



IMPACT
CALIFORNIA
SOCIAL STUDIES

People

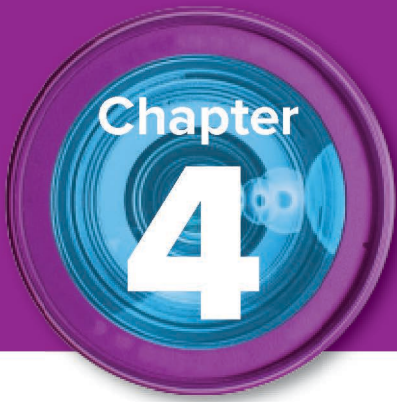
Who Make a Difference

INQUIRY JOURNAL



**Mc
Graw
Hill
Education**





How Government Works

Lesson 1
Rules

Lesson 2
Making Laws

Lesson 3
Following Laws

Lesson 4
California State Government

Lesson 5
Citizens Make a Change

Lesson 6
Countries Working Together



Why Do We Need Government?

In this chapter, you'll explore what government does. You'll learn about why we need government in our community, state, country, and world. You'll make a flow chart of how our government makes laws. You can also show who enforces laws and what happens when a law is broken.



Talk About It

What do you wonder about government and what government does? Discuss your questions with a partner.

My Research Questions

1. _____

2. _____



Inquiry Project

All About Laws

In this project, you'll work with a team to show how a law is made. You might also include what happens when a law is broken.

Here's your project checklist.

- ☐ **Write questions** about how laws are made. You will use these questions to guide your research.
- ☐ **Use** what you read to answer the questions. Then find more places to research if you need to.
- ☐ **Number** the steps in making a law in your notes. Then you will know what to put first, second, and so on.
- ☐ **Draw** the steps to make a flow chart. Connect the steps with arrows.
- ☐ **Present** your charts to the class. Explain what happens at each step.

Explore Words

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

citizen

My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

court

My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

government

My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

jury

My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

law

My Notes

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

nation

My Notes

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

rule

My Notes

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

trial

My Notes

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



Why Do We Have Rules?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore rules.

Why Am I Learning It?

Reading and talking about rules can help us to better understand why we have them.

How Will I Know That I Learned It?

You will be able to write about rules and explain why we have them.

Talk About It

COLLABORATE



Look closely at the picture.
What school rule do you think the children are following?



Following rules
helps keep us safe.

1 Inspect

Read Look at the title. What do you think this chart shows?

Circle words you don't know.

Underline the rules that the author writes about.

My Notes

Rules




Rules are made to keep us safe. A **rule** is a guide we agree to follow. Rules help us to get along with each other. They also help to keep things fair. Fair means right for everyone.

Think about your classroom rules. What do they do? They keep everyone safe and keep work spaces clean. They help to make your classroom a better place.

When you do not follow rules in the classroom, what happens? There may be consequences. A consequence is something that happens if you do not follow a rule. It may be that you have something like recess taken away. It might be that you have to do extra work.

Look at the chart. Work with your class to fill it in. Think about your classroom rules and consequences to help you.

Our Class Rules

| Classroom Rule | | Reason we have this rule: | What would happen if students did not follow this rule? |
|--|---|---|---|
| 1. Raise your hand and wait to be called on before speaking out. |  | This rule helps everyone get a chance to speak in class. | <hr/> <hr/> <hr/> <hr/> |
| 2. Keep hands, feet, and objects to yourself. |  | This rule helps keep students safe. | <hr/> <hr/> <hr/> <hr/> |
| 3. Walk in the classroom and school building. Do not run! |  | This rule helps keep students, teachers, and visitors safe. | <hr/> <hr/> <hr/> <hr/> |

2 Find Evidence

Reread How do the pictures help you understand the rules?

Underline the rules and circle the consequences.

3 Make Connections

Talk What did you learn about rules? Which rules do you follow in your classroom? What happens when you don't follow rules?

Explore Cause and Effect

A person, thing, or event that makes something happen is a **cause**.

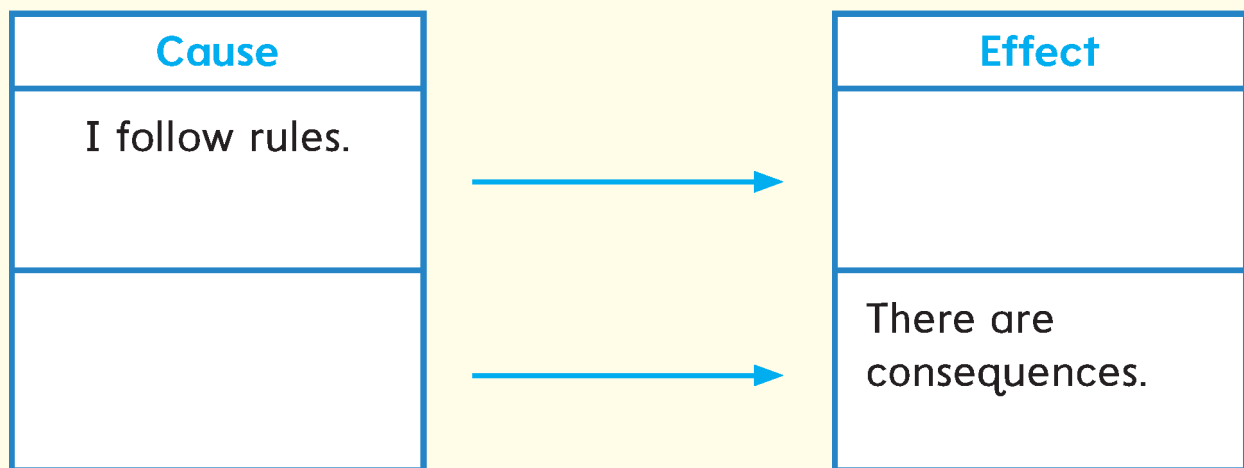
The thing that actually happens because of the cause is the **effect**.

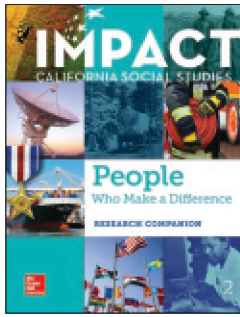
To find cause and effect:

1. Read the text once all the way through.
2. Reread the text and look for something that tells you what happened. This is the effect. Circle it.
3. Reread the text again and look for a detail that tells you why it happened. This is the cause. Underline it.
4. Ask yourself, *Did the cause lead to what happened?*



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





Investigate!

Read pages 198–207 in your Research Companion. Use your investigative skills to look for text evidence that tells you about rules and their effects. This chart will help you organize your notes.

| Cause | | Effect |
|----------------------------|---|---------------|
| washing hands | → | |
| | → | keeps us safe |
| keeping my hands to myself | → | |

Think About It

Review your research. Based on what you have read, think about what rules are and why we need them.

Write About It

Define

What is a rule?

Write and Cite Evidence

Choose a rule that you know.
Explain why we have the rule.

Talk About It



Explain

Find a partner who chose a different rule.
Together, discuss what you wrote.



Connect to the



Write New Rules

Write two new rules that you think are important
to follow at home, in the classroom, or at school.
Tell why they are important.



Inquiry Project Notes



How Do We Make Laws?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore what laws are and how they are made.

Why Am I Learning It?

Reading and talking about laws will help you understand how our government makes laws and why we have them.

