

## Unit 5

The Big Idea

Why do communities need governments?

**FOLDABLES™**  
Study Organizer

**Compare and Contrast**  
Make the trifold book to take notes as you read Unit 5.

Write the title **Levels of Government** across the top. Then label the sections **National**, **State**, and **Local**.

Levels of Government
National
State
Local



For more about Unit 5 go to [www.macmillanmh.com](http://www.macmillanmh.com)

# Communities and Government

# PEOPLE, PLACES, AND EVENTS



Elizabeth Cady Stanton  
and Lucretia Mott



Seneca Falls, New York



Seneca Falls Convention

**1848**

Men and women meet to discuss women's rights at the Seneca Falls Convention.

**Elizabeth Cady Stanton** and **Lucretia Mott** spoke at the **Seneca Falls Convention** about the importance of women's rights, including the right to vote.

**Today** you can visit the site where this meeting took place.



For more about People, Places, and Events, visit [www.macmillanmh.com](http://www.macmillanmh.com)



Students at Wells Memorial School, Harrisville, NH



New Hampshire



New Hampshire state fruit

**2006**

Pumpkin proclaimed state fruit by New Hampshire Legislature.

**Third- and fourth-grade students** worked with government leaders to make the pumpkin **New Hampshire's** state fruit.

**Today** young people can work with their government to help their state or community.

## Lesson 1

### VOCABULARY

**citizen** p. 197

**executive branch** p. 198

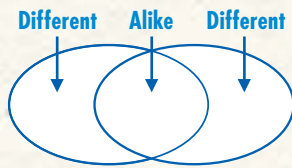
**legislative branch** p. 199

**judicial branch** p. 199

### READING SKILL

#### Compare and Contrast

Copy the diagram below. As you read, use the diagram to show how two branches of government are alike and different.



### Illinois Learning Standards

14.A.2, 14.B.2

# National Government

### Essential Question

What is important to know about our national government?



**A** The United States government protects the rights of citizens.



**B** The national government has three branches that share power.



**C** "The Star-Spangled Banner" is a symbol of our country.



**D** America has other symbols that stand for our country's values.

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## **A** PROTECTING RIGHTS

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*Does your class have a list of classroom rules? Why do you think there are rules? What would you do if you thought a classroom rule was unfair?*

**W**hy do countries have governments? The United States government works to protect the rights of its **citizens**. A citizen is a person who lives in a community and has certain rights and responsibilities, or duties. Our government makes laws to protect our rights, to be sure all people are treated fairly, and to keep us safe.

All citizens have the right to gather peacefully. ▼

### **American Freedoms**

The United States Constitution is our most important law. The Constitution protects our five basic rights, or freedoms. They are the freedom to practice any religion, the freedom to meet peacefully in groups, the freedom to say what we think, the freedom to write what we think, and the right to ask the government for help if we think we are treated unfairly. All the laws our government makes must protect these rights. In return, citizens are asked to take part in government by voting in elections and by paying taxes.

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### **QUICK CHECK**

**Compare and Contrast** How are rights different from responsibilities?



## The White House

The President is the head of the **executive branch**, the part of government that carries out laws. The executive branch cannot make the laws, but the President must say yes or no to each new law that Congress makes. This power to say no to a law is called a veto.

The leaders who wrote the Constitution did not want any one part of the government to have all the power. So they divided the government into three parts, or branches. Each branch has a job to do. Each branch works in its own building in our nation's capital, Washington, D.C.



Library of Congress

Lincoln Memorial

Washington Monument



## The Capitol

The **legislative branch**, called Congress, is the part of government that writes laws. This branch has two parts—the House of Representatives and the Senate. Members of the two parts come from all 50 states. To pass a law, both parts must agree.



## The Supreme Court

Sometimes laws that are passed may not be fair. The **judicial branch** decides if laws are fair and follow the Constitution. This branch is made up of our courts and judges. The Supreme Court, with nine judges, is the country's most powerful court.

Natural History Museum



National Gallery of Art

Smithsonian Castle

Air and Space Museum

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### QUICK CHECK

**Compare and Contrast** What are the jobs of each branch of government?



## A SONG ABOUT FREEDOM

“The Star-Spangled Banner” is America’s national anthem, or official song, and a well-known symbol of our country. You can read the words and music to “The Star-Spangled Banner” on the next page.

### The Song Tells a Story

In 1814 the United States was fighting a war against the British. One rainy night, a man named Francis Scott Key watched British ships firing on an American fort. An American flag flew over the fort, but soon it got too dark for Key to see the flag.

Key knew that if the British captured the fort, they would take down the American flag. In the morning Key saw that the flag was still there! He knew then that the Americans had won the battle.

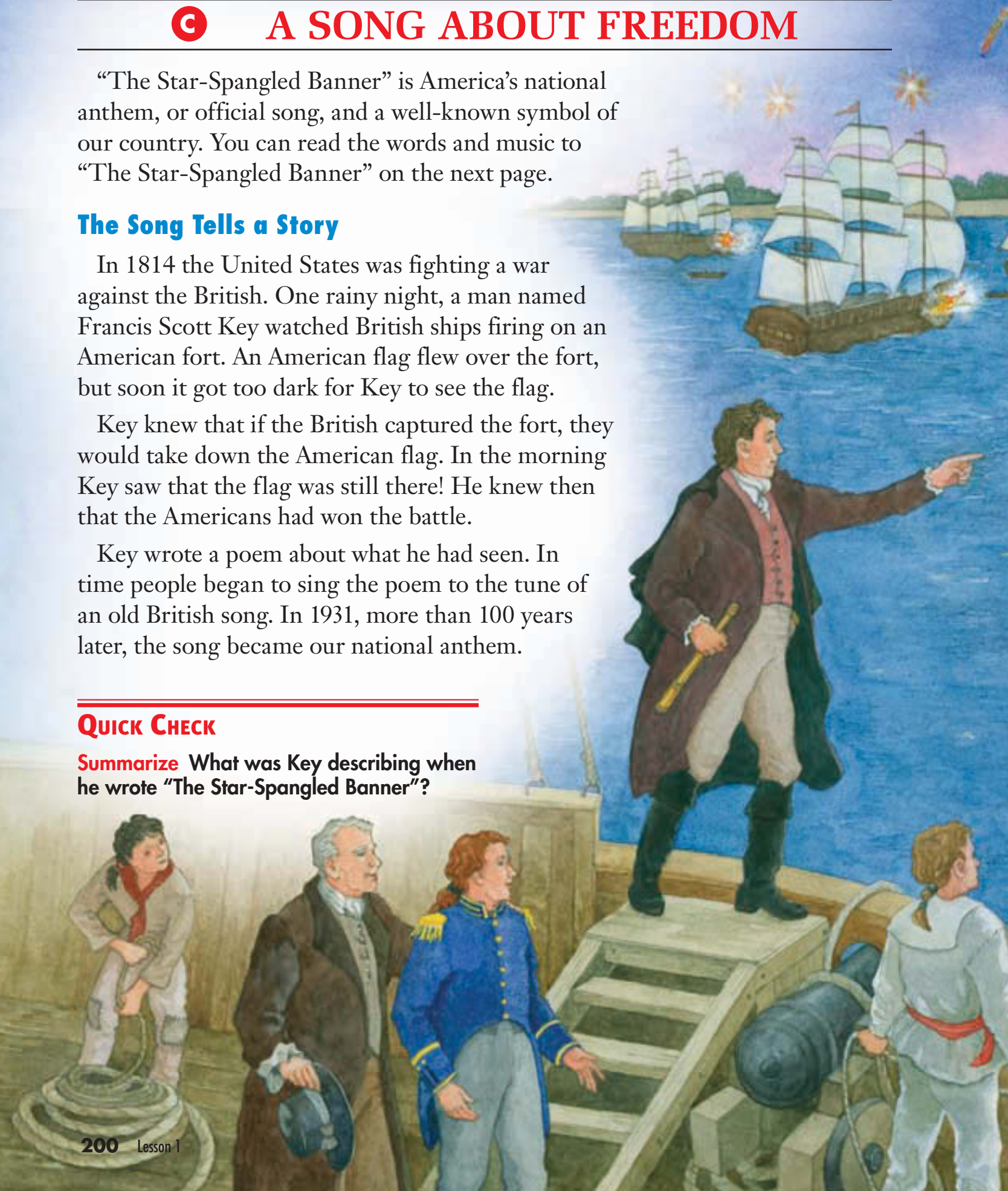
Key wrote a poem about what he had seen. In time people began to sing the poem to the tune of an old British song. In 1931, more than 100 years later, the song became our national anthem.

