



GRADE K LOUISIANA SOCIAL STUDIES

Being Part of a Community

Safety rules



Teacher Guide

Saying the Pledge of Allegiance



Brown pelicans

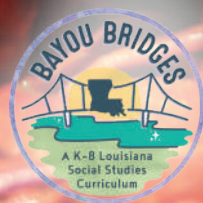


Volunteers in the community



Being Part of a Community

Teacher Guide



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Being Part of a Community

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Being Part of a Community

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade K

Introduction

ABOUT THIS UNIT

The Big Idea

Rules and laws help us be responsible members of the community. Symbols represent the ideas and cultures of our state and country.

People are members of communities at the school, local, state, national, and international levels. Rules and laws help people living in communities by showing them what they can and cannot do to ensure that everyone is safe. Different leaders are responsible for making different rules and laws. School leaders make rules for school communities, while local governments make rules and laws for people living in a town, city, or parish.

Communities also have symbols that represent different ideas, beliefs, and values. They help community members understand their relationship to the community and to each other.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places
- how people in the United States interact with their environment, including using natural resources and modifying their environment to create shelters
- how weather impacts daily life and choices, using examples of people in different weather conditions in the United States
- why people may move from place to place within the United States
- using schedules, calendars, and timelines to order events
- why we study history
- identifying and using primary and secondary sources
- state and federal holidays
 - New Year’s Day
 - Martin Luther King Jr. Day
 - Inauguration Day
 - Washington’s Birthday
 - Mardi Gras
 - Memorial Day
 - Juneteenth
 - Independence Day
 - Labor Day
 - Columbus Day
 - Veterans Day
 - Thanksgiving Day
 - Christmas Day
- historical figures
 - George Washington
 - Abraham Lincoln
 - Dr. Martin Luther King Jr.
- symbols and customs of Louisiana and the United States
 - United States flag and the Pledge of Allegiance

- cultures and traditions of Louisiana
 - music
 - » Cajun
 - » jazz
 - » zydeco
 - traditions
 - » king cake
 - » red beans and rice on Mondays
 - cuisine
 - » jambalaya
 - » gumbo
 - » bread pudding
 - » meat pies
 - » tamales
- the difference between a good and a service
- the difference between a need and a want
- how we make choices about what to buy
- what scarcity is
- how we make choices when resources are scarce
- different types of jobs in communities
- how people choose jobs
- how people use money
- the difference between saving and spending money
- reasons why people save money

What Students Need to Learn

- purpose and importance of rules and laws
- how communities and governments make rules and laws
- roles of public officials and public servants
- who makes laws in the United States
- local government leaders, such as parish presidents, mayors, and city councils
- symbols of Louisiana and the United States

AT A GLANCE

The most important ideas in Unit 4 are:

- Rules help keep people safe, keep things fair, and protect our freedoms.
- Being a good citizen is an important part of being in a community.
- Different people make rules for different parts of the community.
- Adults in the community help us follow rules and solve problems.
- Laws are rules that an entire community follows.
- In the United States, citizens elect leaders to make the laws.
- Local government leaders have many jobs and responsibilities.
- The United States is represented by symbols such as the White House, the American flag, holidays, and important people from the past.
- Louisiana is represented by symbols such as the brown pelican, Mardi Gras, music, and special foods.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

Being Part of a Community Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students, too.

The instructional guidance for each chapter also includes SUPPORT notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 71. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Being Part of a Community Timeline Card Slide Deck—sixteen individual images depicting the main ideas related to being part of a community. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!



Chapter 1



Chapter 2



Chapter 2



Chapter 2



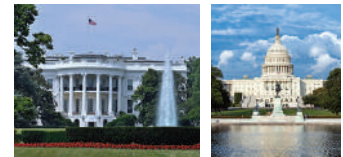
Chapter 2



Chapter 3



Chapter 3



Chapter 4



Chapter 4



Chapter 4



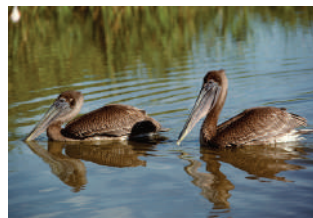
Chapter 4



Chapter 4



Chapter 5



Chapter 5



Chapter 5



Chapter 5

Student Component

The *Being Part of a Community* Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *Being Part of a Community* unit is one of four social studies units in the Grade K Bayou Bridges curriculum series that we encourage teachers to use over the course of the school year. A total of forty days has been allocated to the *Being Part of a Community* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade K units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative

language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

| Read Aloud Chapters | Framing Questions | Core Vocabulary |
|---|---|---|
| Chapter 1: Rules and Laws | Why do we have rules and laws? | community, rules, safety, freedom, religion, respectful, responsible, honest, trust |
| Chapter 2: Making Rules | How does a community work together to make rules? | principal, custodian, accidents, laws |
| Chapter 3: Local Government | What does a local government do? | government, voting, elections, parish president, mayor, city council |
| Chapter 4: Symbols of the United States | What symbols stand for the United States? | capital city, Congress, national, unity, cornucopia |
| Chapter 5: Symbols of Louisiana | What symbols stand for Louisiana? | values, waterways, coast, geography, floats, faith, justice, power |

Activity Pages

Activity Pages



The following Activity Pages can be found in Teacher Resources, pages 90–98. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 3.1

AP 5.1

AP 5.2

AP 5.3

AP 5.4

AP 5.5

AP 5.6

AP 5.7

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 3—Making New Laws (AP 3.1)
- Chapter 5—Louisiana Flag (AP 5.1)
- Chapter 5—Brown Pelican (AP 5.2)
- Chapter 5—Accordion (AP 5.3)
- Chapter 5—Washboard (AP 5.4)
- Chapter 5—Mardi Gras (AP 5.5)
- Chapter 5—Gumbo (AP 5.6)
- Chapter 5—Crawfish (AP 5.7)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, which you should check prior to using them in class.

Books

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Somerville, MA: Candlewick Press, 2019.

Bildner, Phil. *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans*. Illustrated by John Parra. San Francisco: Chronicle Books, 2015.

Cooper, Floyd. *Juneteenth for Mazie*. Mankato, MN: Capstone Young Readers, 2015.

Czajak, Paul. *Monster Needs Your Vote*. Illustrated by Wendy Grieb. Minneapolis, MN: Mighty Media Kids, 2015.

Fulton, Kristen. *Long May She Wave: The True Story of Caroline Pickersgill and Her Star-Spangled Creation*. Illustrated by Holly Berry. New York: Margaret K. McElderry Books, 2017.

Gandhi, Arun, and Bethany Hegedus. *Be the Change: A Grandfather Gandhi Story*. Illustrated by Evan Turk. New York: Atheneum Books for Young Readers, 2016.

John, Jory. *The Cool Bean*. Illustrated by Pete Oswald. New York: HarperCollins, 2019.

LeBox, Annette. *Peace Is an Offering*. Illustrated by Stephanie Graegin. New York: Dial Books, 2015.

Ludwig, Trudy. *The Power of One: Every Act of Kindness Counts*. Illustrated by Mike Curato. New York: Random House Children's Books, 2020.

Neal, Christopher Silas. *Everyone*. Somerville, MA: Candlewick Press, 2016.

Paul, Miranda. *Right Now! Real Kids Speaking Up for Change*. Illustrated by Bea Jackson. New York: Clarion Books, 2021.

Paul, Miranda. *SPEAK UP*. Illustrated by Ebony Glenn. New York: Clarion Books, 2020.

Robbins, Dean. *Miss Paul and the President: The Creative Campaign for Women's Right to Vote*. Illustrated by Nancy Zhang. New York: Random House Children's Books, 2016.

Sanders, Rob. *Peaceful Fights for Equal Rights*. Illustrated by Jared Andrew Schorr. New York: Simon & Schuster, 2018.

Smith, Monique Gray. *When We Are Kind*. Illustrated by Nicole Neidhardt. Victoria, BC: Orca Book Publishers, 2020.

Tapper, Alice Paul. *Raise Your Hand*. Illustrated by Marta Kissi. New York: Penguin Young Readers, 2019.

Wheeler, Lisa. *Someone Builds the Dream*. Illustrated by Loren Long. New York: Dial Books, 2021.

BEING PART OF A COMMUNITY SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Being Part of a Community

| | | | | |
|---|--|--|--|--|
| "Rules and Laws" Core Lesson (TG & SB, Chapter 1, pages 2–6) | "Rules at the Skate Park" (TG, Chapter 1 Additional Activities) | "Rules and Laws" Core Lesson (TG & SB, Chapter 1, page 7) | "Rules Posters" (TG, Chapter 1 Additional Activities) | "Rules Posters" (TG, Chapter 1 Additional Activities) |
|---|--|--|--|--|

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Being Part of a Community

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|--|--|--|---|---|
| "Rules" (TG, Chapter 1 Additional Activities) | "Rules" (TG, Chapter 1 Additional Activities) | "Rules" (TG, Chapter 1 Additional Activities) | "Why Do I Have to Be Responsible?" (TG, Chapter 1 Additional Activities) | "Why Do I Have to Be Responsible?" (TG, Chapter 1 Additional Activities) |
|--|--|--|---|---|

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Being Part of a Community

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| "Why Do I Have to Be Responsible?" (TG, Chapter 1 Additional Activities) | "Why Do I Have to Be Responsible?" (TG, Chapter 1 Additional Activities) | "Why Do I Have to Be Responsible?" (TG, Chapter 1 Additional Activities) | "What Can We Share?" (TG, Chapter 1 Additional Activities) | Chapter 1 Assessment |
|---|---|---|---|----------------------|

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Being Part of a Community

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|--|---|--|----------------------|---|
| "Making Rules" Core Lesson (TG & SB, Chapter 2, pages 8–10) | "Making Rules" Core Lesson (TG & SB, Chapter 2, pages 11–16) | "How Do We Solve Problems?" (TG, Chapter 2 Additional Activities) | Chapter 2 Assessment | "Local Government" Core Lesson (TG & SB, Chapter 3, pages 17–20) |
|--|---|--|----------------------|---|

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Being Part of a Community

| | | | | |
|---|---|---|----------------------|--|
| "My Government" (TG, Chapter 3 Additional Activities) | "Local Government" Core Lesson (TG & SB, Chapter 3, pages 21–22) | "Making New Laws" (TG, Chapter 3 Additional Activities, AP 3.1) | Chapter 3 Assessment | "My Symbols" (TG, Chapter 4 Additional Activities) |
|---|---|---|----------------------|--|

Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Being Part of a Community

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|---|--|---|--|---|
| "Symbols of the United States" Core Lesson (TG & SB, Chapter 4, pages 23–26) | "Capture the Flag" (TG, Chapter 4 Additional Activities) | "Symbols of the United States" Core Lesson (TG & SB, Chapter 4, pages 27–33) | "Then and Now" (TG & SB, Chapter 4, page 34) | "Flags and Their Symbols" (TG, Chapter 4 Additional Activities) |
|---|--|---|--|---|

Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Being Part of a Community

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|----------------------|---|--|---|--|
| Chapter 4 Assessment | "Symbols of Louisiana" Core Lesson (TG & SB, Chapter 5, pages 35–38) | "Community Flag" (TG, Chapter 5 Additional Activities) | "Symbols of Louisiana" Core Lesson (TG & SB, Chapter 5, pages 39–43) | "Symbols of Louisiana" (TG, Chapter 5 Additional Activities, AP 5.1, AP 5.2, AP 5.3, AP 5.4, AP 5.5, AP 5.6, AP 5.7) |
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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

Being Part of a Community

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|--|----------------------|----------------------|--------------------------------|--------------------------------|
| "Symbols of Louisiana" (TG, Chapter 5 Additional Activities, AP 5.1, AP 5.2, AP 5.3, AP 5.4, AP 5.5, AP 5.6, AP 5.7) | Culminating Activity | Culminating Activity | Performance Task Assessment | Performance Task Assessment |
|--|----------------------|----------------------|--------------------------------|--------------------------------|

BEING PART OF A COMMUNITY PACING GUIDE

_____’s Class

(A total of forty days has been allocated to the *Being Part of a Community* unit in order to complete all Grade K history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Being Part of a Community

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Being Part of a Community

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Being Part of a Community

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Being Part of a Community

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Being Part of a Community

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Being Part of a Community

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Week 7

Day 31 Day 32 Day 33 Day 34 Day 35

Being Part of a Community

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Week 8

Day 36 Day 37 Day 38 Day 39 Day 40

Being Part of a Community

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CHAPTER 1

Rules and Laws

Primary Focus Objectives

- ✓ Summarize why we have rules and laws. **(K.10)**
- ✓ Explain why it is important to follow rules and laws. **(K.8, K.8.a, K.8.b, K.8.c)**
- ✓ Describe why fairness, responsibility, and respect are important for members of a community. **(K.8)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *community, rules, safety, freedom, religion, respectful, responsible, honest, and trust.*

Materials Needed

Activity Page



AP 1.1

- individual student copies of *Being Part of a Community* Student Book
- individual student copies of Letter to Family (AP 1.1)

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Rules and Laws”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce *Being Part of a Community* and Chapter 1: “Rules and Laws”

Review the topics that students have already studied in Bayou Bridges. Explain that so far, they have learned about geography, or maps and places, and history, or people who lived long ago and events that happened long ago. They have learned about wants and needs, goods and services, and the various jobs that people do.

Tell students that now they are going to learn about communities—how people live and work together peacefully and how our communities are represented by different symbols.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Help them connect what they see to actions and institutions that help people live and work together.



Being Part of a Community

Safety rules



Saying the Pledge of Allegiance



Brown pelicans



Volunteers in the community



Framing Question

Why do we have rules and laws?

Core Vocabulary

community rules safety freedom religion respectful responsible
honest trust

Chapter 1: “Rules and Laws”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Rules and Laws.”



CORE VOCABULARY—Explain that a **community** is a group of people who share something or have something in common. These people might all live in the same area, or they might all speak the same language.

SUPPORT—Help students understand that people belong to many communities. Draw a small circle on the board or chart paper. Label it “Class.” Draw a larger circle around it. Label it “School.” Continue drawing larger circles, demonstrating how everyone in the small classroom community is also a member of the larger school, city, parish, state, and national communities.

CORE VOCABULARY—Explain that **rules** tell people how they should act. They tell people what they must do and what they must not do.

SUPPORT—Have students look at the image on this page. Ask: What rules are the students learning about in the picture? How do you know? (*Traffic rules: Stop at red lights and stop signs. The picture shows the students playing with cars on a model of a street. The street has stop signs. One student is pointing to a stoplight.*) **(K.3)**

Ask students the following question:

LITERAL—Why do we have rules? **(K.10)**

» We have rules to know how to act in our community.

Now ask students to look at the image on page 3 as you read aloud.

We have rules for many reasons. One reason is safety. Rules can stop us from getting hurt. For example, only one person on the slide at a time keeps students safe on the playground.



What other playground rules can you think of?

3

CORE VOCABULARY—Explain that **safety** means being protected from danger or from getting hurt.

