

Weekday Workouts™

for Social Studies

Sampler
Grades 1 - 6



Teacher’s Guide

Each convenient two-page layout contains one complete week of activities *plus* teacher support.

WEEKDAY WORKOUTS

26

DAY ONE

Who Are Your Leaders?

You belong to a school group and a class group. Both of these groups have leaders. Finish the sentences.

1.

A school’s leader is called a **principal**. My school’s leader is _____.

2.

The leader of a classroom is called a **teacher**. My classroom leader is _____.

27

DAY TWO

Why Do We Make Rules?

To answer the question in the title follow the directions.

1.

Circle the word Rules.

2.

Go 2 boxes right. Circle the word.

3.

Circle the word 2 boxes down.

4.

Go 1 box left. Circle the word.

5.

Go 1 box down. Circle the word.

Rules	laws	help
and	obey	from
over	people	keep
hurt	safe	peace

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DAY THREE

Leaders Make Rules

1.

What is one rule your school principal has made?

2.

What is one rule your classroom teacher has made?

3.

How do the rules help keep students safe?

WEEK 6

Lesson Connection: Rules and Order

DAY ONE ANSWERS

1.

Students will write their principal’s name.

2.

Students will write their classroom teacher’s name.

TIP

You might need to help students spell names correctly. If time permits, discuss the roles of these leaders and why their jobs are important for the success of the group.

NCSS Standards

VI. Power, Authority, and Governance: b, e; V. Individuals, Groups, and Institutions: c, g

Topic: School Authority Figures

DAY TWO ANSWERS

Rules help keep people safe.

TIP

You may wish to ask students to tell a rule or two that they follow. Ask them to tell how the rule helps keep them safe (protects them).

NCSS Standards

VI. Power, Authority, and Governance: a, b, d, f, h, i; IV. Individual Development and Identity: e

Topic: Rules and Laws

DAY THREE ANSWERS

1.

Answers will vary, but might include rules such as, “Don’t push or shove others.”

2.

Answers will vary, but might include rules such as, “Do not crowd in front of others.”

3.

Students should explain how the rules they list help keep them safe. In the examples cited above, such rules help minimize the chance of physical injury.

NCSS Standards

VI. Power, Authority, and Governance: a, b, c, d, f, h, i; X. Civic Ideals and Practices: a, b, h, i

Topic: Rules and Laws

WEEK 6

DAY FOUR ANSWERS

1.

peaceful

2.

order

TIP

Remind students what happens in class when many people try to talk at once.

NCSS Standards

VI. Power, Authority, and Governance: a, f, h, i; X. Civic Ideals and Practices: a, b, i

Topic: Rules and Laws

DAY FIVE ANSWERS

Answers will vary but could include:
school cafeteria, the bus area, school library, school office, school lavatories

Challenge

Weekly Challenge 6, page 77, offers an extension of this week’s activities.

NCSS Standards

VI. Power, Authority, and Governance: a, f, h; V. Individuals, Groups, and Institutions: a, c, g

Topic: Rules and Laws

WEEKDAY WORKOUTS

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DAY FOUR

Raise Your Hand

We follow rules and laws to keep peace and order. One classroom rule is “Raise your hand when you wish to talk.”

Put the words **peaceful** and **order** in the correct sentence to tell why this is an important rule.

1.

This rule keeps our classroom _____ because only one person talks at a time.

2.

This rule keeps _____ in our classroom because each person gets a turn to talk.

30

DAY FIVE

Get In Line!

Standing in a line is a rule almost everywhere you go.

Name three places at school where you must stand in line.

WEEK 6

GRADE 3

ANSWERS

1.

captain

2.

principal

3.

coach

4.

manager

5.

general

NCSS Standards

VI. Power, Authority, and Governance: b, d, e; V. Individuals, Groups, and Institutions: a, c

Topic: Leaders

Blackline Masters

Student pages are formatted for easy photocopying. A full week of daily activities appears on each 2-page layout!

Teacher Support

Support for every activity

A

Answers

B

Teaching Tips

C

NCSS Curriculum

Weekly Challenges

The Teacher’s Guide also contains 36 Weekly Challenges—one for each week of the school year! Weekly Challenges provide optional enrichment activities that build on the daily activities introduced during the week.

WEEKLY Challenge

Name _____ Date _____

WEEK SIX

Follow the Leader

Every group, team, and club has a leader. The leader of a group often has a special title. Read each clue and finish the puzzle. Use the Leader Bank to help you.

Leader Bank

captain

coach

general

manager

principal

Across

1.

the leader of a police department or a football team

3.

the leader of a sports team

5.

the leader of an army

Down

2.

the leader of a school

4.

the leader at a company

Weekday Workouts™ for Social Studies

What is *Weekday Workouts™ for Social Studies*?

Weekday Workouts™ for Social Studies encourages students to think critically about social studies every day. It is a series of daily activities that build critical thinking and essential societal skills. This **Teacher's Guide** contains 180 daily activities—one for each day of the school year. It also contains 36 Weekly Challenges—one for each week of the school year.

What kinds of activities are included?

The activities are fun, challenging, and thought provoking. The wide variety of interesting activities provide

- real-world applications
- puzzles and brain-teasers
- opportunities for students to sharpen their critical-thinking skills
- practice using problem-solving strategies for everyday life.

Students spend about 3–5 minutes on each daily lesson (pages 1–71). Many of the activities are rich enough to generate lively classroom discussion, extending the time spent on the activity. Most activities can be completed using a variety of strategies and approaches. Some of the activities are open-ended and have more than one correct answer.

The Weekly Challenges (pages 72–107) are optional enrichment activities that build on the daily activities introduced during the week. They are somewhat longer (5–15 minutes) than the daily lessons, and can be used as a culminating activity to the week, or at another preferred time.

