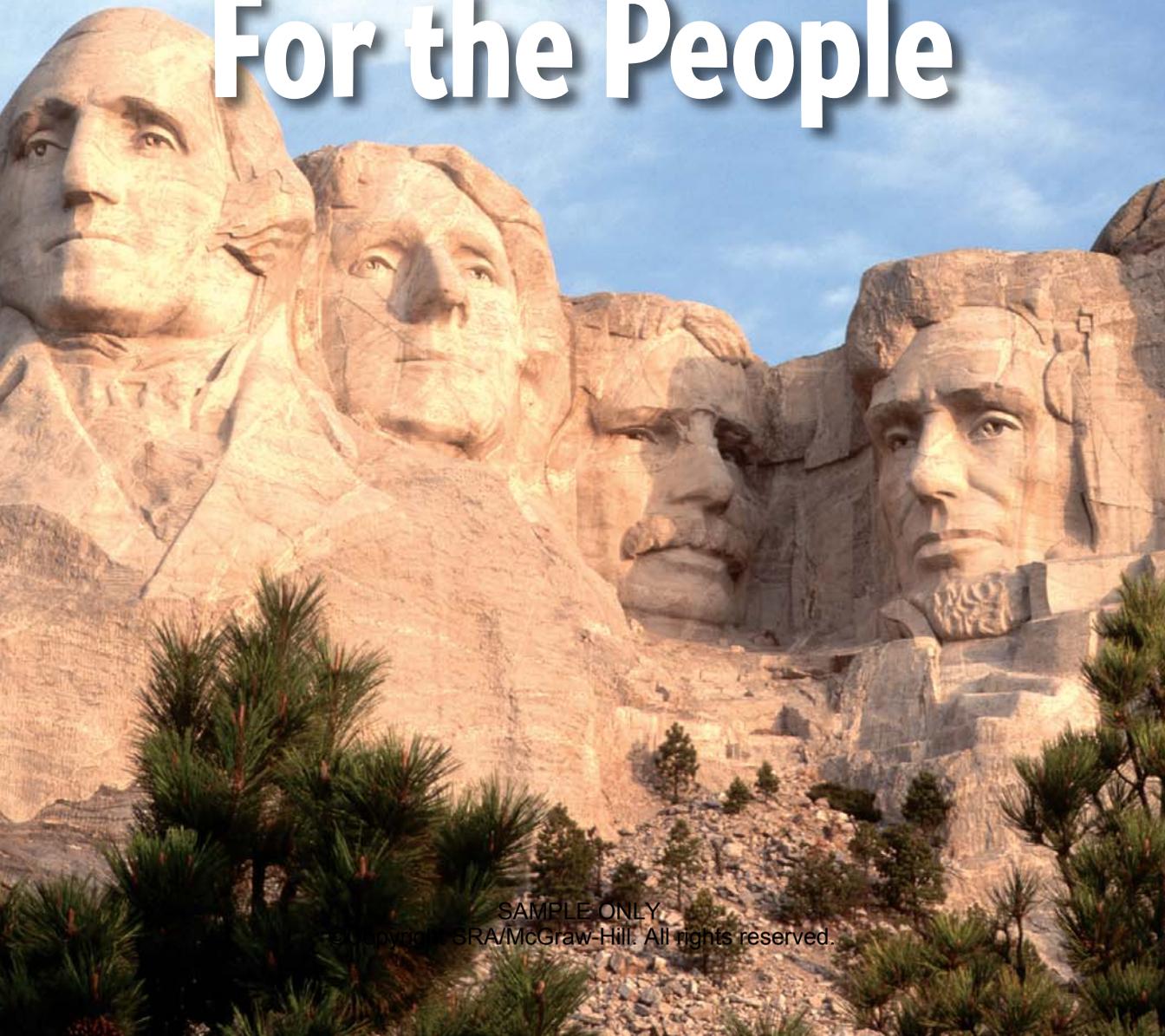




**READING FOR  
INFORMATION**

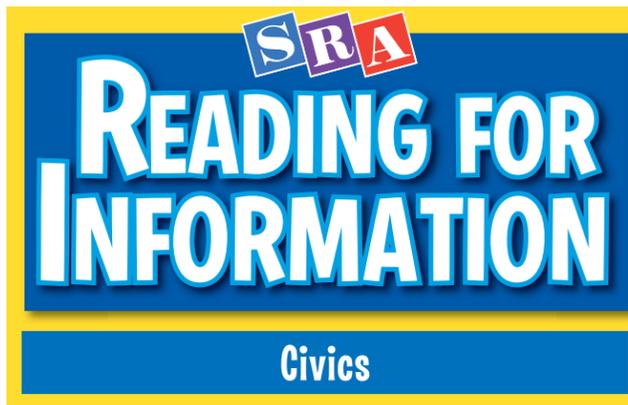
Civics

# By the People, For the People



SAMPLE ONLY

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# By the People, For the People

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# Before You Read

You can do these things to help you read for information.

## Features Headings and Subheadings

**Headings and subheadings** organize information.

Headings represent the main topics or big ideas.

Subheadings represent smaller topics within the main topic. Read the headings and subheadings on pages 12 and 13. What do you think you will read about on those pages?

## Structures Description

A **description** gives details or specific ideas about the thing being described. Descriptive sentences help you create a picture in your mind while you read.

- Look at how the following web organizes the description of the responsibilities of local governments. You can make a web to remember descriptions as you read.



## Vocabulary Words to Know



**authority** the ability to make decisions and influence others



**democracy** a form of government in which the people make the laws and run the government

**federal government** the laws and people that run a country



**governor** the person who is elected to be in charge of the state government



**local government** the laws and people that run a community



**state government** the laws and people that run a state

# Save Woodland Hills

Mrs. Allistar taught her fourth-grade students about **state governments**. She explained that the state government's job is to solve the problems of a state.

Mrs. Allistar told the class about a problem. A group wanted to bulldoze Woodland Hills State Park. They wanted to build office buildings there. The class thought the park was important. What could they do to save it?