SUPPORT—Point out the image of the slide on the page. Ask: What are some other rules for using a slide? *(Possible answer: Go up the steps and down the slide.)*

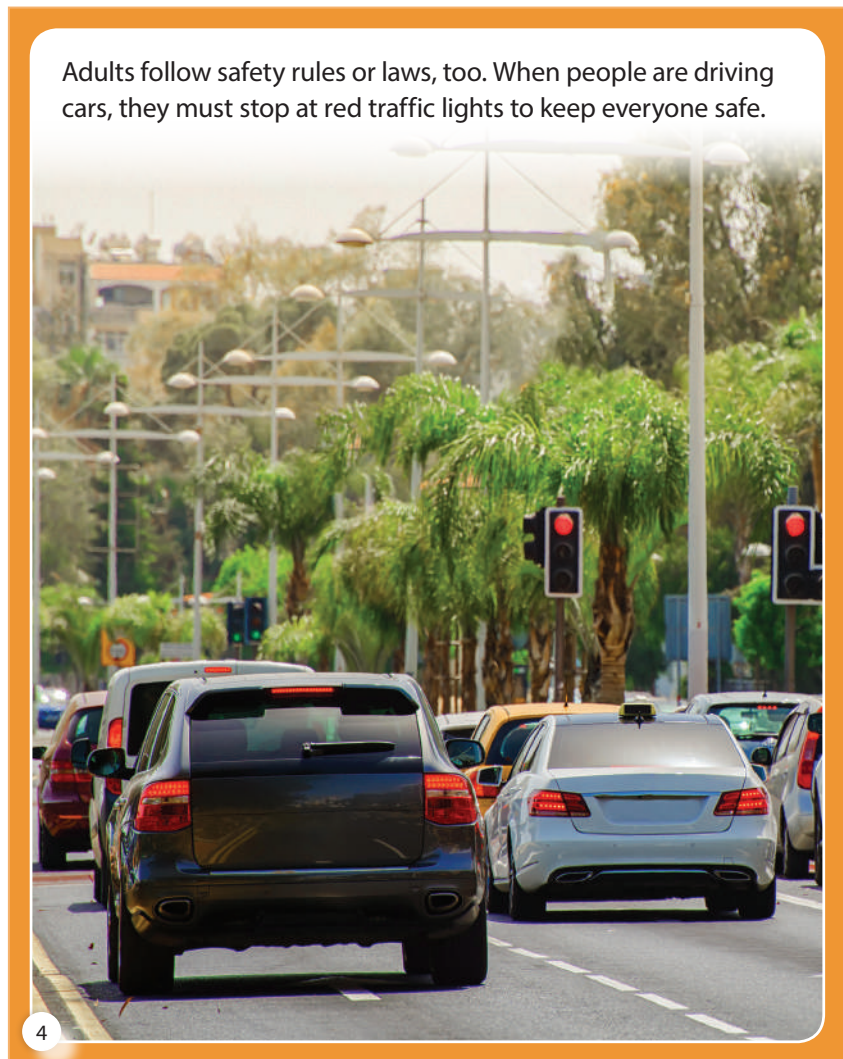
SUPPORT—Invite volunteers to share other playground rules they know. *(Possible answers: No pushing. Share toys and take turns. One person at a time on a swing. Do not jump from the swings. Never stand in front of or behind a swing someone is using.)*

Ask students the following question:

LITERAL—What is one reason we have rules? **(K.10, K.8.b)**

» One reason we have rules is for safety. Rules can keep us from getting hurt.

Now ask students to look at the image on page 4 as you read aloud.



SUPPORT—Remind students that they learned about symbols when they learned about maps. A symbol is something that stands for something else. The color red is a symbol. What does it stand for? (*stop*) Where else do students see the color red as a symbol of “stop”? (*stop signs*) What color stands for “go”? (*green*) **(K.4)**

Ask students the following questions:

LITERAL—What rule do drivers follow at traffic lights? **(K.10)**

» Stop at red traffic lights.

EVALUATIVE—Why do we have this rule? **(K.10, K.8.b)**

» We have this rule to keep everyone on the road safe.

Now ask students to look at the images on page 5 as you read aloud.

Another reason for rules is to make sure things are fair. When we play games, rules make sure everyone has a fair chance.



There are rules in sports, too.



Following the rules means that everyone can enjoy the sport and stay safe.

5

SUPPORT—Invite volunteers to share sports rules that they know. (*Possible responses: wear protective equipment, play fair, help others who are hurt*) Ask them to identify the difference between a rule about how to play a game and a rule about making sure everyone enjoys the game. (*Possible answers: In soccer, not touching the ball with your hands is a rule about how to play; helping others if they fall during a game is a rule about how to help everyone enjoy the game.*)

Ask students the following question:

EVALUATIVE—Why do we have rules when we play games? **(K.8)**

» We have rules when we play games to make sure everyone has a fair chance.

Now ask students to look at the image on page 6 as you read aloud.

Rules also give people freedom. There are rules in the United States that allow you to think for yourself and tell people your own ideas.



People in the United States are also free to practice any religion they want. The country has rules that stop others from taking away these important freedoms.

6

CORE VOCABULARY—Explain that **freedom** means being able to do or say what you want. It also means being able to make choices about how you live your life.

SUPPORT—Explain that being able to tell people your own ideas is called “freedom of speech.” But while everyone has the freedom to tell their ideas, everyone also has the freedom to not listen.

CORE VOCABULARY—Explain that a **religion** is the beliefs that people have about the world and its purpose. It often includes worship of one or more gods and beliefs about right and wrong.

SUPPORT—Explain that being free to practice any religion is called “freedom of religion.” It also includes the freedom to not practice any religion at all.

Ask students the following questions:

EVALUATIVE—How do rules give us freedom? **(K.10)**

» Rules stop others from taking away freedoms.

LITERAL—What freedoms do people in the United States have? (K.10)

- » People in the United States have the freedom to think for themselves and share their ideas. People also have the freedom to practice any religion they want.

Now ask students to look at the image on page 7 as you read aloud.

These are some rules to follow every day:

1. Take turns and share. Everyone has a chance to join in when we take turns.
2. Be respectful. We can use kind words—even when we lose or disagree! It's also important to respect other people's things.
3. Be responsible. There are many ways to be responsible. One way to be responsible is by doing your chores or classroom jobs. Another way is by taking care of your belongings.



4. Be honest. Telling the truth is important. It is one of many ways that we build trust in our community.

7

CORE VOCABULARY—Explain that when a person is **respectful** to another, they are treating that person like their thoughts and feelings are important.

SUPPORT—Invite volunteers to share examples of kind and respectful things to say. (*Possible responses: you first, please, thank you, may I...?, I'm sorry, excuse me*)

CORE VOCABULARY—Explain that being **responsible** means making good choices and accepting the consequences when you make a bad choice.

CORE VOCABULARY—Explain that being **honest** means telling the truth and not lying.

SUPPORT—Explain that it is important to be honest, but it is also important to be kind. It might be honest to say, "I think your shirt is ugly," but that is not a kind thing to say. Discuss with students kind ways to express honest criticism or disagreement.

CORE VOCABULARY—Explain that having **trust** in someone means to count on them to be responsible—to tell the truth, to do what they say they will do, to be helpful when they are needed, and so on. When people trust each other, they feel connected as parts of the same community.

Ask students the following questions:

EVALUATIVE—Why should we take turns and share? **(K.8)**

» We should take turns and share so everyone has a chance to join in.

LITERAL—How can we be respectful to others? **(K.8, K.8.a)**

» We can be respectful to others by using kind words and by being careful with other people's things.

LITERAL—What are some ways we can be responsible? **(K.8, K.8.a, K.8.c)**

» We can be responsible by doing chores or classroom jobs. We can also be responsible by taking care of our belongings.

EVALUATIVE—If you act responsibly, how will other people treat you? **(K.8.b)**

» If you act responsibly, other people will trust you.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Card. Read and discuss the caption.
- Invite students to share what they remember about what is shown on the card.
- Review and discuss the Framing Question: "Why do we have rules and laws?"



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Why do we have rules and laws?

» We have rules and laws to help us know how to act in our community. Rules and laws tell us what we can and can't do. They also keep us safe and protect our freedoms.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

Making Rules

Primary Focus Objectives

- ✓ Summarize why we have rules and laws. (K.10)
- ✓ Explain who makes rules for different communities. (K.9)
- ✓ Identify adults who help us follow the rules, solve problems, and keep our communities safe. (K.8, K.8.b, K.9)
- ✓ Understand the meaning of the following domain-specific vocabulary: *principal*, *custodian*, *accidents*, and *laws*.

Materials Needed

- individual student copies of *Being Part of a Community Student Book*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Making Rules”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Making Rules”

Review what students heard about rules in the previous chapter. Remind them that different places have different rules. The rules for the classroom are different from the rules for the soccer field. Now students are going to learn about the different ways rules are made.

Framing Question

How does a community work together to make rules?

Core Vocabulary

principal **custodian** **accidents** **laws**

Chapter 2: “Making Rules”

Distribute copies of the Student Book. Ask students to turn to page 8 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Making Rules.”

CHAPTER 2

Making Rules

Different people make rules for different parts of the community. Teachers make the rules for their classrooms. They decide what rules will keep the classroom safe and fair.



These students are lining up and keeping their hands to themselves. These rules will keep everyone safe. What rules keep you safe at school?

8

SUPPORT—Have students look at the image on the page. Point out how the children are lining up and keeping their hands to themselves. Ask: What other rule do you think the students in this picture are following? How do you know? (*Possible answers: The students are waiting quietly for directions. They are facing forward and looking at the teacher.*) (K.3)

SUPPORT—Invite volunteers to share examples of rules that keep them safe at school. (*Possible answers: Walk in the classroom and hallways. Listen quietly when someone else is speaking. Be careful with scissors and other sharp objects.*) (K.8)

Ask students the following questions:

LITERAL—Who makes the rules for the classroom? (K.9)

» Teachers make the rules for the classroom.

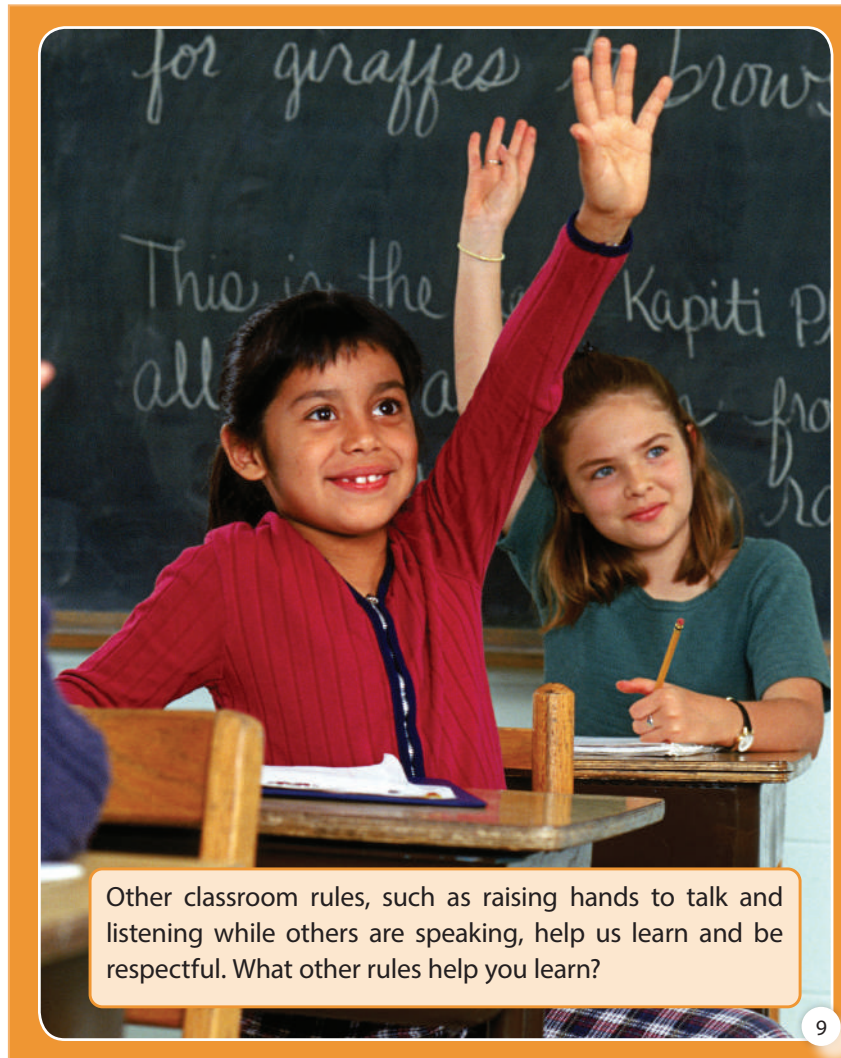
EVALUATIVE—How do teachers decide what rules are needed? (K.8, K.9, K.10)

- » Teachers make rules that are needed to keep things fair and to keep everyone safe.

INFERENTIAL—What might happen if you do not follow classroom rules? (K.8.b, K.10)

- » If you do not follow classroom rules, you could get in trouble. If you are being unsafe, you or someone else could get hurt.

Now ask students to look at the image on page 9 as you read aloud.



SUPPORT—Remind students that being respectful means treating other people in a way that shows that their thoughts and feelings are important.

SUPPORT—Invite volunteers to share examples of rules that help them learn. (*Possible answers: using kind words and disagreeing respectfully, trying your best, being on time, being prepared for class*) (K.8)

Ask students the following questions:

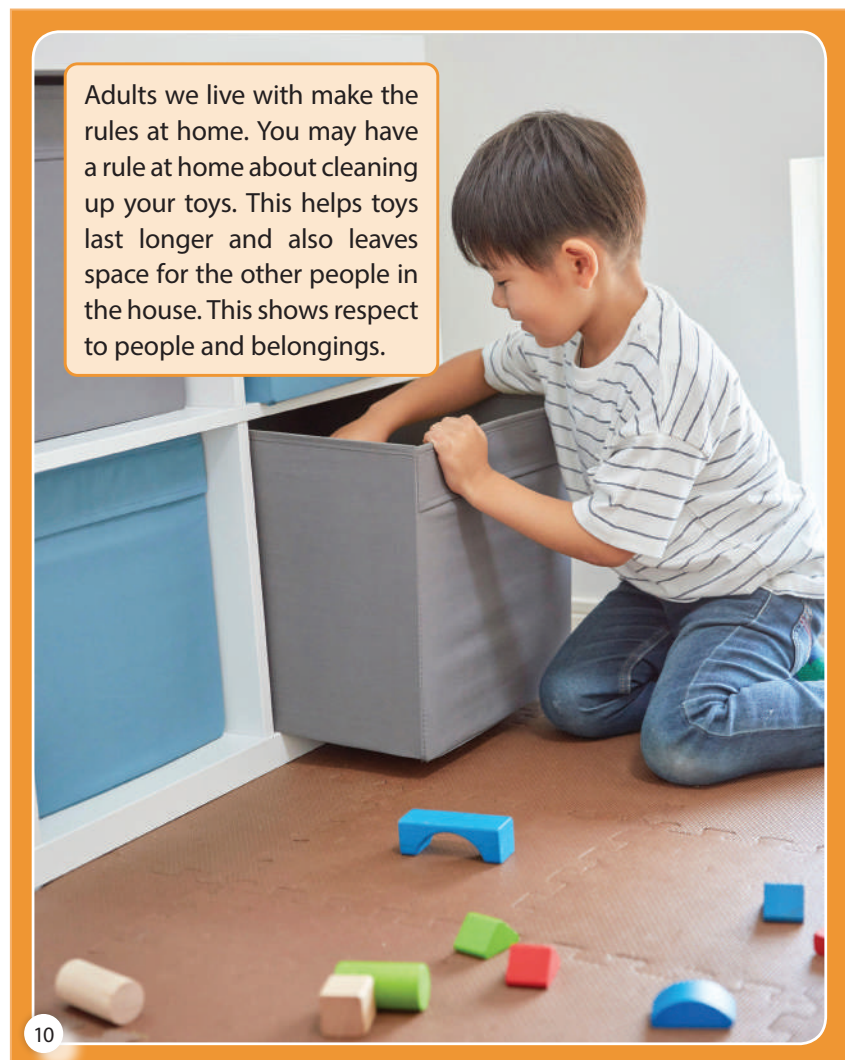
LITERAL—What is another classroom rule that helps us learn? **(K.8)**

- » The rule to listen while others are speaking helps us learn.

