

## Extended Activities for Standard 3.4

- Show students a copy of the *Constitution of the United States of America*. Explain that the constitution is a set of rules and laws that tells how a government is organized and run. Our government, like a referee, not only makes sure that we follow rules but also most importantly protects people's rights to life, liberty and property. The power of the government is held by the people. The people give power to leaders they elect to represent them and serve their interests. The representatives are responsible for helping all people in the country, not just a few people.
- Have students create a class constitution using the copy change method. (Use the same structure of the *Constitution of the United States*, but add your own words.)
- Take your class on a "city walk" scavenger hunt in the neighborhood around your school. Have students look for and log examples of local government services.
- Contact the city or county clerk and have copies of the agendas for meetings emailed or mailed to you. Ask the clerk for a copy of the agenda for the very first city council meeting after the city was incorporated. Have your students analyze the items on the agenda. Compare these with the agenda of a current city council meeting.
- Take your class or interested students to a San Diego City Council meeting. In advance, reproduce the agenda and brief the students on the agenda items. Many communities broadcast their city council meetings. Videotape the meeting for replay in the classroom for analysis and for those students unable to attend.
- Provide students with information from the planning department on anticipated changes in the community. Encourage students to create "alternative future" scenarios for your community, e.g., "San Diego 2020." Discuss what groups in the community would need to be involved for these changes to occur.
- Provide students with information on San Diego's fire protection program. Invite a fire fighter to your class to share information about their services.
- Use city hall as the site for a student or school recognition program. Encourage city officials to join with school officials in making various presentations.
- Brainstorm the names of people in the local community who have made a difference. Interview parents and other adults, check the local newspaper, and make a list of who they are and what their accomplishments are. Create a class "hero" bulletin board. Include pictures and newspaper clippings about these people who have made a difference in the community. Invite some of these people as guest speakers.
- Design a plaque to honor a local hero. Post the plaque in the school office or at a community building for public viewing. Select one or two "Heroes of the Year" and hold a special ceremony to honor their deeds.

## Our Community Through Time History Book

Throughout the Grade 3 History Project, students compile a booklet that reflects the concepts learned from the unit of study with one page being completed during each of the units. Have students complete a page for this unit, *The Structure of Government*. In the center of the page, students draw a city map identifying key locations in the community related to the functions of city government. The symbolic border should include pictures of artifacts to illustrate things learned during the unit.

**Prompt:** Complete a page of the *San Diego through Time History Book* to reflect the information learned for each of the following topics:

- The geography of San Diego (Unit 1)
- the Kumeyaay Indians (Unit 2)
- early explorers and early settlements in San Diego (Unit 3)
- the growth and development of San Diego (Unit 3)
- the government of San Diego (Unit 4)
- the economy of San Diego (Unit 5)

Each page in the *San Diego through Time History Book* must include:

- dates of the time period
- a map with at least 5 features appropriately placed and relevant to the topic
- a symbolic border with detailed illustrations that depict accurate historic information (For example, for the Kumeyaay Indians, decorate the border with artifacts that illustrate how the physical environment influenced the way the Indians lived.)

Once the pages for each unit have been completed, compile them in chronological order and design an appropriate cover for the book.

## Functions of Local Government

**Materials needed:** For each group of students, a copy of *The Functions of Local Government* (listed below) and a copy of the *Cityscape Poster - Picture Yourself in Local Government*. To secure copies of the poster, contact the League of California Cities, Attn: Helen Marshall at 916/658-8257.

Discuss the meaning of each function of local government:

1. Makes laws for cities and towns
2. Provides law enforcement and fire protection
3. Provides health care and social services for the needy
4. Provides libraries and hospitals
5. Provides roads and parks
6. Provides water, sewer, and garbage collection

Provide groups of students with a copy of the poster, *Picture Yourself in Local Government*. Using a magnifying glass, have students study the poster to find examples of people in the community who are conducting a function of local government. Work together to create a color code for each function and have students color code sections of the poster according to the different functions of local government. As students share their results, it is helpful to have them identify the grid location for each function, e.g. Policeman C15 could be listed under “Provides law enforcement and fire protection.” For assessment, it would be appropriate for each student to list at least one item under each function.