When do you use this book?

Use *Weekday Workouts™* at a variety of times throughout the day

- to get students on task before class begins
- to start the school day
- as a transition to other subject areas.

How do you use this book?

Use the **Teacher's Guide** in a variety of ways.

- Write the issue on the board.
- Photocopy the activity and hand it out to students.
- Read the activity aloud to students.
- Make overhead transparencies of these pages.
- Use teacher Tips as lead-ins for the activity.

Why incorporate this program into your classroom?

Weekday Workouts™ for Social Studies is a valuable, easy to use addition to any social studies curriculum. The process of doing thought-provoking activities develops thinking skills, promotes retention of key ideas, stimulates discussion, and enhances learning while reinforcing basic social studies.

Weekday Workouts™ is an easy way to implement the *NCSS Curriculum Standards* on a daily basis. Each activity addresses one or more of the Standards. Refer to the Teacher Support section next to each daily activity to see how it correlates to the Standards. A complete correlation to the *NCSS Curriculum Standards* is provided on the inside back cover.

111 DAY ONE

What Is the Weather?

Weather is what it is like outside.

What is your weather like today?

112 DAY TWO

Watching the Sky

Print a y after each word. Then print each word in the correct sentence.

rain_____ snow_____

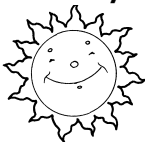
- 1. When the weather is _____, it is cold outside.
- 2. When the weather is _____, it is wet outside.

113 DAY THREE

Weather Words

Print the correct weather word under each picture.

rainy



sunny



snowy



- 1. _____
- 2. _____
- 3. _____

DAY ONE ANSWERS

Answers will vary. Children should use words such as hot, warm, sunny, rainy, snowy, cool, cold, or other weather-related words.

TIP Ask children to tell what things make up the weather, such as temperature, precipitation, amount of sun/clouds, wind, and so on.

NCSS Standards
III. People, Places, and Environments: f
Topic: Weather Terms

DAY TWO ANSWERS

rainy, snowy

- 1. snowy
- 2. rainy

TIP You may also wish to ask children to complete this sentence: When the sun is out, it is _____ outside. (sunny)

NCSS Standards
III. People, Places, and Environments: f
Topic: Weather Terms

DAY THREE ANSWERS

- 1. sunny
- 2. snowy
- 3. rainy

TIP Explain to children that the weather cannot be changed, so humans learn to live with it. We find ways to protect ourselves from the weather. Ask children to think of ways we cope with weather, such as heaters, air conditioners, insulated houses, clothing, and so on.

NCSS Standards
III. People, Places, and Environments: f, j; IV. Individual Development and Identity: b, d, e
Topic: Weather Terms

WEEK 23

DAY FOUR ANSWERS

Children should have connected the dots to draw two saguaro cacti.



You might have children locate the deserts of the American Southwest on a classroom map. Explain that our deserts have very dry climates. Some deserts are very hot, especially in summer. Other desert areas can get cold in the winter. It can rain, or even snow in some deserts, but most of the year it is dry. Plants, animals, and people who live in the area learn ways to cope with the climate. For example, the cactus stores water in its thick trunk.

NCSS Standards

III. People, Places, and Environments: a, c, e, f, h
Topic: Desert/Climate

DAY FIVE ANSWERS

The letters r, a, i, n should be circled.



You might have children locate the Amazon tropical rainforest in South America on a classroom map. This is the world's largest rainforest. Explain that tropical rainforests have hot, wet climates. Perhaps some of your children have visited a greenhouse. Compare the rainforest to how it feels in a greenhouse that has similar plants. Rainforests in temperate regions are not hot, but they are still wet. The rainforests on the Olympic Peninsula of Washington are good examples of temperate rainforests.

Challenge WEEKLY Weekly Challenge 23, page 94, offers an extension of this week's activities.

NCSS Standards

III. People, Places, and Environments: e, f
Topic: Rainforest Climates

WEEKDAY WORKOUTS

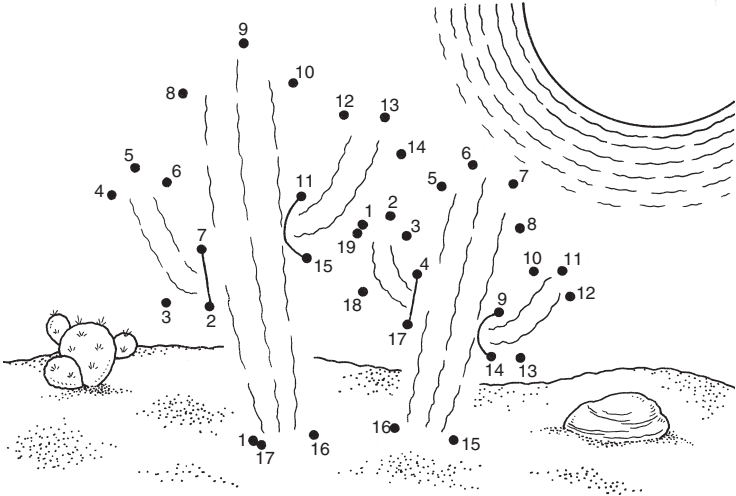
114

DAY FOUR

A Very Dry Place

This place is a **desert**.
A **desert** has very dry weather most of the time.

Follow the numbers and connect the dots to see a plant that grows in the desert.



