

For the Common Good: Roles of the Federal Government

Grade Level: 5th

Content Areas: Social Studies, English Language Arts

Time Required:

The basic lesson can be completed in 1-2 class periods, depending on whether you are introducing or reviewing the concepts and vocabulary. Optional extensions 1 and 2 may be done as group projects in one class period. Optional extension 3 can be completed as a homework assignment or in 20-30 minutes in class. Optional activity 4 is a power point with pre and post discussion questions (one class period).

Overview: Using class discussion and a power point presentation, students will explore how the federal government works to provide for the common defense, promote the general welfare, secure the blessings of liberty, and promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens) through a case study of the East End Bridge Project north of Louisville. They will consider transportation needs and cultural resources of their own community. They will use analytical skills in analyzing one primary resource (a historic photograph) and comparing two map types (road and satellite).

Optional follow-up activities allow students to apply the essential questions to their own community and include the opportunity to conduct short research projects, write opinion pieces, and/or report on a topic to present an opinion. An additional follow up presentation introduces careers in Transportation Planning (Practical Living/Career Awareness).

This lesson plan can be used alone or as part of a unit including *Local Leaders in the Civil Rights Movement*. As a unit, the lessons provide a case study of a rural, African American community in Kentucky and provide a springboard for exploring your local community through the lens of the Big Ideas in Social Studies. As an individual lesson, this can be used to provide an example of how the federal governments functions and partners with state governments, of the role of transportation in society, and/or of the importance of civic participation. It is particularly timely when road construction, improvement, or maintenance activities (such as snow removal) are taking place in your community.

The lesson can be enhanced by inviting a presenter from the Kentucky Cabinet for Transportation’s Kentucky Engineering Exposure Network (K.E.E.N.) to make a presentation to your class. Please see attached description (KEEN Bridge Building Description).

Background for Teacher

In 2010 an average of 136,000 vehicles crossed the Jefferson Memorial Bridge between Louisville and southern Indiana every day. The resulting congestion caused both traffic delays and an increase in accident incidents. The Kentucky Transportation Cabinet, Indiana

Department of Transportation and the Federal Highways Administration began exploring options to alleviate the situation. With public, political, and technical input, a plan was developed to build two bridges, one in downtown Louisville and one at Louisville’s East End near the small, semi-rural community of Harrods Creek. In compliance with state and federal mandates the routes for the bridges and the approaching roadways were designed to minimize adverse effects on residents, businesses, and the natural and manmade environment in the impacted areas.

In the East End project, transportation engineers were able to design a roadway that minimized impacts to residences, businesses, and sites of historic significance. The project is neighboring Harrods Creek, a pastoral suburban community with a significant African American history. An interpretive educational plan was developed to document and preserve the significant and rich heritage of the African American community in the area. The Harrods Creek Lesson Plans were developed as part of this overarching interpretive plan

While there are county, state, and federal roads throughout Kentucky, this lesson focuses on Interstate highways.

Essential Questions:

What is the role of transportation in society?

How does the federal government enact laws to protect the rights and property of all citizens?

What are some rights and responsibilities of citizens, including civic participation?

Learning Targets:

I can identify two services provided by state government.

I can discuss transportation needs and cultural resources.

Standards Addressed

Social Studies

Big Idea: Government and Civics

<p>SS-5-GC-U-2 Students will understand that the United States Government was formed to establish order, provide security and accomplish common goals.</p>	<p>SS-5-GC-S-1 Students will demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):</p> <ul style="list-style-type: none">a) investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain their significance today
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	<p>b) explain how democratic governments work to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens)</p>
<p>SS-5-GC-U-3 Students will understand that the fundamental values and principles (e.g., liberty, justice, individual human dignity) of American democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights).</p>	<p>SS-5-GC-S-3 Students will analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today</p>
<p>SS-5-GC-U-5 Students will understand that as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.</p>	<p>SS-5-GC-S-4 Students will investigate the rights and responsibilities of U.S. citizens:</p> <p>a) describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today</p> <p>b) describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g. voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, Internet)</p>