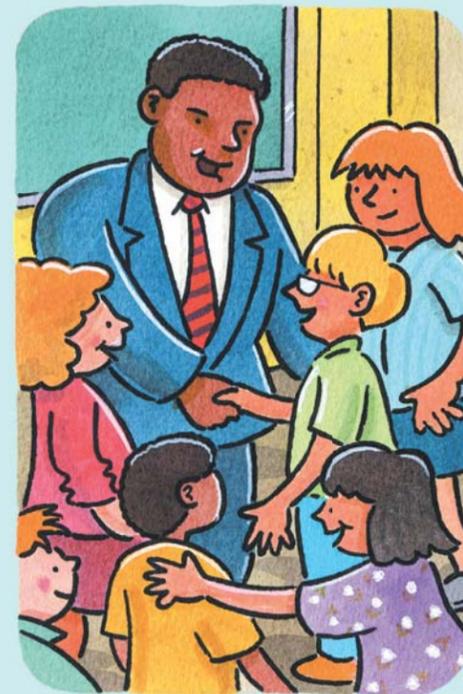
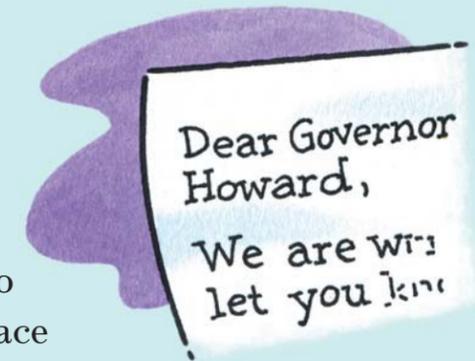
The class decided to write a letter to a person with the **authority** to save the park. They decided to write to **Governor Howard**. He was the leader of the state government and might be able to help.

✓ **Comprehension**  
Have you ever written a letter? Who did you write? What kinds of things did you say?



## Letter to the Governor

In their letter, the class told the governor that the park was important because it provided homes for animals. It had a clean river flowing through it. They also reminded him that it was a fun place for families to go. They told stories about times they had gone hiking and picnicking at the park. They mailed the letter and waited.



## The Governor's Response

A few weeks later, Governor Howard surprised the class by visiting them. He thanked them for their letter. He said that because many people wanted to save the park, the office buildings were going to be built somewhere else. Woodland Hills State Park was saved! The governor reminded the class to stay involved. It is the job of every citizen in a **democracy!**



### Structures Description

Describe the things the class wrote about to persuade the governor to save the park.

SECTION **1** **Our Democracy**

**A** democracy depends on people. **Democracy** is a form of government in which the people make the laws and run the government. The United States has a form of democracy.

When American citizens are old enough, we vote to elect leaders. The leaders learn about problems and try to fix them. If the leaders don't do a good job, we can

elect someone else when the next election comes. A democratic government depends on people being informed and voting.



In a democracy citizens have the right and responsibility to vote. If you are a citizen, you will be allowed to vote when you are 18 years old.

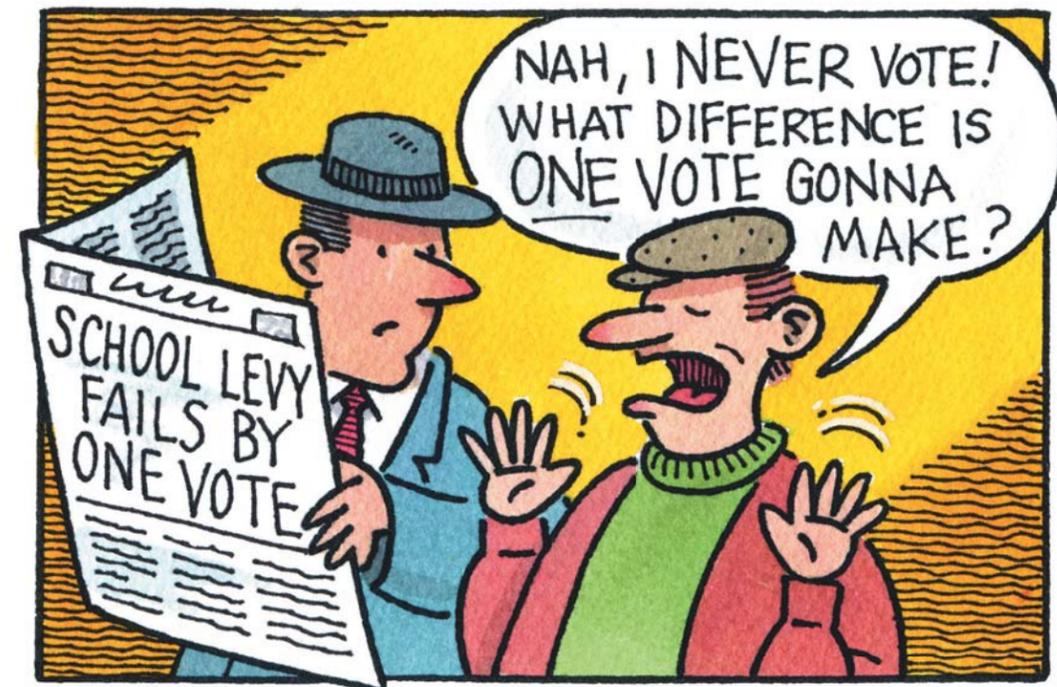
**Levels of Government**

Our government in the United States has many levels. The lower levels take care of the problems in their town, city, or county. The highest levels take care of many more people and problems. The people in the highest levels of government try to solve problems that face the whole country.

**Voting Counts**

All of the levels of government have one thing in common. They are chosen by the people; in other words, they are democratic. That means that U.S. citizens are the most powerful level of our government!

Look at this political cartoon. What do you think the artist would like citizens in the United States to do?