EVALUATIVE—How does a rule to raise hands before talking help us be respectful of others?

- » Raising hands before talking stops people from interrupting so everyone can listen to and learn from whoever is talking. Raising hands and waiting to be called on gives everyone a fair chance to have a turn to talk.

Now ask students to look at the image on page 10 as you read aloud.



SUPPORT—Point out the word *respect* on the page. Explain that this word and the word *respectful* have similar meanings. When you respect someone, you think their ideas and feelings are important. When you are respectful of someone, you show your feelings by treating their ideas and feelings as important. The suffix, or ending letters, *-ful* often means full of. So when you are respectful, you are full of respect.

Ask students the following questions:

LITERAL—Who makes the rules at home? (K.9)

- » The adults we live with make the rules at home.

EVALUATIVE—Why is cleaning up your toys an important rule? (K.8, K.8.a, K.8.c, K.10)

- » Cleaning up your toys is a way to take care of your things. It shows respect to the people in your home and to your belongings.

Now ask students to look at the image on page 11 as you read aloud.

Adults in the community help us follow rules and solve problems. At school, the principal is the leader of the whole school. They help teachers do their jobs. They make rules for students and teachers to follow.



11

CORE VOCABULARY—Explain that the **principal** is a leader of the people who work and learn at a school.

SUPPORT—Guide students to identify their school principal.

Ask students the following questions:

LITERAL—What is a principal? (K.9)

- » A principal is the leader of the whole school.

LITERAL—What do principals do? (K.9)

» Principals help teachers do their jobs. They also make rules for teachers and students to follow.

Now ask students to look at the image on page 12 as you read aloud.



School custodians have an important job. They take care of the school building. One of the custodian's jobs is to make sure the school is clean. A clean school keeps us safe and healthy.

12

CORE VOCABULARY—Explain that a **custodian** takes care of a building and sometimes the land around it. Sometimes a custodian is called a janitor.

SUPPORT—Identify the school custodian(s) for students.

SUPPORT—Invite volunteers to share rules that keep us safe and healthy. (*Possible answers: Wash your hands after you use the bathroom. Cover your mouth when you cough or sneeze.*) (K.10)

Ask students the following questions:

LITERAL—How does the custodian help keep the school safe and healthy? (K.9)

» The custodian helps keep the school safe and healthy by making sure it is clean.

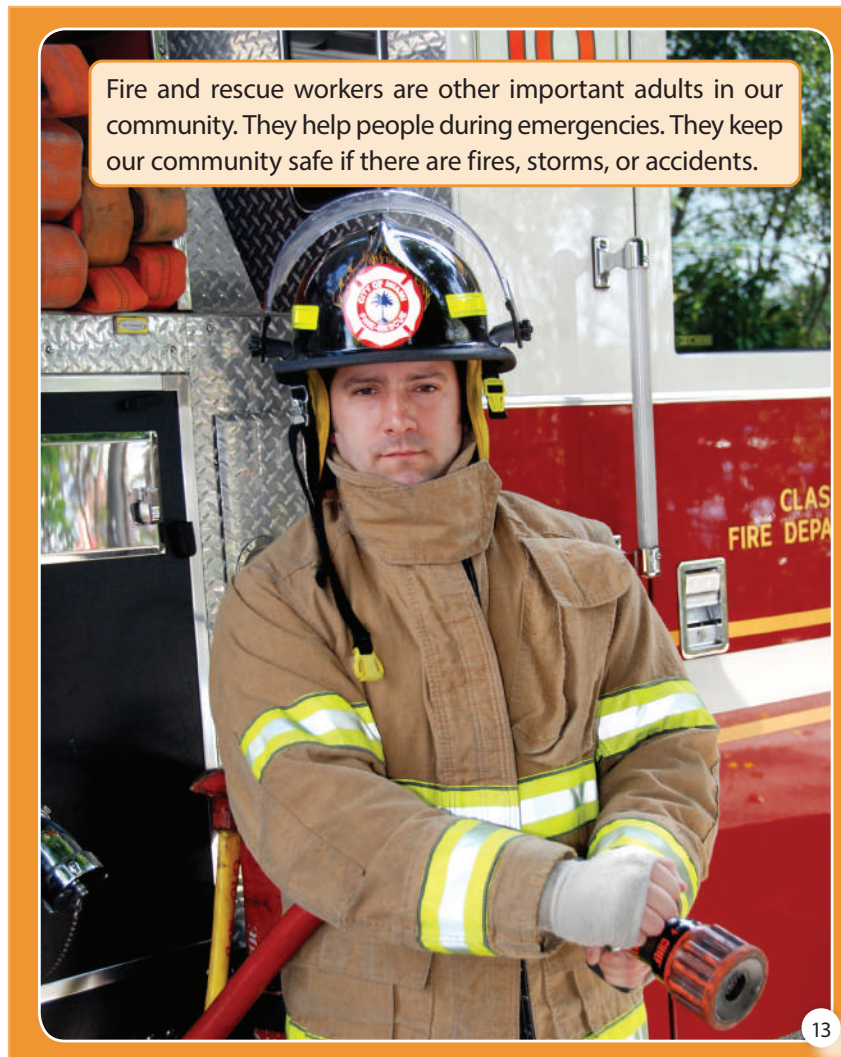
INFERENTIAL—Adults in the community help us solve problems. What problems can the custodian help us solve? (K.9)

- » Possible answer: The custodian can help us solve problems by fixing things that are broken or by cleaning up spills.

INFERENTIAL—What rules for students help the custodian do their job? (K.9)

- » Possible answers: Put trash in the trash bins. Don't throw things in the classroom.

Now ask students to look at the image on page 13 as you read aloud.



SUPPORT—Explain that an emergency is an unexpected event that has to be handled right away.

CORE VOCABULARY—Explain that an **accident** is a bad or difficult event that we did not intend to happen.

Ask students the following question:

LITERAL—What do fire and rescue workers do? **(K.9)**

» Fire and rescue workers help people during emergencies.

Now ask students to look at the images on page 14 as you read aloud.



People in the community can also work together to solve problems. If a playground or a community building is damaged, volunteers might work together to fix it.

SUPPORT—Explain that people often think of different ways to help others in their community, such as fixing broken playground equipment. Ask: How could you help an area in your community? (Possible answer: pick up trash or litter)

Ask students the following questions:

LITERAL—Leaders like principals and teachers and officials like firefighters and custodians help a community to solve problems. Who else can help a community to solve problems? **(K.11)**

» Anyone can. The people in a community can work together to solve problems.

INFERENTIAL—If there is a lot of trash in a park, how can people work together to solve this problem? **(K.11)**

- » Possible answer: They can work together to pick up the litter. They can also put out more trash cans. This can help keep the problem from happening again.

Now ask students to look at the image on page 15 as you read aloud.



CORE VOCABULARY—Explain that **laws** are rules that people who live together in a certain place, such as a city, parish, state, or country, must follow.

SUPPORT—Explain that the sign in the photo reminds people about a law. What parts of the photo tell you what the law is about? *(The photo has a picture of a dog. An arrow is pointing to the dog's leash. This tells us the law is about keeping dogs on leashes.)* **(K.3)**

SUPPORT—Invite volunteers to share examples of local laws they know. *(Possible responses: Don't ride a bicycle on the sidewalk. If you own a dog, it must be vaccinated and licensed. Put a lid on your trash and recycling bins.)*

Ask students the following questions:

LITERAL—What are laws? **(K.10)**

» Laws are rules that everyone in a community must follow.

LITERAL—What do local governments do? **(K.7)**

» Local governments make laws for people in the community, including a parish, town, or city.

Now ask students to look at the image on page 16 as you read aloud.

Being part of a community means following its laws. If people break the law, police officers help solve the problem.



16

SUPPORT—Tell students that laws are rules that have consequences for breaking them. A person who breaks a law may have to pay a fine, such as the cost of a parking ticket.

Ask students the following questions:

LITERAL—What should members of a community do when it comes to laws? **(K.8.b)**

» Members of a community should follow its laws.

LITERAL—Who helps solve the problem when people break the law? **(K.9)**

- » Police officers help solve the problem when people break the law.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “How does a community work together to make rules?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How does a community work together to make rules?

- » Communities work together to make rules by deciding how to keep people safe. Adults help make rules at school, at home, in our town or city, and in our parish. They also help us follow the rules.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

Local Government

Primary Focus Objectives

- ✓ Explain what local governments do. (K.7)
- ✓ Identify different local government leaders. (K.12)
- ✓ Describe the jobs of different local government leaders. (K.12)
- ✓ Understand the meaning of the following domain-specific vocabulary: *government*, *voting*, *elections*, *parish president*, *mayor*, and *city council*.

Materials Needed

- individual student copies of *Being Part of a Community* Student Book

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Local Government”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Local Government”

Review what students heard in Chapter 2 about laws. Explain that laws are made by a group of community leaders called the government. Remind students that they are part of many communities: a city or town, a state, and a country. Have students say the name of each of their communities. Each of those communities has its own government. Our country has a government. The state of Louisiana has a government. And each parish and city or town has a government. Parish and city or town governments are called local governments. In this chapter, students will hear about those local governments.

Framing Question

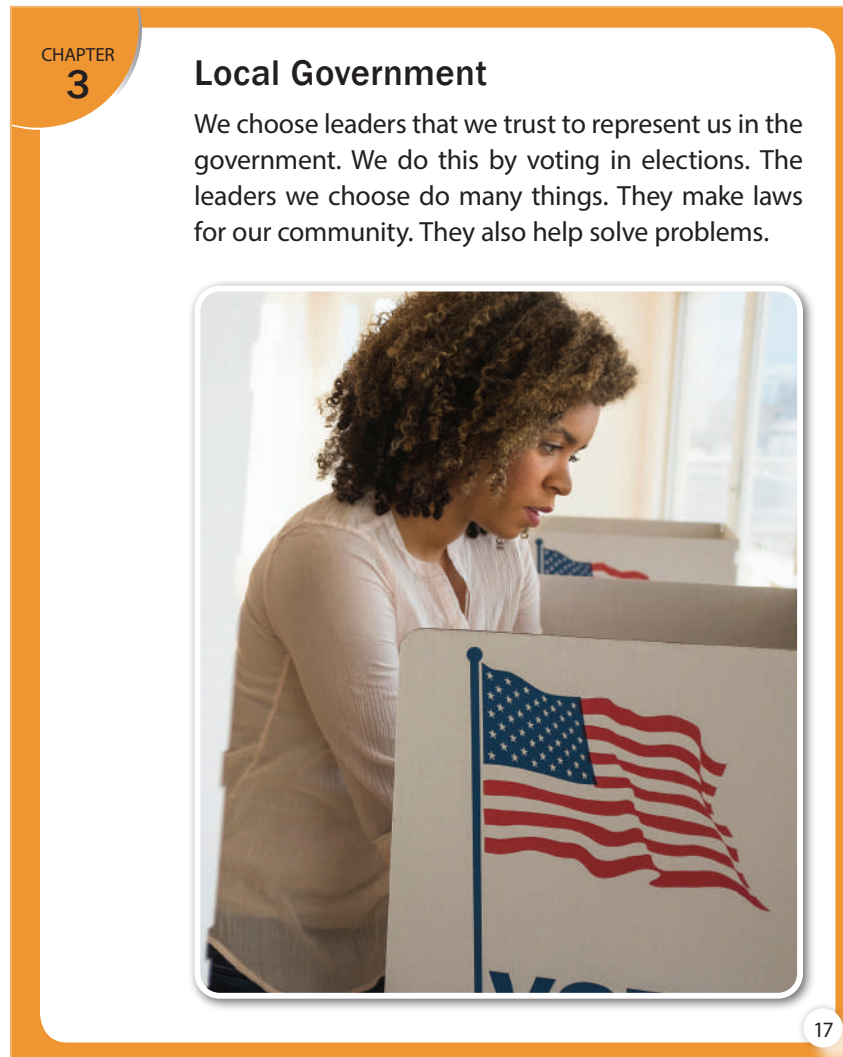
What does a local government do?

Core Vocabulary

government voting elections parish president mayor city council

Chapter 3: “Local Government”

Distribute copies of the Student Book. Ask students to turn to page 17 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Local Government.”



Local Government

We choose leaders that we trust to represent us in the government. We do this by voting in elections. The leaders we choose do many things. They make laws for our community. They also help solve problems.

CORE VOCABULARY—Explain that a **government** is a group of people who make laws and decisions for the people in a community.

CORE VOCABULARY—Explain that **voting** means making a choice or giving your opinion about something.

CORE VOCABULARY—Explain that **elections** are when we vote to choose people to help lead the government.

SUPPORT—Explain to students that in our government, we elect people who we think will do a good job leading the government. These people then work to make decisions that they think will make the community better.

Ask students the following questions:

LITERAL—How do we choose leaders to represent us in the government? (K.7, K.11)

» We choose leaders by voting in elections.

LITERAL—What do government leaders do? (K.7)

» Government leaders make laws for our community. They also help solve problems.

Now ask students to look at the image on page 18 as you read aloud.

There are many different local leaders in Louisiana. One local leader is a parish president. Their job is to lead the parish and make sure people who live there have what they need to be safe and healthy.



18

CORE VOCABULARY—Explain that a **parish president** is the person elected by the people of the parish to lead the parish government.

SUPPORT—Have students identify the parish they live in.

SUPPORT—Remind students that they heard about other presidents in Units 2 and 3, *Understanding the Past* and *Understanding Wants and Needs*—George Washington and Abraham Lincoln. Ask: What were they the leaders of? (*They were leaders of the whole country, the United States.*) A parish president is the leader of their parish. (K.4, K.4.c)

SUPPORT—Explain that parishes divide Louisiana into smaller areas. Each parish has its own government. The parish system started hundreds of years ago. Review what students learned in Unit 2, *Understanding the Past*, about how we learn about the past. Ask: What sources from the past could tell you about how the parish system started? (*Possible answer: newspapers, letters, and diaries*) What source from the present could tell you about how the parish system started? (*Possible answer: textbooks written by people who study history for their job*) (K.2, K.2.a, K.2.b)

Ask students the following question:

LITERAL—What do parish presidents do? (K.7, K.12)

- » Parish presidents lead the parish. They make sure people who live in the parish have what they need to be safe and healthy.

Now ask students to look at the image on page 19 as you read aloud.



CORE VOCABULARY—Explain that a **mayor** is the person that people choose to lead the town or city they live in.

SUPPORT—Explain that mayors help make new laws for their city. A mayor can suggest new laws or approve or reject laws written by other city leaders.

SUPPORT—In some places, the mayor and the parish president are the same elected office, called a mayor-president. If this is true for your community, you may wish to point that out to students.

Ask students the following questions:

LITERAL—What is the leader of a town or city called? (K.12)

» The leader of a town or city is called a mayor.

LITERAL—What do mayors do? (K.7, K.12)

» Mayors make suggestions about how to spend the city's money. They also make sure that the city is safe.

Now ask students to look at the image on page 20 as you read aloud.