English Language Arts

Reading Standards for Informational Text K–5

Grade 5

1. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening Standards K–5

Grade 5

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Relevant Dimensions, Subsections, and Indicators from the C3 Framework for Social Studies State Standards, National Council for the Social Studies

**DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES
BY THE END OF GRADE 5***

- **D1.5.3-5.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

**DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS
CIVICS**

- Civic and Political Institutions
 - **D2.Civ.1.3-5.** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
 - **D2.Civ.5.3-5.** Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
 - **D2.Civ.6.3-5.** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- **D2.Civ.8.3-5.** Identify core civic virtues and democratic principles that guide government, society, and communities.
- **D2.Civ.10.3-5.** Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
- Processes, Rules, and Laws
 - **D2.Civ.12.3-5.** Explain how rules and laws change society and how people change rules and laws.
 - **D2.Civ.13.3-5.** Explain how policies are developed to address public problems.
 - **D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society.
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 - **D2.Civ.6.6-8.** Describe the roles of political, civil, and economic organizations in shaping people's lives.
- Processes, Rules, and Laws
 - **D2.Civ.12.6-8.** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
 - **D2.Civ.13.6-8.** Analyze the purposes, implementation, and consequences of public policies in multiple settings.
 - **D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.

ECONOMICS

- **D2.Eco.12.3-5.** Explain the ways in which the government pays for the goods and services it provides.

GEOGRAPHY

- Geographic Representations: Spatial Views of the World
 - **D2.Geo.3.3-5.** Use maps of different scales to describe the locations of cultural and environmental characteristics.
- Human-Environment Interaction: Place, Regions, and Culture
 - **D2.Geo.4.3-5.** Explain how culture influences the way people modify and adapt to their environments.
 - **D2.Geo.5.3-5.** Explain how the cultural and environmental characteristics of places change over time.
 - **D2.Geo.6.3-5.** Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- Human Population: Spatial Patterns and Movements
 - **D2.Geo.7.3-5.** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - **D2.Geo.8.3-5.** Explain how human settlements and movements relate to the locations and use of various natural resources.

HISTORY

- Change, Continuity, and Context

- **D2.His.2.3-5.** Compare life in specific historical time periods to life today.
- Historical Sources and Evidence
 - **D2.His.9.3-5.** Summarize how different kinds of historical sources are used to explain events in the past.
 - **D2.His.10.3-5.** Compare information provided by different historical sources about the past.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Gathering and Evaluating Sources

- **D3.1.3-5.** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

Developing Claims and Using Evidence

- **D3.3.3-5.** Identify evidence that draws information from multiple sources in response to compelling questions.
- **D3.4.3-5.** Use evidence to develop claims in response to compelling questions.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

- **D4.1.3-5.** Construct arguments using claims and evidence from multiple sources.
- **D4.2.3-5.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Critiquing Conclusions

- **D4.4.3-5.** Critique arguments.
- **D4.5.3-5.** Critique explanations.

Taking Informed Action

- **D4.6.3-5.** Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Preparation:

Review the power point and determine if you will use one of the follow-up activities. If you plan to use a follow-up activity, you can begin to lay the foundation as you lead students through the power point. You will need to do some preliminary research into your community's roads and bridges for Optional Activity 1 and into your community's cultural resources for Optional Activity 2 in order to determine if there are adequate, grade-level appropriate resources to provide background information. Optional Activities 3 and 4 do not require research.

If you plan to use Optional Activity 1 (Transportation Needs in Our Community), contact your district KEEN coordinator from the Kentucky Transportation Cabinet. Contact information can be found at <http://transportation.ky.gov/Education/Pages/KEEN.aspx#Coordinators> (scroll down). S/he can tell you if there are any current or planned highway projects in your community or any identified needs. You might also want to arrange a classroom visit. (See the list of district offices with contact information at the end of this lesson plan.)