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### QUICK CHECK

**Summarize** What was Key describing when he wrote “The Star-Spangled Banner”?





# The Star-Spangled Banner



Music Attributed to J.S. Smith  
Words by Francis Scott Key

B $\flat$  F Gm D7 Gm C7 F

Oh, — say, can you see, by the dawn's ear - ly light,

B $\flat$  F B $\flat$  F F7 B $\flat$

What so proud - ly we hailed at the twi-light's last gleam-ing?

B $\flat$  F Gm D7 Gm C7 F

Whose broad stripes and bright stars, through the per - il - ous fight,

B $\flat$  F B $\flat$  F F7 B $\flat$

O'er the ram - parts we watched were so gal - lant - ly stream-ing?

B $\flat$  F7

And the rock - ets' red glare, the bombs burst - ing in air,

B $\flat$  F B $\flat$  F F7 B $\flat$  Gm C7 F

Gave proof through the night that our flag was still there.

F7 B $\flat$  E $\flat$  G7 Cm C7 B $\flat$

Oh, say, does that — Star-Span-gled Ban - ner — yet — wave —

F F7 B $\flat$  F B $\flat$  Gm C7 B $\flat$  F7 B $\flat$

O'er the land — of the free and the home of the brave?

## D

# AMERICAN SYMBOLS

As you've just read, "The Star-Spangled Banner" is an important symbol of our country. Another important symbol is the flag itself. The United States flag reminds us of the freedom and values we share as Americans. We display it on national holidays and on many other special occasions. Americans show respect for the flag and the ideas it represents by reciting the Pledge of Allegiance. Read the Pledge below.

## Primary Sources

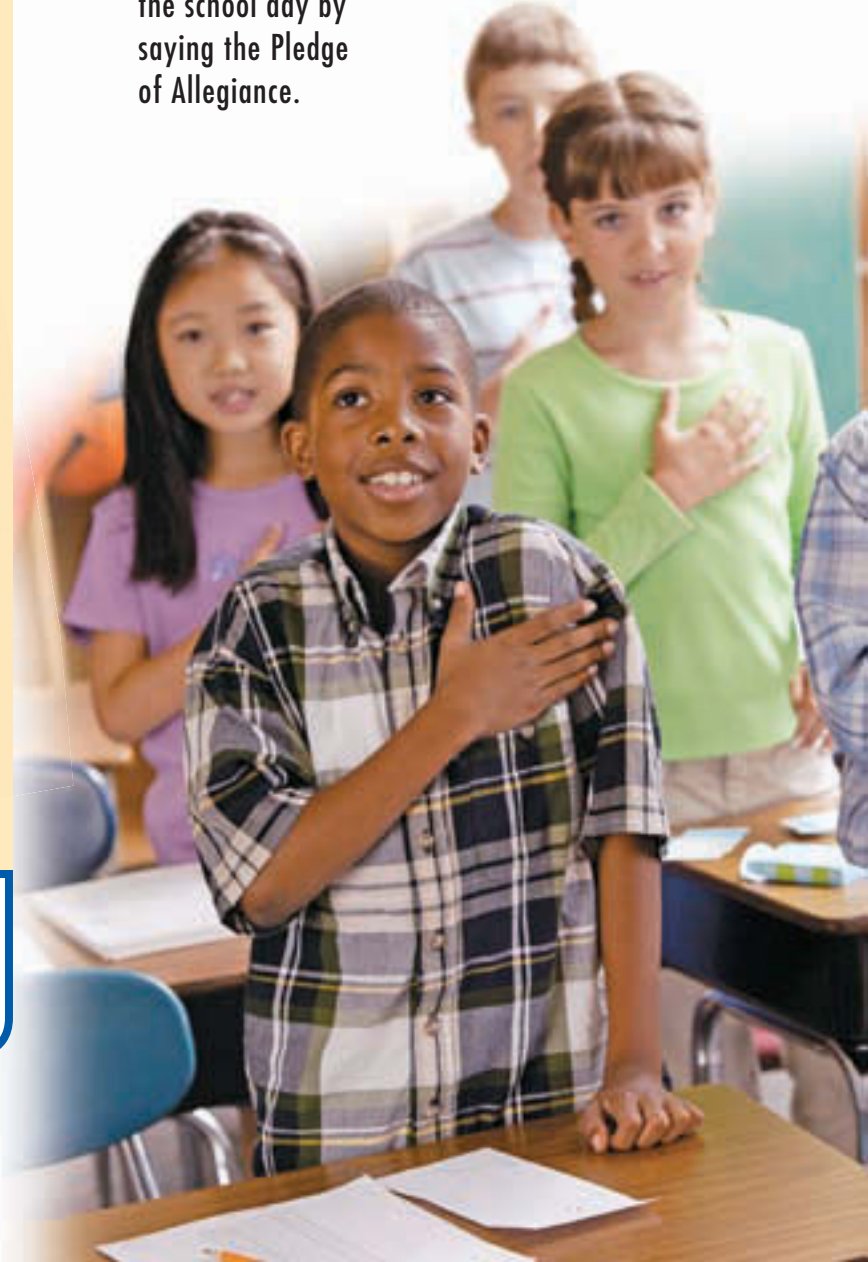


"I pledge allegiance [loyalty] to the flag of the United States of America, and to the Republic [government] for which it stands, one Nation under God, indivisible [not divided], with liberty and justice for all."

First written by  
Francis Bellamy, 1892

**Write About It** Which words of the Pledge of Allegiance describe rights people have?

▼ Many students begin the school day by saying the Pledge of Allegiance.





▲ The words on the bell say, "Proclaim Liberty throughout all the Land. . . ."

## The Liberty Bell

The Liberty Bell has rung for many important events. Its most famous ringing was on July 8, 1776, when it called citizens of Philadelphia to hear the reading of the Declaration of Independence. Later, in 1837, a group that worked to end slavery used the bell as a symbol of liberty.

Because it is cracked, the Liberty Bell can no longer be rung. But each year on the Fourth of July it is gently tapped 13 times by descendants of the Declaration's signers.

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### QUICK CHECK

**Summarize** What do many American symbols represent?



▲ The bald eagle, our national bird, is another symbol of our country.

## Check Understanding



1. **VOCABULARY** Write a sentence to explain each term below.

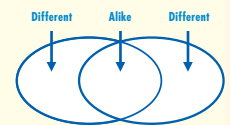
**executive branch**

**judicial branch**

**legislative branch**

2. **READING SKILL Compare and**

**Contrast** Use your diagram from page 196 to write a paragraph



about how two branches of national government are alike and different.

**Essential Question**

3. **Write About It** Write a letter to tell a friend something important you learned about our national government.

# Chart and Graph Skills

## Use Flow Charts

### VOCABULARY

#### flow chart

Suppose your class decides to elect a class president. There are several steps to follow. These steps have to be done in a certain order. A **flow chart** shows the different steps to complete a process. A flow chart can help you understand and remember the steps in the right order.

### Electing a Class President

#### Learn It

Look at the chart as you read.

