

SOCIAL STUDIES TEACHER PLANNING GUIDES

Connect Ideas and Facts with BIG Questions

Recommended Topics Based on the Illinois Learning Standards

We recommend that you ask a “big question” as you start each unit.

The following chart provides examples of very big questions that could be adapted to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

Use BIG questions to help students learn social studies content.

<p>Geography: People and Places</p> <ul style="list-style-type: none"> • Who lives where, why, how? • How and why have people changed the environment? 	<p>Culture: People, Places, Values</p> <ul style="list-style-type: none"> • How do people live in a culture? • What is important to that culture?
<p>Government: Rules, Leaders, Progress</p> <ul style="list-style-type: none"> • How does government work? • How does government affect people? • How has government changed? • What should citizens do to bring about more progress? 	<p>Economics: Choices and Changes</p> <ul style="list-style-type: none"> • How do people use what they have to get what they need and want? • How has the economy changed?

History is embedded in each of those content areas—history can help students understand each of those parts of social studies, so it is not a separate discipline in this approach.

You may decide to combine the content areas as you study one place.

Here is an example.

Place: _____

Geography: What is here now? What has changed?

Culture: How do people live? What are their values?

Economy: How do get what they need to live?

Government: How does the government work?

What about history?

It is a way to think across the curriculum.

**Cross-Cutting Concepts of History
apply to geography, economics, civics, culture,
past, present, and future.**

- Change
- Causes and Effects
- Challenge
- Choice
- Context
- Continuity
- Identity
- Relationships
- Values

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Connect History to Literacy to Learn More.

Think clearly and comprehensively.

Use the **Cross-Cutting Concepts of History** to frame the focus questions:
change causes and effects challenge choice context
continuity identity relationships values.

Analyze the Situation.

- ✓ What is the context of the history?
 - > What challenges do people face?
 - > What values are important to the society?

- ✓ What event is central to this history?
 - > What caused the event?
 - > How do different persons respond to it?
 - > What immediate effects does the event have?
 - > What consequences will the event have?

- ✓ What choices do individuals make?
 - > What values do those choices represent?
 - > How do their choices affect other persons?

- ✓ What changes take place during the history?
 - > How do those changes affect different individuals?

- ✓ What ideas does this history represent?
 - > What concepts clarify the history?
 - > How do these ideas apply today?

Analyze readers' and writers' choices.

Responding to the questions applies literacy competencies:

- ✓ analyze ideas
- ✓ analyze relationships;
- ✓ integrate ideas and information from different sources
- ✓ evaluate perspectives

How does identity affect the explanation of history?

- > How does a history text reflect the perspective of the writer?
- > How do a reader's values influence what is learned?

PQRST – a strategy to ensure learning and expand literacy

P Q R O S T to make sure students learn more.

P Teacher **previews** the learning—sets a **purpose** for reading/listening **doing**.

Q Teacher asks a **big question** that the students will answer by reading, researching, thinking.

R and **O** Students **read/research** to find information relating to the BIG question, locating and collecting information,

information that they **organize** using a graphic organizer.

S Students **summarize** and **synthesize** their learning.
Recommended for K-2: Teacher guides summary
Recommended for 3-4: Students summarize, teacher guides synthesis.
Recommended for 5-8: Students summarize then synthesize.

T Students **tell/teach** what they have learned.
They may **pair and share**.
They may make a booklet or exhibit to “show and tell” what they learned.

ONE WEEK'S LESSON

Focus/Big Question: _____

Important Vocabulary:

What will students read?

What will they write?

Monday Make It Clear	Tuesday Get It	Wednesday Make It Clear	Thursday Check and Clarify	Friday Fix and Finish
<p>T: Introduce the week's BIG question Preview key words, connect to prior knowledge.</p> <p>Read aloud about topic</p> <p>S: List or draw facts. Start glossary.</p> <p>HW: Write with vocabulary.</p>	<p>T: Model fact collecting.</p> <p>S: Read to locate and collect important facts.</p> <p>HW: Write about facts.</p>	<p>S: Collect more facts, use graphic organizer to organize information, add more.</p> <p>HW: Write about the organizer.</p>	<p>S: Write about this week's topic using this week's words— --letter --paragraph --_____</p> <p>HW: Complete glossary.</p>	<p>S: Answer the BIG question--write summary of what you learned this week.</p>

Social Studies Topics and BIG Questions

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GEOGRAPHY TOPICS AND QUESTIONS

Themes from Geography Education National Improvement Project

BIG QUESTION FOR GEOGRAPHY:

WHAT IS THE GEOGRAPHY OF ____ AND HOW DOES IT AFFECT PEOPLE THERE?