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES

- **D1.2.3-5.** Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- **D1.5.3-5.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS

CIVICS

- Civic and Political Institutions
 - **D2.Civ.1.3-5.** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
 - **D2.Civ.6.3-5.** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles
 - **D2.Civ.8.3-5.** Identify core civic virtues and democratic principles that guide government, society, and communities.
- Processes, Rules, and Laws
 - **D2.Civ.13.3-5.** Explain how policies are developed to address public problems.
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- Processes, Rules, and Laws
 - **D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.

ECONOMICS

- **D2.Eco.12.3-5.** Explain the ways in which the government pays for the goods and services it provides.

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- **D2.Geo.8.3-5.** Explain how human settlements and movements relate to the locations and use of various natural resources.

HISTORY

- Change, Continuity, and Context
 - **D2.His.2.3-5.** Compare life in specific historical time periods to life today.
 - **D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- Historical Sources and Evidence
 - **D2.His.9.3-5.** Summarize how different kinds of historical sources are used to explain events in the past.
 - **D2.His.10.3-5.** Compare information provided by different historical sources about the past.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Gathering and Evaluating Sources

- **D3.1.3-5.** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

Developing Claims and Using Evidence

- **D3.3.3-5.** Identify evidence that draws information from multiple sources in response to compelling questions.
- **D3.4.3-5.** Use evidence to develop claims in response to compelling questions.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

- **D4.1.3-5.** Construct arguments using claims and evidence from multiple sources.
- **D4.2.3-5.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- **D4.4.3-5.** Critique arguments.

Materials:

Make copies of the handouts as needed.

For each student:

- Government Word Bank
- Looking at Maps
- Photograph Analysis Worksheet
- *For the Common Good* Word Match
- *For the Common Good* Writing Prompt

Optional Follow-up Handouts

- Transportation Needs in Our Community
- Cultural Resources in Our Community
- Transportation: Past, Present, and Future

Introduction: Uncover Prior Knowledge

- Explain that the main goal of a democratic government is to promote the “common good.” Ask students to brainstorm examples of actions that the federal government might take to promote the common good.
- Ask if they can think of instances when people might disagree on what course of action promotes the common good.
- Ask students how they got to school today. How many of them traveled on a road, whether by bus or automobile?
- Ask them where else they travel on roads.
- Ask them where their milk comes from. If they respond by identifying a store, ask them how the milk got to the store.
- Ask them what other goods they purchase that are transported by road.
- Ask them who builds and maintains the roads.
- Ask who has seen road crews at work.
- Ask who decides where new roads and bridges are built. Record their answers.
- What happens if the route for a new road goes through a community where there are houses and businesses? What if it goes through someone’s yard? Or someone’s house?

Distribute copies of the Government Word Bank.

Power Point and Discussion; Discover New Knowledge

- **Slide 1** – Word Bank definition for “Preamble”
- **Slide 7** - Word Bank definition for “funds”
- **Slide 9** – Ask students to identify the responsibilities of the state and federal governments in the Federal Aid Road Act. Is it a good idea for the federal and state governments to share responsibility for road building and maintenance? Why or why not?
- **Slide 18** - Word Bank definition for “disproportionately,” “adverse,” “minority,” and “low-income”
- **Slide 22** – Ask students why civic participation in identifying transportation needs is important.
- **Slide 23** – Ask students to identify the two major roads that the bridge would connect.
- When you reach **Slide 26** – distribute Comparing Maps and complete as a group.
- **Slide 33** – Word Bank definitions for “conflict” and “compromise”
- **Slide 35** - Ask students why civic participation in identifying cultural resources is important.
- **Slide 39**- Word Bank definition for “cultural resource”
- **Slide 40** - Word Bank definition for “tolls”
- When you reach **slide #43**, distribute the Photo Analysis Worksheets. Allow students time to complete the worksheets and share/discuss their responses.
- **Slides # 46-48** – Allow time for students to reflect on/apply their new knowledge to their local community. Use this as an opportunity for **reflection/formative assessment** of the class as a whole. You may elect to keep notes on the participation of individual

students. If you plan to do one of the optional follow-up activities, introduce it at this time, distributing the appropriate handout.