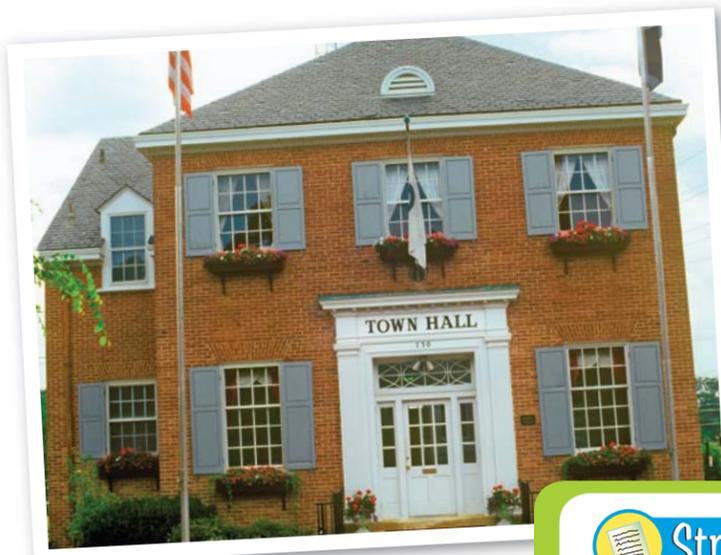


**A local government** includes the laws and people that run a community. The community may include a town, a city, a county, or a rural area. A local government takes care of people and problems in a small area.

## Responsibilities of Local Government

Local governments make sure their areas are safe and clean. Local governments control the libraries and

playgrounds. They also control zoos and schools. They are in charge of supplying water to drink, and they make sure that the trash is collected. They also help businesses grow.



Many local government services are offered in a town or city hall.

✓ **Comprehension**  
How does your local government affect your life?

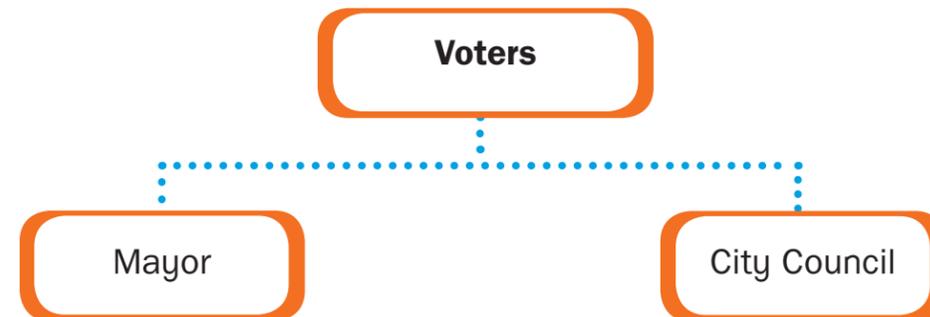
### Structures Description

Describe the responsibilities of local governments.

## Local Government Jobs

The leader of the local government is the mayor. The mayor has **authority** in the city or town. People elect the

mayor. People also elect city council members. City council helps the mayor make decisions.



Everyone has the responsibility to help care for their community.



## SECTION 3 State Government

**A** **state government** is the laws and people that run a state. There are fifty states in the United States and each of them has a democratic government.

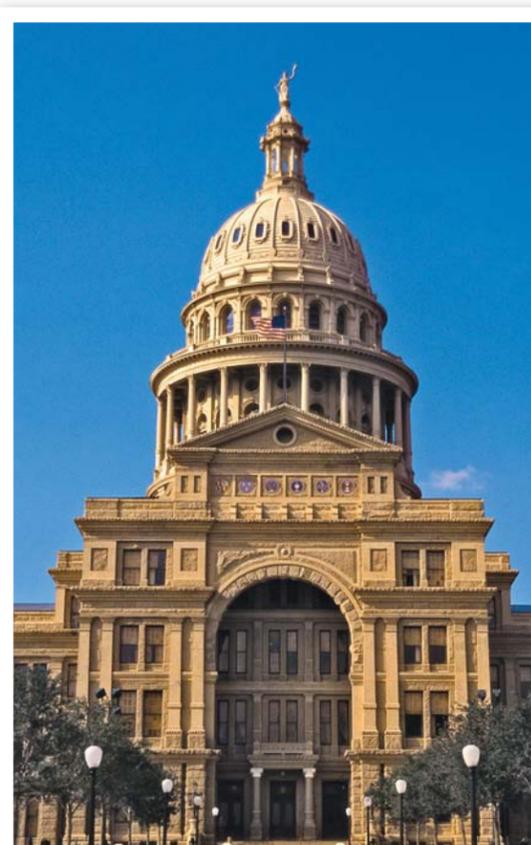
### Responsibilities of State Government

Like local governments, a state government has many responsibilities. It must serve and protect its people. It makes laws about basic services, such as phone service and electric service. It also makes laws for businesses. The state government is in charge of education. It decides how many days of school there are in a year. It also decides what training teachers must get.

The capitol building in Austin is home to Texas' state government.

### Three Branches of State Government

The state government has three parts, called branches. Each branch has equal power. All of the branches work together.



### Legislative Branch

The legislative branch of the state government makes the state laws. The people of each state vote for legislators to represent them. The legislators' job is to listen to what the people want them to do. They try to solve the problems that people in the state care about.

### Executive Branch

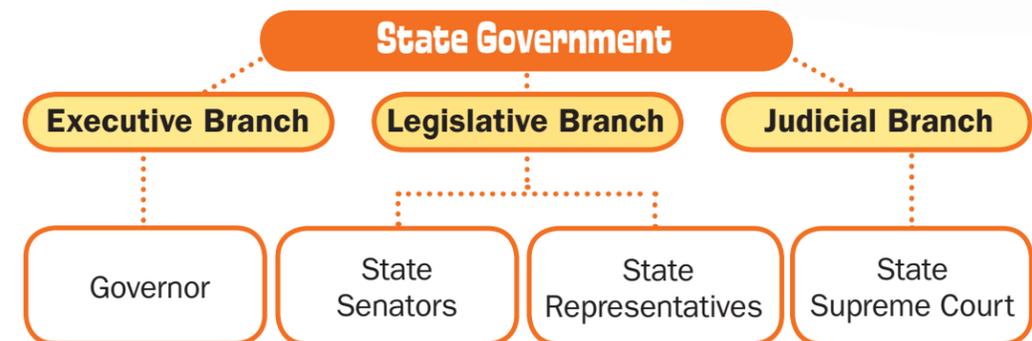
The executive branch carries out the laws of the state. The governor is part of the executive branch. The **governor** is the person who is elected to be in charge of the state government. The governor decides whether

to sign laws passed by the legislators. The governor also chooses people to help run parts of the state government.

### Judicial Branch

The judicial branch of the state government enforces the state laws. This branch includes the state's Supreme Court and other judges. The court system decides whether people have broken the laws. It also punishes those who have broken the law.