K	Place: My Classroom 17A What happens here?	Place: My school 17A How does my school work? How is it different from/like schools in other places?	Places: Home 17A Who lives where? How are homes different or alike in other places?	People and Places 17A How do people help each other here and in other places?	SYNTHESIS <i>Draw features of home, school Show how homes, schools, people are alike in many places.</i>
1	Place: the neighborhood 17A What places are in a neighborhood?	Place: Work in a neighborhood 17A What work do people do in a neighborhood? How are neighborhoods alike and different?	Movement: streets in a neighborhood 17A What kinds of streets are there? What do you find on a street?	Movement: going places 17A How and where do people go?	SYNTHESIS <i>Draw or match features; draw pictures or act stories of what happens in different places in neighborhoods.</i>
2	Community Places 17A What places are in a community?	Community Workers 17A What workers help a community? (May apply to any community.)	Transportation 17A How, where, and why do people travel in a community?	Community Links 17A What links communities?	SYNTHESIS <i>List, picture features; describe features; make map; complete booklet or model of community geography.</i>
3	Location: Where are we? 17A What is where in the city?	Place: City places 17A Who lives and works where in Chicago?	Region: City areas 17A What is in different parts of Chicago? How are those parts like parts of other cities?	Movement: City 17A How, where, and why do people travel in a city?	SYNTHESIS <i>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</i>
4	Location: Where are we? Which regions are we in? 17A	Place: What's where in Illinois? 17A How do they connect?	Region: What regions are in Illinois and the US? How are they like regions in other places in the world? 17A	Movement: Traveling across regions 17A How and why do regions connect?	SYNTHESIS <i>Write and illustrate a region geography guide. List, illustrate, explain features and relationships. Use terms correctly.</i>
5	Location: Where are we? 17AC How has where we are today changed from the past?	Place: Our land—from sea to shining sea 17AC What is special about the United States geography?	Region: What regions are in the US? How are they different? How have they changed? 17AC	Movement: How, where and why do people travel in the US Compare and contrast traveling today and in the past. 17C	SYNTHESIS <i>Make US geography guide—or write the story of a US geography journey; include map and explain features and relationships. Use terms correctly.</i>
6	Location: How do you read a world map? 17A	Place: Where in the world are important places? 17C How have those places changed?	Region: How does geography affect living in different regions? How have people changed the geography of regions? 17C	Movement: How and why do people travel? How has transportation changed? 17C	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>
7	Location: How do you use different kinds of maps? 17A	Place: What do maps show about the US and world? 17C	Region: What is important about US regions today? 17C	<i>What is an important region of the US in the past—and why? 17C</i>	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of US geography. Use terms correctly.</i>
8	Location: What do maps show about the US and the world? 17C	Place: What places have been important in US history—and why? 17A	Region: What parts of the US are important today? 17C	Place: How has the United States changed? 17D	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>

Geography Vocabulary

Add more words as your students read and write about geography.