A city council is made up of people from different parts of the city. Local leaders listen to the opinions and needs of the people in the community that they represent.



20

CORE VOCABULARY—Explain that a **city council** is a group of people elected to make laws for the city.

SUPPORT—Explain that when the city council works together to approve a new law, they send it to the mayor, and the mayor says yes or no to it.

Ask students the following questions:

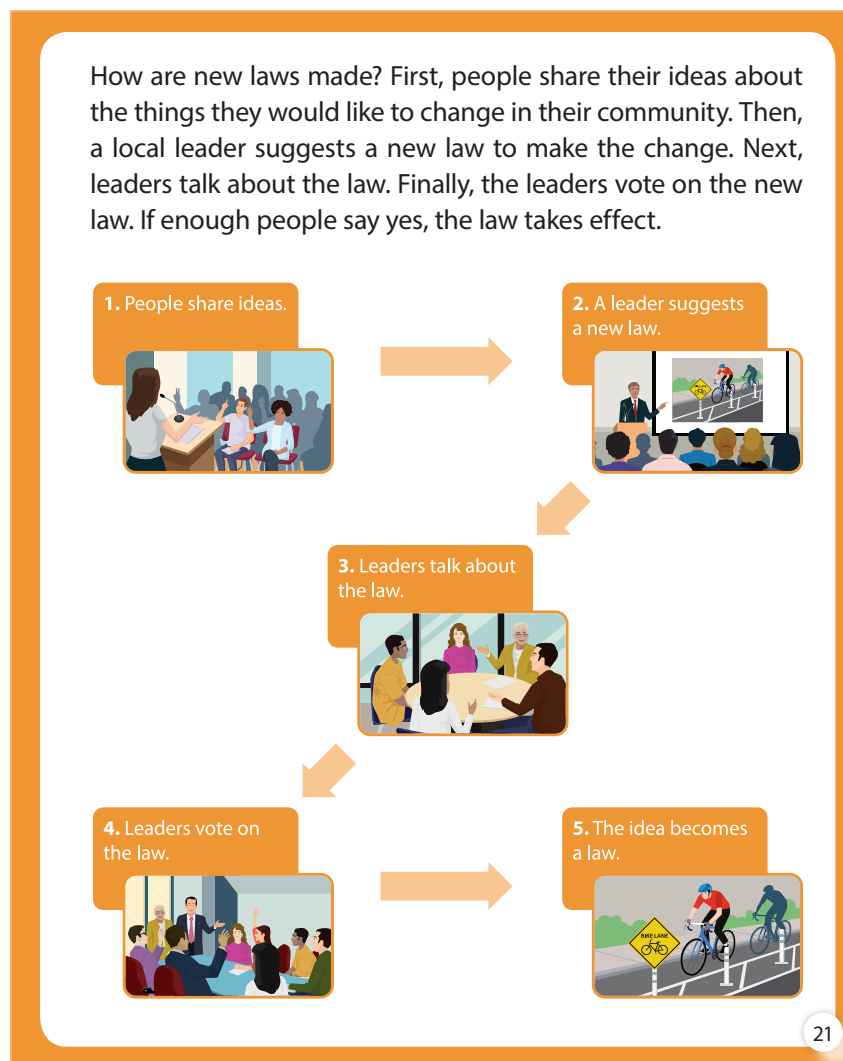
LITERAL—What is one job of leaders on a city council? (K.7, K.11, K.12)

- » One job of leaders on a city council is to listen to the opinions and needs of the people in the community they represent.

INFERENTIAL—Why do you think city council members are chosen from different parts of the city? (K.7, K.11, K.12)

- » People in different parts of the city have different ideas and needs. The city council members work together to help with these needs.

Now ask students to look at the images on page 21 as you read aloud.



SUPPORT—Point out the flowchart on the page. Explain that this flowchart shows the steps of how a law is made. Invite volunteers to describe what they see in the first image. What do they think happens in this step? How do they know? Read the text aloud. Repeat this process for the remaining four steps. (K.3, K.7, K.11)

Ask students the following questions:

LITERAL—What happens first when people want to make a new law? **(K.11)**

» People share their ideas about things they would like to change in their community.

LITERAL—When does a new law take effect? **(K.11)**

» A new law takes effect after leaders vote yes about making the law.

Now ask students to look at the image on page 22 as you read aloud.



SUPPORT—Explain that the Louisiana State Capitol is where leaders make laws for the whole state of Louisiana. Point out that leaders in the local governments, whom students have just learned about, usually work in other buildings closer to their town, city, or parish.

Ask students the following question:

LITERAL—Where is the Louisiana State Capitol? **(K.4)**

» The Louisiana State Capitol is in Baton Rouge.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What does a local government do?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What does a local government do?

- » A local government makes rules and laws for people who live in an area such as a town, city, or parish. The local government makes sure that people have what they need to be healthy and safe. Government leaders listen to the ideas and needs of the people they represent. Then they make decisions about how to spend the money of a town, city, or parish and about what laws to make.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 4

Symbols of the United States

Primary Focus Objectives

- ✓ Identify symbols of the United States. (K.4, K.4.a)
- ✓ Describe customs that honor the United States. (K.4, K.4.b)
- ✓ Explain how people can be symbols of the United States. (K.4, K.4.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *capital city*, *Congress*, *national*, *unity*, and *cornucopia*.

Materials Needed

- individual student copies of *Being Part of a Community* Student Book
- audio clip from the Internet of “The Star-Spangled Banner”
- image from the Internet of a cornucopia

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the audio clip and image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Symbols of the United States”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Symbols of the United States”

Remind students that they learned about symbols when they learned about maps. Symbols are things that represent or stand for something else. Different communities have different symbols. In this chapter, students will hear about different symbols of the United States.

Framing Question

What symbols stand for the United States?

Core Vocabulary

capital city Congress national unity cornucopia

Chapter 4: “Symbols of the United States”

Distribute copies of the Student Book. Ask students to turn to page 23 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Symbols of the United States.”



SUPPORT—Remind students that the president is the leader of the whole country. They have already learned about two presidents from the past: George Washington and Abraham Lincoln. Guide students to identify the current president.

SUPPORT—Explain that the president doesn’t just live in the White House. He or she works there, too. The president and their family live in one part of the building, and the other part of the building has offices where the president and others work.

Ask students the following questions:

LITERAL—What do symbols of the United States represent? **(K.4)**

» Symbols of the United States represent the ideas of our country.

LITERAL—Where does the president live? **(K.4)**

» The president lives in the White House.

Now ask students to look at the image on page 24 as you read aloud.

The capital city of the United States is Washington, D.C. There are many important buildings here.



The U.S. Capitol is where Congress meets to make laws for the country. These buildings are symbols of the national government.

24

CORE VOCABULARY—Explain that a **capital city** is where a state or country's government meets.

SUPPORT—Remind students that the capital city of Louisiana is Baton Rouge and that they saw a photo of the Louisiana State Capitol at the end of Chapter 3.

CORE VOCABULARY—Explain that **Congress** is the group of people that makes laws for the entire United States. It is one part of our country's government.

CORE VOCABULARY—Explain that **national** means for the whole country.

Ask students the following questions:

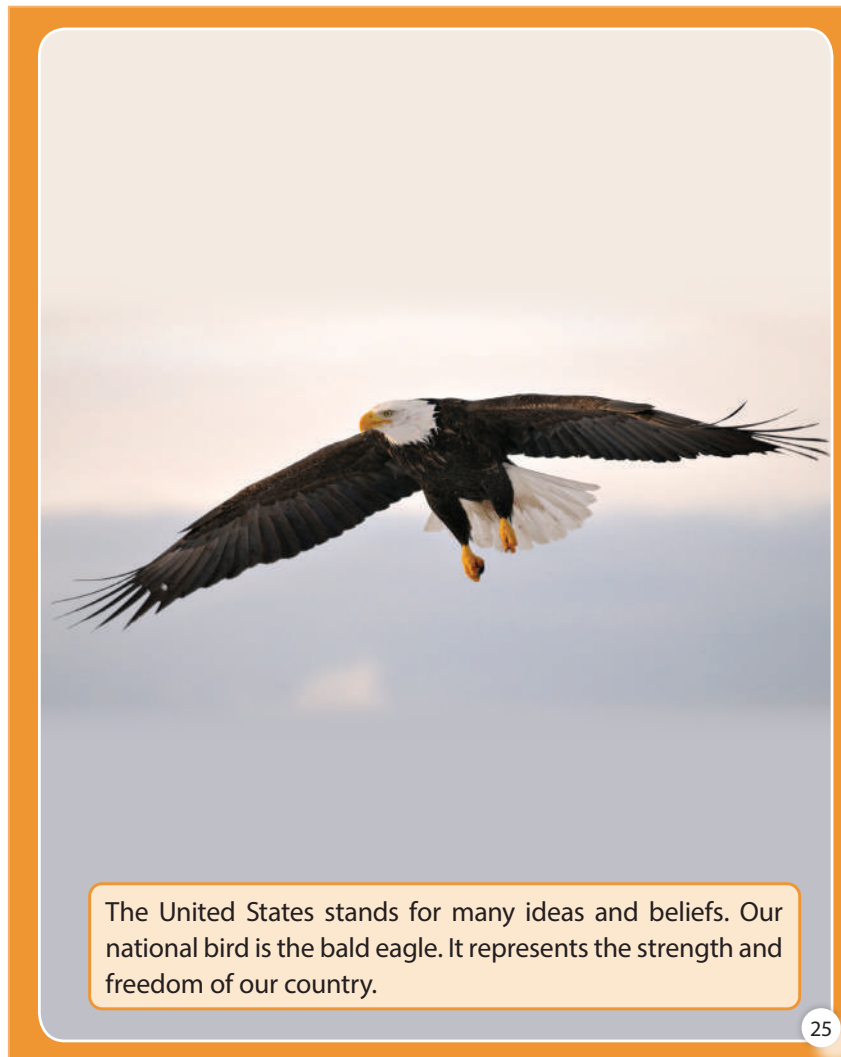
LITERAL—What is the capital city of the United States? **(K.4)**

» The capital city of the United States is Washington, D.C.

LITERAL—What is the U.S. Capitol a symbol of? **(K.4)**

» The U.S. Capitol is a symbol of the national government.

Now ask students to look at the image on page 25 as you read aloud.



The United States stands for many ideas and beliefs. Our national bird is the bald eagle. It represents the strength and freedom of our country.

25

SUPPORT—Explain to students that the bald eagle has been the country's national bird since 1782. It is found only in North America. Remind students that North America is one of seven continents in the world. It is the continent where the United States is located.

Ask students the following questions:

LITERAL—What is the national bird of the United States? **(K.4, K.4.a)**

» Our national bird is the bald eagle.

LITERAL—What is the bald eagle a symbol of? (K.4, K.4.a)

» The bald eagle is a symbol of the strength and freedom of our country.

Now ask students to look at the image on page 26 as you read aloud.


The American flag is another symbol that represents our country. We say the Pledge of Allegiance to the flag as a promise to stay true to our country.



Our national song is called “The Star-Spangled Banner.” It tells the story of how the American flag was flown after an important battle in the past.

26

SUPPORT—Have students identify where the American flag is in the classroom. Then lead the class in the Pledge of Allegiance.

 **SUPPORT**—Play the audio clip from the Internet of “The Star-Spangled Banner.” Ask: Have you heard this song before? If yes, when? (*Possible answers: at a sporting event; at a celebration like Independence Day*) How does the national anthem make you feel when you hear it? (*Possible answer: It makes me feel proud and patriotic.*)

SUPPORT—Ask students where they could read more about the history of “The Star-Spangled Banner.” (*Possible responses: in letters, diaries, and newspaper articles from the past; in textbooks written by historians*) (K.2, K.2.a, K.2.b)

Note: You may wish to take time to teach students to sing “The Star-Spangled Banner.”

Ask students the following questions:

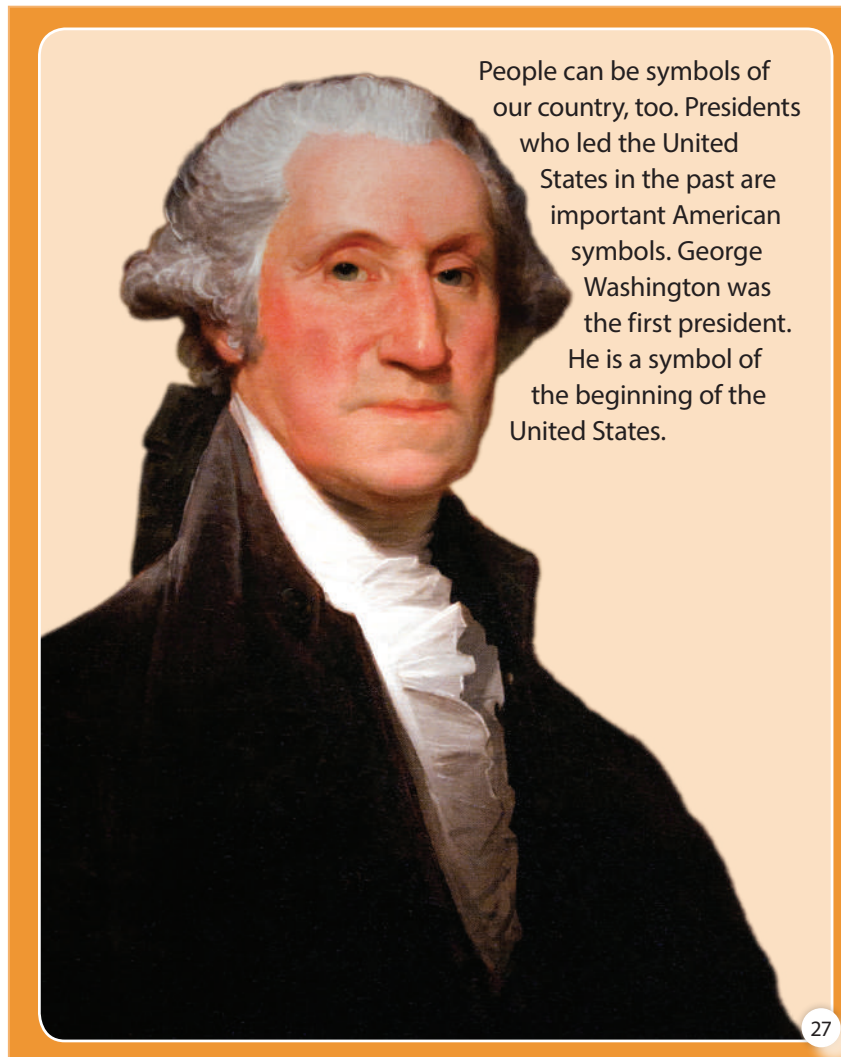
EVALUATIVE—Why do we say the Pledge of Allegiance to the flag? (K.4, K.4.b)

» We say the Pledge of Allegiance to the flag as a promise to stay true to our country.

LITERAL—What is our national song? (K.4, K.4.b)

» Our national song is “The Star-Spangled Banner.”

Now ask students to look at the image on page 27 as you read aloud.