- **Read the title.** This flow chart shows the steps for electing a class president.
- **Look at the pictures and read the captions.** Both pictures and captions give information.
- **The arrows and numbers show the order of the steps.** Start at the top and follow the arrows. The steps are done in order. Flow charts are read from top to bottom, like this one, or from left to right.



Students tell why they should be chosen class president.



Students vote for the person they think will do the best job.



Someone fair counts the votes.



The student with the most votes becomes the class president.

## Try It

Now read the flow chart on this page and answer the questions.

- What does the chart show?
- What is the first step? What is the last step?
- What happens just before the president signs the bill?
- Does Congress vote on the bill before or after the president signs it?

## Apply It

Do you know how to make a sandwich, plant a garden, or make papier-mâché?

Make your own flow chart to show the steps. Make a list of steps. Tell them in order. Draw a picture to show each step. Use arrows and numbers to show the order of the steps. Give your chart a title.

Share your flow chart with your classmates.

## An Idea Becomes a Law



People get an idea for a new law.



A representative presents the idea to Congress. The idea is called a bill.



Congress votes "yes" on the bill.



The president signs the bill into law.

## Lesson 2

### VOCABULARY

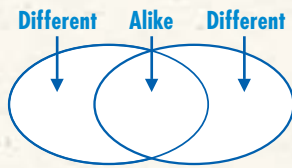
**governor** p. 207

**capitol** p. 207

### READING SKILL

#### Compare and Contrast

Copy the diagram below.  
As you read, use it to show how state and national governments are alike and different.



### Illinois Learning Standards

14.B.2, 14.C.2, 14.D.2, 17.A.2b

# State Government



◀ Governor Janet Napolitano of Arizona

### Essential Question

## What do state governments do?



**A** Our state governments have three branches that share power.



**B** States use tax money to pay for services such as schools and highways.



**C** States provide services such as law enforcement and parks.

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## **A** THREE BRANCHES

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*Did you know that each state has its own government?*

*How is state government like national government?*

*Let's look at state government in Arizona.*

**L**ike our national government, state governments are divided into three branches. A **governor** is a person elected to be head of a state's executive branch. In 2006 the citizens of Arizona reelected Janet Napolitano to be their governor. Governor Napolitano helps carry out Arizona's laws.

Arizona has a legislative branch, too. Members of the legislative branch write laws. The judges in Arizona's judicial branch make sure state laws agree with Arizona's constitution. All three branches of Arizona government work in Phoenix, the state capital. As in national government, all branches of Arizona government work together for the people in their state.

### **PLACES**

This building was once the Arizona state capitol. A **capitol** is a building in which the state or national government meets. Today the building is a museum. Members of Arizona government now work in buildings near the **Arizona State Capitol Museum**.



**Arizona State Capitol Museum**

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### **QUICK CHECK**

**Compare and Contrast** How is the executive branch of a state government like the executive branch of national government?

## **B** PAYING FOR SERVICES

State government provides services, such as schools, parks, and highways. All these things cost money! Did you ever wonder how the government pays for these services? It uses tax money collected from its citizens.



People pay sales tax on things they buy. ▼

▲ State taxes help pay for schools and colleges.

### **Different Kinds of Taxes**

There are many kinds of taxes. Some are federal, or national, taxes. People who work pay income tax to the federal government. Many states have an income tax, too. Some states, like Arizona, also have a sales tax. That means people pay a little extra on some things they buy. A price tag on a shirt says \$14.00, but you might pay \$14.79. The extra 79 cents is the sales tax. This money goes to the state government.





## Taxes in Arizona

Citizens of Arizona pay taxes to their state government. The taxes help pay for government services. The graphs below show how Arizona spent its tax money.

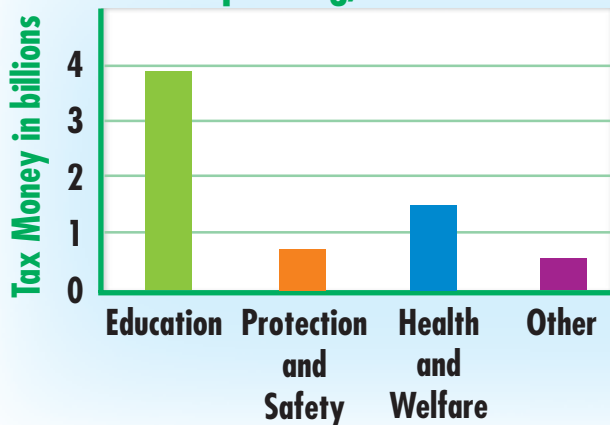


## DataGraphic

### Arizona Tax Money

Study the two graphs. Then answer the questions.

Arizona State Tax Spending, 2004



Arizona State Tax Spending on Education, 2001-2004



Source: Arizona Office of Finance and Budgeting, 2006

### Think About Arizona Tax Dollars

1. Which item got the most of Arizona's tax money in 2004?
2. Did the amount of money spent on education in Arizona go up or down from 2001 to 2004?

### QUICK CHECK

**Summarize** What are some things that tax money is used for?



## HELPING CITIZENS



State governments provide many services. States build and take care of state highways. States run health programs, and build colleges. State governments also give money to help local schools.

States make license plates for cars and trucks. States issue licenses to people, too. A license shows that you have the skill to do something, such as drive a car, or that you have permission for an activity, such as hunting or fishing.

▲ Doctors must have a license from their state government to take care of people.

State governments hire police officers to keep state highways safe. ▼





▲ Kartchner Caverns State Park opened in 1999. The men who found the cave kept it a secret until they were sure it would be protected.

## Protecting the Environment

State governments also work to protect the environment. States set aside land to keep plants, animals, and other natural resources safe. In 1974, two men discovered an unique cave with unusual colors and rock formation in the mountains near Benson, Arizona. The state government bought the cave and the land around it to protect it. The area is now Kartchner Caverns State Park.

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### QUICK CHECK

**Summarize** What are some services that state governments provide?

## Check Understanding



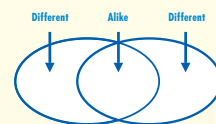
1. **VOCABULARY** Research your state's governor. Then write a sentence about him or her using the following words.

**governor**

**capitol**

2. **READING SKILL**

### Compare and Contrast



Use your diagram from page 206 to write a paragraph about how state and national governments are alike and different.

**Essential Question**

3. **Write About It** Write a letter to your state's governor. Give your opinion about something you think is important in your state.

# Map and Globe Skills

## Use Road Maps

### VOCABULARY

**road map**

**interstate  
highway**

**state highway**

Suppose you and your family are driving in Indiana. How would you know which roads to take? A **road map** could tell you. Road maps show the roads you can use to get from one place to another.

You can find road maps in a highway atlas. You can also buy a road map that shows just one state.

### Learn It

Look at the map on page 213. Read the steps for using a road map.

- Read the map title. This map shows some roads in Indiana.
- Look at the map key to understand the symbols. An **interstate highway** connects two or more states. U.S. highways are older roads that pass through towns. A **state highway** begins and ends within a state.
- Identify directions. Roads that run east and west usually have an even number, such as 50 or 70. Roads that run north and south usually have an odd number, such as 69 or 65. This helps drivers figure out in which direction they are driving.

### Try It

Use the map on page 213 to answer the questions.

- Which highway could you drive from Gary to Indianapolis?
- Which highway would you take from Indianapolis to visit Hoosier National Forest?
- Which U.S. highway connects South Bend and Indianapolis?
- In which direction does State Highway 50 run?
- Which interstates run east and west, and pass through Indianapolis?

## Indiana



## Apply It

Find a road map that shows your state. Locate your community on the map. What state and interstate highways are near your community?

# Local Government

## Lesson 3

### VOCABULARY

**local government** p. 215

**mayor** p. 215

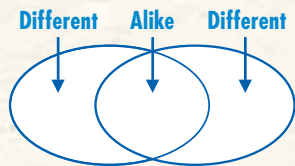
**council** p. 216

**sovereign** p. 219

### READING SKILL

#### Compare and Contrast

Copy the diagram below. As you read, use it to show how the jobs of the mayor and city council are alike and different.