K-1	2	3	4	5	6-8
above = <i>sobre</i> around = <i>alrededor</i> below = <i>debajo</i> down = <i>abajo</i> home = <i>hogar</i> in = <i>dentro</i> inside = <i>adentro</i> left = <i>izquierda</i> map = <i>mapa</i> middle = <i>enmedio</i> neighborhood = <i>vecindario</i> out = <i>fuera</i> outside = <i>afuera</i> right = <i>derecha</i> up = <i>arriba</i>	alley = <i>callejón</i> city = <i>ciudad</i> community = <i>comunidad</i> country = <i>país</i> county = <i>condado</i> direction = <i>dirección</i> east = <i>este</i> far = <i>lejos</i> map key = <i>llave de mapa</i> north = <i>norte</i> sign = <i>señal</i> south = <i>sur</i> state = <i>estado</i> street = <i>calle</i> trade = <i>intercambio</i> west = <i>oeste</i>	border = <i>frontera</i> boundary = <i>límite</i> cardinal direction = <i>dirección cardinal</i> compass = <i>brújula</i> distance = <i>distancia</i> environment = <i>ambiente</i> location = <i>localidad</i> global = <i>global</i> metropolitan = <i>metropolitano</i> northeast = <i>noreste</i> northwest = <i>noroeste</i> North Pole = <i>Polo Norte</i> pollution = <i>contaminación</i> population = <i>población</i> resource = <i>recursos</i> southeast = <i>sudeste</i> southwest = <i>sudoeste</i> South Pole = <i>Polo Sur</i> symbol = <i>símbolo</i> urban = <i>urbano</i>	altitude = <i>altitud</i> Antarctic Circle = <i>círculo antártico</i> Arctic Circle = <i>círculo ártico</i> area = <i>área</i> continent = <i>continente</i> eastern = <i>oriental</i> equator = <i>ecuador</i> exact location = <i>lugar exacto</i> flood control = <i>control de inundaciones</i> hemisphere = <i>hemisferio</i> journey = <i>viaje</i> landform = <i>formación terrestre</i> latitude = <i>latitud</i> longitude = <i>longitud</i> mobility = <i>mobilidad</i> navigate = <i>navegar</i> population density = <i>densidad de población</i> province = <i>provincia</i> rain forest = <i>bosque</i> region = <i>región</i> technology = <i>tecnología</i> time zone = <i>huso horario</i> western = <i>occidental</i>	absolute location = <i>localidad absoluta</i> central business = <i>negocio central</i> district = <i>distrito</i> deforestation = <i>deforestación</i> desertification = <i>desertificación</i> developed = <i>desarrollado</i> developing = <i>desarrollando</i> ecosystem = <i>ecosistema</i> human characteristics = <i>características humanas</i> intermediate direction = <i>dirección intermediaria</i> irrigation = <i>irrigación</i> land use = <i>uso de suelo</i> legend = <i>leyenda</i> migration = <i>migración</i> natural vegetation = <i>vegetación natural</i> physical characteristics = <i>características físicas</i> raw material = <i>materias primas</i> relative location = <i>lugar relativo</i> rural = <i>rural</i> urban = <i>urbano</i>	agriculture = <i>agricultura</i> cartography = <i>cartografía</i> geographical map = <i>mapa geográfico</i> industrialization = <i>industrialización</i> international = <i>internacional</i> linear scale = <i>escala lineal</i> linkage = <i>unión</i> manufacturing industry = <i>industria industrial</i> international dateline = <i>la hora internacional</i> meridian = <i>meridiano</i> political map = <i>mapa político</i> population distribution = <i>distribución de población</i> Prime Meridian = <i>Meridiano principal</i> raw material = <i>materia prima</i> relief map = <i>mapa del relieve</i> revolution = <i>revolución</i> rotation = <i>rotación</i> settlement patterns = <i>patrones de establecimiento</i> shifting cultivation = <i>cambiar el cultivo taiga</i> terrace = <i>terrazza</i> thematic map = <i>mapa temá</i> tropic = <i>tropico</i>

CULTURE TOPICS AND QUESTIONS

Big question for culture: What is important in the culture of _____ ?

K	Listen, read, draw: What's important to families? (in many places) 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A	How do families live together? 18 A	SYNTHESIS <i>Give examples of how a family shares values in how they live and what they celebrate.</i>
1	How do people live in a neighborhood? 18A	How do people show they value each other. 18A	What do people value in our neighborhood 16AB and how do they show it?18A	What do people celebrate in our neighborhood? 18A	SYNTHESIS <i>Describe values; illustrate and explain what values mean to the way people live in a culture 16AB and what is important to them.</i>
2	How did people meet needs in a community in the past? 16A	What values did people in people in a community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A	SYNTHESIS <i>Describe values; illustrate and explain examples of a community's values in the past and today.</i>
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A	SYNTHESIS <i>Explain Culture with examples from Chicago. Identify ways Chicago has changed. Give examples of values and their importance to Chicago.</i>
4	How did people live in Illinois in the past? 16A	How and why have people changed Illinois? 16A	How and why have people changed Illinois and other regions? 16A	What values of people have stayed the same and what values have changed? 18A	SYNTHESIS <i>List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions</i>
5	How did people live in the US in the past? 16A, D	How have people changed the US? 6A,D	How have communication and technology changed? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C,	SYNTHESIS <i>List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions</i>
6	Who lives where why? 16A,D, 18A	Who lives how—why? 16A,,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions, continuity and change</i>
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18AD	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions</i>
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions</i>

CULTURE VOCABULARY

Add more words as your students read and write about cultures.