How Will I Know That I Learned It?

You will be able to explain how a law keeps you safe.

Talk About It

COLLABORATE



Look closely at the picture.
What do you notice about the people in the picture?



(c)North Wind Picture Archives/Alamy Stock Photo;
(bckgd)McGraw-Hill Education

The people at this meeting decided what the laws of our country would be.

1 Inspect

Read Look at the title. What do you think the chart shows?

Circle words you don't know.

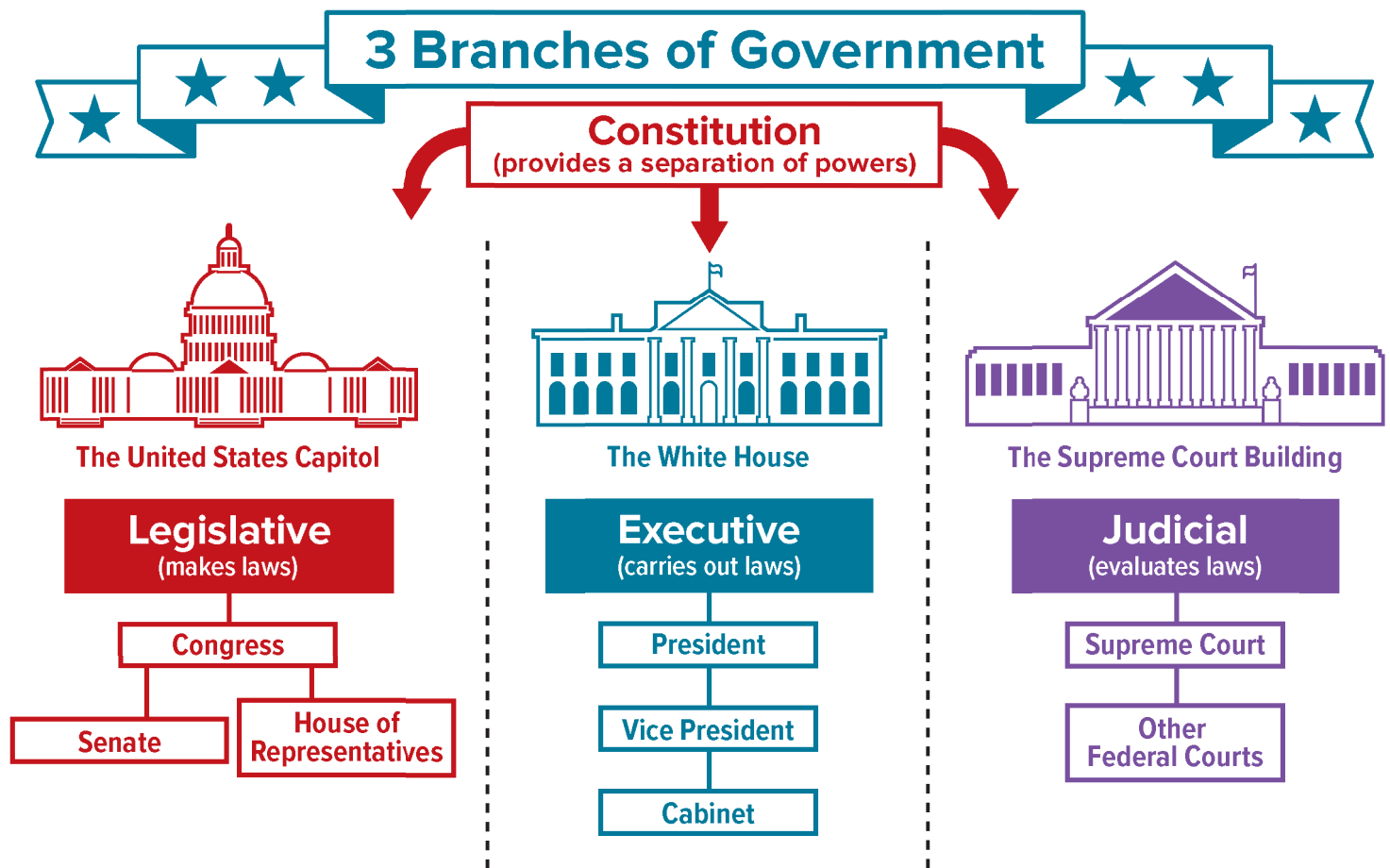
Underline words that tell you the name of the branch and what its job is.

My Notes

The United States Government

A **government** is the group of people who run a country, state, or other area. The United States has a government that makes **laws**, or rules that everyone must follow. The country's government is made up of leaders. People vote for the leaders. This is why our government is sometimes called a government "by the people."

Let's look at the different branches, or parts of government. Each branch has different jobs. Different people and groups make up each branch. The branches work together. No branch has all the power.



2 Find Evidence

Reread How do the branches work in our country's government?

Circle the words in the text that tell you how people get their jobs in our government.

3 Make Connections

Talk What did you learn about government and laws? Who makes laws in our government?

Explore Ask and Answer Questions

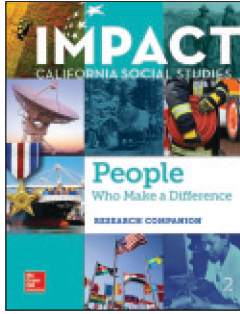
Sometimes when we are reading, we **ask questions** to learn more. Then we **answer those questions** while we read.

1. Look at the text before you read. Think: What do I want to learn?
2. Write the questions you have.
3. As you read, answer the questions. If you have more questions, write them and answer them.



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

| Question | Answer |
|---------------------------------------|--------|
| What are the parts of the government? | |
| What does the president do? | |



Investigate!

Read pages 208–221 in your Research Companion. Think of questions before you write. Then use your investigative skills to find the answers. This chart will help you organize your answers.

| Question | Answer |
|----------|--------|
| | |
| | |
| | |
| | |

Think About It

Think about your research. How do we make laws?
Who is responsible for making them?

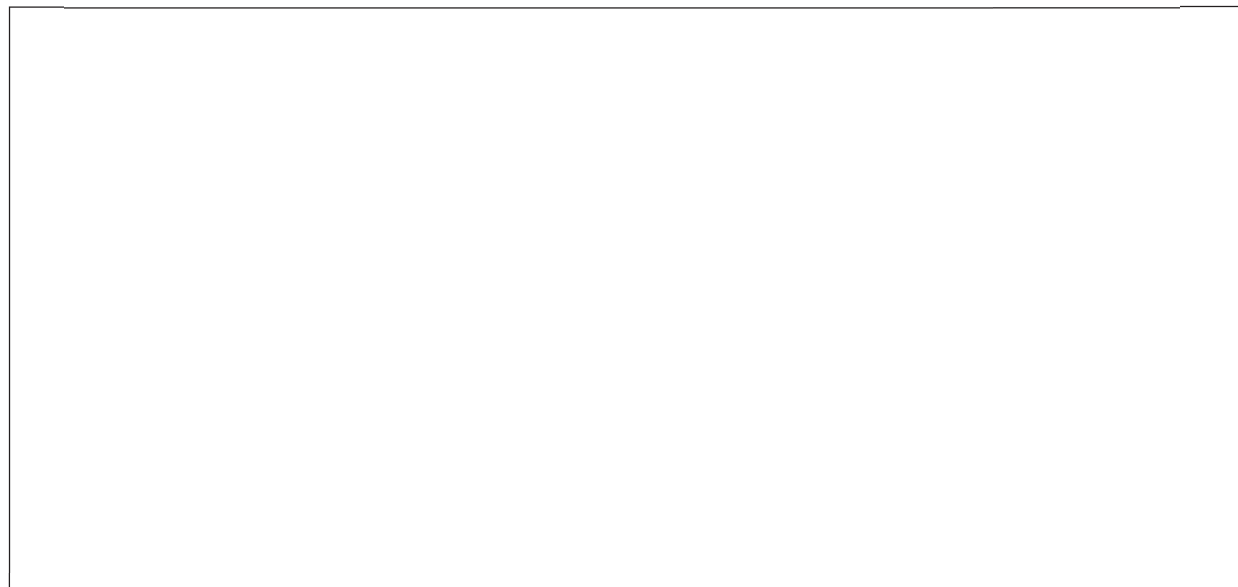
Write About It

Define

What are laws?