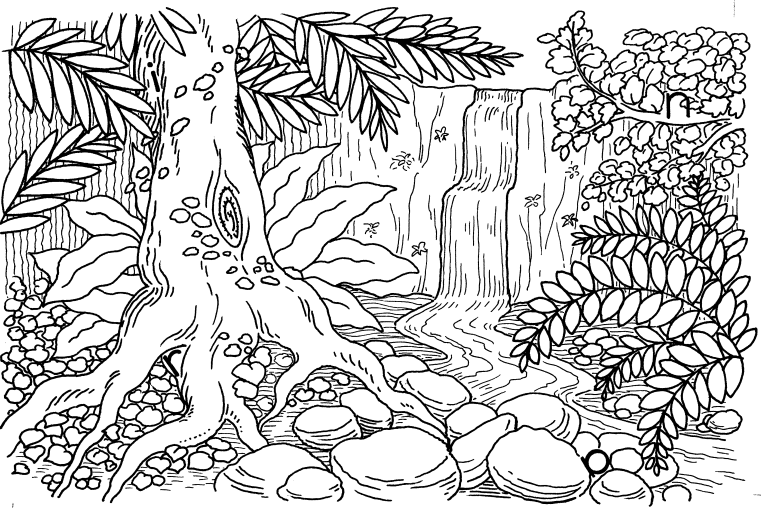
115

DAY FIVE

A Very Wet Place

This place is a **rainforest**. A **rainforest** has very wet weather all the time.

Find the letters **r, a, i, n** in the picture and circle them.



ANSWERS

- 1. sunny
- 2. cloudy
- 3. Day 3

TIP Ask children if anyone has seen symbols similar to those in the chart before, and if so, where. Children may be able to identify them from the news.

NCSS Standards
III. People, Places, and Environments: a, c, f
Topic: Weather/Chart Skills

WEEKLY
Challenge

Name _____ Date _____



WEEK TWENTY-THREE

Different Weather in
Different Places

Weather is what it is like outside. Two places can have different weather on the same day.

Look at the chart. It shows the weather in Florida and Ohio for three days. Use the chart to help you answer the questions.

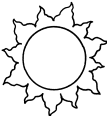





Weather			
	Day 1	Day 2	Day 3
Florida			
Ohio			

Chart Key	 clouds	 rain	 sun	 snow
--------------	---	---	--	---

- 1. What was the weather in Florida when it snowed in Ohio?

- 2. What was the weather in Ohio when it rained in Florida?

- 3. On what day was it cloudy in both places?

WEEKDAY WORKOUTS

121 DAY ONE

People Who Work For Free

Many people work in their communities for free. They may help in hospitals, libraries, or schools. Put the right letters in the spaces to spell the name of these special helpers. Go to the Letter Bank for help.

_ O _ U _ _ E E _ _
 5 1 2 3 4 6

Letter Bank	
L	1
N	2
T	3
R	4
V	5
S	6

122 DAY TWO

The Pony Express

The Pony Express carried mail across the country. Men and horses worked very hard to do their job. People began using the telegraph instead of the Pony Express. They sent messages in a new way. What do you think happened to the Pony Express?

123 DAY THREE

The Electric Company

- The electric company is very important in every community.
- Name three machines in your classroom that could not work without electricity.

 - Write three things you can't do without electricity.

WEEK 25 Lesson Connection: Individual and Group Relationships

DAY ONE ANSWERS

VOLUNTEERS

TIP Ask children if any family members belong to a volunteer organization. Identify volunteers that work in their classroom and/or school.

NCSS Standards

V. Individuals, Groups, and Institutions: c, g; X. Civic Ideals and Practices: j
Topic: Volunteer Organizations

DAY TWO ANSWERS

Accept reasonable answers such as: The telegraph was a faster way to send messages so the Pony Express disappeared.

TIP At the time of the Pony Express, stagecoaches still carried the bulk of the mail to the West. The Pony Express was faster, but not as fast as the telegraph.

NCSS Standards

V. Individuals, Groups, and Institutions: c, f; II. Time, Continuity, and Change: b, e
Topic: Sequent Occupance

DAY THREE ANSWERS

- Answers will vary, but might include the clock, computer, pencil sharpener, electric lights, and other machines in the classroom.
- Examples should show that children are aware that our society is heavily dependent on electricity. For example, electric lights, many heating systems, and TV all operate on electricity.

NCSS Standards

V. Individuals, Groups, and Institutions: c, f; VIII. Science, Technology, and Society: a, c
Topic: Technology

WEEK 25

DAY FOUR ANSWERS

Accept reasonable answers such as: play, attend sports events, or eat.

NCSS Standards

V. Individuals, Groups, and Institutions: a, b; IV. Individual Development and Identity: e, f, h
Topic: Working Independently and Cooperatively

DAY FIVE ANSWERS

Firefighters visit schools to teach children fire safety.
Firefighters check buildings to make sure they are fireproof.
Firefighters help people who have been in bad storms.
Rules might include: NEVER play with matches; Stop, Drop, and Roll; Crawl under smoke.

TIP Ask children to recall visits of firefighters to the school. You might also review fire drill procedures.

Challenge WEEKLY Weekly Challenge 25, page 96, offers an extension of this week’s activities.

NCSS Standards

V. Individuals, Groups, and Institutions: a, c
Topic: Institutions/Fire Department

WEEKDAY WORKOUTS

124

DAY FOUR

Things I Like to Do in Groups

We should all work well with others. Good things happen when people work together.

Write things you like to do in a group.

Things Groups of People Do

- Work in bakeries
- Explore outer space
- Play games

Things I Like to Do in Groups

125

DAY FIVE

More Than Putting Out Fires

Match each sentence beginning with the correct ending. You will learn that the Fire Department does more than just put out fires.

- | | |
|------------------------------|----------------------------------|
| Firefighters visit schools | have been in bad storms. |
| Firefighters check buildings | to teach children fire safety. |
| Firefighters help people who | to make sure they are fireproof. |

Write two fire safety rules that you know.

ANSWERS

- 1. Edvergen
- 2. They should not tease Emilie because she sold fewer boxes of cookies. She met the goal and maybe has good reasons for not selling more.
- 3. The chart does not show how much time and effort the girls put into selling Girl Scout Cookies.