### Illinois Learning Standards

14.B.2, 17.A.2b



Local fire departments help keep communities safe.

### Essential Question

## What does local government do?



**A** A mayor and city workers are all part of local government.



**B** Town and city governments provide many different local services.



**C** Native American communities have their own local governments.

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## **A** CITIES AND TOWNS

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*Your class is visiting the local firehouse. A loud bell sounds—the firefighters fly into action. With sirens blaring, they climb onto the fire truck and race to the rescue!*

**W**ho hires the firefighters and the police? Who makes sure the trash is picked up, and checks that traffic lights work properly? **Local government** does! Local government is the people who run a town or a city. Local government is the level of government that most closely touches our everyday lives.

Let's look at Sylvania, Ohio, to see how its local government works. Craig Stough became **mayor** of Sylvania in 1996. Many towns and cities have a mayor as the head of local government. Each week Mayor Stough goes to meetings, tries to solve city problems, and makes sure city laws are followed. What branch of government does this sound like? If you said the executive branch, you're right!

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### **QUICK CHECK**

**Compare and Contrast** How is a mayor's job different from a governor's job?

City workers repair streets and roadways. ▶



**B****GOVERNMENT IN ACTION**

Mayor Stough works with the city **council** to plan for the future of Sylvania. A council is a group of people who make the laws for a community. The council is elected by the citizens of the community. It is the legislative branch of local government. Local governments have a judicial branch, too. The local courts rule on offenses such as traffic tickets.

**Community Services Meet Needs**

Citizens and businesses pay taxes to local governments. Local governments then use tax money to provide services. They hire people to fix road signs, collect trash and recyclables, and run the library. They pay government employees such as police officers and firefighters. The pictures on the right show some services that most local governments provide.

Towns in other countries have governments, too. You will read about the government of Adelaide, Australia, on page 218.



The town library provides books, newspapers, and computers.



Police officers keep the community of Sylvania safe.



Firefighters protect Sylvania from fires.

**QUICK CHECK**

**Compare and Contrast** How is a city council different from a state's legislative branch?



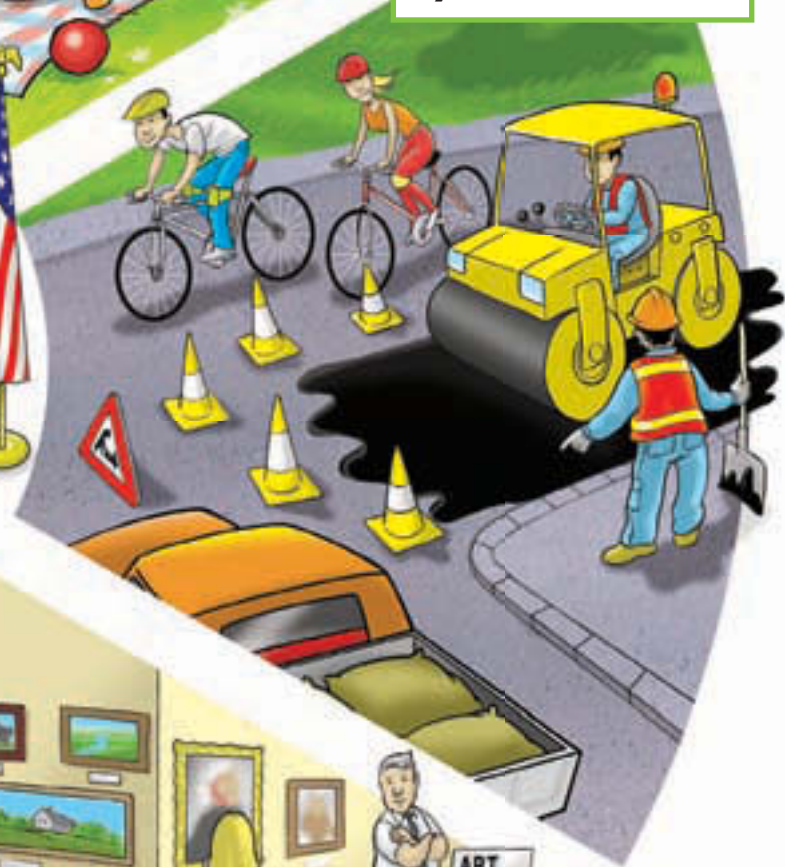


**Local government takes care of parks.**

**The highway department helps keep the roads of Sylvania safe.**



**Mayor Stough and the Sylvania city council**



**People visit Sylvania Historical Village to learn about the history of their community.**

# Global Connections

## Local Government of Adelaide, Australia

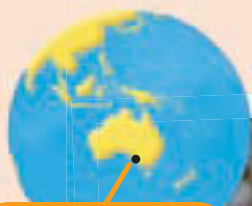
Back in 1840 the city of Adelaide, Australia, was very small. That was the year the city elected its first mayor. Today Adelaide is one of Australia's largest cities.

Every three years the people of Adelaide elect a mayor and a city council. These government leaders work to keep the city beautiful. The city's many employees take care of Adelaide's libraries, roads, parks, and beaches.

Adelaide is known as "Festival City." Every two years the local government holds the Adelaide Festival of Arts. People from all over the world go to Adelaide for this celebration. Another important Adelaide event is a bicycle race called the Tour Down Under.



▲ Adelaide City Hall



Adelaide



- ◀ Adelaide's city council sponsors many local events, including a bicycle race.

**Write About It** Write a paragraph describing how Adelaide's local government is similar to Sylvania's.



# NATIVE AMERICAN GOVERNMENT

Native Americans are citizens of two **sovereign** governments—the United States, and their own tribal group, or nation. Sovereign means independent, or self-governing. Native Americans vote in local, state, and national elections. In addition, they may also vote in tribal elections. Each tribal group can make its own laws and choose its own leaders.

There are more than 500 Native American governments in the United States. These governments all share the same goal—they work for their people. For example, the Navajo Nation makes laws that protect Navajo people and Navajo culture.

Tribal governments work with the national, state, and local governments. They also work with other tribal governments and cooperate on many issues that are important to their tribes.

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## QUICK CHECK

**Summarize** What governments are Native Americans citizens of?



- ▲ Ben Nighthorse Campbell was a United States senator. Now he serves in the government of the Northern Cheyenne Nation.

## Check Understanding



1. **VOCABULARY** Write one sentence for each of these vocabulary words.

**mayor**

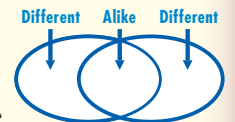
**council**

**sovereign**

2. **READING SKILL**

### Compare and Contrast

Use your diagram from page 214 to write a paragraph that compares the jobs of mayor and city council.



**Essential Question**

3. **Write About It** Make a list of some ways people can take part in local government.

## Lesson 4

### VOCABULARY

**common good** p. 222

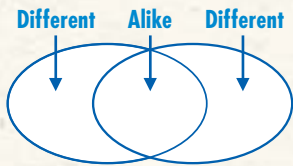
**jury** p. 222

**Bill of Rights** p. 223

### READING SKILL

#### Compare and Contrast

Copy the diagram below.  
As you read, use it to show  
how rules are different  
from laws.



### Illinois Learning Standards

14.A.2, 14.B.2, 14.C.2, 17.A.2b

# Rules and Laws



Rules help keep us safe.

## Essential Question

### How does having rules and laws help communities?



**A** Rules and laws protect us and help us get along.



**B** Laws are made to protect our rights, and for the good of all.



**C** Government lawmakers must follow the laws, too.



**D** Native Americans make laws for their own communities.

**A**

## RULES AND LAWS HELP PEOPLE

*You are at the swimming pool. Your friend wants you to dive in, but just then you see a sign that says “No diving.” You know the rule is meant to keep people safe.*

**R**ules not only help keep people safe, rules also help people in a community get along. Have you ever been in a room where everyone was talking at once? It is a lot easier to discuss things when people take turns. Taking turns is a rule that helps people work together.