Write and Cite Evidence

Draw a picture that shows a law that keeps you
safe. Write a caption for your drawing.



Talk About It



Explain

Show your partner your work. What laws did you draw? How do those laws keep you safe?



Connect to the



Make a Chart

What are the three parts in the government?
Draw a chart that shows what each part has to do with laws.

| | | |
|--|--|--|
| | | |
|--|--|--|



Why Should People Follow Laws?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore why people should follow laws.

Why Am I Learning It?

Reading and talking about why people should follow laws will help you learn more about why laws are made.

How Will I Know that I Learned It?

You will be able to explain the consequences of not following laws.



Talk About It



Look closely at the pictures. How do they show children following a rule and a law?



1 Inspect

Read Look at the pictures. What are these people doing?

Circle words you don't know.

Underline words that tell about laws.

My Notes

How We Follow Rules and Laws

It is important to follow rules and laws to keep people safe and healthy. For example, if we let our pet off their leash, what do you think could happen? The pet could get lost or hurt. When we obey rules and laws, we show that we care about ourselves and others.



People follow laws in the community.
It keeps everyone safe.



People follow laws in the community.
It keeps everyone safe.

We have rules at school and at home, and we have laws in the community, like keeping our pets on leashes. We might see people who are not following a rule or law. When this happens, we can remind them about the rule or law. Reminding someone why they should keep their pet on a leash will keep their pet safe.

If people don't follow a rule or law there is a consequence. A consequence can be small or large. It can depend on the kind of rule or law that is broken.

2 Find Evidence

Reread Who should follow rules and laws?

Circle clues in the text and pictures that support what you think.

3 Make Connections

Talk What did you learn about why we follow rules and laws?



Explore Cause and Effect

An **effect** is what happened.

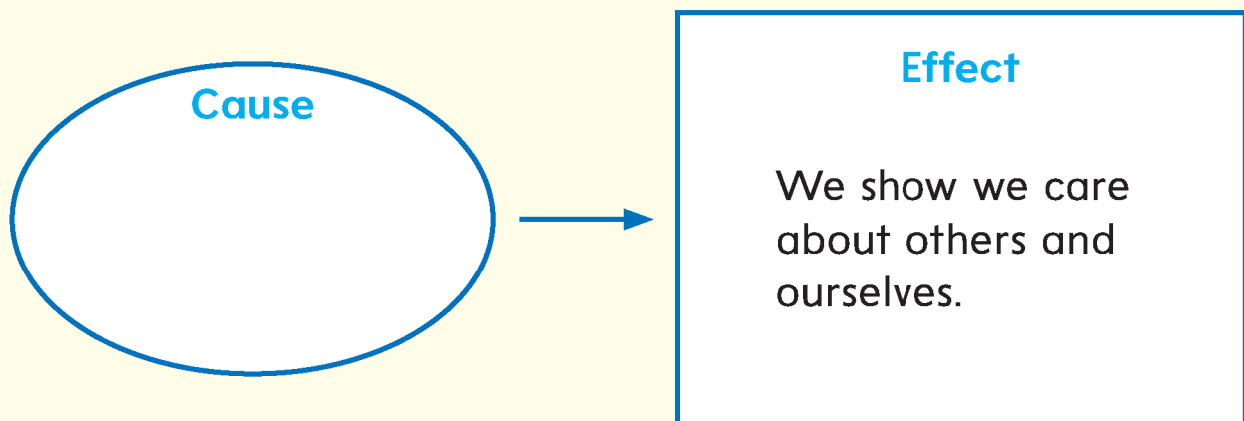
A **cause** is why it happened.

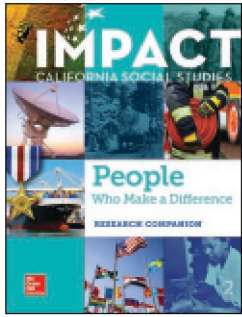
To find cause and effect:

1. Read the text once all the way through.
2. Reread the text and look for something that tells you what happened. This is the effect. Circle it.
3. Reread the text again and look for a detail that tells you why it happened. This is the cause. Underline it.
4. Ask yourself, *Did the cause lead to what happened (the effect)?*



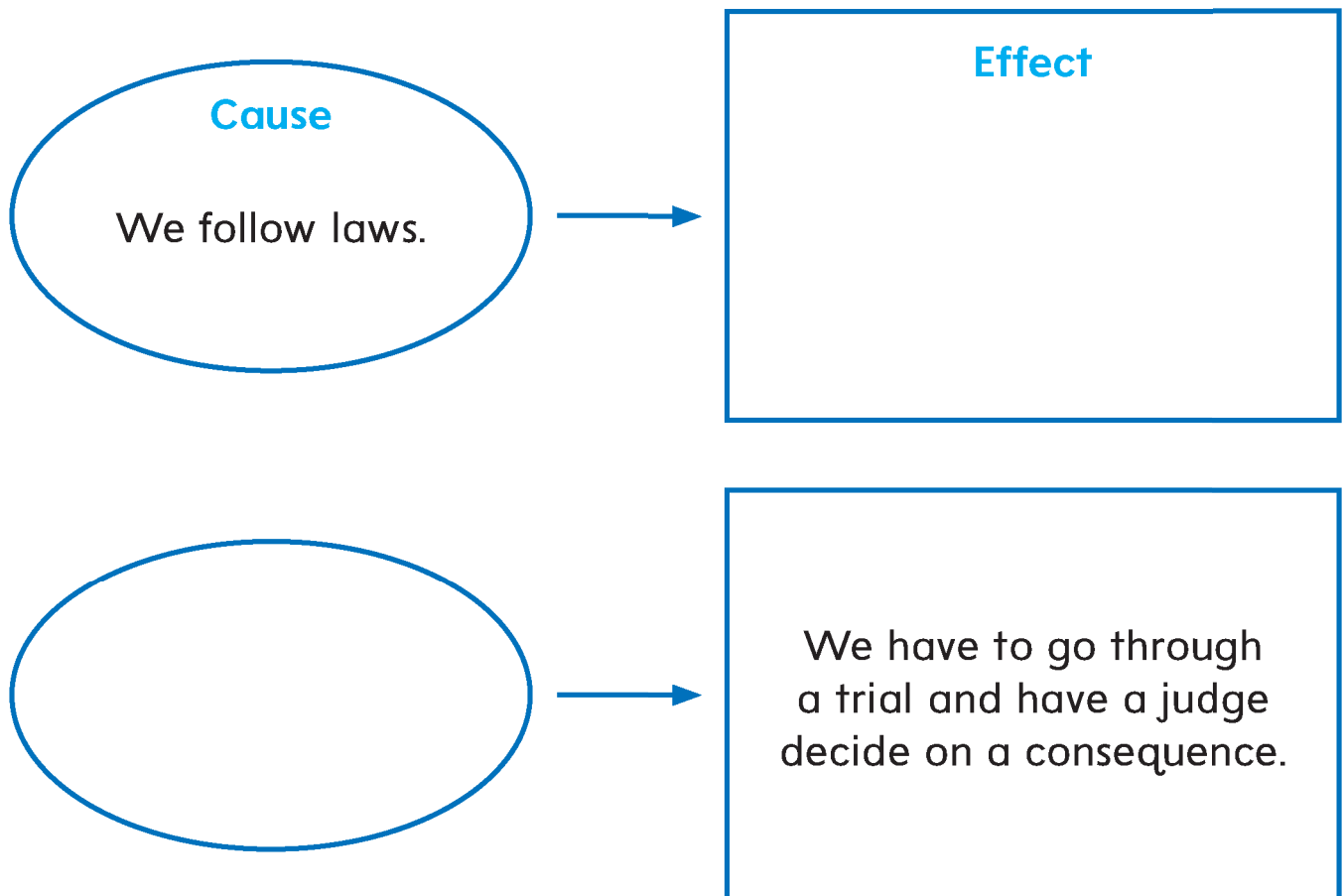
Based on the text you read, work with your class to complete the chart.