Explain to children that time and energy are not always reflected in results. Each person should put forth a good effort and be recognized for it.

You may want to write the word *graph* on the board and practice its pronunciation with the class.

NCSS Standards

V. Individuals, Groups, and Institutions: a, b; VIII. Production, Distribution, and Consumption: g, i
Topic: Interactions Within and Among Individuals, Groups, and Institutions

WEEKLY
Challenge

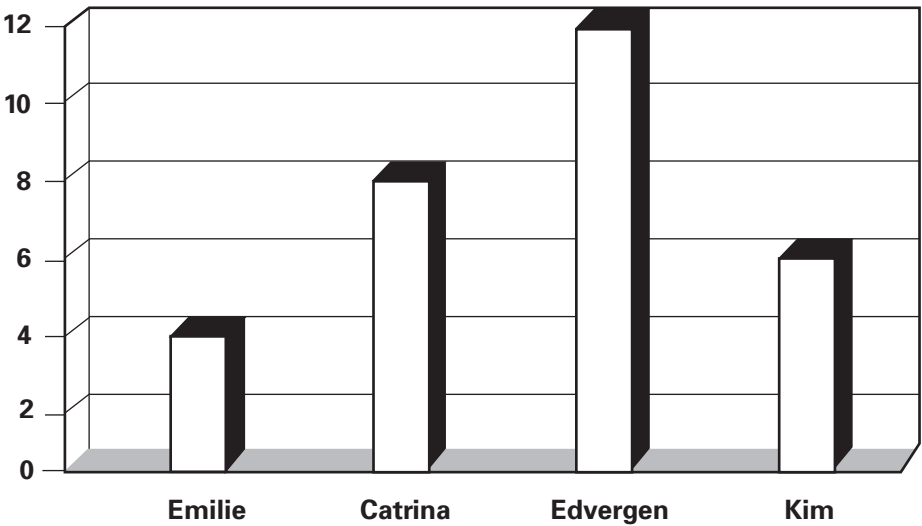
Name _____ Date _____



WEEK TWENTY-FIVE

Reading a Bar Graph

Boxes of Girl Scout Cookies Sold



Read the graph. Write your answers.

- 1. Who sold the most boxes of cookies? _____
- 2. The troop’s goal was that each person sell one box. How should the other scouts treat Emilie?

- 3. Emilie spent more time selling cookies than any of the other girls. What else does the chart not show?

146 DAY ONE

Campaigns and Elections

Match the beginning of each sentence to the correct ending.

1. A *candidate* wants to be elected to

2. A candidate *campaigns*

3. A *poll* is the place
- where people vote.

work in the government.

to win the election.

147 DAY TWO

A Special Contest

Start at **e**. Go around the puzzle path and circle every third letter. You'll learn the name of the special contest where Americans choose their leaders.

Write the name of the contest here.

q	b	o	t	r
i	s	u	e	n
a	l	e	c	
l	u	n	u	
t	k	t	c	

148 DAY THREE

What Happens On Election Day?

Number the sentences in the correct order.

- ___ Each voter then goes into a voting booth and votes.

___ On election day, voters go to special voting places.

___ When everyone has voted, the votes are counted. Then the winners of the election are announced.

DAY ONE ANSWERS

1. A candidate wants to be elected to work in the government.

2. A candidate campaigns to win the election.

3. A poll is the place where people vote.

TIP Explain that during a campaign, a candidate does many things to let people know what he or she believes and wants to do as a government leader. Candidates give speeches, meet with groups of voters, appear on television, and put ads in newspapers. A campaign is also called *running for office*.

NCSS Standards

X. Civic Ideals and Practices: a, b, d, e, f, j; V. Individuals, Groups, and Institutions: c, f, g
Topic: Civic Participation/Elections and Voting

DAY TWO ANSWERS

election

TIP You might share with the students that national elections (for president) happen every four years. There are national elections in other years, however, because representatives are chosen for two-year terms and senators for six-year terms. You might also ask students to share any information or thoughts they may have about elections.

NCSS Standards

X. Civic Ideals and Practices: b, d, f; V. Individuals, Groups, and Institutions: c, f, g
Topic: Civic Participation/Elections

DAY THREE ANSWERS

2, 1, 3

TIP Tell students that there are workers at the voting places called *election officials*. Their job is to check to be sure that each person is registered to vote, and to help people with any problems they might have while voting. Such help can include showing people how to mark their votes, work the voting machine, or answering questions.

NCSS Standards

X. Civic Ideals and Practices: b, d, e, f, j; VI. Power, Authority, and Governance: a, b, c
Topic: Civic Participation/Voting

WEEK 30

DAY FOUR ANSWERS

- 1. 1870
- 2. 1920
- 3. 1971



Remind students that the Constitution is our country’s law. Its writers knew that many changes would happen as time went on, and that the Constitution might need changes. So they planned a way for changes to be made by allowing amendments to the Constitution. The Constitution has twenty-seven amendments. The voting amendments allow our country to be fair to all citizens.

NCSS Standards

X. Civic Ideals and Practices: a, b, f, g; VI. Power, Authority, and Governance: a, b, h
Topic: Civic Participation/Voting Rights

DAY FIVE ANSWERS

The following symbols are included: scales of justice, eagle (our national bird, symbolizes freedom), (product) made in U.S.A., gavel (justice), policeman (order, security), Capitol, George Washington.

Challenge WEEKLY Weekly Challenge 30, page 101, offers an extension of this week’s activities.