SUPPORT—Remind students that they learned about George Washington in Unit 2, *Understanding the Past*, and Unit 3, *Understanding Needs and Wants*. Invite students to share what they remember about Washington. (He led the United States in a war against Great Britain. He was chosen to be the first president of the United States. He is remembered for being honest and a hard worker. We celebrate his birthday in February. His picture is on the one-dollar bill.) (K.4, K.4.c, K.4.d)

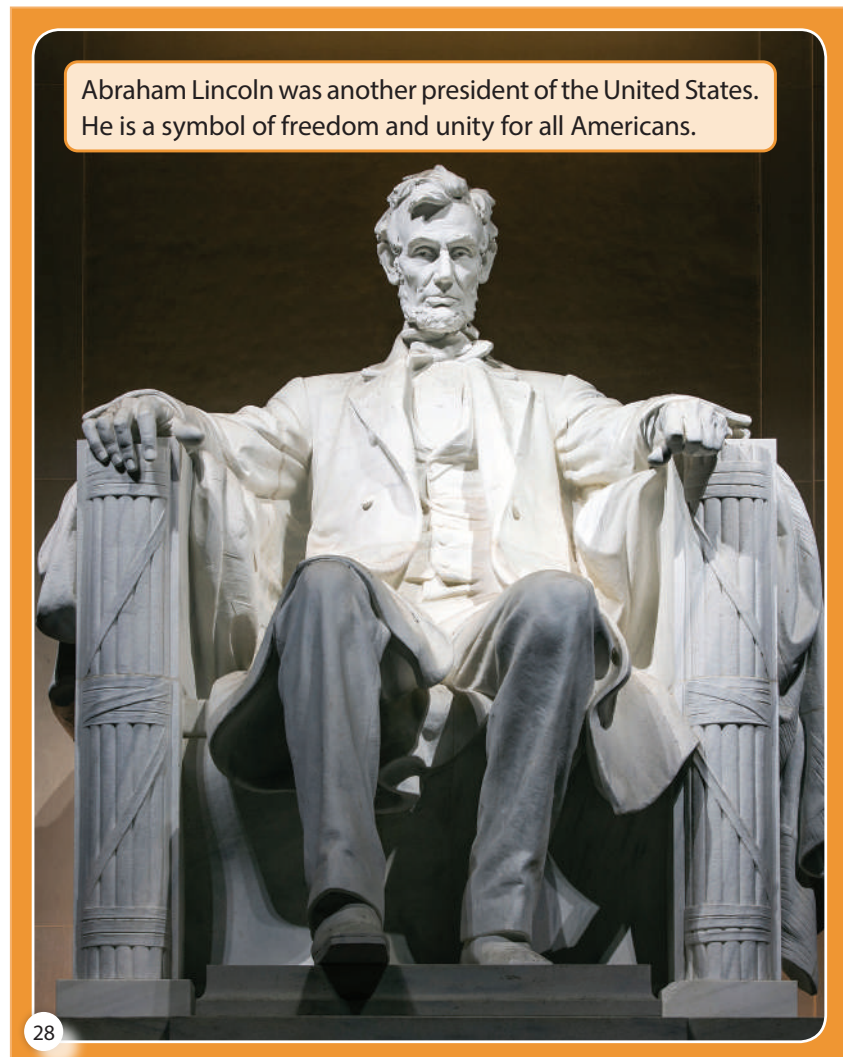
SUPPORT—Remind students that the capital city of the United States is Washington, D.C. Explain that it is named for George Washington.

Ask students the following question:

LITERAL—What is George Washington a symbol of? (K.4, K.4.c)

» George Washington is a symbol of the beginning of the United States.

Now ask students to look at the image on page 28 as you read aloud.



SUPPORT—Remind students that they learned about Abraham Lincoln in Unit 2, *Understanding the Past*. Invite students to share what they remember about Abraham Lincoln. (He was born in a log cabin in Kentucky. He grew up in Illinois and had many jobs. He was known for being very honest. He became a lawyer and helped write laws for Illinois. He led the United States during a difficult time in the country's history. We celebrate his birthday on Presidents Day in February. His picture is on the five-dollar bill.) (K.4, K.4.c, K.4.d)

SUPPORT—Review with students that *freedom* means being able to do or say what you want. It also means being able to make choices about how you live your life.

CORE VOCABULARY—Explain that **unity** means togetherness. When different groups join or work together, that is unity.

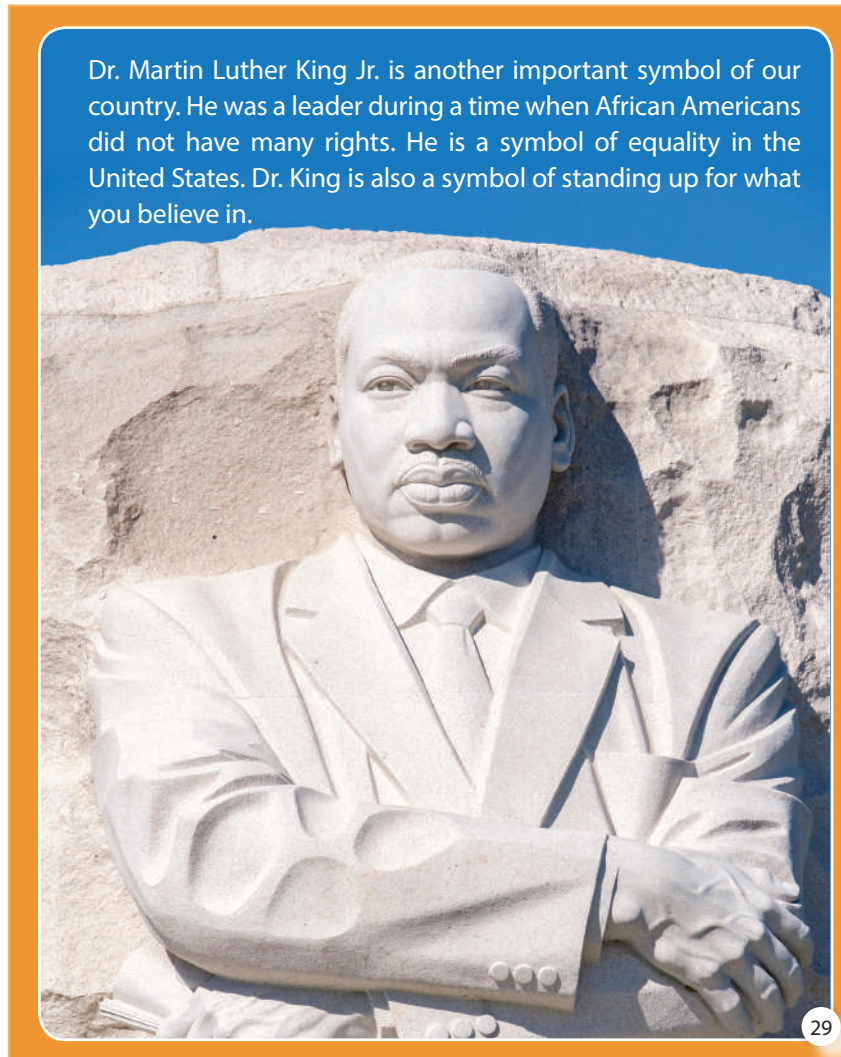
SUPPORT—Explain that the photo shows a statue of Abraham Lincoln in Washington, D.C.

Ask students the following question:

LITERAL—What is Abraham Lincoln a symbol of? (K.4, K.4.c)

» Abraham Lincoln is a symbol of freedom and unity for all Americans.

Now ask students to look at the image on page 29 as you read aloud.



SUPPORT—Remind students that they learned about Dr. Martin Luther King Jr. in Unit 2, *Understanding the Past*. Invite students to share what they remember about Dr. King. (He lived during a time when laws allowed people to treat African Americans unfairly. He worked hard so that all Americans would be equal. He helped pass laws that made people more equal. He is remembered on Martin Luther King Jr. Day in January, a day of service when people work to make their communities better.) (K.4, K.4.c, K.4.d)

SUPPORT—Review with students that *equality* means all people are treated the same.

SUPPORT—Explain that the photo shows a statue of Dr. King in Washington, D.C. Explain that the statue of Abraham Lincoln on the previous page is nineteen feet (5.8 m) tall. The statue of Dr. King is thirty feet (9.1 m) tall. Help students understand these distances by measuring them out in your classroom. Ask: Why do you think the statues of King and Lincoln are so big? (*Possible answer: to show how important they were to the United States*) (K.4, K.4.c)

Ask students the following question:

LITERAL—What is Dr. King a symbol of? (K.4, K.4.c)

- » Dr. King is a symbol of equality in the United States. He is also a symbol of standing up for what you believe in.

Now ask students to look at the image on page 30 as you read aloud.

Symbols are often part of the holidays we celebrate. We fly the American flag on Independence Day.



Like the American flag, this holiday represents our country's freedom. What other symbols represent Independence Day?

30

SUPPORT—Remind students that they learned about Independence Day in Unit 2, *Understanding the Past*. Help them remember that Independence Day is celebrated on July 4, and it celebrates when the United States became its own country.

SUPPORT—Invite volunteers to share other symbols of Independence Day. (*Possible answers: fireworks, parades, picnics*)

SUPPORT—Remind students that a cause is why something happens. An effect is what happens. Ask students to think about Independence Day celebrations in their community. What cause-and-effect statements can they think of about the holiday? (*Possible responses: We flew the flag because it was Independence Day. The street was closed because there was a parade. We stayed up late because there were fireworks.*) (K.6)

Ask students the following question:

EVALUATIVE—Why do we fly the American flag on Independence Day? (K.4, K.4.a, K.4.d)

- » We fly the American flag on Independence Day because they are both symbols of our country's freedom.

Now ask students to look at the images on page 31 as you read aloud.

We also fly the American flag on Veterans Day and Memorial Day. The flag helps us remember the people who have fought for our country's freedom.



On Juneteenth, we celebrate the freedom of African Americans in the United States. One symbol of this holiday is the Juneteenth flag. It has the same colors as the American flag. The small star is a symbol of Texas and represents where Juneteenth started. The starburst represents the future of freedom.

31

SUPPORT—Remind students that they heard about Veterans Day and Memorial Day in Unit 2, *Understanding the Past*. Explain that a veteran is someone who served in the military, and that Veterans Day is celebrated on November 11 to honor veterans. Memorial Day is celebrated on the last Monday of May to honor people who lost their lives serving our country.

SUPPORT—Point out that the first image shows decorations that are the same colors as the American flag: red, white, and blue. Explain that those three colors together—especially when they are arranged in stars and stripes—are another symbol of the United States.

SUPPORT—Remind students that they learned about Juneteenth in Unit 2, *Understanding the Past*. Explain that Juneteenth is celebrated on June 19 each year. It celebrates the day that enslaved African American people in Texas learned they were free. Ask: What else does Juneteenth celebrate? (*It is also a celebration of African American culture and traditions.*) **(K.4, K.4.d)**

SUPPORT—Remind students that they learned the word *future* in Unit 2. Help them recall that it means time that has not happened yet.

Ask students the following questions:

EVALUATIVE—Why do we fly the American flag on Veterans Day and Memorial Day? **(K.4, K.4.a, K.4.d)**

- » Flying the American flag on Veterans Day and Memorial Day helps us remember the people who have fought for our country's freedom.

LITERAL—What does the small star on the Juneteenth flag represent? **(K.4, K.4.d)**

- » The small star on the Juneteenth flag is a symbol of Texas and represents where Juneteenth started.

LITERAL—What does the starburst on the Juneteenth flag represent? **(K.4, K.4.d)**

- » The starburst on the Juneteenth flag represents the future of freedom.

Now ask students to look at the image on page 32 as you read aloud.



What are some other holiday symbols in the United States? We celebrate Thanksgiving each year in November. One symbol of Thanksgiving is the cornucopia. It is also called the horn of plenty. It represents having plenty of food from the harvest and being thankful for it.

What other Thanksgiving symbols can you think of?

32

CORE VOCABULARY—Explain that a **cornucopia** is a basket shaped like a horn. Show students an image from the Internet of a cornucopia, calling attention to the basket's shape. Help students find the cornucopia in the image on page 32.

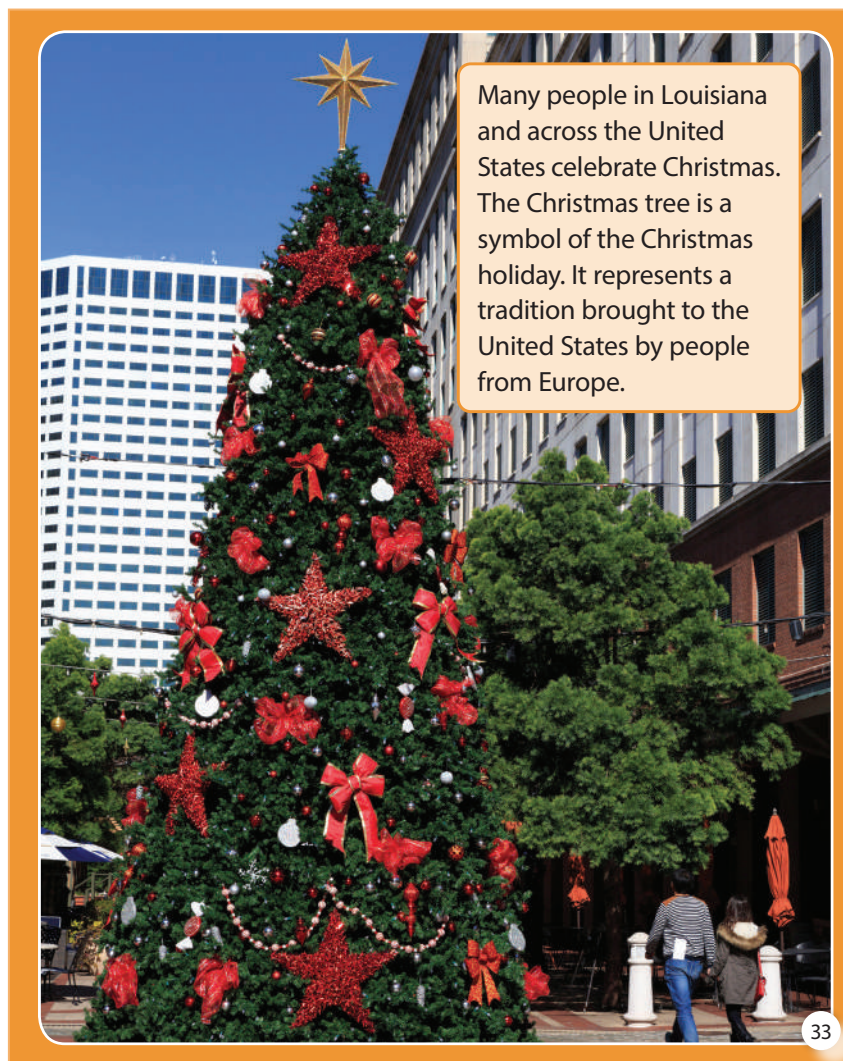
SUPPORT—Invite volunteers to share other symbols of Thanksgiving. (*Possible answers: turkey, pumpkins and gourds, pie, family and friends*)

Ask students the following question:

LITERAL—What does the cornucopia represent? **(K.4)**

- » The cornucopia represents having plenty of food from the harvest and being thankful for it.

Now ask students to look at the image on page 33 as you read aloud.



Note: Not everyone in the United States celebrates Christmas. When discussing the holiday, be sensitive to any students who might not observe it. You may wish to invite students to share other holidays they celebrate or observe in December.

SUPPORT—Explain that colors can be symbols of countries and holidays. Have students look at the image on the page. Ask: What colors represent the Christmas holiday? (*red and green*) What parts of the image helped you with your answer? (*There are many red decorations on the green tree.*) **(K.3)**

Ask students the following question:

LITERAL—What do Christmas trees represent? **(K.4.d)**

» Christmas trees represent a tradition brought to the United States by people from Europe.