Investigate!

Read pages 222-229 in your Research Companion. Use your investigative skills to look for text evidence that tells you about the different ways that we follow laws.



Think About It

Review your research. Based on what you have read, think about laws and why we follow them.

Write About It

Write and Cite Evidence

Write three details that explain why we should obey laws.

Talk About It



Explain

Share your response with a partner. Discuss the details you wrote about and how they affect the way you live.



Connect to the



Take Action

Write a list of laws you might know about and what you think the consequence would be if someone broke the law.



Inquiry Project Notes



How Does California State Government Work?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore how California's state government works.

Why Am I Learning It?

Reading and talking about how California's government works will help you learn more about what government does.

How Will I Know that I Learned It?

You will be able to explain what the California government does for the people who live here.



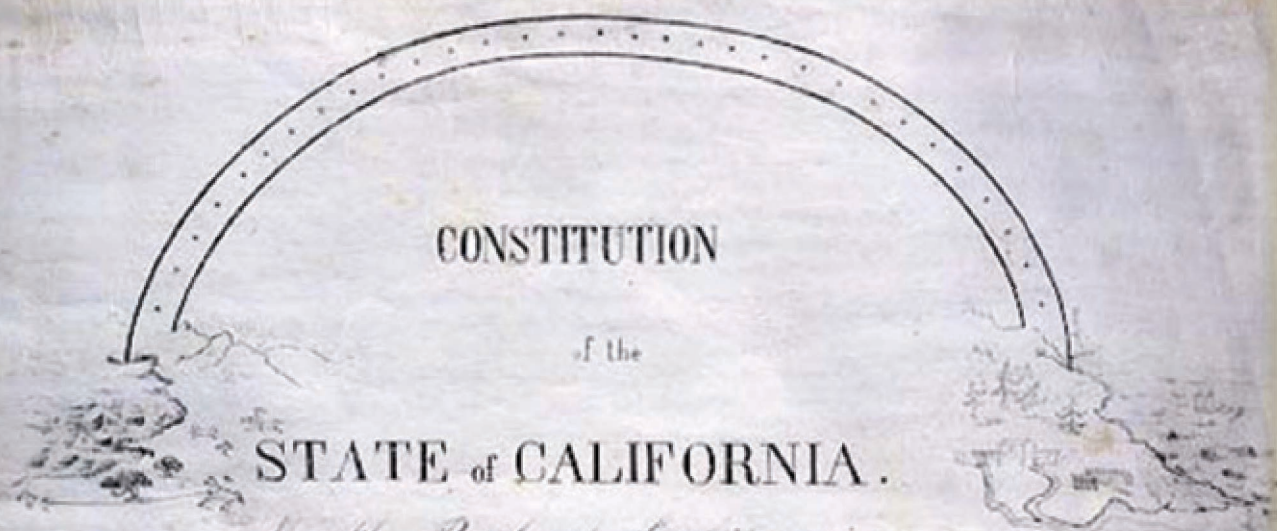
Talk About It

COLLABORATE



Look closely at the image of the California Constitution. How does it look like the United States Constitution on page 211 of your Research Companion?

HSS.2.3, HSS.2.3.1



We the People of California,
grateful to Almighty God for our freedoms in order to secure its blessings, do
establish this Constitution.

Article I.

Declaration of Rights.

Section 1.

All men are by nature free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property, and pursuing and obtaining safety and happiness.

Sec. 2.

All political power is inherent in the people. Government is instituted for the protection, security, and benefit of the people, and they have the right to alter or reform the same, whenever the public good may require it.

Sec. 3.

The right of trial by jury shall be secured to all, and remain inviolate forever; but a new trial may be granted by the courts, in all civil cases, in the manner to be prescribed by law.

Sec. 4.

The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed in this state; and no person shall be considered incompetent to be a witness on account of his opinion on matters of religious belief, but the liberty of conscience hereby secured, shall not be so construed, as to license acts of licentiousness, or justify practices inconsistent with the peace or safety of this state.

Sec. 5.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion, the public safety may require its suspension.

Sec. 6.

Excessive bail shall not be required, nor excessive fines imposed, nor shall cruel or unusual punishments be inflicted, nor shall witnesses be unreasonably detained.

1 Inspect

Read Look at the chart. What does it show?

Circle words you don't know.

Underline words that tell about laws.

My Notes

California State Government

You have learned about the United States government. California also has a government. It has three parts, just like the United States government does. Each part has different responsibilities. These are duties or jobs.

California's lawmakers make ideas for laws, or bills. The governor of California is the leader. The governor carries out the laws of the state.

California's judges have trials to decide if someone has broken a law. If someone has broken a law, the judges decide on a fair consequence, or punishment.

United States Government



Makes laws for our country

Leaders are president, lawmakers, judges

United States citizens in all 50 states vote for leaders of our country.

California State Government



Makes laws for our state

Leaders are governor, lawmakers, judges

United States citizens in California vote for our leaders in California.

This chart compares and contrasts United States government and the California state government.

2 Find Evidence

Reread What are responsibilities of government?

Underline clues in the text that support what you think.

3 Make Connections

Talk What did you learn about California's government?



Explore Compare and Contrast

When you **compare**, you look for ways things are alike.