NCSS Standards

X. Civic Ideals and Practices: a, d; VI. Power, Authority, and Governance: b, c
Topic: Civic Participation/Voting Rights

WEEKDAY WORKOUTS

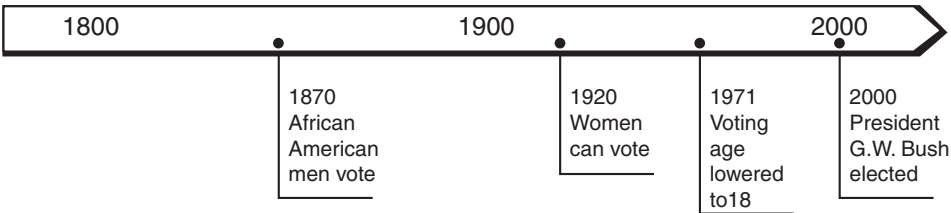


DAY FOUR

Laws for Voters

At first the Constitution only allowed white men to vote. Changes to the Constitution, called *amendments*, allow more people to vote.

Use the timeline to write the dates in the blanks below.



- _____ 1. 15th amendment lets African American men vote
- _____ 2. 19th amendment lets women vote
- _____ 3. 26th amendment lets 18-year-olds vote



DAY FIVE

What Do You See?

Think about how these symbols represent parts of our government.

Choose three of the symbols and describe what they mean.



1. register
2. speeches, TV, news
3. vote

Explain to students that registering to vote is very easy. People usually go down to their City or Town Hall and give their names and addresses to the town clerk. People may have to show some identification that has their address on it, such as a driver's license, or a utility bill. You might also point out that responsible voters try to learn all they can about the people and other issues that are to be voted on.

X. Civic Ideals and Practices: b, d, e, f; V. Individuals, Groups, and Institutions: b, c, f, g
Topic: Civic Participation/Elections and Voting

Name _____ Date _____



Use the Letter Bank to help you figure out the responsibilities that finish each sentence.

3. Finally, on election day, voters must $\frac{\quad}{12} \frac{\quad}{7} \frac{\quad}{11} \frac{\quad}{2}$.

WEEKDAY WORKOUTS

101 DAY ONE

A Great Lakes Fable

Letter Bank

Use the Letter Bank to answer the questions.

1 = a 2 = b 3 = l 4 = n 5 = p 6 = u 7 = y

Who dug the Great Lakes in just a few hours so his giant blue ox, Babe, would have plenty of drinking water? Who cleared the forests in Wisconsin and Minnesota in just a few days so farmers could plant crops there?

5 1 6 3 2 6 4 7 1 4, that's who!

102 DAY TWO

Manufacturing Comes to the Midwest

In the early 1900s, many Midwestern cities became important manufacturing centers. A city in Michigan became the center of automobile manufacturing. In 1903, this city had 57 carmakers! More cars are made in this city today than anywhere else in the United States. Use math and the alphabet to determine the name of the city.

The city is E-1 h-3 q+3 v-4 p-1 g+2 v-2

103 DAY THREE

The Midwest Feeds the Country

Farming is a big industry in the Midwest. Farmers grow important crops such as corn, soybeans, and wheat. These crops are used to make popular foods.

Name foods you eat for breakfast, lunch, and dinner that were grown on a Midwestern farm.

WEEK 21

Lesson Connection: Rocky Mountain and
Midwestern Regional Culture

DAY ONE ANSWERS

Paul Bunyan



You might explain that Paul Bunyan is a favorite American fable. Paul was said to be a giant lumberjack who helped create and develop America. His pet blue ox, Babe, is also part of the legend. Today, we work to balance our knowledge of the environment with conservation practices.

NCSS Standards

I. Culture: b, c; III. People, Places, and Environments: a, e, h, i, j
Topic: American Folktales

DAY TWO ANSWERS

Detroit



Help students locate Detroit on a map. Ask if they know the city's nickname (Motor City). Discuss with them why the city got its nickname.

NCSS Standards

II. Time, Continuity, and Change: a, b, c; VII. Production, Distribution, and Consumption: c, d
Topic: Midwestern Manufacturing

DAY THREE ANSWERS

Answers will vary, but may include cereal, toast, bread, milk, ham, and hamburger.



You might discuss with the students how crops such as corn and wheat are turned into the things we eat, like cereal and bread.

NCSS Standards

I. Culture: a, d; III. People, Places, and Environments: a, c, e, g, h, i
Topic: American Foods

WEEK 21

DAY FOUR ANSWERS

Mount Rushmore



Help students locate South Dakota on a map. Mount Rushmore is near Rapid City. The four faces that Borglum chose to carve are those of Presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

NCSS Standards

I. Culture: c, e; III. People, Places, and Environments: a, c, d, e, g, h, i
Topic: Mount Rushmore

DAY FIVE ANSWERS

- 1. Fairs are a favorite event in the Midwest and Rocky Mountain regions.
- 2. There are contests for the best homemade foods, such as pies and sauces.
- 3. Many fairs have rodeos for cowboys and cowgirls to show off their riding and roping skills.
- 4. Farmers and ranchers can look at new equipment and tools.



You might ask students to share experiences they have had at fairs. Ask them how their experiences are like or different from those listed in the activity.

Challenge WEEKLY Weekly Challenge 21, page 92, offers an extension of this week’s activities.

NCSS Standards

I. Culture: a, b, c, d, e; III. People, Places, and Environments: a, e, g, h
Topic: American Cultural Events

WEEKDAY WORKOUTS

104 DAY FOUR

Faces on a Mountain

The faces of four American presidents are carved on a mountain in South Dakota. An American sculptor named Gutzon Borglum used drills and dynamite to do his carving.

Find and unscramble the hidden letters that spell the name of the mountain that is carved with four faces.



105 DAY FIVE

Let’s Go to the Fair!

Match the beginning of each sentence to the correct ending.