K	1	2	3	4-8		
brother = <i>hermano</i> family = <i>familia</i> father = <i>papi</i> feel = <i>sentir</i> help = <i>ayuda</i> here = <i>aquí</i> hope = <i>esperanza</i> live = <i>vivir</i> mother = <i>mamá</i> share = <i>compartir</i> sister = <i>hermana</i> song = <i>canción</i> sound = <i>sonido</i>	color = <i>color</i> flag = <i>bandera</i> good = <i>bueno</i> grandparent = <i>abuelo</i> help = <i>ayuda</i> holiday = <i>día</i> <i>festivo</i> home = <i>hogar</i> hope = <i>esperanza</i> light = <i>luz</i> live = <i>vivir</i> parent = <i>padre</i> share = <i>compartir</i> show = <i>demostrar</i> there = <i>ahí</i>	building = <i>edificio</i> change = <i>cambio</i> law = <i>ley</i> need = <i>necesidad</i> now = <i>ahora</i> past = <i>pasado</i> place = <i>lugar</i> present = <i>presente</i> pride = <i>orgullo</i> share = <i>compartir</i> then = <i>entonces</i> today = <i>ahora</i> rule = <i>regla</i> value = <i>valor</i> when = <i>cuando</i> work = <i>trabajo</i>	celebrate = <i>celebrar</i> city = <i>ciudad</i> communicate = <i>comunicar</i> community = <i>comunidad</i> cooperate = <i>cooperar</i> distance = <i>distancia</i> history = <i>historia</i> idea = <i>idea</i> important = <i>importante</i> landmark = <i>monumento</i> message = <i>mensaje</i> past = <i>pasado</i> proud = <i>orgullosa</i> route = <i>ruta</i> shelter = <i>refugio</i> transportation = <i>transportación</i>	agriculture = <i>agricultura</i> ancestor = <i>antepasado</i> archaeologist = <i>arqueólogo</i> architect = <i>arquitecto</i> architecture = <i>arquitectura</i> artifact = <i>artefacto</i> barter = <i>trueque</i> border = <i>frontera</i> capital = <i>capital</i> century = <i>siglo</i> ceremony = <i>ceremonia</i> change = <i>cambio</i> city = <i>ciudad</i> communicate = <i>comunicar</i> community = <i>comunidad</i> conflict = <i>conflicto</i> constant = <i>constante</i> continue = <i>continuar</i> country = <i>país</i> culture = <i>cultura</i> current = <i>corriente</i> custom = <i>costumbres</i>	design = <i>diseño</i> develop = <i>desarrollo</i> diversity = <i>variedad</i> empire = <i>imperio</i> ethnic group = <i>grupo</i> <i>étnico</i> event = <i>evento</i> extended family = <i>familia</i> <i>extendida</i> forum = <i>foro</i> generation = <i>generación</i> heritage = <i>herencia</i> history = <i>historia</i> historian = <i>historiador</i> homeland = <i>país de</i> <i>origen</i> identity = <i>identidad</i> immigrant = <i>inmigrante</i> initiative = <i>iniciativa</i> justice = <i>justicia</i> language = <i>lenguaje</i> leader = <i>líder</i> liberty = <i>libertad</i>	migrant = <i>emigrante</i> migrate = <i>emigrar</i> mission = <i>misión</i> native = <i>nativo</i> nationalism = <i>nacionalismo</i> nomad = <i>nómada</i> patriot = <i>patriota</i> pioneer = <i>pionero</i> progress = <i>progreso</i> progressive = <i>progresivo</i> recognize = <i>reconocer</i> refugee = <i>refugiado</i> responsibility = <i>responsabilidad</i> shelter = <i>albergue</i> society = <i>sociedad</i> symbol = <i>símbolo</i> town = <i>pueblo</i> trade = <i>intercambio</i> value = <i>valor</i> village = <i>aldea</i>

ECONOMY TOPICS AND QUESTIONS

Big Question for economics: What are the parts of the economy and how do they fit together and change? *May be applied to local economy and economies of many places.*