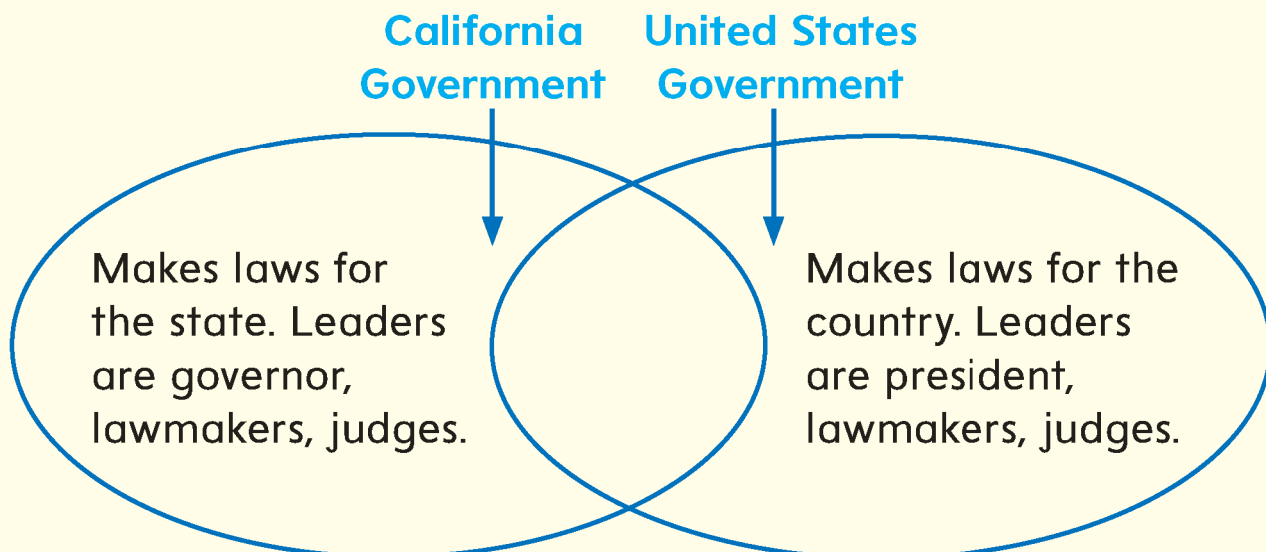
When you **contrast**, you look for ways things are different.

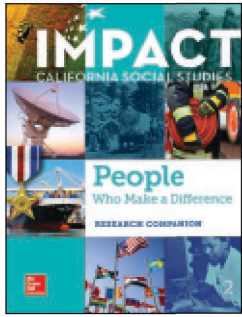
To compare and contrast:

1. Read the text once all the way through.
2. Reread the text and look for two things that you can compare. Circle the text that shows how they are alike.
3. Reread the text again and look for how those things are different. Underline what you find.
4. Ask yourself, *How are the two things alike and different?*



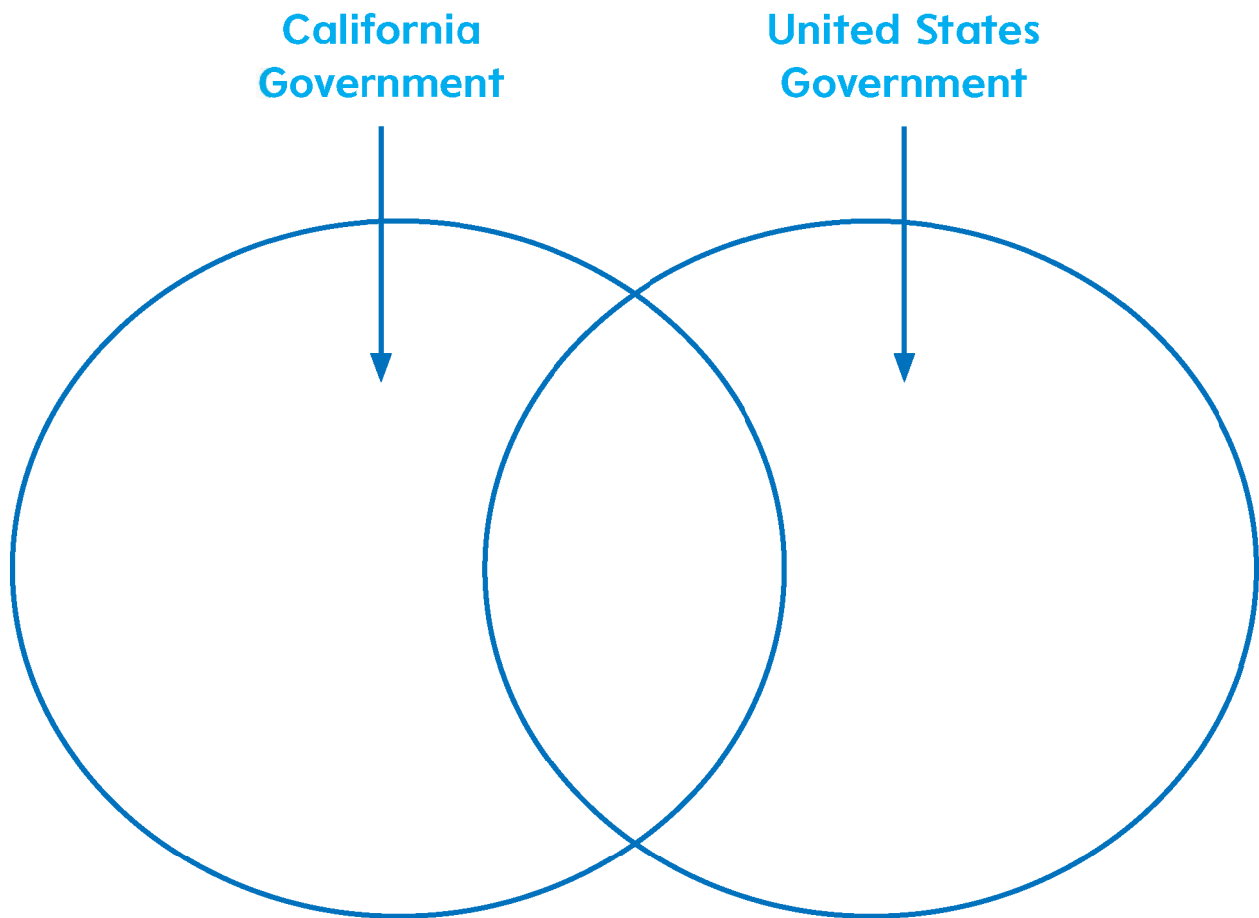
Based on the text you read, work with your class to compare one thing that is alike about the two things listed in the diagram below.





Investigate!

Read pages 230–235 in your Research Companion. Use your investigative skills to look for text evidence that tells you how California and United States governments are alike and different.



Think About It

Based on your research, think about how California state government works. Think about how it is alike and different from the United States government.

Write About It

Write and Cite Evidence

How are the California and United States governments alike and different? Use these sentence frames to help you.

Both governments

Only the U.S. government

Only the California government

Talk About It



Explain

Share what you wrote with a partner. Together discuss how the California state government works and how it is alike and different from the United States government.



Connect to the



Suppose someone asks you, “What does the California government do, and why do we need it?” Use what you have learned to write three things our state government does.



Inquiry Project Notes



How Do Citizens and Government Work Together?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore how citizens work with government to make changes.

Why Am I Learning It?

Reading and talking about how citizens make changes will help you learn more about how government works.

How Will I Know that I Learned It?

You will be able to explain what citizens and government do to make communities better.

Talk About It

COLLABORATE



Look closely at the people in the picture. What kind of problems in a community could be solved by working together?



Citizens and government leaders can work together to solve problems.

1 Inspect

Read Look at the title. What do you think this text is about?

Circle words you don't know.

Underline words that tell about how citizens and government work together.

My Notes

Working Together

Citizens are an important part of our government. They help to choose our leaders. They vote for leaders they think can help solve, or fix, problems by making changes or laws.