✓ **Comprehension**  
To which level of government did Mrs. Allistar's class send their letter?





## Reading a Letter to the Editor

When someone writes a letter to the editor, he or she is trying to persuade others to believe or act the way they do about a certain subject. Read this letter to the editor from a boy named Jamal. Do you agree with him?

# Help Our Overcrowded Schools!

Dear Editor,

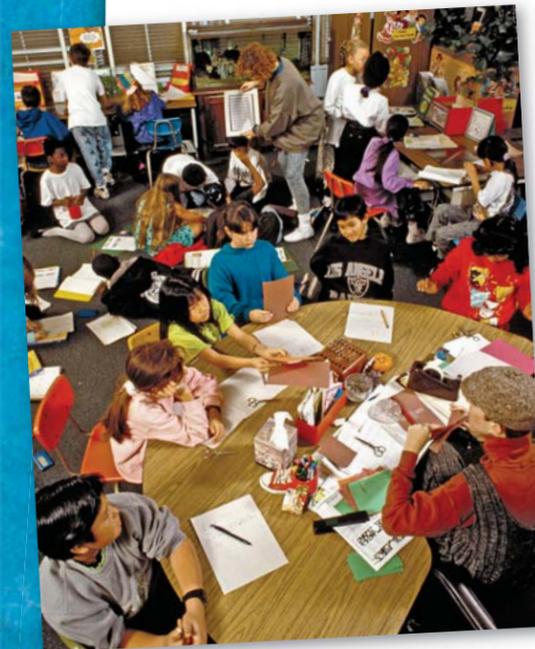
I am writing to you as a concerned citizen. I am very worried about our city's school system. Many students are not getting what they need. By writing this letter, I hope to get people to take action. We can ask the government to fix this problem.

We've had more than 1,000 children move into the city recently. This has created problems in our schools. The classrooms are not big enough for all the children. Many teachers have complained about not having enough textbooks. The children who just moved here do not have the books and supplies they need. The cafeterias are crowded too. The students who have late lunches aren't offered the same food choices as those who eat earlier.

I hope the local government and state government can work together to fix this problem.

Sincerely,

Jamal Joyce



**The boy who wrote this letter was getting involved. He knows that a democracy needs people to support their community. What can you do to get involved?**



### Structures Description

How does Jamal's description of the problem help to convince readers?

# SECTION 4 Federal Government

The **federal government** is the laws and people that run a country. The federal government solves the problems of the whole nation. The United States' federal government, or national government, is a democracy.

## Responsibilities of Government

The federal government of the United States has many responsibilities that are explained in the Constitution. The Constitution was written when the country began. It explains the most important rules of our country.

## Branches of Government

Like state governments, the national government has three branches. Each branch has some authority over the others. This helps the branches share power. This is called the balance of power.



Washington, D.C., is our nation's capital. It is the center of our federal government.

### Structures Description

What words might you use to describe the Constitution?

No law can be made that violates the Constitution.

## Legislative Branch

The legislative branch of the national government is called Congress. Congress makes laws for the entire country. Congress is made up of two groups: the Senate and the House of Representatives. Citizens elect members of Congress. The legislative branch has the authority to pass federal laws.

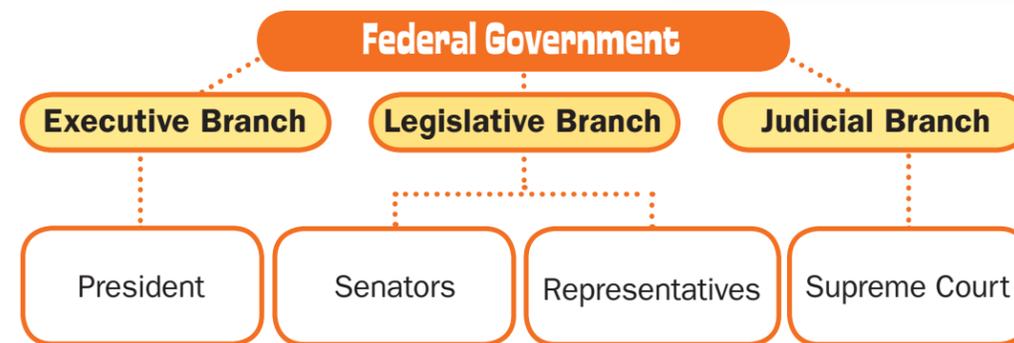
## Executive Branch

The executive branch carries out federal laws. The president is the leader of the executive branch. U. S. citizens vote to elect our president.

## Judicial Branch

The judicial branch enforces federal laws. This branch controls the federal court system. The highest court is called the Supreme Court. The president chooses these judges and Congress votes to approve the president's decision. This is one way that power is balanced in the federal government.

✓ Comprehension  
How is the federal government like the state government?  
How is it different?



## The Job of Citizens

Citizens have important responsibilities in a democracy, including electing their leaders and letting leaders know what they want government to do. Democratic governments depend upon their citizens to get involved.

### Community Service

Doing service for the community is an important responsibility for citizens. You may have already been

involved in community service by reading to a child or by taking meals to someone. Your community will be safer and happier if people help each other.

### Run, Work, Vote!

Citizens can run for office and anyone can work to help people get elected. Even now, you can write to your representatives. They want to know how you think problems should be solved. And when you turn 18, you can vote!

### Structures Description

Describe different ways people could help in your community.

Groups such as Habitat for Humanity help communities. Habitat for Humanity builds homes for people.

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## Civics & you

Your local, state, and federal governments affect your life in many ways. Which level of government do you think affects your life the most? Why?

Each level of government also depends on people to be informed and get involved. How can people get involved in each level of government?



**Think about It!** How can you stay informed about what is happening in government? How can you get involved in government now? How can you get involved in government when you are older?

Civics

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# After You Read

Complete these activities on a separate piece of paper.

## Vocabulary Words to Know

Write the vocabulary word that best completes each sentence.

1. The governor is a part of the \_\_\_\_\_.
2. The president has the \_\_\_\_\_ to stop a bill from becoming a law.
3. The \_\_\_\_\_ asked its citizens to participate in a neighborhood cleanup.
4. A \_\_\_\_\_ is a government for the people and by the people.
5. The president, Congress, and Supreme Court are part of the \_\_\_\_\_.
6. The \_\_\_\_\_ is the elected leader of a state government.