K	work What work do people do in school? ILS 15 D,E	work What tools do people use in their jobs? ILS 15 D, E	money How do people get and use money? ILS 15C	my choices Who I will be in the future? ILS 15 A, B, C, D,E	SYNTHESIS <i>Describe and explain kinds of work people do.</i>
1	work What work do people do in a neighborhood? ILS 15 D,E	work What tools do people use in their jobs in a neighborhood? ILS 15 D, E	money How do people get and use money? ILS 15C	my choices Who I will be in the future? ILS 15 A, B, C, D,E	SYNTHESIS Describe and explain kinds of work people do.
2	What are the parts of the community economy? ILS 15D,E	What workplaces are in the community? ILS 15D,E	What jobs are part of our community? ILS 15 D,E	How do people make community choices? ILS 15 D,E	SYNTHESIS Write a paragraph or booklet about the economy in the community.
3	What are parts of the Chicago economy. ILS15ABCD	What work do people do and how? ILS15ABC	What businesses are in Chicago—and why? ILS15ABC	How do the parts of the Chicago economy fit together? ILS15ABCD	SYNTHESIS Write, draw, explain the Chicago economy.
4	What are the parts of the Illinois economy? ILS15ABCD	Why is transportation an important part of the economy? ILS15ABCD	Why is communication an important part of the economy? ILS15ABCD	What changes have happened in the economy? ILS15ABCD	SYNTHESIS Write with examples, graphs and facts, to explain how the Illinois Economy works.
5	What kinds of work have people done in the past? What kinds of work do they do today? ILS15ABCD	How has transportation affected the economy? ILS15ABCD	How has the environment affected and been affected by the economy? ILS15ABCD	How does an economy change? ILS15ABCD	SYNTHESIS Write about economic changes in the US—past/present/future
6	What is an economy? ILS15ABCD	<i>How has work changed?</i> ILS15ABC	How have kinds of businesses changed? ILS15ABC	How do countries work together to solve economic problems? ILS15ABCD	SYNTHESIS Make an exhibit or booklet about how economies work.
7	What was important in the early US economy? ILS15ABCD	What is important in the US economy today? ILS15ABCD	How has the US economy changed? ILS15ABCD	How has work changed? ILS15ABCD	SYNTHESIS Use data to explain how the economy works.
8	How has government affected the economy? ILS15ABCD	What economic challenges have people faced? ILS15ABCD	How and why has the economy changed? ILS15ABCD	What economic challenges do we face today? ILS15ABCD	SYNTHESIS Use numerical data and current or historical information to write about how economies work.

ECONOMICS VOCABULARY

Add more words as your students read and write about the economy.