There are different problems that our government has to solve. The government can get help from citizens. Citizens can let them know about problems. Sometimes the solution means a law must be made, but sometimes just help from the community will solve the problem. They can share their ideas about how to solve the problems. Solving problems makes things better.

For example, if the community parks aren't clean or the playgrounds are broken, citizens can let people in the government know that there is a need for the parks to be cleaned up and for the playgrounds to be repaired. They can talk about a solution. They can work together so people can enjoy the park again.

Look at the picture on this page.
What do you think the problem is?
Here's how people could work together
to solve the problem.

1. Make a list of ideas.
2. Talk about each idea to find the best one.
3. Try out the idea to see if it solves the problem.
4. Try another idea if the first idea does not solve the problem.



2 Find Evidence

Reread How can citizens work to solve problems?

Underline clues in the text and pictures that support what you think.

3 Make Connections

Talk What **COLLABORATE** can happen when citizens work with the government?



Explore Main Ideas and Key Details

The **main idea** tells what the text is mostly about.

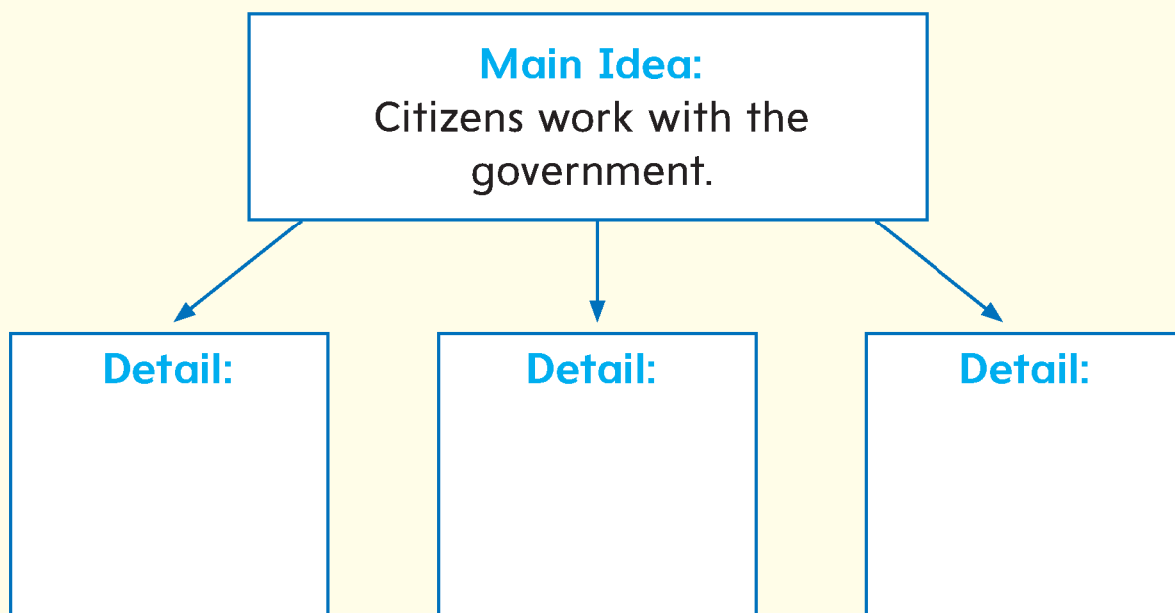
A **key detail** tells more about the main idea.

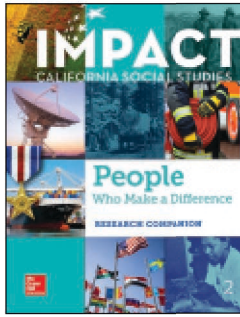
To find the main idea and key details:

1. Read the text once all the way through.
2. Reread the text and look for a sentence that tells what the text is about. This is the main idea. Underline it.
3. Reread the text again and look for sentences that tell more about the main idea. Circle them.
4. Ask yourself, *Do the details tell more about the main idea?*



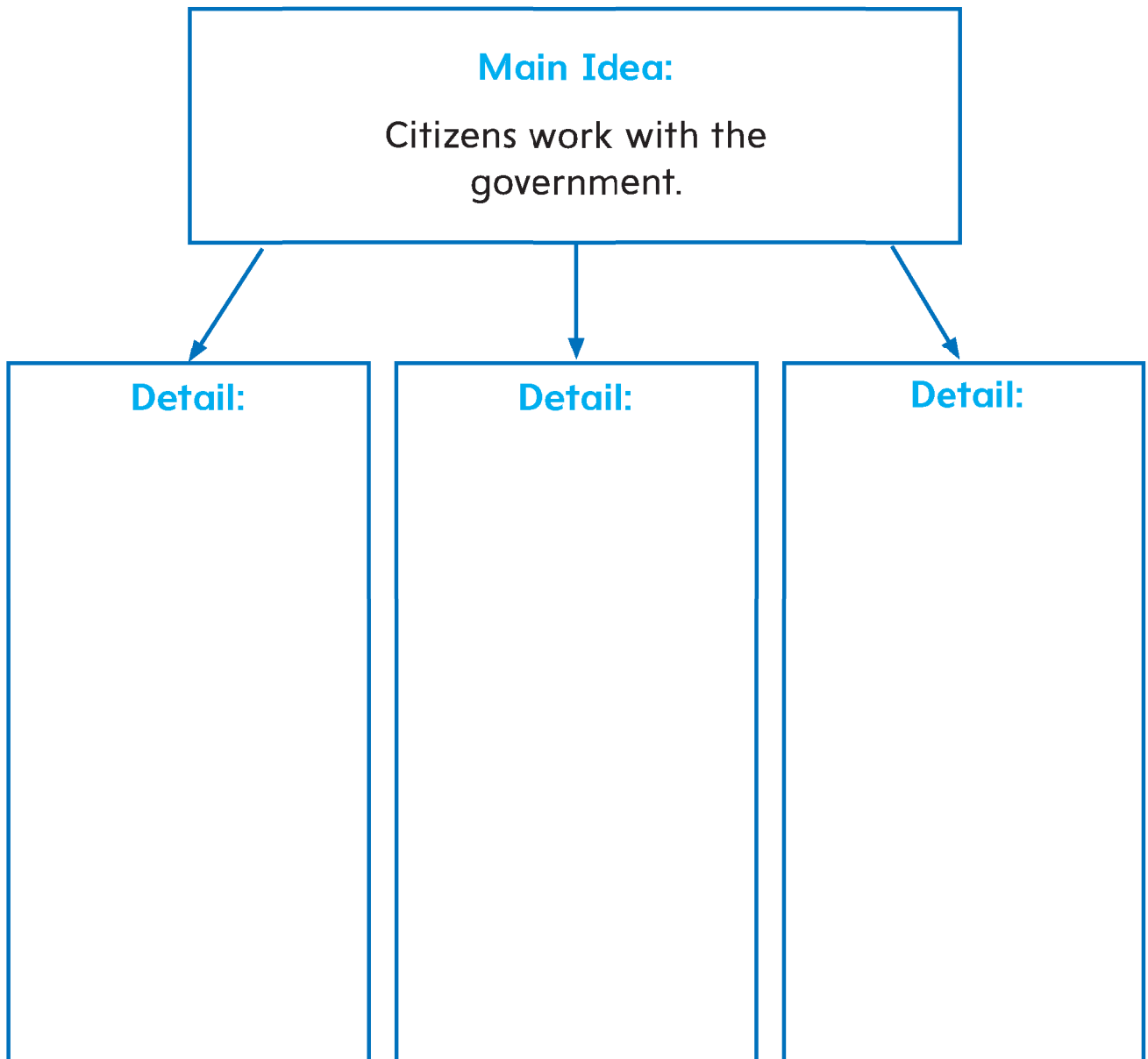
Based on the text you read, work with your class to find the details that support the main idea.