- | | |
|--|---|
| 1. Fairs are a favorite event | homemade foods, such as pies and sauces. |
| 2. There are contests for the best | in the Midwest and Rocky Mountain regions. |
| 3. Many fairs have rodeos for cowboys and cowgirls | to show off their riding and roping skills. |
| 4. Farmers and ranchers can look at | new equipment and tools. |

ANSWERS

Across: 2. Minnesota 3. Michigan 5. Nebraska 6. Illinois

Down: 1. Wisconsin 4. Kansas



Help students locate each state on a map. You might also ask students what lake is the “large lake” that the Chippewa named Lake Michigan. You might tell them that the “flat water” for which Nebraska is named is the Platte River.

NCSS Standards

I. Culture: b, c, e; III. People, Places, and Environments: a, e, h
Topic: Native American Heritage/State Names

WEEKLY Challenge

Name _____ Date _____



WEEK TWENTY-ONE

Our Native American Heritage

Many states in the Midwest and Rocky Mountain regions are named after Native American groups or from words in Native American languages.

Use the clues and Name Bank to help you fill in the puzzle.

Name Bank

Illinois Kansas Michigan Minnesota Nebraska Wisconsin

Across

- 2. This state name is from two Sioux words meaning “sky-tinted waters.”
- 3. This state name is from the Chippewa word **michigama**, meaning “large lake.”
- 5. This state name is from the Oto word **nebrathka**, meaning “flat water.”
- 6. This state name is from the name of the **Illini** Native Americans.

Down

- 1. This state name is from a Native American word meaning “gathering of waters.”
- 4. This state name is from the name of the **Kansa** Native Americans.

		1								
	2									
3										
									4	
		5								
		6								

WEEKDAY WORKOUTS

26 DAY ONE

A People’s Government

Do the letter math to finish each description of our national government.

1. Our form of government is a _____
q+1 g-2 q-1 x-3 a+1 n-2 f+3 a+2

We elect representatives to run our country.

2. Our government is a _____
e+1 g-2 a+3 c+2 t-2 d-3 v-2 g+2 n+1 l+2

Power is shared between the national and state governments.

27 DAY TWO

The Blueprint for Our Government

Unscramble the words to learn more about the Constitution.

1. The Constitution is the document that _____ the _____
of the United States. acdeert eegnmnortv

2. This _____ outlines how the government should _____
alnp aekm

laws, _____ laws, and interpret, or _____
racyr uto aeilnpx
the meaning of the laws.

28 DAY THREE

Three Branches of Government

Unscramble the sentences to learn about the branches of our government.

1. _____
and branch, Congress country’s is laws. legislative makes the the

2. _____
the branch, carries executive laws. leads out president The the which

3. _____
and branch, Court decides is judicial laws mean. Supreme The the the what

WEEK 6

Lesson Connection: Government and the Constitution

DAY ONE ANSWERS

1. republic 2. federation
You might explain that the term *republic* comes from the Latin words *res publica*, meaning “a thing of the people.” A republic actually belongs to the people because they elect the representatives who run the government. A well-known use of the word *republic* is in the Pledge of Allegiance.
TIP Review with students what they pledge their allegiance to when they say “I pledge allegiance to the flag . . . and to the republic . . .” The United States is also called a representative democracy, as well as a *federal* government, because a central government handles common affairs, while the states keep separate control of local affairs.

NCSS Standards
VI. Power, Authority, and Governance: b, c, e, i; X. Civic Ideals and Practices: a
Topic: Form of National Government

DAY TWO ANSWERS

1. created, government
2. plan, make, carry out, explain
TIP The U.S. Constitution has served as a model for the constitutions of many other countries. Initially, not all Americans were enthusiastic about the Constitution. Patrick Henry, for example, was against the Constitution because he believed the states would lose their rights. States’ rights were very important to the colonists.

NCSS Standards
VI. Power, Authority, and Governance: b, c, d, e, i; V. Individuals, Groups, and Institutions: c, d, e
Topic: U.S. Constitution/Plan of Government

DAY THREE ANSWERS

1. Congress is the *legislative* branch, and makes the country’s laws.
2. The president leads the *executive* branch, which carries out the laws.
3. The Supreme Court is the *judicial* branch, and decides what the laws mean.
TIP Explain that the Founding Fathers deliberately divided the government into three branches. This division is called “separation of powers” and was proposed so that no branch of government would have too much power.

NCSS Standards
VI. Power, Authority, and Governance: b, c, d, e, f, h, i; V. Individuals, Groups, and Institutions: c, d, f, g
Topic: U.S. Government/Separation of Power

WEEK 6

DAY FOUR ANSWERS

- 1. c
- 2. a
- 3. b



You might tell students that adding the Bill of Rights was the only way to get all of the original thirteen states to ratify (sign) the Constitution. Most of the states already had such documents, but state leaders insisted that such important individual rights must also be protected by the national government they were trying to establish.

NCSS Standards

VI. Power, Authority, and Governance: a, b, c, e, f, h, i; V. Individuals, Groups, and Institutions: a, c, d, g
Topic: Local Government

DAY FIVE ANSWERS

Answers will vary, but students might indicate that one’s speech should not threaten or cause harm to others, or make false statements.



The phrase “clear and present danger” is from a Supreme Court ruling about the First Amendment. Lead students to realize that “clear and present danger” does not mean that the listeners must agree with the speaker. Because the Founding Fathers had been imprisoned or punished when they disagreed with the British colonial leaders, they wanted to ensure that free discussion not be hindered under the new government. The usual interpretation of “free speech” is any speech that does not infringe on another’s right to speak. A “clear and present danger” might include making threats on a person’s life, participating in terrorist chat rooms that make threats on America, and so on.

Challenge

Weekly Challenge 6, page 77, offers an extension of this week’s activities

NCSS Standards

VI. Power, Authority, and Governance: a, b, c, d, f, h, i; X. Civic Ideals and Practices: a, b, c, d, h, j
Topic: The First Amendment

WEEKDAY WORKOUTS

29

DAY FOUR

Ensuring Individual Rights

Sentence endings are indicated by the letters a–c. Write the letter of each correct ending in the spaces.