For homework, have the students look for examples of the city government at work. Classify these functions under the appropriate city department based on the functions of local government. Students can also ask their parents how local government affects their lives. Discuss the responses.

## Roxaboxen – Using Literature to Understand Local Government

**Shared Reading of *Roxaboxen*:** Read aloud to the students Alice McLerran’s *Roxaboxen*. This book describes a hill covered with rocks and wooden boxes that becomes an imaginary town for Marion, her sisters, and their friends. The book is based upon a real Roxaboxen built by the author’s mother in Yuma, Arizona.

Ask students the following questions:

- How did Roxaboxen get its name?
- What natural and man-made features were used in Roxaboxen?
- How did Roxaboxen develop over time? (For example, Main Street is built first using stones as markers. Other streets were gradually added. Boxes and other found materials were used for the houses.)
- Who were some of the key people who helped shape the development of Roxaboxen?
- What were some of the major events that happened in Roxaboxen? (For example, Marian becomes the mayor and stores such as a bakery begin to open.)

**Build Your Own Imaginary Community:** Roxaboxen celebrates the active imagination and creativity of children. To tap your student’s imagination, provide groups of four students a paper sack full of odds and ends: paper clips, counting cubes, erasers, buttons, twigs, pebbles, etc. depending on what you have available. Give them thirty minutes to make a little town on the top of their desk. Ask students questions about the students’ imaginary communities that are similar to the questions asked above about Roxaboxen. Have students share the story of their community.

**What’s in a City’s Name?** Remind students how Roxaboxen got its name. Review how San Diego got its name. Ask each group to select a name for their imaginary community.

**Imaginary City Incorporation:** Inform students that in order to make the rules or laws for the imaginary community they created, they must incorporate to receive the right of self governance. Each group must do the following in order to receive city incorporation:

- Select a name for their community.
- Write a Notice of Intent to incorporate.
- Submit a petition with at least 4 signatures from group members.
- Hold a ballot election for city incorporation and the mayorship among their group members.

**City Motto:** Have groups develop a motto for their newly incorporated imaginary “cities.” What is the “motto” for San Diego? Discuss the significance of the city motto.

**City Seal:** Have students design a city seal for their imaginary community (or their class). To give them ideas, display a copy of the seal for San Diego. Explain that seals exemplify the ideals and beliefs of our government. Discuss the different components of the seal and the meaning of each section. Compare the city seal to the county, state, and national seals.

**Imaginary City Charter:** Upon incorporation, each group receives a city charter. Refer to the next page for a sample charter. Have each group determine laws that are necessary for their city to be a safe and pleasant community in which to work and live. Add these laws to the city charter. Consequences for breaking these laws should be determined and listed. Encourage students to choose appropriate consequences.

The Office of the Secretary of State  
of the State of California hereby certifies:

That on \_\_\_\_\_ the city of \_\_\_\_\_  
(Date) (Name)  
was duly incorporated.

The laws and consequences of this city are as follows:

Laws	Consequences

City Budget \_\_\_\_\_

**Building an Historical Narrative for the Imaginary Community**

Brainstorm types of events that might happen in the student’s imaginary communities. When and how was the community settled? How has it developed over time? What are the major events that have happened in the community? What effect have these events had on the people?

As a prewriting activity, ask each group to develop an “historical narrative” for their imaginative community and orally share their ideas with the rest of the class. Have students include the following:

- What natural and man-made geographic features are represented in your community?
- How did the community get its name?
- What laws does your community have?
- How has the community developed over time?
- Who were the key people that developed the community?
- What major events have happened in the community?
- What effects have these events had on the people?

**One Stays While the Others Stray**

One member of each group stays by their newly incorporated city. The other members of the group rotate in clockwise fashion to the next “city.” The person who stays behind reads the historical narrative to the new group and answers any questions. At a signal, the groups rotate to the next “city”, and the process is repeated. The person who “stays” may be rotated among the other group members.