Assessment:

- As noted, use the reflection discussion on slides 46-48 as formative assessment for the class or for individual.
- Use the *For the Common Good* Word Match to assess vocabulary comprehension.
- Use the *For the Common Good* Writing Prompts to assess concept comprehension. These can be used as exit slips or as prompts for short essays.

Optional Follow-up Activities: Applying Knowledge, Local Connections

Optional Activity 1

- If possible, plan this activity in coordination with your district KEEN coordinator.
- Ask students to recall the transportation need that led to the East End Bridge project (congestion over the John F. Kennedy Memorial Bridge in Louisville due to local, regional, and state-to-state traffic).
- Ask students to explain why other new roads or bridges would be needed.
- Clarify reasons that new roads or bridges are needed.
- Ask students to recall/discuss why civic participation in identifying transportation needs is important.
- Ask if they are aware of any transportation projects currently going on in your community. This could include road or bridge repair, installation of signs or signals, addition of lanes or construction.
- Ask if they know of any transportation needs in your community. Are there places where the traffic is always congested? Are there places where there are potholes in the road? Are there bridges that are closed because they are unsafe?
- Select one or more of the maps from the list of Helpful Websites below and project it. Help students find the location of the school. Help them find where they live.
- As a group, identify one road, intersection, or bridge in your community that needs attention. Discuss what kind of attention it needs. What might solve the problem?
- Distribute *Transportation Needs in Our Community* and discuss the assignment. You may elect to make this an in-school and/or homework assignment. You might have each student take the assignment home to work on and then meet as a team to discuss the various ideas team members have and to come up with a group plan.

Helpful websites for Optional Activity 1 are:

- <http://maps.kytc.ky.gov/bridgedataminer/> This site allows you to see the location and condition of all bridges in your county/city
- <http://transportation.ky.gov/Planning/Pages/State-Primary-Road-System-Maps.aspx> This site allows you to search for maps of state primary road systems by county, incorporated area, or district

- <http://maps.kytc.ky.gov/SYP/> This site allows you to view the current highway plan by city or county
- <http://maps.kytc.ky.gov/photolog/> Zoomable and searchable roadway photo log

Optional Activity 2

- Consider inviting someone from the local historical society or tourism office to come into class and talk to students about local cultural resources.
- Ask students to recall the definition of a cultural resource that was provided in the power point.
- Explain that cultural resources might also include archaeological sites, that is places where human activity took place in the past and where artifacts (objects made or modified by humans) might be found.
- Ask students to recall one of the cultural resources that was identified in the Harrods Creek community.
- Ask why the local community felt the school was an important building to preserve.
- Ask students to recall/discuss why civic participation in identifying cultural resources is important.
- Share information you have discovered using one of the websites below or information obtained from your local historical society or tourism office.
- Ask if students are aware of other cultural resources in your community.
- Ask students to recall why the bridge at East End was needed (because of traffic congestion in downtown Louisville).
- Explain that sometimes new roads or bridges are needed.
- Ask students to consider which cultural resources in your community should be considered for preservation if a new road or bridge were needed.
- Distribute *Cultural Resources in Our Community* and discuss the assignment. You may elect to make this an in-school and/or homework assignment. You might have each student take the assignment home to work on and then meet as a team to discuss the various ideas team members have and to come up with a group plan.