### Laws Are Rules

You know cars must stop at a red light. That’s the law. A law is a rule the government makes for all people in a town, state, or country. What would happen if drivers didn’t obey this important traffic law? Someone could have an accident, and people might get hurt. If a driver doesn’t stop at a red light, a police officer may give the driver a ticket. Then the driver will have to go to court and pay a fine.

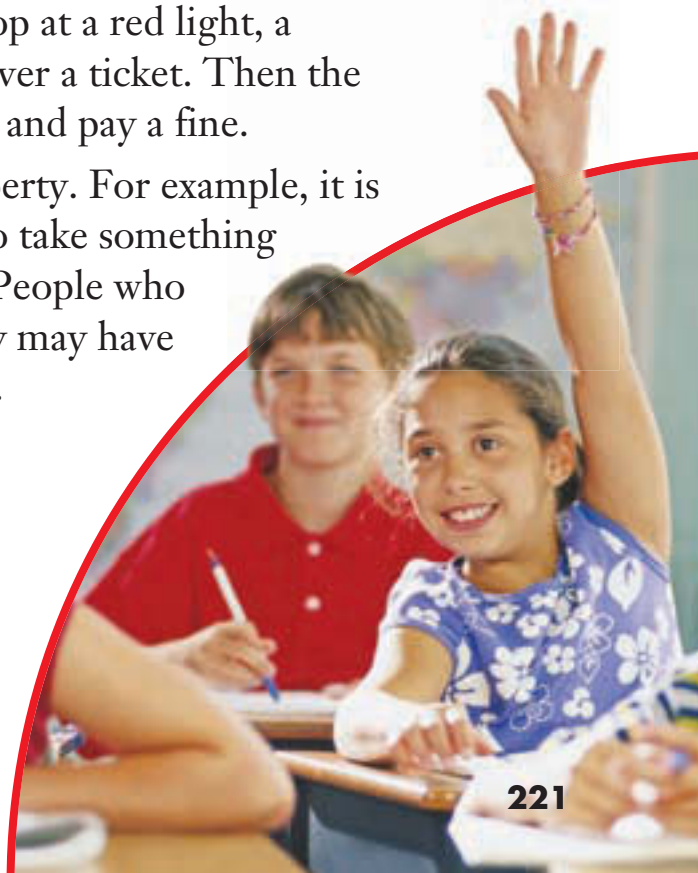
Rules help us  
be fair. ▼

Other laws protect our property. For example, it is against the law for someone to take something of yours without permission. People who break laws are punished. They may have to pay a fine or even go to jail.

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### QUICK CHECK

**Compare and Contrast** What would it be like if there were no traffic laws?



## **B** GOOD FOR ALL

Many communities have a law against littering. You might think, “One little wrapper won’t matter—I’ll just drop it.” But what if everyone did that? The streets would be a mess! Putting trash where it belongs is an example of working for the **common good**, or doing whatever helps the most people in the community. Good citizens do things for the common good.

### **Good Citizens**

Governments make laws for the common good. One law says not to chain a bicycle to a fire hydrant. This is for everyone’s good, because firefighters need to get to fire hydrants easily. Obeying laws is one way of being a good citizen.

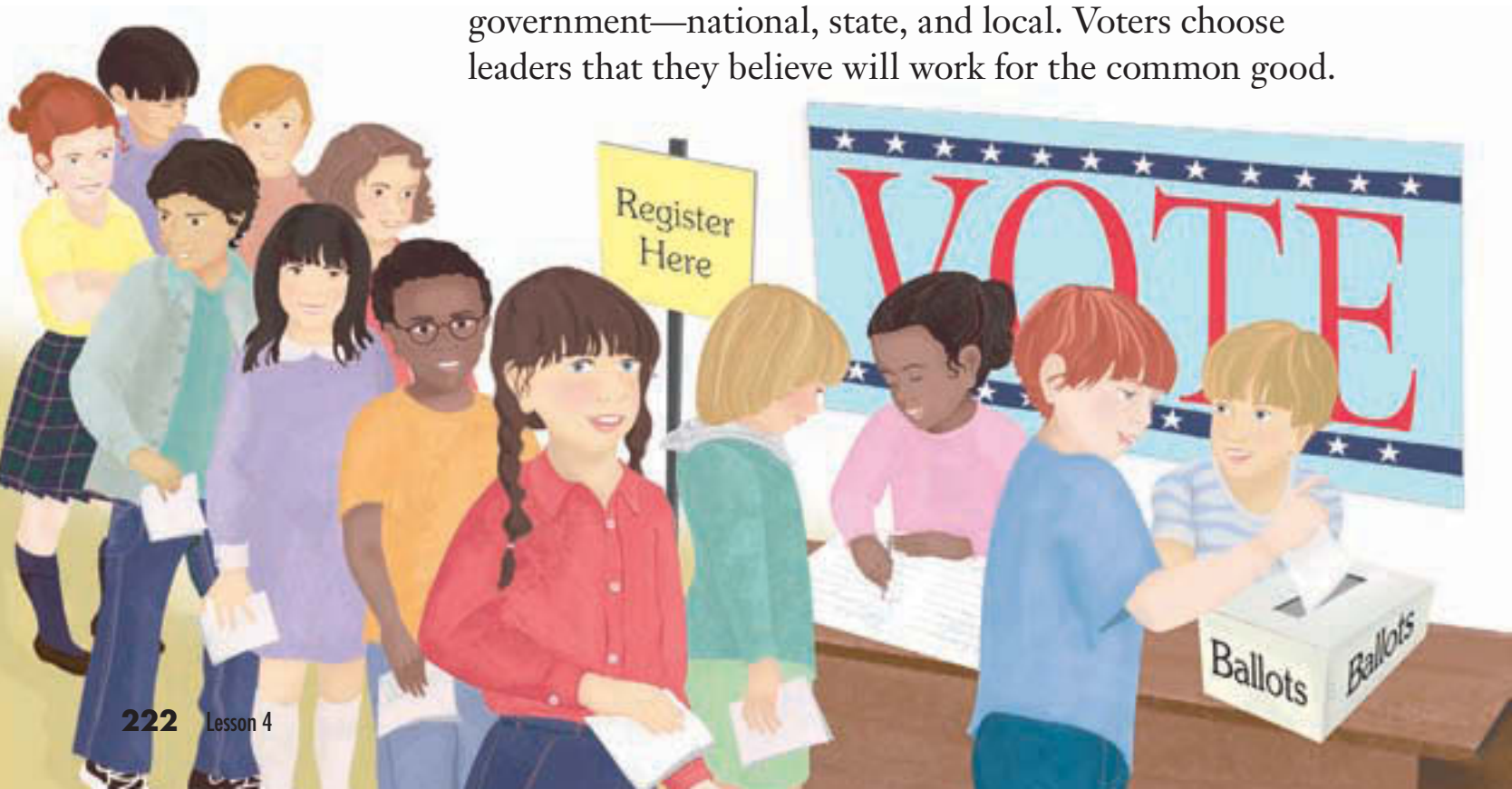
Another way of being a good citizen is to serve on a **jury**. A jury is a group of citizens who listen to the facts in a court trial and make a decision based on the law.

Have you ever voted in a classroom or school election? Good citizens vote for leaders at every level of government—national, state, and local. Voters choose leaders that they believe will work for the common good.



▲ Picking up litter helps everyone.

Voting is one way to be a good citizen. ▼



The Bill of Rights protects freedom of speech.



## Protecting Rights

The **Bill of Rights** is part of the United States Constitution. It protects our most important rights. In some countries, people can be put in jail just for saying they disagree with the government. In the United States you cannot be arrested for disagreeing. The Bill of Rights makes sure we have the freedom to say and write what we want. It protects other rights, too.