Ask students to look at the images on page 34.



Tell students that these images show the American flag, an important symbol of the United States.

Guide students to the Then image. Explain that this shows the American flag a long time ago, when the United States first began.

Guide students to the Now image. Explain that this shows the American flag today.

Count the stars in the Then flag. (*thirteen*) Explain that when the United States began, it had only thirteen states. As more states joined the country, more stars were added to the flag. The Now flag has fifty stars for fifty states. Count the stripes on both flags. Explain that there are thirteen stripes to represent the original thirteen states.

Note: You may wish to connect the flags to the Then and Now maps in Unit 1, *Exploring Our World*.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (K.3, K.4, K.4.a)

- » Both flags are red, white, and blue. Both flags have white stars on a blue background and thirteen stripes.

EVALUATIVE—What is different in the images? (K.3, K.4, K.4.a)

- » The Then flag has fewer stars than the Now flag.

EVALUATIVE—What do the flags tell us about how our country has changed over time? (K.3, K.4, K.4.a)

- » The flags tell us that the United States has gotten bigger since we became a country.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What symbols stand for the United States?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What symbols stand for the United States?

- » Buildings like the White House and the U.S. Capitol are symbols of the United States. The bald eagle is a symbol of the strength and freedom of our country. The American flag is a symbol of our country’s independence and helps us remember the people who fought for our country’s freedom. We say the Pledge of Allegiance to promise to stay true to our country. “The Star-Spangled Banner” is about the importance of our flag in the past. People like George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr. are also symbols of our country.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 5

Symbols of Louisiana

Primary Focus Objectives

- ✓ Identify symbols of Louisiana. (K.4, K.4.a)
- ✓ Describe important holidays and customs in Louisiana. (K.4, K.4.d, K.5, K.5.b)
- ✓ Explain how traditions, food, and music are symbols of Louisiana. (K.5, K.5.a, K.5.b, K.5.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *values, waterways, coast, geography, floats, faith, justice, and power.*

Materials Needed

- individual student copies of *Being Part of a Community* Student Book
 - map from the Internet of the United States
- Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Symbols of Louisiana”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Symbols of Louisiana”

Invite students to share the symbols of the United States that they’ve learned about. Explain that the people of Louisiana are represented by the symbols of the United States, but Louisiana has its own symbols, too.

Framing Question

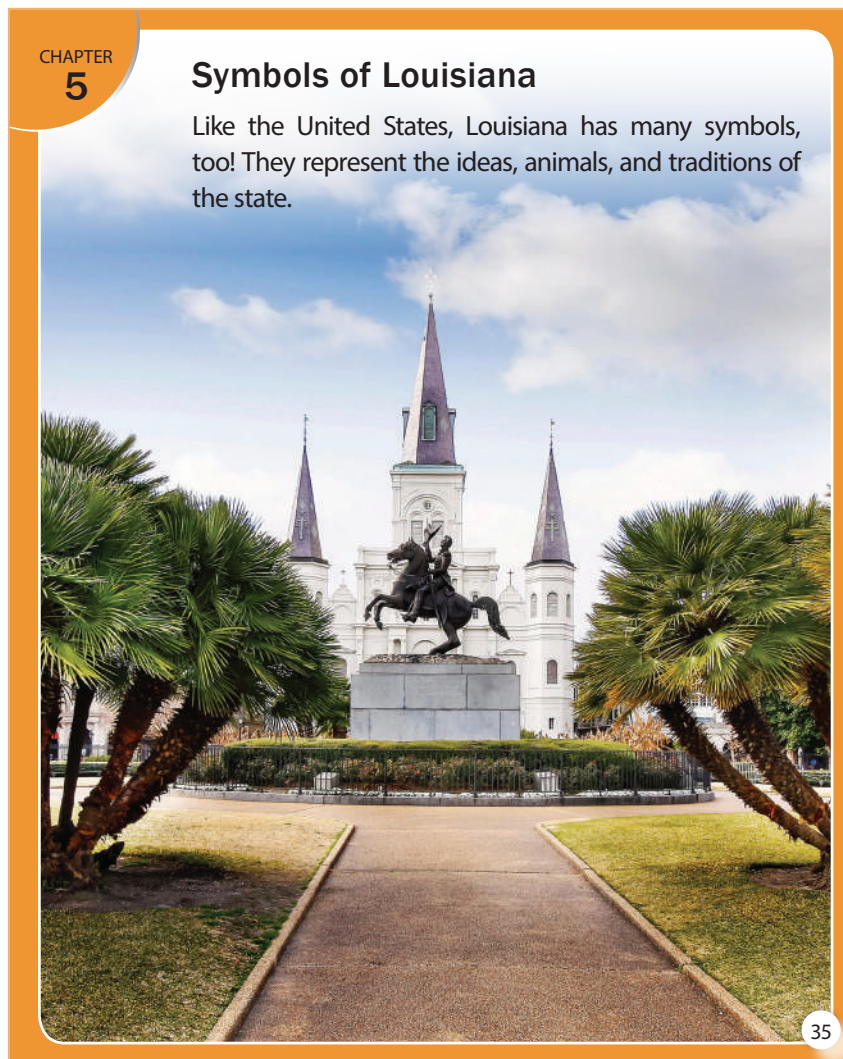
What symbols stand for Louisiana?

Core Vocabulary

values waterways coast geography floats faith justice power

Chapter 5: “Symbols of Louisiana”

Distribute copies of the Student Book. Ask students to turn to page 35 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Symbols of Louisiana.”



SUPPORT—Remind students that traditions are ways of doing things from the past that we still do today.

Note: Students may recall learning about traditions in Unit 2, *Understanding the Past*.

SUPPORT—Explain that this building is St. Louis Cathedral. It is located in Jackson Square. The building and the square are symbols of New Orleans. The statue in the square shows Andrew Jackson, who helped save New Orleans in a battle long, long ago.

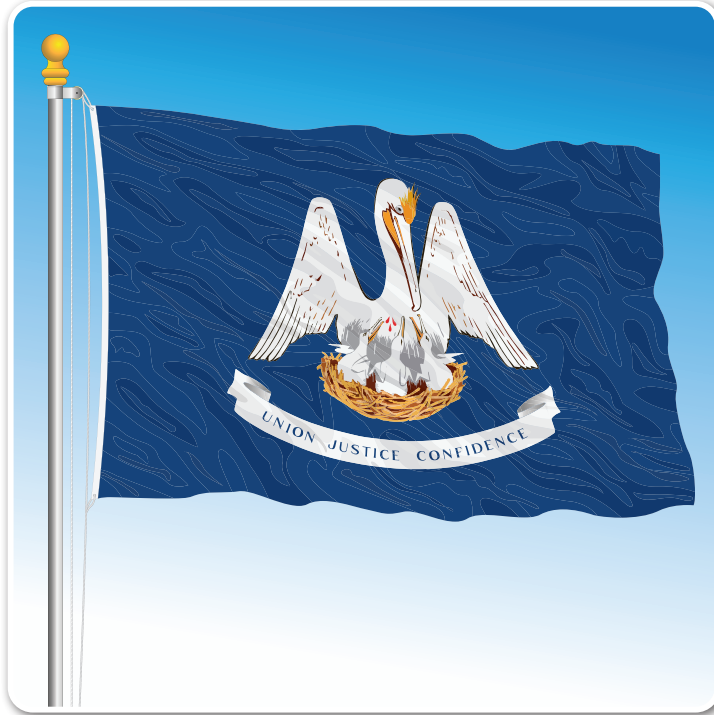
Ask students the following question:

LITERAL—What do the symbols of Louisiana represent? (K.4, K.5)

» The symbols of Louisiana represent the ideas, animals, and traditions of the state.

Now ask students to look at the image on page 36 as you read aloud.

The state flag is a symbol of Louisiana. It has three words that represent the values of Louisiana. It also shows a mother pelican and three young pelicans.



Pelicans are very important to Louisiana. Louisiana is known as the Pelican State!

36

CORE VOCABULARY—Explain that **values** are important beliefs and ideas that guide the way we behave.

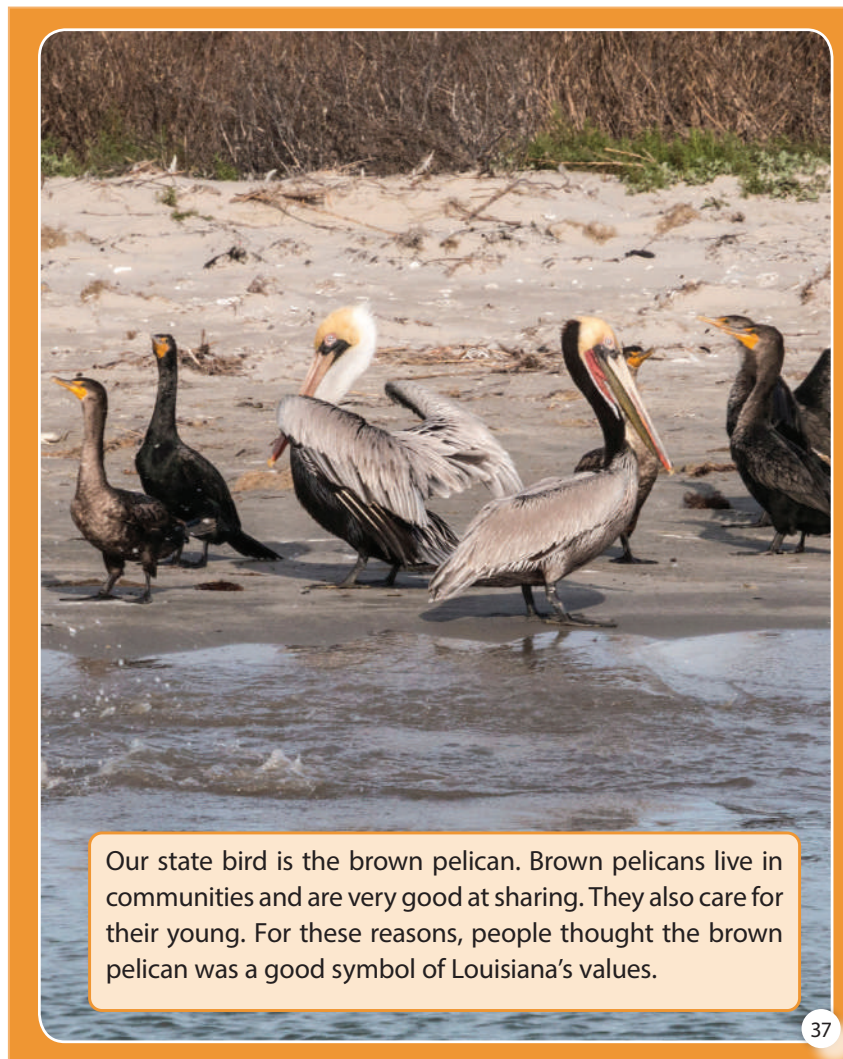
SUPPORT—Read each word on the flag aloud. Explain that *union* means bringing many things together to make one. Explain that *justice* means what is fair. Explain that *confidence* means believing in yourself.

Ask students the following question:

LITERAL—What is shown on the Louisiana state flag? **(K.4, K.4.a)**

- » The Louisiana state flag has words that are important to the state. It also has a mother pelican and three young pelicans.

Now ask students to look at the image on page 37 as you read aloud.



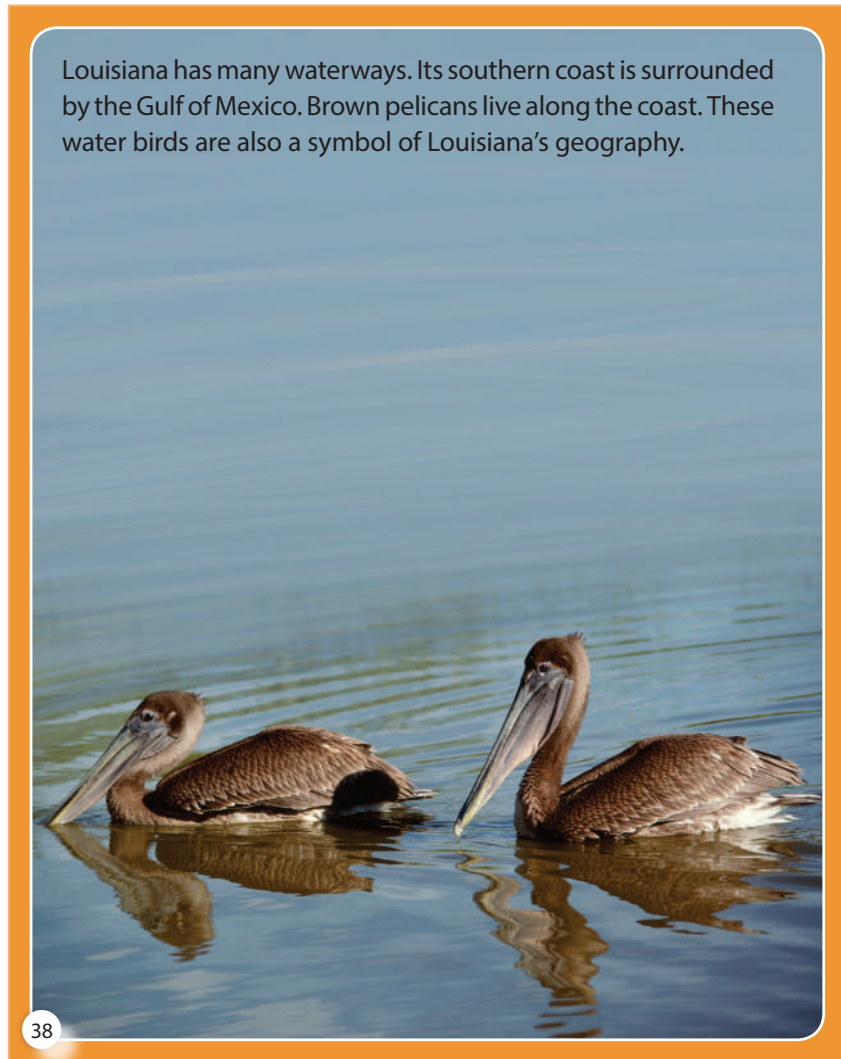
SUPPORT—Have students look at the image of pelicans. Explain that they use their long bills to scoop fish out of the water to feed themselves and their young. Ask: What does this photo tell us about how pelicans live? (*Possible response: This photo shows that pelicans live together near water and share their resources.*) What Louisiana values are they showing? (*Possible response: The pelicans are sharing and caring for their young.*) **(K.3)**

Ask students the following question:

LITERAL—What is the Louisiana state bird? **(K.4, K.4.a)**

» The Louisiana state bird is the brown pelican.


Now ask students to look at the image on page 38 as you read aloud.



CORE VOCABULARY—Explain that **waterways** are bodies of water that people can travel on with boats. Gulfs, lakes, rivers, and large streams are all waterways.

CORE VOCABULARY—Explain that a **coast** is an area of land next to the ocean. Another word for *coast* is *shore*.

Note: Students may recall learning about waterways and the coast in Unit 1, *Exploring Our World*.

 **SUPPORT**—Display the map of the United States. Point out Louisiana on the map. Then trace the state's southern coast, noting its proximity to the Gulf of Mexico.

CORE VOCABULARY—Explain that **geography** is the study of Earth's features and where they are.

Ask students the following question:

EVALUATIVE—Why do pelicans represent Louisiana's geography? (**K.4, K.4.a**)

» Louisiana has many bodies of water where pelicans live.