Investigate!

Read pages 236–243 in your Research Companion. Use your investigative skills to look for text evidence that tells you about how citizens work with the government.



Think About It

Review your research. Based on what you have read, think about how citizens work with the government to make changes. What changes can they make?

Write About It

Write and Cite Evidence

Choose a way that citizens have worked with the government to make things better. Write about someone who should be given a Super Citizen Award. Then write three reasons that tell why the person should earn the award.

Talk About It



Explain

Find a partner who chose the same person for the Super Citizen Award. Share what you wrote with a partner.



Connect to the



What can you do to make your community better?
Who could help you? List ideas for your plan that
you could share with leaders in your community.



How Do Countries Work Together When There Are Problems?

Lesson Outcomes

What Am I Learning?

In this lesson, you're going to use your investigative skills to explore the ways that countries work together to solve problems.

Why Am I Learning It?

Reading and talking about how countries work together to solve problems will help you learn more about how our world works today.

How Will I Know that I Learned It?

You will be able to explain what problems and solutions countries have worked on together.

Talk About It



Look closely at the picture. How do you think coming together as a group helps to solve problems?



The United Nations is made up of countries that work together to solve problems.

1 Inspect

Read Look at the picture. What do you think this text is about?

Circle words you don't know.

Underline words that tell about how countries work together to solve problems.

My Notes

Working Together in the World

Citizens work with the government in their community, state, and country to solve problems. But what about problems around the world? There are bigger problems to solve. How can countries work together to solve problems?

The United Nations is a group of countries, or **nations**, around the world that work together to solve problems. The United Nations has some goals for children around the world. These goals, or things they hope to do, include:

1. All children should have a good education.
2. No child should be very poor.
3. Earth should be a clean place to live.





Water pollution is a problem countries have to solve together.

What kinds of world problems do you think countries have to solve? Everyone on Earth has to share the same air. If one country pollutes the air, then it is polluted for all. So many countries cooperate, or work together, to keep the air clean.

Countries also talk about keeping the water clean. Dumping garbage into the ocean can affect the whole world, not just one country. Keeping the air and water clean will help the health of the world.

Paul Jan Hilton/Alamy Stock Photo

2 Find Evidence

Reread Why do you think the United Nations has a goal to make Earth clean?

Underline clues in the text and pictures that support what you think.

3 Make Connections

Talk What can happen when countries cooperate?



Explore Problem and Solution

A **problem** is something you need to think about.

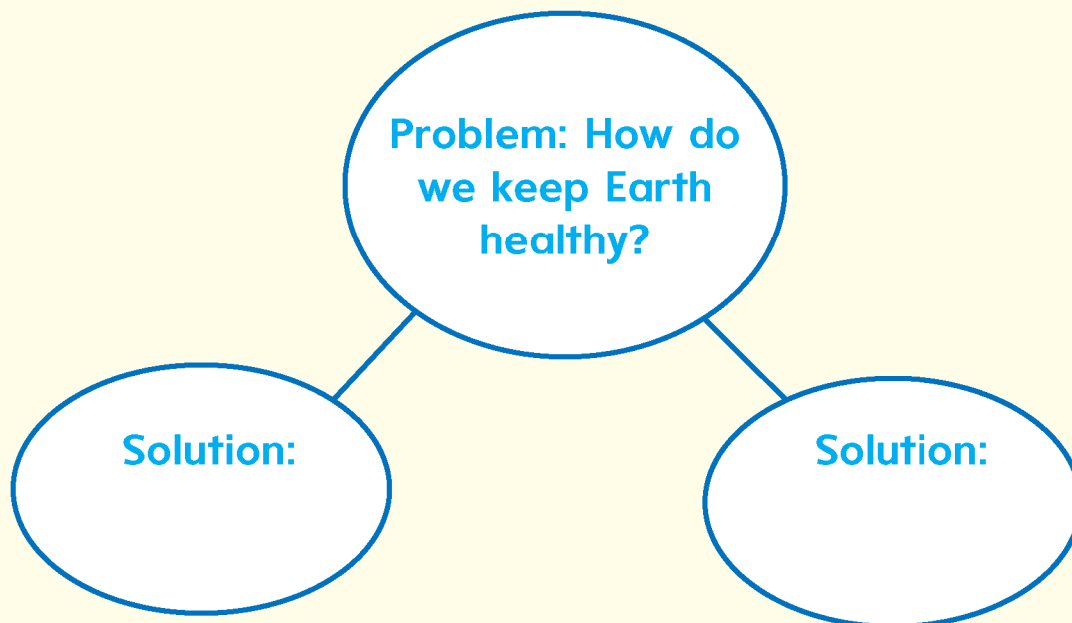
A **solution** is the answer to the problem.

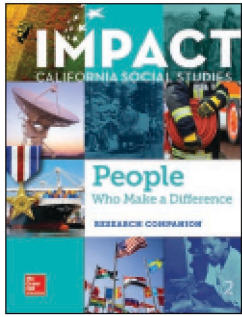
To find the problem and solution:

1. Read the text once all the way through.
2. Reread the text and look for a sentence that talks about something that you need to think about. This is the problem. Underline it.
3. Reread the text again and look for a sentence that tells how to solve the problem. This is the solution. Circle it.
4. Ask yourself, *Does the solution solve the problem?*



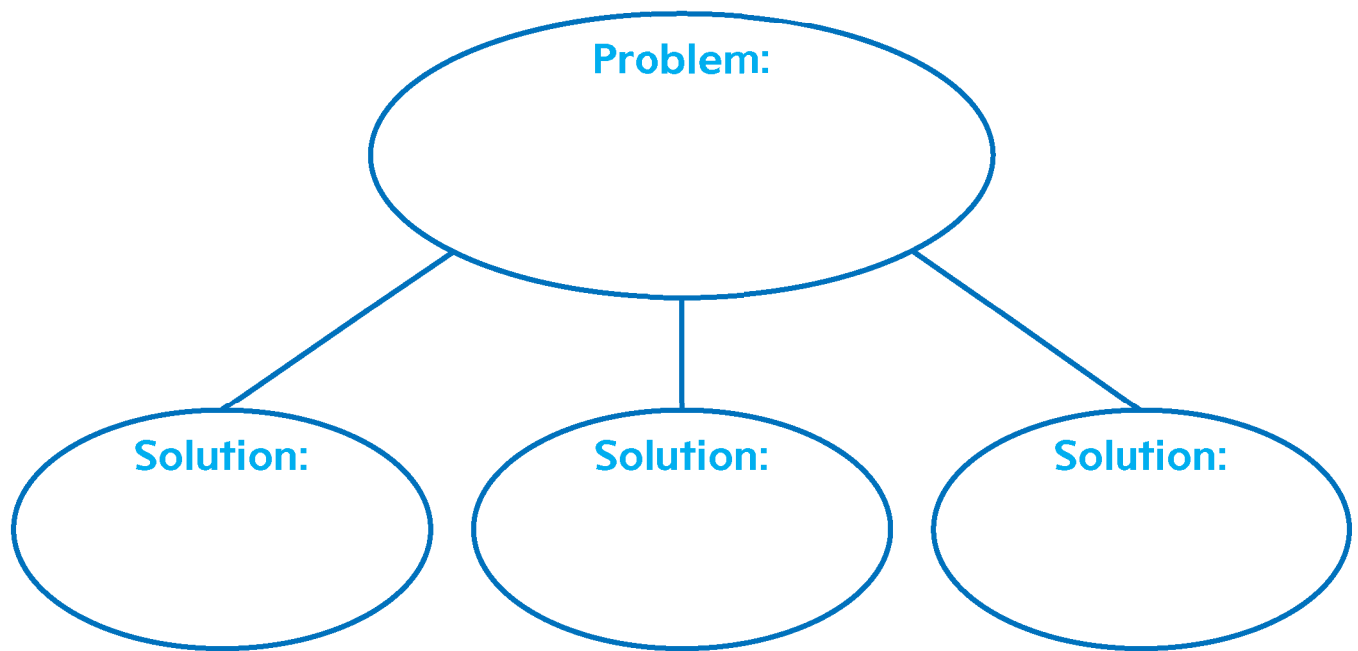
Based on the text you read, work with your class to find solutions to the problem.