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### QUICK CHECK

**Summarize** What are some ways to be a good citizen?

#### PEOPLE

In the past, African Americans were often treated unfairly. During the 1960s, **Dr. Martin Luther King, Jr.**, led the fight for equal rights for all Americans. Dr. King made speeches and led peaceful marches to help change unfair laws.



Dr. Martin Luther King, Jr.



## GOVERNMENTS FOLLOW RULES

Good citizens aren't the only ones who follow rules and laws. Governments and government leaders must follow the law, too. The highest, or most important, law in our country is the United States Constitution.

We elect the leaders who will speak and act for us in government. The people who we elect promise to obey the Constitution. This means they cannot pass a law that goes against any laws already in the Constitution.

- ▼ These lawmakers were elected by members of their communities.







▲ In 2006 Hopi, Navajo, and United States leaders signed an agreement to end a dispute over land.

## Tribal Government

Many Native American tribal groups, such as the Hopi and the Navajo, have their own tribal governments. Leaders in these tribal governments create laws for their group. They also work with other local, state, and national governments.

Many Hopi live on the Hopi Reservation in Arizona. A reservation is land set aside for use by Native Americans. The Hopi Tribal Council meets in Kykotsmovi Village, but each of the villages on the reservation also has its own traditional Hopi government. In traditional Hopi government, decisions are not made by voting. Instead problems are discussed until everyone in the community agrees on each decision.



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## QUICK CHECK

**Summarize** Why must governments follow the law?

# D HOPI GOVERNMENT



▲ A Hopi police officer on patrol

Each Hopi village sends members to the Hopi Tribal Council. The Council members work for the common good of the Hopi and to help each other in times of need.

A few years ago, the Council formed a water team. The team works with state and national leaders to protect Hopi water rights. Hopi Tribal Chairman Wayne Taylor, Jr., said,

“Of all the [things] necessary for economic development, none is more important than water. . . .”

## QUICK CHECK

**Summarize** What does the Hopi Tribal Council do?



## Check Understanding



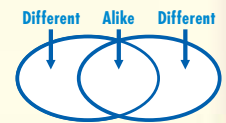
1. **VOCABULARY** Write a sentence to explain each vocabulary term.

**common good**

**Bill of Rights**

2. **READING SKILL**

**Compare and Contrast**



Use your diagram from page 220 to write a paragraph describing how rules are different from laws.

**Essential Question**

3. **Write About It** Write a paragraph about some of the things people in your community do that are for the common good.

# Citizenship

## Democracy in Action

### Being Informed

Students in Claysville, Pennsylvania, noticed a lot of trash outside their school. No wonder! There were no trash cans! The class decided to do something. They found out who to ask for help and how to get what they wanted. Now the playground is cleaner. Read the steps below to learn how to become informed.



### Being Informed

- 1. Identify the problem.** Make a list of what you already know, and what you need to find out.
- 2. Get information.** Read local newspapers, search the Internet, watch television, or talk to people who know about the problem.
- 3. Examine the information.** Try to decide which information is fact and which is opinion.
- 4. Find out who is in charge.** Some problems are the responsibility of government leaders. Find out which leader is in charge of the problem you're interested in.

**Write About It** Gather information about a problem in your school or community. Write a paragraph telling what you think should be done.

# Taking Action

## Lesson 5

### VOCABULARY

**volunteer** p. 229

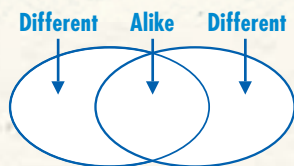
**nonprofit** p. 230

**bill** p. 231

### READING SKILL

#### Compare and Contrast

Copy the diagram below.  
As you read, list how  
lawmakers and volunteers  
are alike and different.



### Illinois Learning Standards

14.C.2, 14.D.2, 14.F.2, 16.B.2b (US),  
16.D.2c (US), 18.B.2b

A beautiful community  
makes everyone happy.

### Essential Question

What are some ways people get involved in their community?



**A** People can do many things to help their community.



**B** Some people work with others to help people in their community.



**C** People vote for lawmakers who will best help their community.



**D** Voting is the right of every United States citizen.

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## **A** GETTING INVOLVED

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*People in your neighborhood have permission to turn an empty lot into a little park. Everyone works on the clean-up. You offer to help paint a mural for the new park.*

If you **volunteer** to help, you are being a good citizen. A volunteer is a person who chooses to do a job without getting paid. Volunteers do many things. They might clean a park or collect clothing for the homeless. They work for the common good of their community.

### **What Can People Do to Help?**

People can volunteer to do many different things. Volunteers who clean up public parks make them better for everyone. Some people collect canned food to help people who do not have enough to eat. Planting flowers can make a community more beautiful. In some schools, volunteers help other students with their schoolwork.

#### **EVENT**

**National & Global Youth Service Day** teaches children the importance of volunteering. Young people can volunteer to pick up trash, clean schools, or teach others about the environment.



**National & Global Youth Service Day**

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### **QUICK CHECK**

**Compare and Contrast** How is a volunteer different from an employee?

## **B** HELPING THE COMMUNITY

People often volunteer by joining **nonprofit** groups. A nonprofit group does not make money from the work it does. The Red Cross is a nonprofit group that helps communities during disasters, such as hurricanes or tornadoes.

In 2005 Jackie, Melissa, and Jenna Kantor were just 14, 11, and 8 years old. They decided to help families affected by Hurricane Katrina. They started Project Backpack. They collected school supplies, toys, and books and sent them in backpacks to kids who needed help.