## Features Headings and Subheadings

Write the letter of each correct answer.

Congress voted to turn a bill into a law. The president thought the bill was unfair. He decided to veto the bill. It did not become a law.

7. Which heading should this paragraph come under?
  - a. Local Government
  - b. State Government
  - c. Federal Government
  - d. Community Government
8. Which is the best subheading for this paragraph?
  - a. Community Cleanup
  - b. Legislative Branch
  - c. Balancing Power
  - d. Executive Branch



**Structures Description**

Write the letter of the correct answer.

The president's office is called the Oval Office because of its shape. The carpet is royal blue. Behind the dark wooden desk there are three floor-to-ceiling windows with yellow curtains. There are also two flags behind the desk. One is the U. S. flag. The other flag is the presidential flag. Paintings hang on the walls.

9. Which words helped you picture the windows?
  - a. blue, president's design
  - b. dark, wooden
  - c. floor-to-ceiling, three
  - d. curtains, flags
10. What is behind the president's desk?
  - a. paintings
  - b. two flags
  - c. another desk
  - d. a mirror



**Write about It**

Write a paragraph describing how government affects your life. Be sure to include which level of government you think has the most important effect.



**Go To**



**Interactive Skills Handbook**

For more practice with

- **headings and subheadings**, see pages 26–29.
- **description**, see pages 62–69.
- **connecting**, see pages 78–81.

## Glossary

**authority** (ə thôr' i tē) *n.* the ability to make decisions and influence others. *The president has the **authority** to tell the leaders of the army what to do.*

**democracy** (di mok' rə sē) *n.* a form of government in which the people make the laws and run the government. *The country was founded on the belief in **democracy**.*

**federal government** (fed' ər əl guv' ərn mənt) *n.* the laws and people that run a country. *The **federal government** takes care of our country's well-being.*

**governor** (guv' ər nə) *n.* the person who is elected to be in charge of the state government. *My mom thinks our **governor** is doing great things for education in our state.*

**local government** (lō' kəl guv' ərn mənt) *n.* the laws and people that run a community. *The **local government** is working with its citizens at a town hall meeting.*

**state government** (stāt' guv' ərn mənt) *n.* the laws and people that run a state. *The **state government** taxed its citizens to repair the highway.*

### Pronunciation Key

a	at	i	it	ou	out	ch	chair
ā	late	ī	kite	u	up	hw	which
ä	father, ox, mop	ō	rose	ū	use, mule	ng	ring
âr	care	ô	law, bought	ûr	turn, learn	sh	shop
e	set,	oi	coin	ə	about, chicken,	th	thin
ē	me	ōō	book, pull		pencil, cannon,	th	there
îr	ear, pier	ōō	food, rude		circus	zh	treasure
		or	form				

# Learn It

When you read, pay attention to headings and subheadings. Writers often use headings and subheadings to organize information.

A **heading** is the title of a section of text. It tells the main idea of the passage. A **subheading** tells the main idea of part of the passage. Writers can use several subheadings under one heading. Headings and subheadings are usually capitalized and set in boldface type.

Headings tell the main idea of a passage.

## Animals of the Rain Forest

There are more types of animals living in the tropical rain forest than anywhere else on Earth.

### Warm-Blooded Animals

There are many kinds of birds living in the tropical rain forest. Toucans are colorful birds that make their homes in the rain forest. Sloths, gorillas, and other warm-blooded mammals live in the rain forest too.

### Cold-Blooded Animals

Reptiles are cold-blooded animals. Lizards and snakes are common reptiles that live in the rain forest.

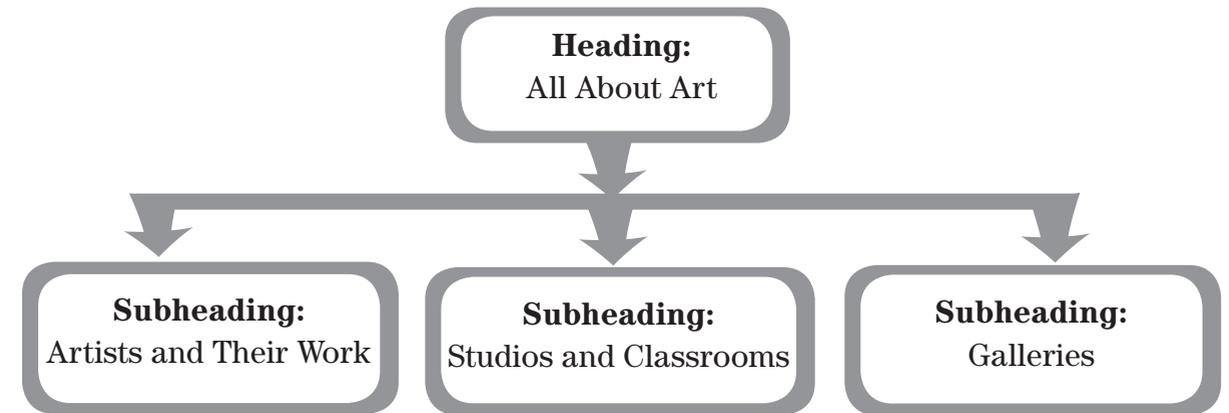
Subheadings organize different parts of a passage.



**Read all headings and subheadings. They help you understand a passage and its main ideas.**

# Try It

Use this chart about art to answer the questions below.

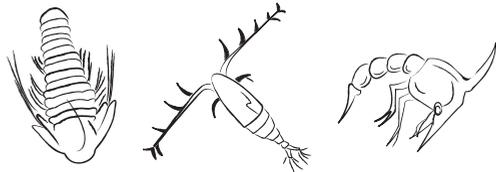


Which subheading fits each of these sentences best?

1. **Galleries** \_\_\_\_\_  
 Artists can show their work to other people in galleries. Artists hang paintings on the walls and place sculptures in the middle of large rooms.
2. **Studios and Classrooms** \_\_\_\_\_  
 Some artists learn about art in school. Others work in studios and teach themselves how to make their art.
3. **Artists and Their Work** \_\_\_\_\_  
 There are many different kinds of artists who make different types of art, such as pottery and paintings. Sometimes artists work in groups, and sometimes they work alone.