Helpful websites for Optional Activity 2 are:

- http://www.kentuckytourism.com/things_to_do/history_heritage/historic_sites.aspx - searchable database of historic sites in Kentucky
- <http://www.nationalregisterofhistoricplaces.com/KY/state.html> List of sites included in the National Register of Historic Sites in Kentucky, searchable by county
- <http://www.signsofhistory.com/kentucky/kentucky.htm> This project lists Kentucky's historical markers by county. The project also posts pictures of the markers as they are provided by participating schools, historical groups, and individuals.
- <http://www.ket.org/kentuckylife/topics/kentucky-historical-markers.html> Videos from Kentucky Educational Television related to selected historical markers.
- <http://heritage.ky.gov/NR/rdonlyres/ACF24D83-59B1-4C83-AC25-80173291C4B8/0/RosenwaldSchoolsinKY.pdf> On page 31 there is a list by county of schools constructed with funding from the Julius Rosenwald Fund for the education of African Americans from 1917-1932

- <http://heritage.ky.gov/kas/kyarchynew/Site+Profiles.htm> Site profiles for selected archaeological sites from different time periods

Also check with your local historical society and local tourism offices for materials.

Optional Activity 3

- Distribute *Transportation: Past, Present, and Future* and discuss the assignment.

Optional Activity 4

Pre-viewing discussion questions:

- What jobs are related to transportation?
- What do you think a Transportation Engineer does?
- What skills would a Transportation Engineer need?

Lead a discussion as students view *KEEN Transportation Eng Process 2013* and/or *Careers in Transportation*.

Post-viewing discussion questions:

- How many of you think you might like to have a career in transportation?
- How many are glad that there is someone out there doing these jobs?

Kentucky Highway Districts

The Kentucky Transportation Cabinet divides the state into 12 highway districts to optimize building, accountability, & maintenance of the transportation systems within.



District 1

Ballard, Calloway, Carlisle, Crittenden, Fulton, Graves, Hickman, Livingston, Lyon, McCracken, Marshall, and Trigg [Email District 1](#)

Phone: (270) 898-2431



District 3

Allen, Barren, Butler, Edmonson, Logan, Metcalfe, Monroe, Simpson, Todd, and Warren [Email District 3](#)

Phone: (270) 746-7898



District 2

Caldwell, Christian, Daviess, Hancock, Henderson, Hopkins, McLean, Muhlenberg, Ohio, Union and Webster [Email District 2](#)

Phone: (270) 824-7080



District 4

Breckinridge, Grayson, Green, Hardin, Hart, Larue, Marion, Meade, Nelson, Taylor, and Washington [Email District 4](#)

Phone: (270) 766-5066



District 5

Bullitt, Franklin, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble [Email District 5](#)

Phone: (270) 766-5066



District 7

Anderson, Bourbon, Boyle, Clark, Fayette, Garrard, Jessamine, Madison, Montgomery, Mercer, Scott, and Woodford [Email District 7](#)

Phone: (859) 246-2355



District 9

Bath, Boyd, Carter, Elliott, Fleming, Greenup, Lewis, Mason, Nicholas, and Rowan [Email District 9](#)

Phone: (606) 677-4017



District 11

Bell, Clay, Harlan, Jackson, Knox, Laurel, Leslie, and Whitley [Email District 11](#)

Phone: (606) 598-2145

District 6

Boone, Kenton, Campbell, Bracken, Pendleton, Grant, Owen, Gallatin, Carroll, Harrison and Robertson [Email District 6](#)

Phone: (859) 341-2700



District 8

Adair, Casey, Clinton, Cumberland, Lincoln, McCreary, Pulaski, Rockcastle, Russell, and Wayne [Email District 8](#)

Phone: (606) 677-4017



District 10

Breathitt, Estill, Lee, Magoffin, Menifee, Morgan, Owsley, Perry, Powell, and Wolfe [Email District 10](#)

Phone: (606) 677-4017



District 12

Floyd, Johnson, Knott, Lawrence, Letcher, Martin, and Pike [Email District 12](#)

Phone: (606) 433-7791