- | | |
|--|---|
| 1. When the U.S. Constitution was first completed, many people criticized it ____. | a. freedoms of the individual would be protected under the Constitution. |
| 2. The critics wanted a statement included to make sure that the personal ____. | b. list of ten amendments, or changes, to the Constitution. |
| 3. So the writers of the Constitution, led by James Madison, added a ____. | c. because it did not have a statement about the rights of the individual person. |

30

DAY FIVE

A Basic Right

Many Americans consider the First Amendment the most important amendment. It guarantees freedom of religion, freedom of speech, the right to a free press, and the rights of assembly and petition, which are forms of peaceful protest.

These freedoms and rights have limits, however. A person’s freedom of speech may be limited when that speech or written expression creates a “clear and present danger” to society.

Describe something that creates a “clear and present danger.”

ANSWERS

1. We the people of the United States,

2. form a more perfect Union,

3. establish justice,

4. insure domestic tranquility,

5. provide for the common defense,

6. promote the general Welfare,
7. and secure the Blessings
of Liberty to ourselves and
our Posterity,

8. do ordain and establish this
Constitution for the United
States of America.



You might want to discuss the style of writing and point out the different use of capitalization.

NCSS Standards
VI. Power, Authority, and Governance: a, b, c, d, f, h, i; X. Civic Ideals and Practices: a, b, d, j
Topic: Preamble to the Constitution

WEEKLY
Challenge

Name _____ Date _____



WEEK SIX The Preamble to the U.S. Constitution

The Preamble is the introduction to the U.S. Constitution. It is one long sentence divided into seven phrases. The phrases state reasons why the Constitution was written.

Read each sentence. Then, in the blank, write the Preamble phrase from the Phrase Bank that the sentence explains.

Phrase Bank

provide for the common defense,	promote the general Welfare,
form a more perfect Union,	establish justice,
insure domestic tranquility,	We the people of the United States,
and secure the Blessings of Liberty to ourselves and our Posterity,	do ordain and establish this Constitution for the United States of America.

1. _____

These opening words make it clear that our government is established by the power of the people of the United States, rather than by a king or other ruler.
2. in order to _____

to have a government that’s better than the one we had
3. _____

to set up laws and courts that are fair for everyone
4. _____

to make sure that life in our country will be peaceful and tranquil
5. _____

to defend our nation against attack from other countries
6. _____

to help our people lead happy and useful lives
7. _____

to make sure that this nation’s people and their descendants remain free
8. _____

write and pass as law, this Constitution for our country

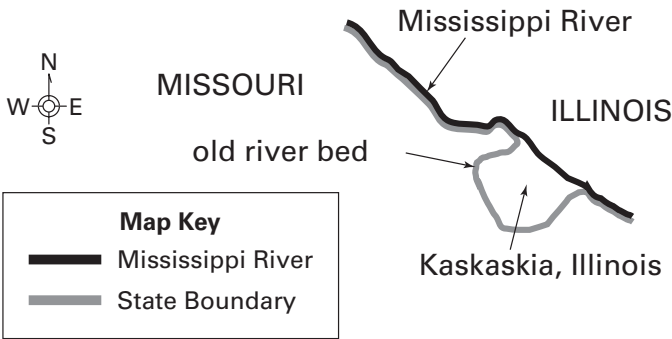
WEEKDAY WORKOUTS

56 DAY ONE

The Meandering Mississippi

As rivers and streams move across the landscape, they may change their pathways, carve hillsides, dig channels, and deposit soil.

Look at the map and explain what made Kaskaskia, Illinois look as though it is part of Missouri.



57 DAY TWO

The 49th Parallel and Point Roberts, Washington

In western North America, the 49th parallel of latitude is the political boundary between the United States and Canada. Point Roberts lies on the tip of a peninsula just south of the 49th parallel. It is completely surrounded by water on the south, so the only land route to mainland Washington is through Canada.

What planning do U.S. citizens of Point Roberts need to do before they can travel to mainland Washington?

58 DAY THREE

Where is Nunavut?

In 1999, the Canadian Government created a new territory from the Northwest Territories. This new land, Nunavut, extends into the Arctic, and many people say it includes the ancient lands of the Inuit people.

The Inuit traditionally used dogsleds and kayaks for transportation.

1. What do you think replaced the kayaks?
2. What do you think has replaced some dogsleds?

WEEK 12 Lesson Connection: Using Maps to Understand Cultural Geography

DAY ONE ANSWERS

The Mississippi River meandered to the east of Kaskaskia, Illinois, leaving it on the Missouri side of the River.

TIP You might use prompts to guide students toward the understanding that rivers may not always make the best political boundaries.

You might write the word *Kaskaskia* on the board and practice its pronunciation with the class.

NCSS Standards
II. Time, Continuity, and Change: b, f; III. People, Places, and Environments: a, b, e, f
Topic: Physical and Cultural Geography

DAY TWO ANSWERS

Expect answers such as: People in Point Roberts will need to plan a long drive by land to reach mainland Washington. People also might take a long boat ride.

TIP In traveling from Point Roberts to mainland Washington, people must pass through both Canadian and United States Customs and Immigration Stations.

You might write the words *parallel*, and *latitude* on the board, discuss their meanings, and practice their pronunciations with the class.

NCSS Standards
II. Time, Continuity, and Change: b, f; VIII. Science, Technology, and Society: a, b, c
Topic: Interactions Among People

DAY THREE ANSWERS

Expect answers such as:

1. motorized boats
2. snowmobiles

TIP Point out that new technologies accepted by a culture often change that culture.