# Practice It

Read the passage. Then write an appropriate heading or subheading for each section. **Answers will vary but should include students' understanding of headings and subheadings.**



**Heading:** \_\_\_\_\_

What do you picture when you think about the Arctic? Freezing water and lots of snow? Do you think about the animals that live there? Read on to see what kinds of animals live in the Arctic and how they survive.

**Subheading:** \_\_\_\_\_

Living near the north pole certainly isn't for everyone! The Arctic Ocean is very cold. The land in the Arctic is cold, dry, and treeless. There are only a few hours of sunlight each day during the long winter in the Arctic.

**Subheading:** \_\_\_\_\_

Many animals make the icy waters of the Arctic their home. The freezing cold Arctic Ocean is just right for tiny animals called zooplankton. These tiny animals are food for many large fish.

# Apply It

Choose one of the topics to write about. Write at least two paragraphs about the topic. Give your passage a heading and use at least one subheading.

- What I Did Over the Summer
- My Favorite Food
- What I Want to be When I Grow Up

**Answers will vary but should include students' understanding of**

**headings and subheadings.**

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# Learn It

Connecting links what you read to what you already know.

As you read, connect the text to:

- other stories or texts you have read
- personal experiences
- current or historical world events

Ask yourself these questions while reading:

- What do I know?
- How do I know it?
- What do I want to learn?

### The Old and New Pyramids

The Food Pyramid first appeared in 1992. It told how many servings from each food group people should eat. But different people have different needs. Some people who used the old pyramid were eating too much. Then a new pyramid was created to solve this problem. The new pyramid shows proportions, or how much you should eat of each type of food.

**Connect to Self:** I know it's healthy to eat a variety of foods.

**Connect to World:** What does the new pyramid mean to the people in my school community?

**Connect to Text:** We learned about the old food pyramid by reading our textbooks in health class.



Your connections may be different from someone else's connections.



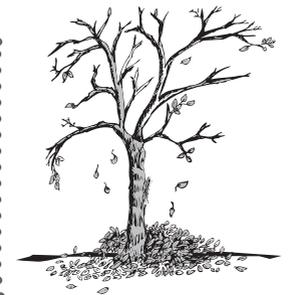
Use your connections to help you understand what you read.

# Try It

Read the following passage. Use what you know about connecting to show the kind of connection that is being made in each sentence.

### Falling Leaves

Trees that lose their leaves each year are called deciduous trees. The word *deciduous* means “falling off.” Without leaves, trees need less water to survive. In cold areas, the water in the ground sometimes freezes in the winter. This is why many trees drop their leaves in the autumn. In warm areas, the water in the ground dries up in the summer. Deciduous trees in these areas drop their leaves when the weather gets too hot.



1. I read about deciduous leaves in my science book last year.  
connect to text
2. I saw leaves fall during a nature walk in the autumn.  
connect to me
3. We read an article about how important trees are to different parts of the country.  
connect to world

# Practice It

Read the passage and answer the questions.

## Helen Keller

June wanted to read a book about Helen Keller. She had heard of her before. She had seen a famous movie about Keller's childhood. From the movie, June knew that Keller was both blind and deaf.

June knew that Keller could read because she knew some blind people read Braille with their fingers. June had seen Braille letters on the controls of the elevator in her apartment building. But June didn't know how Keller learned to understand these words. She wanted to learn about this.

4. What did June know about Helen Keller before she read the book?

**Answers will vary but should include the students' understanding of Helen Keller.**

5. How did June make the connection between Helen Keller and her ability to read?

**Answers will vary but should include the students' understanding of Helen Keller.**

6. What type of connection did June make?

**She made both a Connect to Self and a Connect to World connection.**

# Apply It

Read the passage below. Write a short paragraph that connects your knowledge of bicycles with the information in the passage.

## Bicycles: Past and Present

The earliest bicycles had no pedals. Instead, riders pushed on the ground with their feet. The first pedaled bicycles were made in the 1860s. These bicycles looked like bicycles today, but the ride was bumpy. People called these bicycles boneshakers.

In the 1870s, some new bicycles had a front wheel that was very big, and the seat was high above the wheel. It was dangerous and hard to ride.

Since then, bicycles became safer. Bicycles made since 1900 have been much like the bicycle you ride today. Different models have been popular, such as the banana-seat bicycle and the ten-speed. The mountain bike is the most popular bicycle today.



**Paragraphs will vary but should include the students' understanding of bicycles.**

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# Democracy: Government by the People

## Unit Overview

### Unit Objectives

#### 3 Key Elements:

- Vocabulary** Students will learn key social studies and academic words.
- Features** Students will learn how to identify and use headings and subheadings.
- Structures** Students will identify and understand description in social studies text.

### Unit Vocabulary

#### Social Studies

- federal government ◆◆★▲
- governor ◆◆★▲
- local government ◆◆★▲
- state government ◆◆★▲
- democracy ★★▲
- candidate ▲

#### Academic

- authority ◆◆★▲

#### Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

### Materials:

#### Student Readers

- *Our Government* ◆
- *By the People, For the People* ★
- *Our Democracy* ▲

#### Activity Masters # 1–4,

pp. 60–63

#### Interactive Skills

*Handbook*, pp. 26–29,  
62–69, 78–81

#### Genre:

Letter to the Editor

#### Comprehension Skill:

Connecting

## Background Information

The **3 Key Elements** of this unit are **vocabulary, headings and subheadings**, and **descriptive text**. Students will apply these elements as they read about the three levels of government and gain a basic understanding of each. A basic understanding of the function of government will help prepare students to become active, democratic citizens.

# 1 Focus

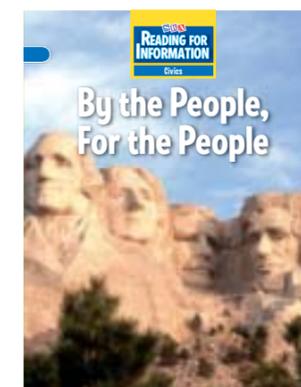
## Preparing to Read

Students will learn about the three levels of government through narratives about a class field trip to a statehouse, a class effort to save a local park, and class elections.