K-1	2	3	4	5	6-8	6-8
bakery = <i>panadería</i> bank = <i>banco</i> have = <i>tener</i> help = <i>ayudar</i> job = <i>trabajo</i> money = <i>dinero</i> need = <i>necesidad</i> store = <i>tienda</i> street = <i>calle</i> time = <i>tiempo</i> tool = <i>herramienta</i> want = <i>querer</i> wish = <i>desear</i> work = <i>trabajar</i> working = <i>trabajando</i>	buy = <i>comprar</i> coin = <i>moneda</i> consumer = <i>consumidor</i> crop = <i>cultivo</i> dollar = <i>dólar</i> factory = <i>fábrica</i> farm = <i>granja</i> goods = <i>productos</i> machines = <i>máquinas</i> needs = <i>necesidad</i> office = <i>oficina</i> oil = <i>petróleo</i> pipeline = <i>pipa</i> producer = <i>productores</i> resource = <i>recursos</i> sell = <i>vender</i> service = <i>servicio</i> shopper = <i>comprador</i> store = <i>tienda</i> tools = <i>herramientas</i> trade = <i>comercio</i> train = <i>tren</i> truck = <i>camión</i> worker = <i>trabajador</i>	barter = <i>intercambio</i> business = <i>negocio</i> consumer = <i>consumidor</i> cost = <i>costo</i> demand = <i>demanda</i> energy = <i>energía</i> government = <i>gobierno</i> health = <i>salud</i> market = <i>mercado</i> mine = <i>mina</i> price = <i>precio</i> problem = <i>problema</i> producer = <i>productor</i> railroad = <i>ferrocarril</i> resource = <i>recursos</i> service = <i>servicio</i> worker = <i>trabajador de servicio</i> shipping = <i>envío</i> suburban = <i>sub-urbana</i> supply = <i>oferta</i> tax = <i>impuesto</i> trade = <i>comercio</i> transportation = <i>transportación</i> urban = <i>urbana</i> workplace = <i>oficina</i>	agriculture = <i>agricultura</i> commercial = <i>comercio</i> employer = <i>compañía</i> employment = <i>empleo</i> goods = <i>bienes</i> harbor = <i>puerto</i> harvest = <i>cosecha</i> income = <i>ingreso</i> industry = <i>industria</i> labor = <i>mano de obra</i> land use = <i>uso de suelo</i> producer = <i>productor</i> region = <i>región</i> service = <i>trabajador de servicio</i> shipment = <i>envío</i> transport system = <i>sistema de transporte</i> union = <i>unión</i> wage = <i>salario</i>	apprentice = <i>aprendiz</i> assembly line = <i>línea de ensamblaje</i> boom = <i>crecimiento</i> boycott = <i>boicot</i> cash crop = <i>cosecha comercial</i> depression = <i>depresión</i> efficiency = <i>eficiencia</i> economy = <i>economía</i> export = <i>exportación</i> housing = <i>habitacional</i> import = <i>importar</i> labor union = <i>unión laboral</i> market = <i>mercado</i> merchant = <i>mercader</i> poverty = <i>pobreza</i> stock = <i>reserva</i> strike = <i>huelga</i> tariff = <i>tarifa</i> technology = <i>tecnología</i> unemployment = <i>desempleo</i>	boycott = <i>boicot</i> capital = <i>capital</i> capitalism = <i>capitalismo</i> cash crop = <i>cosecha comercial</i> conservation = <i>conservación</i> credit = <i>crédito</i> currency = <i>moneda</i> debt = <i>deuda</i> development = <i>desarrollo</i> division of labor = <i>división de trabajo</i> economics = <i>economía</i> efficiency = <i>eficiencia</i> financial = <i>financiero</i> free enterprise = <i>empresa libre</i> product = <i>producto</i> income tax = <i>impuesto al ingreso</i> industrialization = <i>industrialización</i> interdependence = <i>interdependencia</i>	Interest = <i>intereses</i> Invest = <i>inversión</i> nonrenewable = <i>no renovable</i> per capita income = <i>ingreso por persona</i> policy = <i>política</i> profit = <i>ganancia</i> productivity = <i>productividad</i> raw materials = <i>material prima</i> specialization = <i>especialización</i> standard of living = <i>nivel de vida</i> subsistence = <i>subsistir</i> surplus = <i>superávit</i> tariff = <i>tarifa</i> taxation = <i>nivel de impuesto</i> value = <i>valor</i> value added = <i>valor agregado</i> wealth = <i>riqueza</i> working conditions = <i>trabajando condición</i>

GOVERNMENT TOPICS AND QUESTIONS

BIG QUESTION FOR GOVERNMENT: HOW DOES GOVERNMENT WORK, AFFECT PEOPLE, AND CHANGE?

K	Why do we have rules?	How do people share?	What are some safety rules?	What are ways people stay healthy?	SYNTHESIS
1	How do leaders help people? 14A	How do people help their neighbors? 14C	What community workers help us? ILS 15 D,E	What work do people do in that helps people? ILS 15 D,E	SYNTHESIS Based on what I knew and what I learned, what do I think is important?
2	What are government services? 14A	What do responsible persons do in a community? 14C	Who is a community leader? ILS 14C	What progress should our community make? ILS 14C	SYNTHESIS Write/draw to show how the government is part of the community.
3	How goes city government work? 14A	How does a city use its resources? 14A	What kinds of jobs does government do in the city? Government 14B 15B	How does government help people live and learn in the city? 14B 15B	SYNTHESIS Write about Chicago's government.
4	How do laws and courts work? 14AB	What agencies are important to people? 14AB	What do voters need to do? 14AB	What do leaders need to do? 14AB	SYNTHESIS Based on what I knew and what I learned, what do I think is important to understand state government?
5	What laws are important—and why? 14A	How do the parts of government work—and affect you? 14A	What is the President's job—and how does it affect you? 14A	What changes should we make for more progress? 14A	SYNTHESIS Based on what I knew and what I learned, what do I think is important to understand US government?
6	What is a nation? 14A,D	What kinds of governments are there? 14D	What choices does a government make? 14B 15 DE	How does technology affect a country's development? 14B 15 DE	SYNTHESIS Write and give examples of kinds and Systems of government.
7	What is a nation? 14A,D	What do leaders need to know and do? 14D	What economic choices does a government make? 14B 15 DE	How have governments changed? 14B 15 DE	SYNTHESIS Write and give examples of kinds and Systems of government.
8	What is a nation? 14A,D	What kinds of governments are there? 14D	What economic choices does a government make? 14B 15 DE	How have governments changed? 114B 5 DE	SYNTHESIS Write and give examples of kinds and Systems of government.