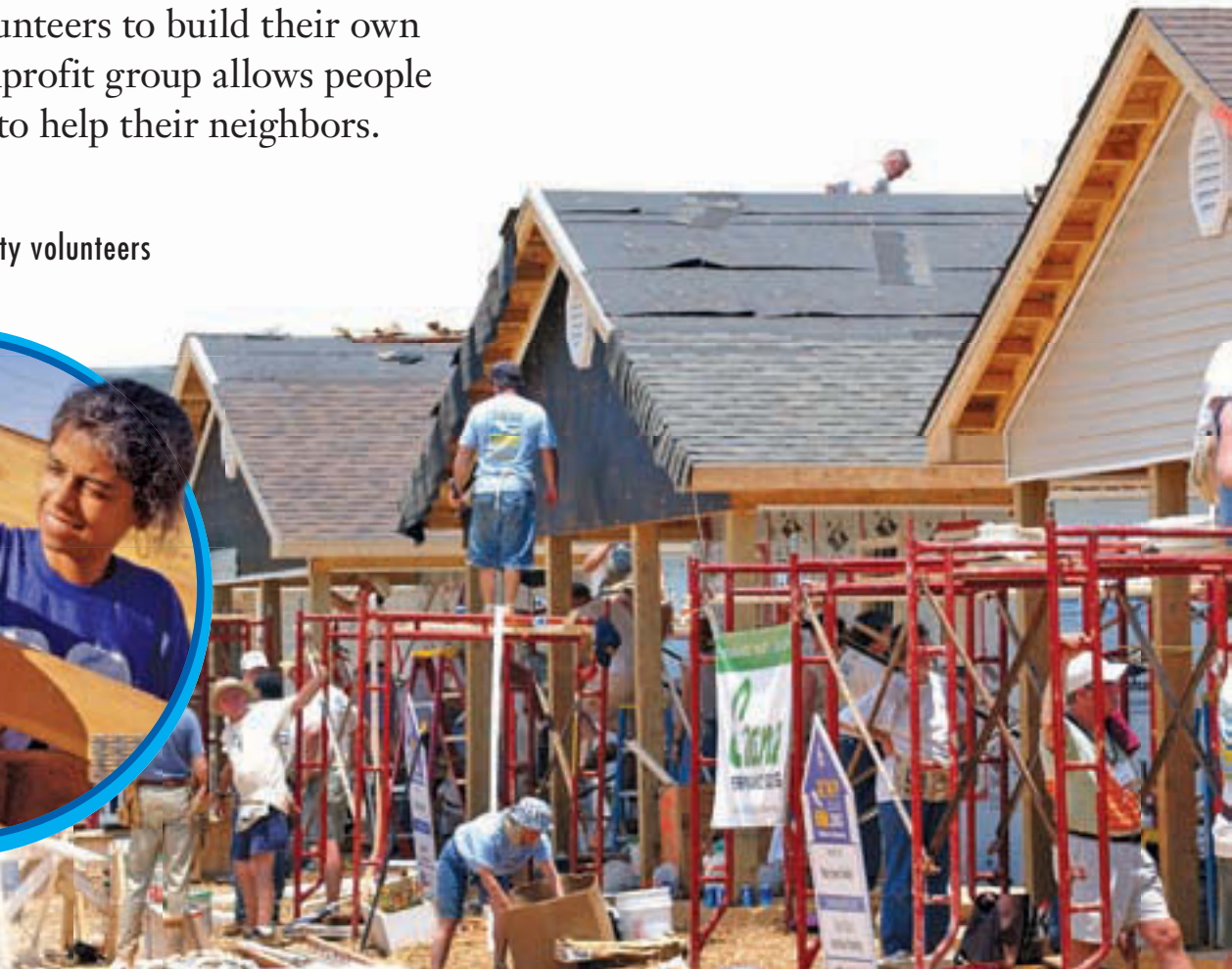


▲ Kids started a nonprofit group called Project Backpack.

### **Building Homes**

Habitat for Humanity is a nonprofit group that helps people build homes for themselves. Families who need houses work with Habitat volunteers to build their own homes. This nonprofit group allows people in a community to help their neighbors.

▼ Habitat for Humanity volunteers help build houses.



## Make a Difference

Have you ever wondered if you can really make a difference? You can—no matter how old you are. In New Hampshire, a group of third and fourth graders wrote a **bill** saying that the pumpkin should be the state fruit. A bill is a written idea for a law. Why did they choose the pumpkin? Student Reanna Parker said, “It’s strong and sturdy like the people of New Hampshire.”

The students got their representative in the state government to present the bill to other lawmakers. In April 2006, the New Hampshire House of Representatives and Senate made the bill a law.

Children in Illinois wanted to make a difference in another way. They held car washes and ran bake sales to raise money for hurricane victims. One school raised over \$5,000 by selling lemonade! The kids who worked on these projects felt great knowing that their actions made a difference to people who needed help.

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### QUICK CHECK

**Summarize** How do people make a difference in their communities?



▲ Third and fourth graders took their idea to state lawmakers.





## GOVERNMENT LEADERS HELP

Have you ever dreamed of running for government office? You can start by getting involved in your school government. As you grow up, you can stay involved in government. Being a government leader is one way people help their community.

United States Senator Blanche Lincoln is from Arkansas. She works to make laws that will aid people in her state. Senator Lincoln is interested in helping farmers and other people who live in rural areas of Arkansas. The senator also works hard for children in her state. She has helped pass laws to be sure all children have good health care and enough to eat.



▲ Arkansas Senator Blanche Lincoln

- ▼ Lawmakers make sure students can eat a healthy lunch.







## Get Out and Vote

As you have learned, government leaders such as Senator Lincoln are elected by the people. If people think Senator Lincoln does a good job, they let her know by voting for her again. If you are a citizen, one day you will be able to vote. The people you vote for will make the laws that affect you.

In the past, not everyone could vote. When the Constitution was first written in 1789, only white men were allowed to vote. Read on to find out how voting rights have changed since then.

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## QUICK CHECK

**Main Idea and Details** How do government leaders help communities?

- ▲ Some government leaders help support after-school sports programs.

### PEOPLE

Government leaders volunteer, too. **Jimmy Carter** was our President from 1977 to 1981. Now he works with Habitat for Humanity. He also works for better health care around the world.



President Jimmy Carter



**1848** Elizabeth Cady Stanton and Lucretia Mott leads a meeting in New York, called the Seneca Falls Convention, to discuss women's rights.



**1870** The Fifteenth Amendment gives African American men the right to vote.

## **D** HISTORY OF VOTING RIGHTS

In the late 1700s, when the United States government was just beginning, only white men could vote. African American men and all women were not allowed to vote. They did not have a say in how the government was run. People worked hard to change this, and over the years, more and more people won the right to vote.

### **Fighting for Change**

In 1866 Elizabeth Cady Stanton and Susan B. Anthony formed the American Equal Rights Association. This group worked to win the right to vote for all men and women. Soon other groups formed. They tried to convince the government to change the laws. People made signs and organized meetings and parades. Some even went to jail for their actions.



**1920** The Nineteenth Amendment gives women the right to vote.

## Voting Today

It took many years, but the law was finally changed. The United States Constitution was amended, or changed, to include more people who could vote. Today it is against the law to prevent any citizen from voting.

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### QUICK CHECK

**Compare and Contrast** How is voting today different than voting before 1870?



**Today** Today every United States citizen who is eighteen or older has the right to vote.

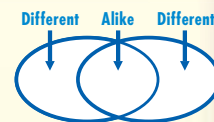
## Check Understanding



- VOCABULARY** Write three or four sentences explaining ways to be a good citizen. Use these vocabulary words.  
**volunteer**      **nonprofit**

- READING SKILL**  
**Compare and Contrast**

Use your diagram from page 228 to write a paragraph on how volunteers and lawmakers are alike and different.



**Essential Question**

- Write About It** Write a letter to your local government about a change you would like to see in your community.

# Local Connections

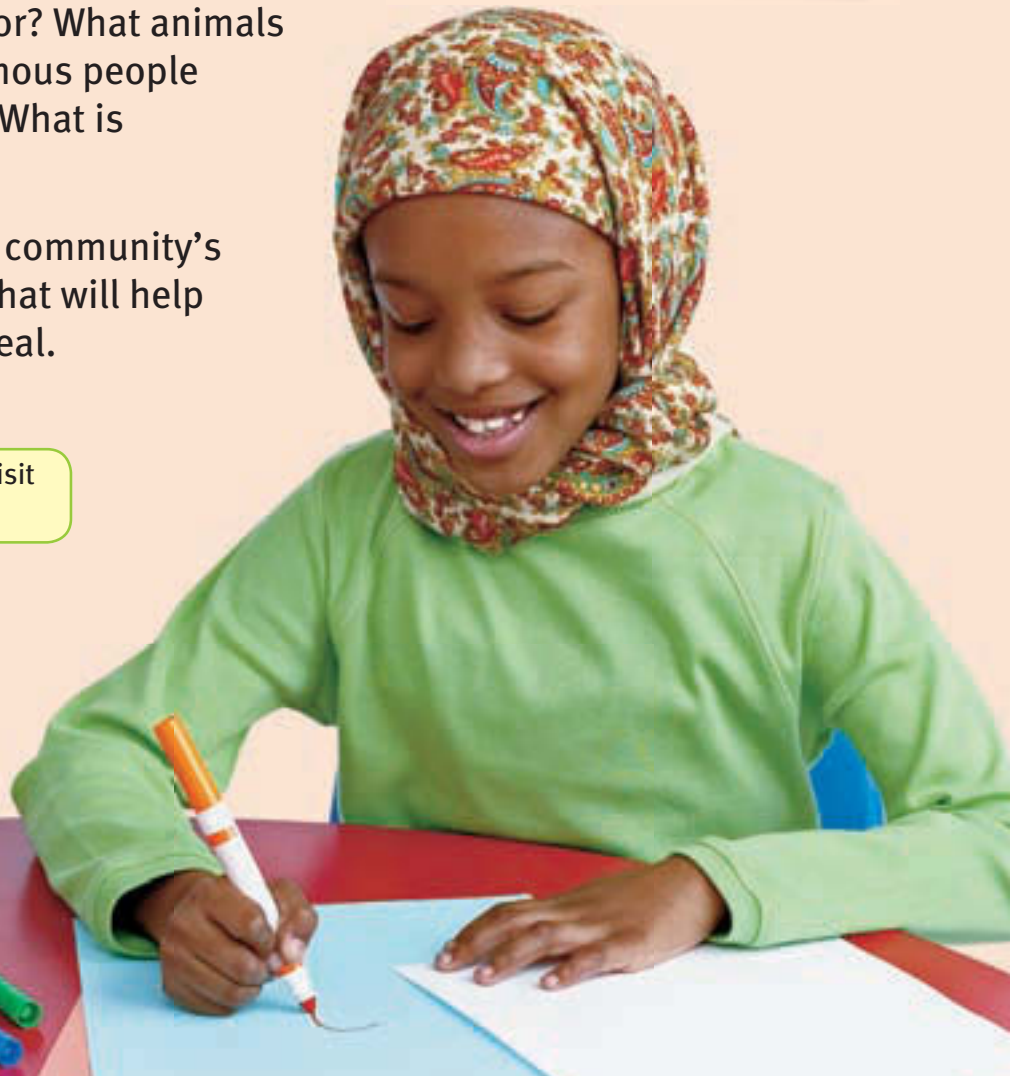
## Symbols and Landmarks in Your Community