### ◆ Approaching level



### ★ On level



### ▲ Above level



## Getting Started

### Connecting to Prior Knowledge

- Share the **Fun Facts!** with students. Ask students to name local, state, or federal government leaders from the past or present. Write these names and offices on the board.
- Ask students whether they belong to any clubs or organizations. Ask them if there is a leader or president of the club and how that person is chosen. Ask if there are some rules all members must follow or a pledge to recite.
- Ask students where the rules come from. What happens when a person breaks the rules? Ask students if they know who makes the rules in government. Tell them if they don't know, they will soon find out.

## Fun Facts!

- The first female senator was Martha Hughes Cannon of Utah, who was elected in 1896. In 1992, almost 100 years later, Carol Moseley Braun of Illinois became the first African American female senator.
- The youngest person known to have served as a mayor of a city was Michael Sessions, who became the mayor of Hillsdale, Michigan, when he was 18 years old.

# 2 Teach

## Prereading Activities

**Whole Group** Use the following activities with all students to introduce the **3 Key Elements** of the unit.

**Ability Level Key**  
◆ = Approaching Level  
★ = On Level  
▲ = Above Level

### 5 min Vocabulary

- ◆★▲ **Social Studies** Draw three concentric circles on the board. In the innermost circle, write *local government*. In the middle circle, write *state government*. In the outermost circle, write *federal government*. Ask students to help you fill each circle with the location (your town, state, and country) as well as the names of any government officials they know (mayor, governor, president).
- ◆★▲ **Academic** Tell students that the word *authority* can be used to refer to someone who has the power to act, or it can be used to refer to someone who has specialized knowledge. Use the word in two sentences—one for each meaning—to illustrate the difference.

### 5 min Features

- ◆★▲ **Headings and Subheadings** Tell students that headings will help them organize information, and subheadings will help them organize shorter passages of text. Have students skim their readers to locate headings and subheadings. Call on student volunteers to make predictions about what kind of information will be under each heading and subheading.

### 5 min Structures

- ◆★▲ **Description** Tell students that description can help readers visualize what they are reading. Ask them to describe the weather outside. Work with students to complete a web graphic organizer to describe the weather outside. Once you have finished, have students close their eyes. Read the words from the web and ask students to make pictures in their minds of the weather outside.

### For more practice with

- **vocabulary**, use Activity Master #1, page 60.
- **boldface type**, use Activity Master #2, page 61.
- **cause and effect**, use Activity Master #3, page 62.

### Assign the Reading

- Distribute the Student Readers for this lesson based on students' reading levels and have students begin reading.
- Encourage students to pay attention to **vocabulary, headings and subheadings**, and **descriptive text** as they read.

## Reinforcing the 3 Key Elements

**Small Group** Use these lessons for an in-depth treatment of the **3 Key Elements** of reading for information.

### 10 min Vocabulary Governors

- **Governor** Tell students that the word *governor* comes from the same root as the word *govern* and that to *govern* means "to rule or direct." Help students make the connection that the governor is the person who rules or directs a state.
- Remind students that the governor is the leader of the government in your state. Point out that there are 50 states and 50 different governors and state governments in this country.

**Activity** Have students brainstorm a list of things they know about your state (name, governor, state officials, state flower, capital, and so on). Keep the list of information about your state posted for the duration of the unit.

### 10 min Features Headings and Subheadings

- **Headings and Subheadings** Remind students that headings and subheadings will help them organize information.
- **Activity** Distribute grade-appropriate magazine articles or other nonfiction texts that have subheadings to pairs of students. Have the students browse the materials and look for headings and subheadings. Have them cut out headings and subheadings and paste them onto pieces of paper. Alternatively, have students use sticky notes to write the headings and subheadings, and then put them onto pieces of paper.

**Self Check** When students have finished, have them predict what the article is about. Have them work together to read the article and check their predictions.

### 10 min Structures Description

- **Describing** Remind students that descriptive words tell how a thing looks, feels, smells, sounds, and tastes. Tell them they can describe anything, including an item, person, activity, place, or event. Ask: *How would you describe a field trip to the zoo?* Give students an opportunity to brainstorm descriptions.

**Activity** Ask students to write a descriptive paragraph about another place they have been. Remind them to use words that cover all five senses. Have volunteers read their work when they are finished.

## Extending the Lesson

**Small Group** Use the following lessons to customize your instruction according to your students' needs.

### Reader's Workshop: Focus on Genre

- **Persuasion** Ask students if anyone has ever persuaded them or caused them to change their minds. Tell students that sometimes people use writing to convince readers to believe or act in a certain way. Point out that commercials on television do the same thing. Brainstorm effective and ineffective ways of persuading others.
- **Letter to the Editor** Tell students to pay particular attention to the letter to the editor their books. Ask them to use sticky

notes to mark what the writer is trying to persuade them of and to note places where the writer does a good job of persuading them.

- Have students read their books either independently or in pairs.
- **Wrap up** the workshop by meeting together. Have students discuss whether each letter to the editor was persuasive or not and why.

### Differentiating Instruction: English Language Learners

- **Levels of Government** List the leader of each level of government (mayor, governor, president). Draw a square on the board with the word *president* in it. Begin to draw fifty lines down from the bottom of the box. Tell students that there are fifty governors under the president. Point out there are many towns with mayors in each state!

- **Local Leaders** Help students learn the names of political leaders (mayor, governor, president). Guide students to use complete sentences to give the name of the person in each position.

**Assign ELL Activity Master #4**  
Complete the activity together or assign it as independent work.

### Comprehension Skill: Connecting

- Tell students that linking what they are reading to something they already know will help them understand what they read.
- Make a web on the board. Write *government* in the center, and complete it with students' answers to the following questions:
  - Text to self: *How does the government affect your life?*
  - Text to text: *What else have you read about governments?*
- Text to world: *What have you learned from reading that helps you understand the world?*
- Questions that help students make connections can be found in the Student Readers on the following pages:
  - Approaching Level 6, 9, 13, 18
  - On Level 6, 10, 13, 17
  - Above Level 9, 13, 18

# 3 Review and Assess

## Monitor Progress

**Ability Level Key**

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Use the **Activity Masters** and **Interactive Skills Handbook** pages to monitor progress and to review.

