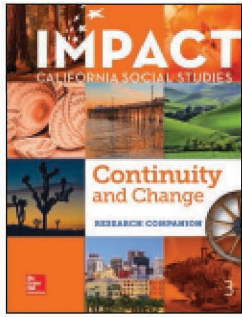
**3. Reread the text again and look for a detail that tells you *why* it happened. This is the cause.**



Based on the text you read, work with your class to complete the chart below.







## Investigate!

Read pages 216–225 in your Research Companion. Use your investigative skills to look for text evidence that tells you what American heroes did and how their actions affected others. This chart will help you organize your notes.

Cause	Effect



[illegible]

## Talk About It



### Defend Your Claim

Share your paragraph with a partner. Discuss how the person or people you wrote about helped make the United States a better place.



Civics

## Connect to the



### Pull It Together

In what ways can Americans work together to solve problems in a community?

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### Inquiry Project Notes

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# How Can Citizens Build Strong Communities?

## Lesson Outcomes

### What Am I Learning?

In this lesson, you will use your investigative skills to explore what makes a strong community.

### Why Am I Learning It?

Reading and talking about how **citizens** can work together will help you learn more about how people make a difference in their communities.

### How Will I Know That I Learned It?

You will be able to describe the characteristics of good leaders. You also will be able to write a paragraph that explains how citizens can help their communities.



### Talk About It

COLLABORATE



**Read** the quote from Dorothy Height. Why do you think she says that it is important not to “go it alone”?

**Look closely** at the photo on the next page. What are the people doing? How do you think this activity helps the community?





PHOTO: Leland Bobbie/Digital Vision/Getty Images  
TEXT: Height, Dorothy, Civil Rights, Elder, See's Dream Come True. By Michel Martin, NPR, November 6, 2008

### PRIMARY SOURCE

This image displays in the product.



## 1 Inspect

**Read** the text and look at the photo.

- **Circle** words you don't know.
- **Underline** words and phrases that help you understand what a community is.
- **State** in a sentence what this text is about.

### My Notes

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## Building Community

We are all part of a community. When someone asks where we live, we might say the name of our town or state. We might also say we live in the United States. All three answers are correct.

A community can also be a neighborhood, a school, or even a classroom. A community is made up of very different kinds of people. But the people in a community all share certain beliefs, **rights**, and responsibilities.

Think about the different communities you belong to. What kinds of beliefs, rights, and responsibilities do you share with other people in those communities?

In a strong community, people try to do what is best for everybody. They try to build a community that is good for everyone. This can mean following rules and laws. It can also mean working to help solve problems in the community and volunteering to help make the community a better place for all who live there.

What are some ways you can help make your community better?



Volunteers help to keep their community's beach clean.

## 2 Find Evidence

**Reread** How does the author say we can build stronger communities?

**Underline** clues that support what you think.

## 3 Make Connections

**Talk** Discuss with a partner what is happening in the photo. How is this an example of community service? Talk about other ways people can volunteer to serve their communities. If you had an opportunity to volunteer in your community, what would you like to do?



## Explore Drawing Conclusions

A **conclusion** is a decision you make about a topic. You use what you already know and information from what you are reading to draw a conclusion. We draw conclusions when we read. We also draw conclusions from information we see in a map, chart, graph, or photo.

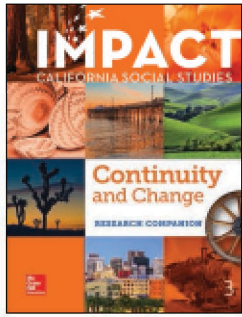
- 1. Read the title of the selection or the caption on an image.**  
This will help you understand what the text or image is about.
- 2. Read the text all the way through or look closely at the image.**
- 3. Think about what you read or saw.**  
Think about the topic. What information did you find in the text or image about the topic? What did you already know?
- 4. Draw a conclusion.**  
Use information from the text and image with what you already know to draw a conclusion about the topic.



Based on the text and photo, work with your class to draw a conclusion about what makes a strong community. Then work with your class to complete the chart below.

What Makes a Strong Community	
Text Clues and What I Already Know	Conclusions





## Investigate!

Read pages 226–233 in your Research Companion. Use your investigative skills to look for text evidence that tells you how citizens can build strong communities. This chart will help you organize your notes.

Text Clues and What I Already Know	Conclusions
California leaders who made a difference:	How to build a strong community:
Characteristics of good leaders:	
Problems in my community:	
Ways to make a difference in my community:	

[illegible]

# Talk About It



## Discuss and Compare

Share your paragraph with a partner. Compare your problems and solutions. Ask for a different solution to the problem you wrote about. Offer a different solution for your partner's problem.



# Connect to the



## Take Action

How can people in a community work together to make it a better place?

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## Inquiry Project Notes

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## Inquiry Project Wrap-Up

### Creating a Classroom Constitution

Now is the time for your class to sign and post your classroom constitution. Here's what to do.

- ☐ Read the constitution aloud.
- ☐ Review the rules and the consequences for breaking them.
- ☐ Explain how these were chosen and discuss their purpose.
- ☐ Sign the constitution and promise to follow it.
- ☐ Post the constitution in your classroom.

### Tips for Collaborating

*Remember these tips when you work on the class project.*

- ☐ *Share your thoughts and ideas clearly.*
- ☐ *Listen and add to the ideas of others.*
- ☐ *Ask questions to clarify any misunderstandings.*
- ☐ *Work together, and have fun!*

## Project Rubric

Use these questions to help evaluate your project.

	Yes	No
Are the purpose and goals of the classroom constitution clearly stated?		
Did everyone participate in making the rules?		
Did the class have to make any compromises?		
Are the consequences for breaking the rules fair?		
Do you think having a written constitution will help make your classroom a fair and safe place?		

## Project Reflection

Think about the work you did on this project, either with a group or on your own. Describe something that you think you did very well. What could you have done to make your individual or group work better?

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