Nadia lives in St. Louis, Missouri. She learned about her community's symbols, landmarks, and city seal. Then she decided to make her own city seal. You can make a city seal for your community, too. Here is what to do:

- Go to your city hall, your local library, or look on the Internet to find out about your city or town's seal and local landmarks.
- Think about other people, places, or things that are symbols of your community. Which of these could you put on a seal? What is your city known for? What animals live nearby? Were any famous people born in your community? What is produced in your area?
- Find photographs of your community's symbols and landmarks that will help you make your own city seal.



For more help with your project visit  
[www.macmillanmh.com](http://www.macmillanmh.com)



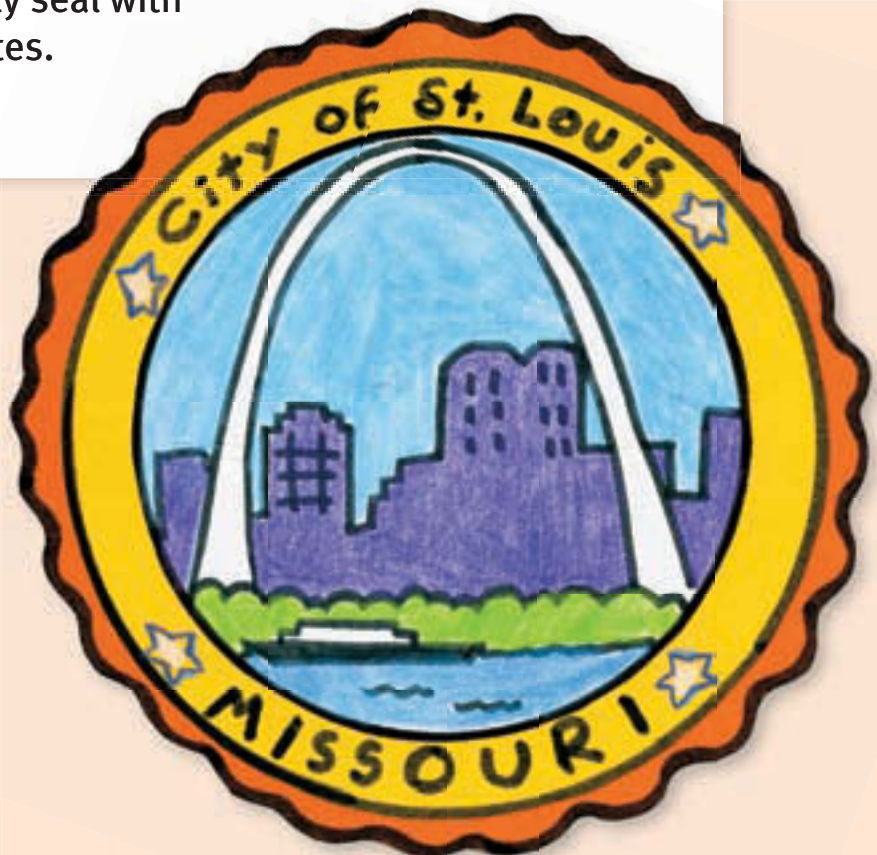
# Government Activity

## Make a City Seal

- 1 Look at your notes and pictures. Choose one or more things you would like to put on your city seal.
- 2 Try out many ideas on notebook paper until you make a design you really like. Some city seals show just one place or thing. Others include three or four symbols.
- 3 Draw your best design on poster board.
- 4 Include your city's name on your seal. You may also want to include the year it was founded, or a nickname for the city.
- 5 Share your city seal with your classmates.

### Materials

- photographs
- notebook
- markers, colored pencils, or crayons
- poster board



# Unit 5

# Review and Assess

## Vocabulary

Write the sentences. Choose the correct term to fill in the blank.

**governor**

**Bill of Rights**

**council**

**nonprofit**

1. The town \_\_\_\_ makes laws in local government.
2. The \_\_\_\_ is part of the Constitution.
3. The head of a state's executive branch is the \_\_\_\_.
4. Many people volunteer to work for a \_\_\_\_ group such as the Red Cross.

## Comprehension and Critical Thinking

5. What are the five basic rights protected by the Constitution?
6. What is an example of something that is done for the common good?
7. **Reading Skill** Why might local government affect citizens more than state or national governments do?
8. **Critical Thinking** Why is it important to vote?

## Skill

### Use Road Maps

Write a complete sentence to answer each question.

9. What kind of road is Highway 84?
10. Which roads would you drive on if you traveled from Enfield to New Haven to Norwalk?

### Connecticut





# Illinois Standards Achievement Test Preparation

Reading



First verse of the “*Star Spangled Banner*”

Oh, say can you see by the dawn’s early light

What so proudly we hailed at the twilight’s last gleaming?

Whose broad stripes and bright stars thru the perilous fight,

O’er the ramparts we watched were so gallantly streaming?

And the rocket’s red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there.

Oh, say does that star-spangled banner yet wave

O’er the land of the free and the home of the brave?

1

What is the song “The Star Spangled Banner” about?

- (A) battleship
- (B) letter from a soldier
- (C) flag
- (D) rockets

3

Which word best describes how the person writing the song feels when he sees the flag the next morning?

- (A) angry
- (B) unhappy
- (C) sad
- (D) proud

2

Based on the words to the song, what is the “twilight’s last gleaming”?

- (A) dusk
- (B) morning
- (C) afternoon
- (D) middle of the night

4

Which of these sets of words rhyme?

- (A) little *and* streaming
- (B) streaming *and* gleaming
- (C) air *and* wave
- (D) light *and* brave

Why do communities need governments?

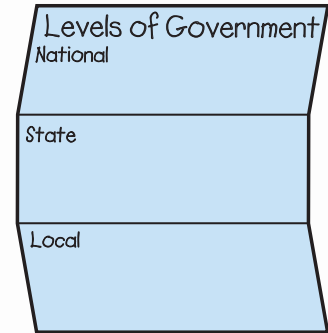


## Write About the Big Idea

### Write an Essay

Think about what you have learned in Unit 5. Use your foldable to help you write an essay that answers the Big Idea question. First write an introduction. Then write one paragraph about each level of government. Tell what the government does at each level, and explain why communities need government. For local government, include examples from your own local government. Then

**FOLDABLES™**  
Study Organizer



## Projects About the Big Idea

**Plan a School Project** Think about your school community. Is everything just the way you want it, or is there something you would like to change? Work with other students to plan a project that will bring about a change for the common good.

**Make a Poster** Make a poster that shows the elected members of your local government. Include the services your local government provides to your community.