**Activity Master #1, page 60**

**Activity Master #2, page 61**

**Activity Master #3, page 62**

**Activity Master #4, page 63**

### Skills Practice

**Go To Interactive Skills Handbook**

For more practice with

- ▶ **headings and subheadings**, see pages 26–29.
- ▶ **description**, see pages 62–69.
- ▶ **connecting**, see pages 78–81.

## Assessment

To assess student learning in this unit, use the following resources.



To assess student progress in the **3 Key Elements**, use the *ExamView® Assessment Suite* CD-ROM to create a custom test or administer the prepared **Leveled Unit Tests**.

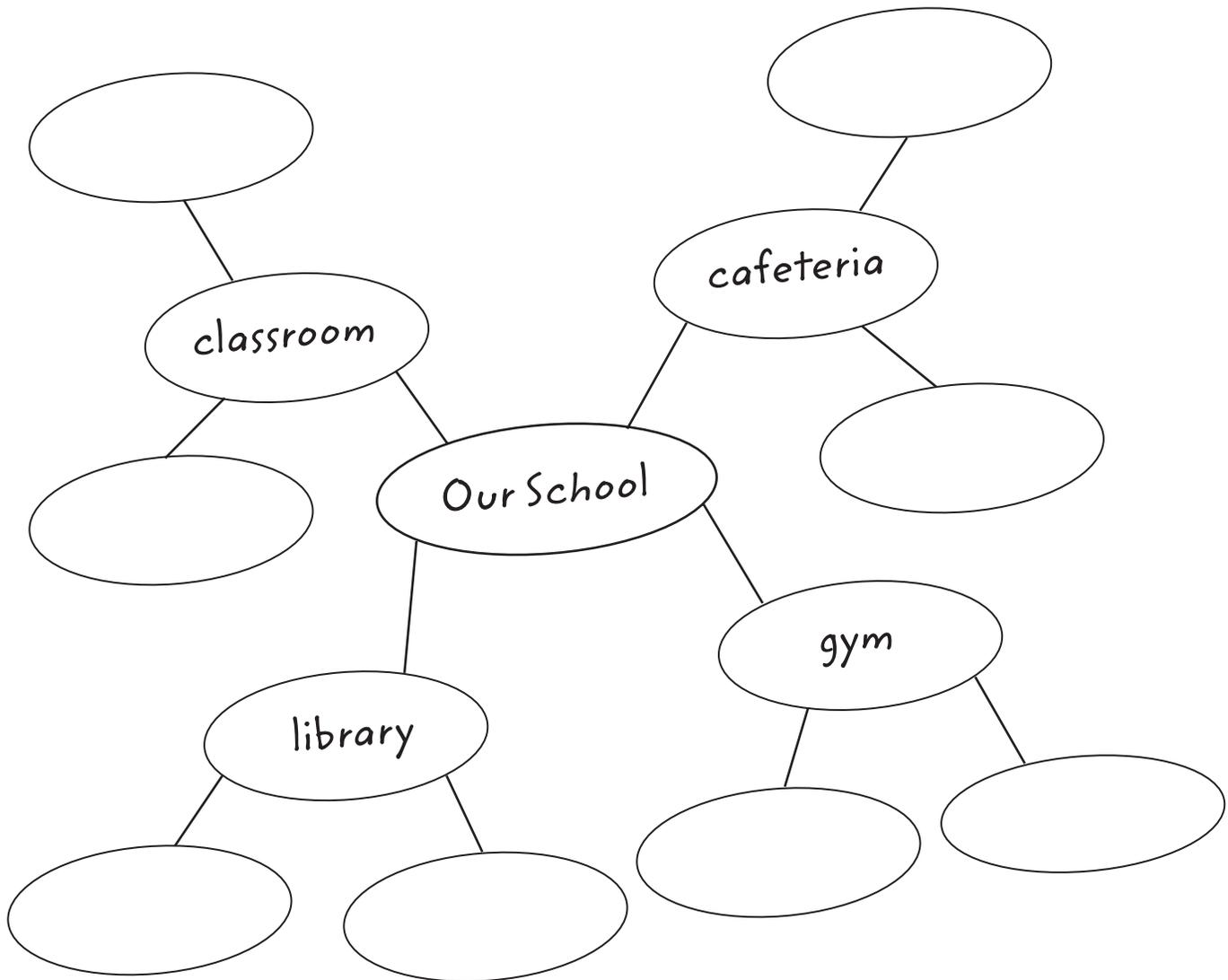
Use the **PuzzleMaker** CD-ROM to create fun interactive activities that measure student mastery of the unit vocabulary.

# Civics

## Description

Describe your school in the web below. Use words from the box or your own words.

light	green	brick	yellow	exciting
dark	carpeted	loud	slippery	
quiet	shiny	metal	restful	

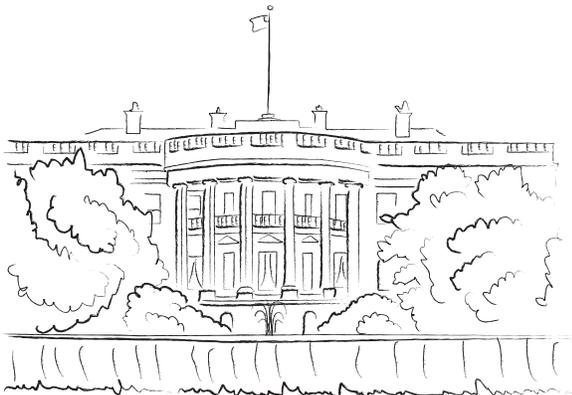




# Civics

## Government Workers

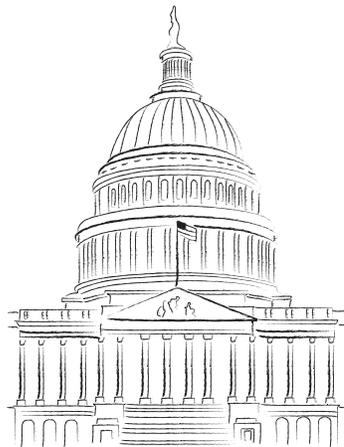
Cut out the pictures of the people, and paste each by the building where he or she works.



**White House**



**U.S. Supreme Court Building**



**Federal Capitol Building**



**President**



**Senator**



**Supreme Court Justice**



**Representative**