Investigate!

Read pages 244–251 in your Research Companion. Use your investigative skills to look for text evidence that tells you about how countries work together to solve problems.



Think About It

Review your research. Based on what you have read, think about what problems countries have to solve. How do they work together with other countries to solve them?

Write About It

Write and Cite Evidence

Choose a problem that you read about or think is important. Explain why it is important. Write one or two possible solutions to the problem.

[illegible]

Talk About It



Explain

Find a partner who chose a different problem.
Together discuss what you wrote.



Connect to the



Write the steps that countries need to take to work together to solve a problem.



Inquiry Project Notes

The Chunnel

CHARACTERS

Jacques, leader from France

Julia, leader from England

Sally, English inspector

Alain, French inspector

Cecile, French worker

Peter, English worker

Narrator: The year is 1988. Leaders from England and France had a meeting. They had a problem. They met to solve the problem.

Jacques: We have to find a way to work this out! There is just a thin strip of water between us. We have to find a way to make the trip between our countries faster.





Prime Minister Thatcher of the UK and President Mitterrand of France giving the go-ahead for the Chunnel project.

Julia: Did you hear what you said? Water! How are we to make the trip faster across the English Channel?

Jacques: We call it La Manche (lah maunsh).

Julia: Ah, yes, I know we have different names for the same body of water.

Sally: What about a tunnel? We could dig one underwater.

Alain: Bravo! What a great idea! We can call it a “chunnel” because it’s a *tunnel* in the English *Channel*.

Sally: I like the way you think, Alain!

Jacques: Good. Cecile, will you and your team start digging underwater from France?

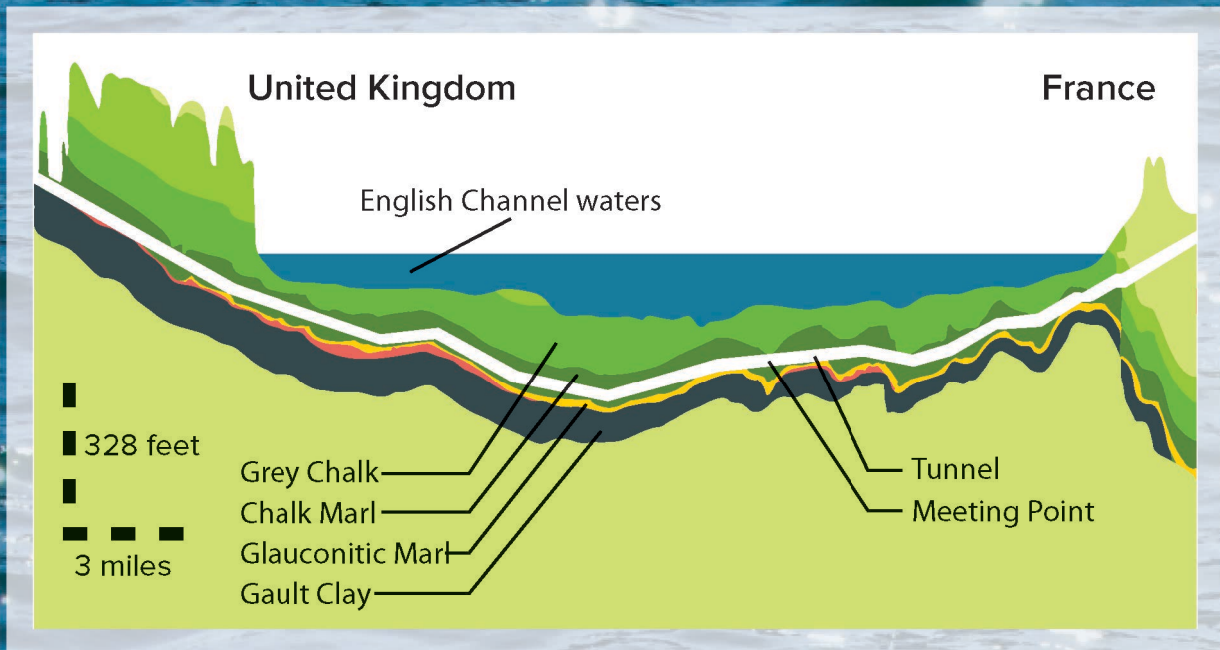
Julia: Yes, and then Peter and his team will start digging underwater from England.

Peter: Will do! I look forward to meeting you in the middle, Cecile!

Cecile: Me, too! I know it will be a very long time before our meeting. Good luck!

Peter: Good luck to you, too, Cecile!

(Both teams dig for many years.)



Narrator: Three years later, the English team got to the meeting place. The French team was not far behind.

Peter: I wonder where Cecile could be?

Cecile: Bonjour! Here I am, Peter!

Peter: Lovely! You made it! We did it together!



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Alain: We have built the longest tunnel in the world! It is also the safest tunnel.

Sally: Yes, the Chunnel is the longest tunnel! It is about 30 miles long. I'm glad that we solved our problem together.

Narrator: The project to build the Chunnel was a big success. People could start using it in 1994. Now people can travel across the English Channel on passenger trains or bring their cars on special shuttle trains.



Inquiry Project Wrap Up

Now it is time for your team to share your chart with the class. Here's what to do.

- ☐ Show your chart to the class.
- ☐ Explain each part of the chart and show the steps in order.
- ☐ Be sure you tell about:
 - how the government makes laws.
 - how the government makes sure that people follow laws.
 - what happens when laws are broken.

Tips for Sharing

Remember these tips when you present to your class.

- ☐ Look at your chart before you speak to be sure you are ready!
- ☐ Speak loudly, slowly, and clearly.
- ☐ Describe the steps in order, using words like *first*, *next*, *then*, and *when*.
- ☐ Answer any questions from your classmates.

Project Rubric

Use these questions to help evaluate your project.

| | Yes | No |
|---|-----|----|
| Do the charts include the steps in order? | | |
| Are the drawings easy to understand? | | |
| Did we explain the chart in a way that our classmates understand? | | |
| Are all parts of the process included? | | |
| Did we work well together as a team? | | |

Project Reflection

Think about the work that you did for the chapter project, either with a group or on your own. Describe something that you think you did very well. What would you do differently?