Now ask students to look at the images on page 39 as you read aloud.

When people think about New Orleans, they often think about Mardi Gras. Mardi Gras is a state holiday. It is also a symbol of New Orleans and Louisiana.



People celebrate Mardi Gras in many ways. During Mardi Gras, people display or wear beautiful masks. They build large floats that are used in parades.

39

CORE VOCABULARY—Explain that **floats** are large structures that people decorate and ride on during parades. Some floats are built on a truck. Others are built on a trailer and pulled by a truck.

SUPPORT—Remind students that they read about Mardi Gras in Unit 2, *Understanding the Past*. Invite volunteers to share what they remember. (*The words Mardi Gras mean “Fat Tuesday”; Mardi Gras marks the beginning of Lent, which is for many Christians a time to pray and fast; Mardi Gras is celebrated with parades, and people wear costumes and eat king cake.*) (K.4, K.4.d)

SUPPORT—Have students look at the top image on the page. Have them point to something purple, something yellow, and something green in the image. Explain that these three colors together are symbols of Mardi Gras. Students will learn more about these colors on the next page.

SUPPORT—Have students look at the bottom image on the page. Ask: What do you notice about the float? (*The float has many decorations and bright colors.*) What does this tell you about Mardi Gras parades? (*Possible answer: The parades are very festive and fun to watch.*) (K.3)

Ask students the following questions:

LITERAL—What city is Mardi Gras a symbol of? (K.4, K.4.d, K.5)

» Mardi Gras is a symbol of New Orleans.

LITERAL—How do people celebrate Mardi Gras? (K.4, K.4.d, K.5)

» People celebrate Mardi Gras by displaying or wearing beautiful masks, building floats, and holding parades.

Now ask students to look at the image on page 40 as you read aloud.



CORE VOCABULARY—Explain that **faith** means believing in something, even if you cannot see or touch it.

CORE VOCABULARY—Remind students that **justice** means what is fair.

CORE VOCABULARY—Explain that **power** means to be in control of yourself or others.

Ask students the following questions:

LITERAL—What do people on Mardi Gras parade floats do with beads? (K.4, K.4.d, K.5)

» People on Mardi Gras parade floats throw bead necklaces.

LITERAL—What colors are many Mardi Gras beads? What do the colors represent? (K.4, K.4.d, K.5)

» Many Mardi Gras beads are green, purple, and gold. The colors represent faith, justice, and power.

Now ask students to look at the images on page 41 as you read aloud.

Another Mardi Gras tradition is eating king cake. Like throwing beads, king cake is also a symbol of Mardi Gras and New Orleans.



Jambalaya is a popular dish that represents Louisiana. Gumbo is the state food!

Tamales were brought to Louisiana by people from Mexico. They are a symbol of Louisiana's diverse culture.



41

SUPPORT—Remind students what they heard in Unit 2, *Understanding the Past*, about the king cake tradition. (A small toy is hidden inside the king cake. Whoever finds it is king or queen for a day.)

SUPPORT—Remind students that jambalaya and gumbo are foods that come from Cajun and Creole cultures. They both use rice and vegetables and often include local seafood or meat.

SUPPORT—Explain that tamales are made from cornmeal and filled with meat or beans. Before cooking, they are wrapped in corn husks. To eat a tamale, you unwrap it and take it out of the husk.

SUPPORT—Remind students that a cause is why something happened. An effect is what happens. Ask: What cause and effect can you find on this page? (*Cause: People from Mexico brought tamales to Louisiana. Effect: Tamales are a symbol of Louisiana's diverse culture.*) **(K.6)**

Ask students the following questions:

LITERAL—What is the state food of Louisiana? **(K.5, K.5.c)**

» Gumbo is the state food of Louisiana.

LITERAL—Which culture did tamales originate from? **(K.5, K.5.c)**

» Tamales were brought to Louisiana by people from Mexico.

Now ask students to look at the image on page 42 as you read aloud.



SUPPORT—Explain that the photo shows crawfish (which some students may know as cayfish, crawdads, or mudbugs). Louisiana catches more crawfish than any other place in the United States or on Earth. This is why it's called the crawfish capital of the world. Explain that after crawfish are cooked, people eat the insides; they do not eat the shells.

Ask students the following questions:

LITERAL—What is étouffée? (K.5, K.5.c)

» Étouffée is a stew made from crawfish.

INFERENTIAL—How does étouffée represent Louisiana? (K.5, K.5.c)

» Étouffée uses an ingredient, crawfish, that is important to Louisiana.

Now ask students to look at the image on page 43 as you read aloud.



In addition to its food, Louisiana's culture and traditions also serve as symbols. For example, many people think of jazz when they think of New Orleans. This music is a symbol of the city. Cajun and zydeco music represent the state, too.

43

SUPPORT—Remind students what they heard about jazz, Cajun, and zydeco music in Unit 2, *Understanding the Past*. (Jazz music was first made by African American musicians in New Orleans and uses many different styles. Cajun music was brought by Acadian people to Louisiana and uses fiddles and accordions. Zydeco music has sounds similar to Cajun music and includes styles from African American and Creole culture.)

Ask students the following questions:

LITERAL—What kind of music is a symbol of New Orleans? **(K.5, K.5.a)**

- » Jazz music is a symbol of New Orleans.

LITERAL—What kinds of music also represent Louisiana? **(K.5, K.5.a)**

- » Cajun and zydeco music also represent Louisiana.

Timeline Card Slide Deck

- Show students the Chapter 5 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What symbols stand for Louisiana?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What symbols stand for Louisiana?

- » The Louisiana state flag and the brown pelican stand for Louisiana. Different holidays and traditions, like Mardi Gras and eating king cake, represent Louisiana. Louisiana is also represented by jazz, Cajun, and zydeco music and by certain foods like gumbo, jambalaya, étouffée, and tamales.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

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Chapter 1 Assessment: Rules and Laws

Make sufficient copies of the Student Answer Sheet for each student; see pages 73–74 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which rule keeps us safe? **(K.8, K.8.b)**
 - a) One person can be on the slide at a time.
 - b) Raise your hand.
 - c) Listen while the teacher is talking.
2. What is one way people can show responsibility? **(K.8, K.8.c)**
 - a) eating snacks
 - b) playing with friends
 - c) doing classroom jobs
3. Rules protect our freedoms by letting us _____. **(K.10)**
 - a) drive a car
 - b) share our ideas
 - c) play fun sports
4. We can be fair by _____. **(K.8)**
 - a) sharing
 - b) taking care of our belongings
 - c) reading books
5. Rules tell us how to act _____. **(K.8)**
 - a) in our community
 - b) only at home
 - c) while we sleep

Chapter 1 Assessment Student Answer Sheet: Rules and Laws

1.

a.



b.

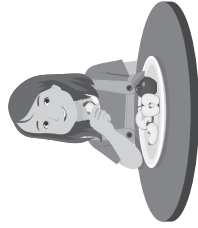


c.



2.

a.



b.



c.



3.

a.



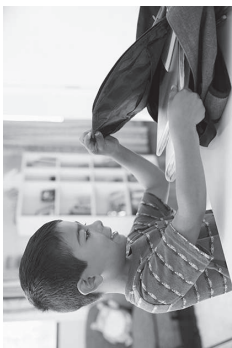
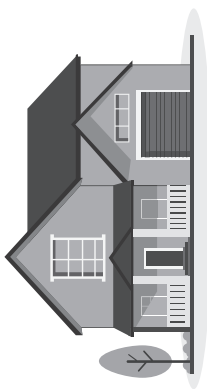
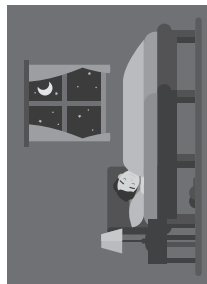
b.



c.



Name _____ Date _____

Chapter 1 Assessment Student Answer Sheet: Rules and Laws**4.****a.****b.****c.****5.****a.****b.****c.**

Chapter 2 Assessment: Making Rules

Make sufficient copies of the Student Answer Sheet for each student; see pages 76–77 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Who makes rules for the classroom? **(K.9)**
 - a) teacher
 - b) adults at home
 - c) custodian
2. Which rule helps us learn and show respect in the classroom? **(K.8, K.8.b)**
 - a) Jump up and down.
 - b) Scream loudly.
 - c) Raise your hand.
3. How can we take care of our belongings? **(K.8, K.8.a)**
 - a) Take turns.
 - b) Put toys away.
 - c) Line up quietly.
4. Who keeps people safe during emergencies? **(K.9)**
 - a) principal
 - b) custodian
 - c) firefighter
5. How can people solve problems in their community? **(K.11)**
 - a) working together
 - b) playing sports
 - c) riding the bus
6. What do local governments do? **(K.7)**
 - a) Open new stores.
 - b) Make laws.
 - c) Clean schools.

Name _____ Date _____

Chapter 2 Assessment Student Answer Sheet: *Making Rules*

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: Making Rules

4.

a.



b.



c.



5.

a.



b.

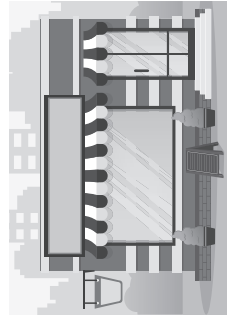


c.

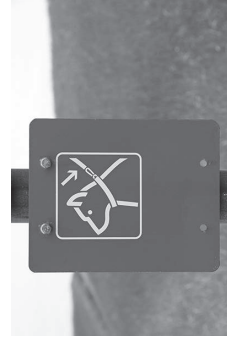


6.

a.



b.



c.



Chapter 3 Assessment: Local Government

Make sufficient copies of the Student Answer Sheet for each student; see pages 79–80 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What are elections for? (K.11)
 - a) fixing parks
 - b) following the law
 - c) choosing leaders
2. Who is the leader of a town or city? (K.12)
 - a) parish president
 - b) mayor
 - c) city council
3. What is the first step of making a new law? (K.11, K.12)
 - a) People share ideas.
 - b) A leader suggests a new law.
 - c) Leaders vote on the law.
4. Which leader helps people in a parish be safe and healthy? (K.7, K.12)
 - a) parish president
 - b) mayor
 - c) principal
5. Where do local leaders make laws? (K.12)
 - a) playground
 - b) classroom
 - c) government building

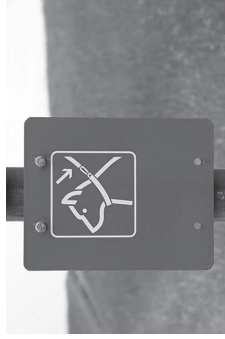
Chapter 3 Assessment Student Answer Sheet: Local Government

1.

a.



b.

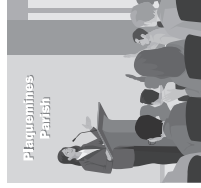


c.



2.

a.



b.



c.

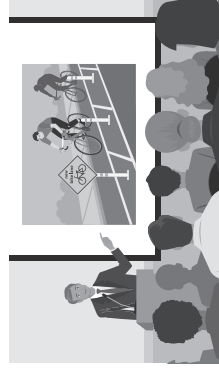


3.

a.



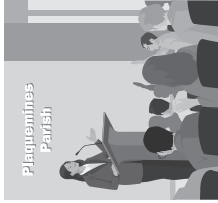
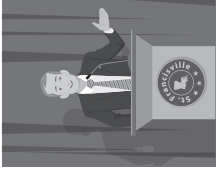
b.



c.



Name _____ Date _____

Chapter 3 Assessment Student Answer Sheet: Local Government**4.****a.****b.****c.****5.****a.****b.****c.**

Chapter 4 Assessment: Symbols of the United States

Make sufficient copies of the Student Answer Sheet for each student; see pages 82–83 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which symbol do we say the Pledge of Allegiance to? **(K.4, K.4.a, K.4.b)**
 - a) bald eagle
 - b) American flag
 - c) U.S. Capitol
2. Which symbol represents the future of freedom? **(K.4, K.4.d)**
 - a) George Washington
 - b) Juneteenth flag
 - c) cornucopia
3. Which symbol represents the strength of our country? **(K.4, K.4.a)**
 - a) bald eagle
 - b) White House
 - c) American flag
4. Which person is a symbol of the beginning of the United States? **(K.4, K.4.c)**
 - a) George Washington
 - b) Abraham Lincoln
 - c) Dr. Martin Luther King Jr.
5. Which person is a symbol of fighting for what you believe in? **(K.4, K.4.c)**
 - a) George Washington
 - b) Abraham Lincoln
 - c) Dr. Martin Luther King Jr.
6. Which symbol represents Thanksgiving? **(K.4, K.4.d)**
 - a) American flag
 - b) cornucopia
 - c) White House

Name _____ Date _____

Chapter 4 Assessment Student Answer Sheet: Symbols of the United States**1.****a.****b.****c.****2.****a.****b.****c.****3.****a.****b.****c.**

Name _____ Date _____

Chapter 4 Assessment Student Answer Sheet: Symbols of the United States

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



Chapter 5 Assessment: Symbols of Louisiana

Make sufficient copies of the Student Answer Sheet for each student; see pages 85–86 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which animal is a symbol of Louisiana's values? (K.4, K.4.a)
 - a) bald eagle
 - b) brown pelican
 - c) crawfish
2. Which holiday is a symbol of New Orleans and Louisiana? (K.4, K.4.d)
 - a) Mardi Gras
 - b) Memorial Day
 - c) Christmas
3. Finish this cause-and-effect sentence: We are eating king cake because we are celebrating _____. (K.5, K.5.b, K.6)
 - a) Mardi Gras
 - b) Thanksgiving
 - c) Christmas
4. Which type of music is a symbol of New Orleans? (K.5, K.5.a)
 - a) zydeco music
 - b) Cajun music
 - c) jazz music
5. Which food is the state food of Louisiana? (K.5, K.5.c)
 - a) king cake
 - b) tamales
 - c) gumbo

Name _____

Date _____

Chapter 5 Assessment Student Answer Sheet: Symbols of Louisiana

1.

a.



b.



c.

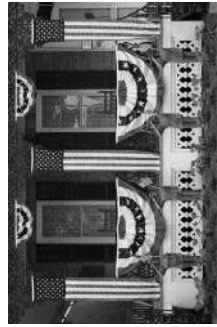


2.

a.



b.



c.



3.

a.



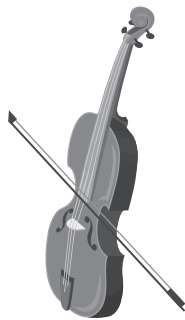
b.



c.




Name _____ Date _____

Chapter 5 Assessment Student Answer Sheet: Symbols of Louisiana**4.****a.****b.****c.****5.****a.****b.****c.**

Culminating Activity: *Being Part of a Community*

Classroom Mural

Materials Needed: sufficient copies of coloring pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler

 **Background for Teachers:** Use this link to download the Bayou Bridges Online Resources for this unit, where the links to suggested coloring pages may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents.

Performance Task: *Being Part of a Community*

Materials Needed: four blank 5" x 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *Being Part of a Community* Student Book

Teacher Directions: In this unit, students learned about being part of a community. They learned that rules and laws help us know how to behave in a community. They learned why and how rules and laws are made, including the job of local government. They also learned that symbols represent the ideas and cultures of Louisiana and the United States.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are explaining to someone from another country what it means to be a part of a community here in Louisiana and the United States. They will share the sights, sounds, and smells of being part of a community by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about being part of a community. Students should identify in their postcards the most important and exciting aspects of being part of a community that they have learned about.