Government Vocabulary

Here are some of the terms students need to know about government. Choose the words that your class will learn. Add more words as your students read and write about government.

K-1	2	3	4	5	6-8
family = <i>familia</i> feelings = <i>sentimientos</i> few = <i>pocos</i> friend = <i>amigo</i> many = <i>varios</i> money = <i>dinero</i> neighborhood = <i>vecindario</i> rule = <i>regla</i> share = <i>compartir</i> small = <i>pequeño</i> today = <i>hoy</i> tomorrow = <i>mañana</i> yesterday = <i>ayer</i>	choose = <i>escoger</i> citizen = <i>ciudadano</i> city = <i>ciudad</i> community = <i>comunidad</i> country = <i>país</i> court = <i>corte</i> elect = <i>elegir</i> law = <i>ley</i> lead = <i>dirigir</i> leader = <i>líder</i> rule = <i>regir</i> state = <i>estado</i> tax = <i>impuesto</i> town = <i>pueblo</i>	boundary = <i>límite</i> capital = <i>capital</i> cause = <i>causa</i> century = <i>siglo</i> choice = <i>elección</i> city council = <i>consejo de la ciudad</i> colonist = <i>colonizador</i> community = <i>comunidad</i> effect = <i>efecto</i> government = <i>gobierno</i> governor = <i>gobernador</i> immigrant = <i>inmigrante</i> judge = <i>juez</i> lawyer = <i>abogado</i> leadership = <i>liderazgo</i> mayor = <i>alcalde</i> political party = <i>partido político</i> reason = <i>razón</i> responsibility = <i>responsabilidad</i> right = <i>correcto</i> suburb = <i>suburbio</i>	allegiance = <i>alianza</i> ballot = <i>votación</i> border = <i>frontera</i> citizens = <i>ciudadanos</i> Civil War = <i>Guerra Civil</i> Congress = <i>Congreso</i> county = <i>condado</i> democracy = <i>democracia</i> democratic = <i>democrático</i> district = <i>distrito</i> government branch = <i>rama de gobierno</i> governor = <i>gobernador</i> heritage = <i>herencia</i> illegal = <i>ilegal</i> legal = <i>legal</i> nation = <i>nación</i> political = <i>político</i> politics = <i>política</i> president = <i>presidente</i> rationale = <i>raciocinio</i> representative = <i>representativo</i> senate = <i>senado</i> senator = <i>senador</i> state government = <i>gobierno del estado</i> union = <i>unión</i>	amendment = <i>enmienda</i> bill = <i>legajo</i> civil rights = <i>derechos civiles</i> congress = <i>congreso</i> constituent = <i>componente</i> district = <i>distrito</i> Emancipation Proclamation = <i>Proclamación de Emancipación</i> enact = <i>decreto</i> enforce = <i>imponer</i> executive = <i>ejecutivo</i> injustice = <i>injusticia</i> judicial = <i>judicial</i> justice = <i>justicia</i> legislate = <i>legislar</i> legislative = <i>legislativo</i> legislator = <i>legislador</i> majority = <i>mayoría</i> minority = <i>minoría</i> overturn = <i>volcar</i> representative = <i>representativo</i> senate = <i>senado</i> senator = <i>senador</i> veto = <i>veto</i>	alternative = <i>alternativo</i> assess = <i>valorar</i> charter = <i>encargo</i> coalition = <i>coalición</i> compact = <i>compacto</i> compromise = <i>compromiso</i> decree = <i>decreto</i> deliberate = <i>deliberar</i> dictator = <i>dictador</i> electoral college = <i>colegio electoral</i> empire = <i>imperio</i> evaluate = <i>evaluar</i> human rights = <i>derechos humanos</i> municipal government = <i>gobierno municipal</i> popular vote = <i>voto popular</i> provisional = <i>provisional</i> regulate = <i>regular</i> republic = <i>república</i> sovereign = <i>soberano</i> swing vote = <i>voto decisivo</i>