You might write the words *Nunavut*, *Inuit*, and *kayaks* on the board, discuss their meanings, and practice their pronunciations with the class.

NCSS Standards
II. Time, Continuity, and Change: b, c, e, f; VI. Power, Authority, and Governance: a, c, d, f, g, h
Topic: Technology and Cultural Change

WEEK 12

DAY FOUR ANSWERS

- Across
- Down
1. United States

2. Rocky

3. Glacier
4. Grizzly

5. Waterton

6. Canada

TIP In 1995, this International Peace Park was designated a World Heritage Site.

NCSS Standards
II. Time, Continuity, and Change: b, e; III. People, Places, and Environments: a, e, f, g, h, i, k
Topic: Human-Environment Interactions

DAY FIVE ANSWERS

- Possible answers:
1. The Northwest Angle is surrounded by Canada and Lake of the Woods.

2. To get to other parts of the state, you would need to travel by boat and then by car for the most direct route. You also could drive through Canada, and then south.

TIP This isolated section of Minnesota came about when a boundary dispute between surveyors of the two countries was finally resolved.

Challenge WEEKLY Weekly Challenge 12, page 83, offers an extension of this week's activities.

NCSS Standards
II. Time, Continuity, and Change: a, b, e, f; IX. Global Connections: b, e
Topic: Individuals, Groups, and Governments

WEEKDAY WORKOUTS

59 DAY FOUR

The International Peace Park

Glacier National Park in Montana and Waterton Lakes National Park in Alberta, Canada were joined in 1932 to celebrate the friendship of two countries. Use your knowledge of geography to complete the crossword puzzle.

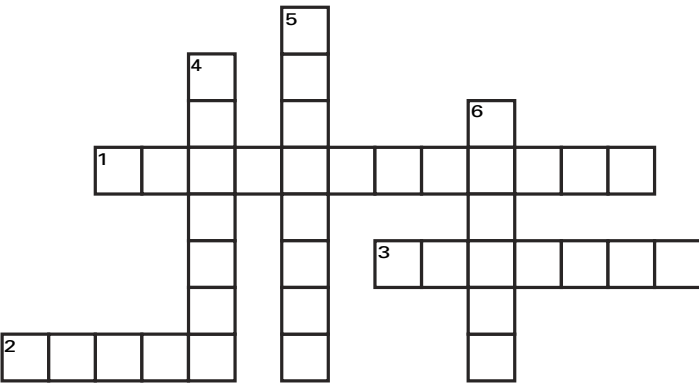
- Across
- Down
1. Southern country involved

2. Mountain range where park is

3. Southern part of the Peace Park
4. Large bear in the park

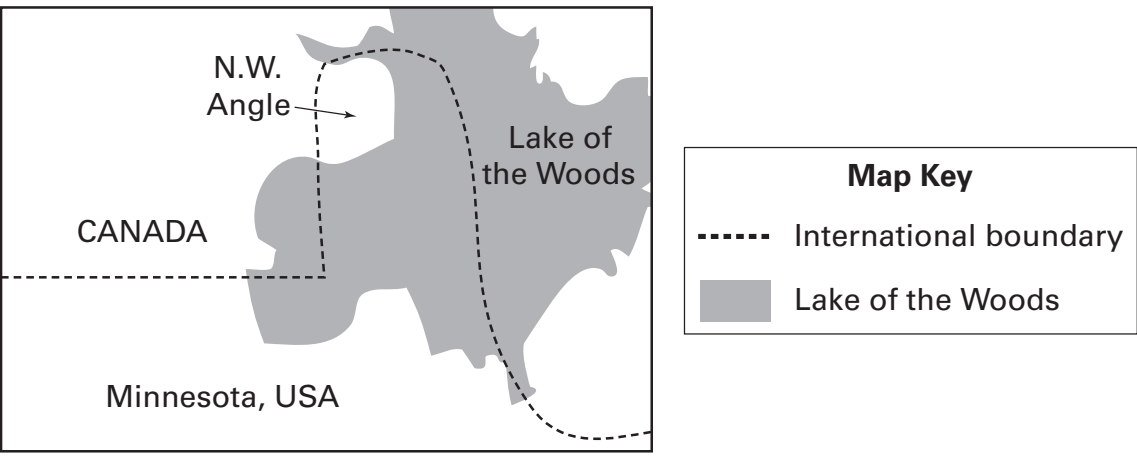
5. Northern park of the Peace Park

6. Northern country involved



60 DAY FIVE

The Northwest Angle



1. The Northwest Angle is part of Minnesota. What do you observe about it?

2. How would you travel to other parts of Minnesota from the Northwest Angle?

ANSWERS

Possible answers:

- 1. The Mississippi would by-pass New Orleans, leaving it without a deep river port.
- 2. If the Mississippi changes channels, there would need to be a large investment to ensure that the river could carry ships inland, and a port would need to be developed. This would be very costly.



In parts of the Mississippi Delta region, the river flows between levees built by the U.S. Army Corps of Engineers many years ago. Some flooding occurs anyway.

You might write the words *Atchafalaya* and *delta* on the board, discuss their meanings, and practice their pronunciations with the class.

NCSS Standards

II. Time, Continuity, and Change: a, b, f; VII. Production, Distribution, and Consumption: a, h, i, j
Topic: Economic Decisions

WEEKLY
Challenge

Name _____ Date _____



WEEK TWELVE

Saving New Orleans

Historically, the path of the Mississippi River changed a lot. Not anymore. The U.S. Army Corps of Engineers works hard to keep the Mississippi in its same path. Today, some of the Mississippi River flows into the Atchafalaya River, taking a shorter route to the Gulf of Mexico.



- 1. What might happen to one of the world’s busiest ports, New Orleans, if the Mississippi were to move totally into the drainage pattern of the Atchafalaya?

- 2. How might this affect the economy?