Have students draw images of being part of a community on one side of each card and dictate a brief message about its meaning for the other side.

Note: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about being part of a community." It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| | |
|----------------------|---|
| Above Average | <p>Response is accurate and detailed. Student demonstrates strong understanding of being part of a community, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Rules and laws tell us how to behave in a community.• Rules and laws keep people safe and protect their freedoms.• People in communities work together to make rules and solve problems.• Local governments make rules for a community.• Local government leaders include parish presidents, mayors, and city councils.• Symbols like the bald eagle and the American flag represent ideas of our country.• Symbols like the state flag, the brown pelican, and jazz music represent ideas and the culture of Louisiana. |
| Average | <p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of being part of a community, noting three of the details listed above.</p> |
| Adequate | <p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of being part of a community, noting two of the details listed above.</p> |
| Inadequate | <p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p> |

Activity Page 1.1

Use with Chapter 1

Letter to Family

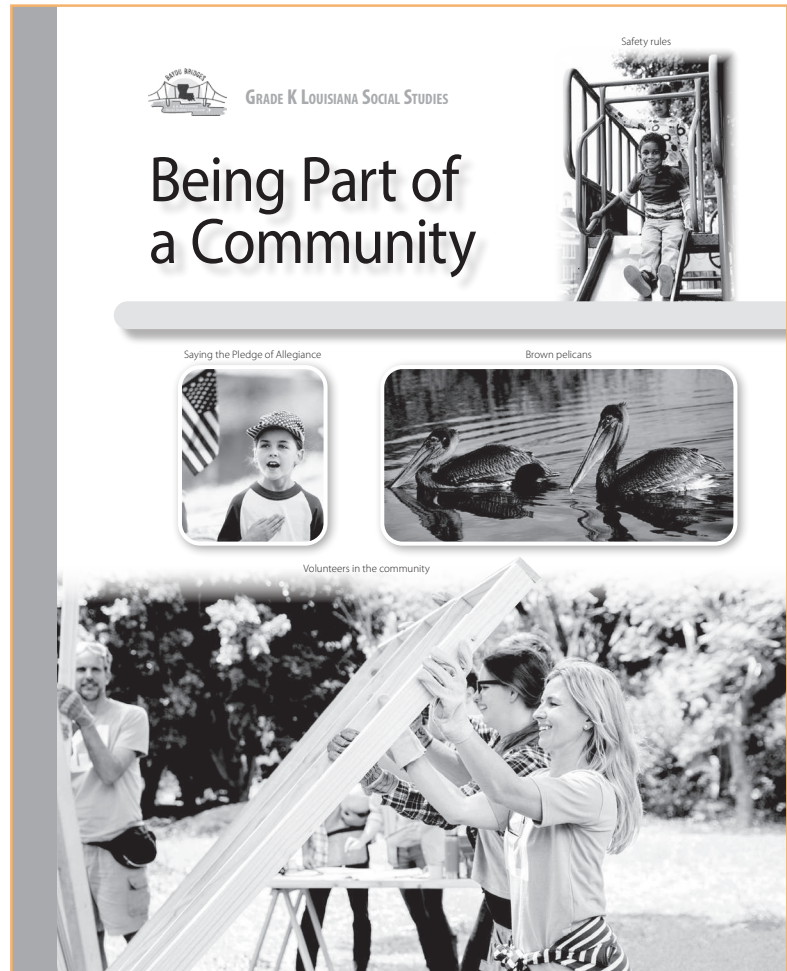
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the purpose and importance of rules and laws, as well as symbols of Louisiana and the United States.

In this unit, students will describe the importance of rules and laws and why they are made; identify leaders in local government and their roles; and explain how symbols—including flags, animals, people, holidays, and traditions—represent the ideas and cultures of Louisiana and the United States.

As part of their exploration, students will also learn a little bit about the consequences of breaking rules and laws and the role of adults in the community when this happens. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Making New Laws

People share ideas.

A leader suggests a new law.

Leaders talk about the law.

Leaders vote on the law.

The idea becomes a law.

Name _____ Date _____

Louisiana Flag



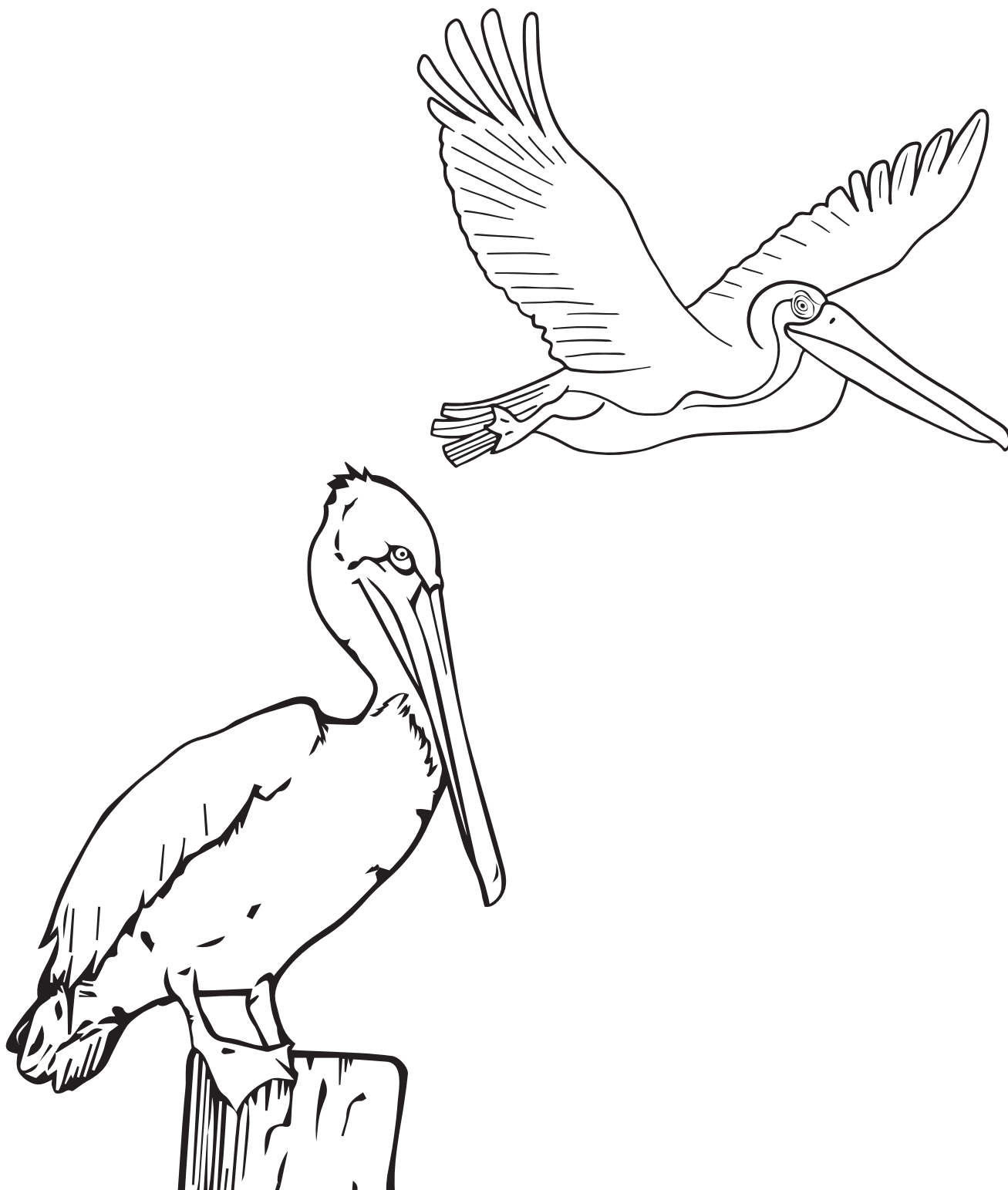
Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

Brown Pelican



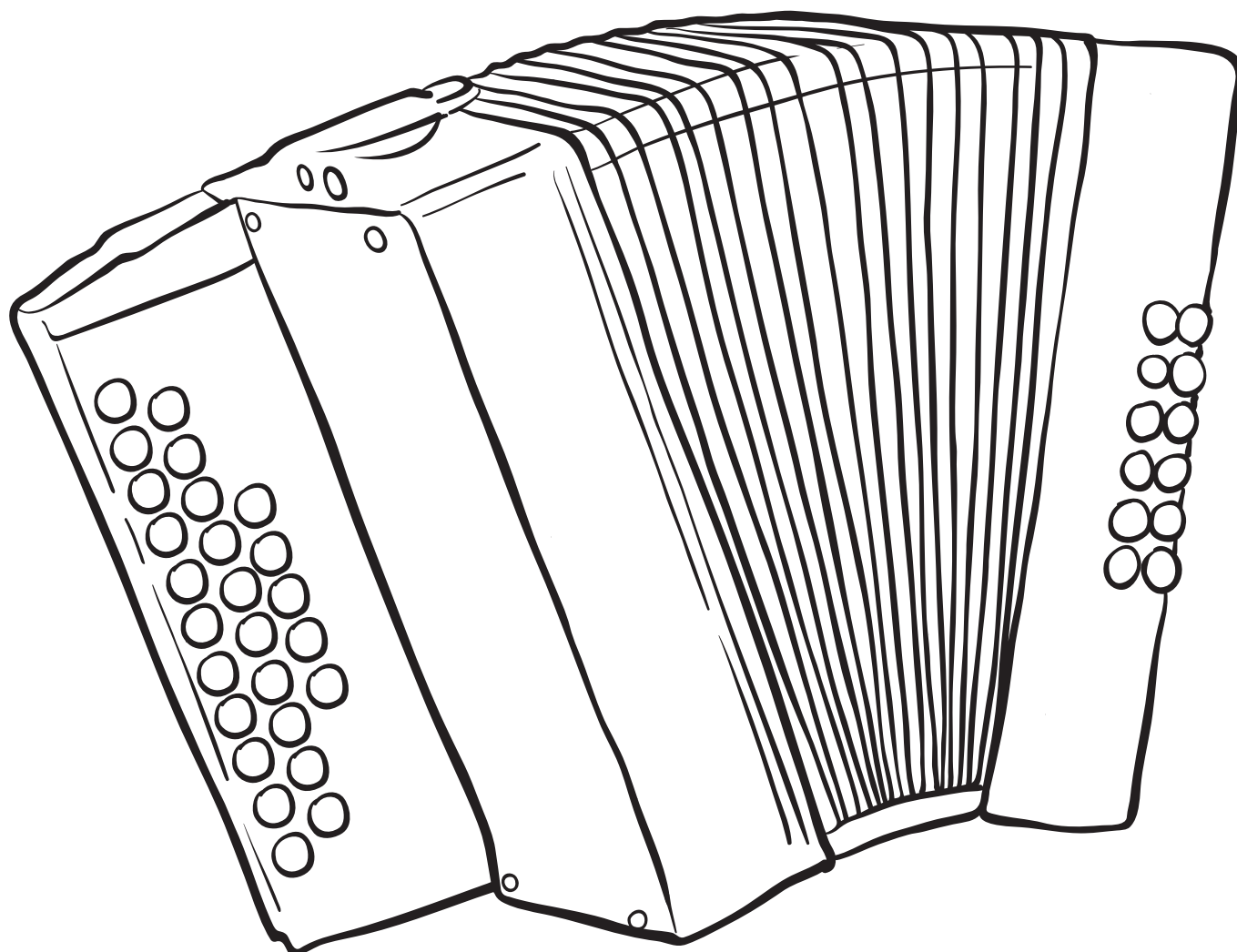
Name _____

Date _____

Activity Page 5.3

Use with Chapter 5

Accordion



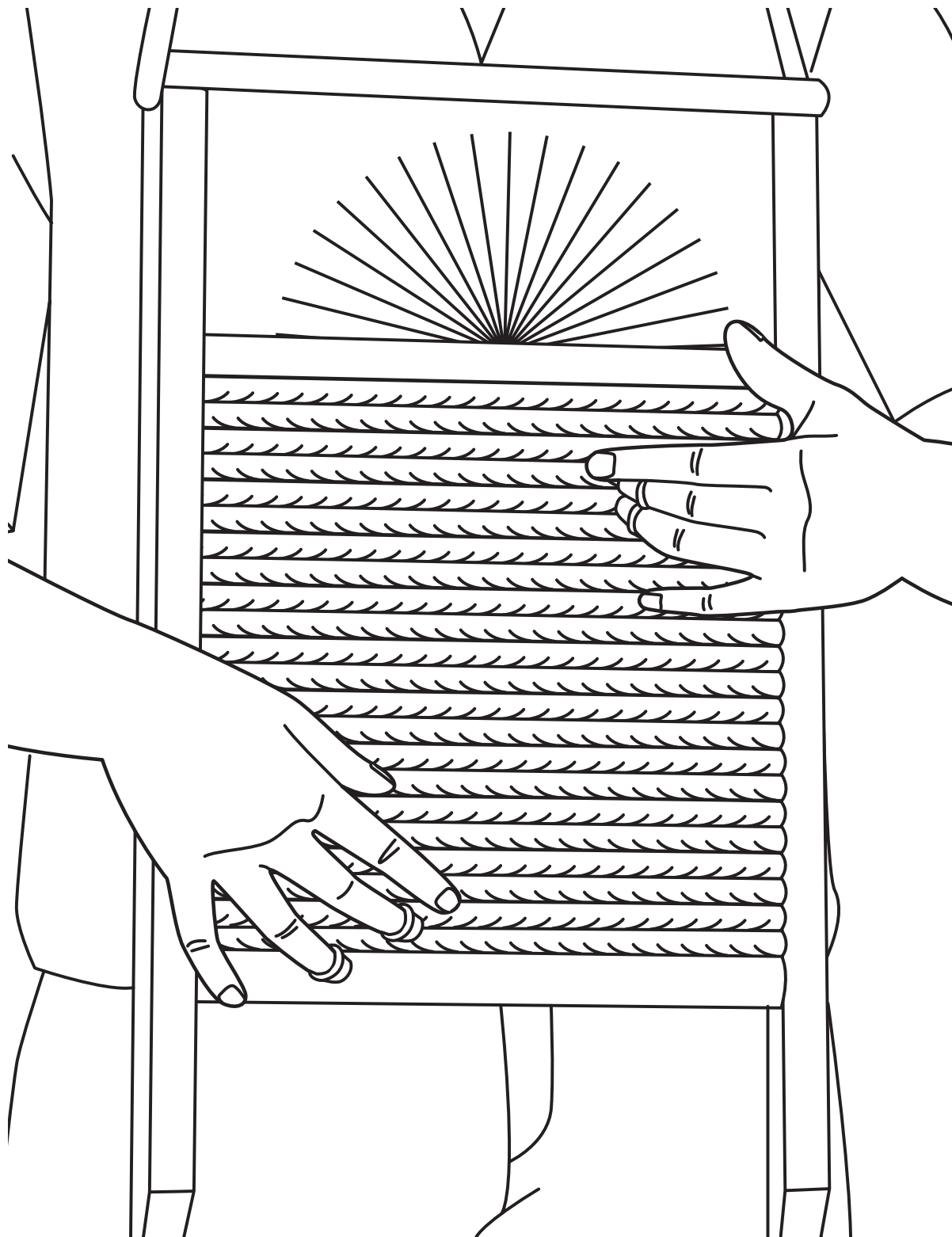
Name _____

Date _____

Activity Page 5.4

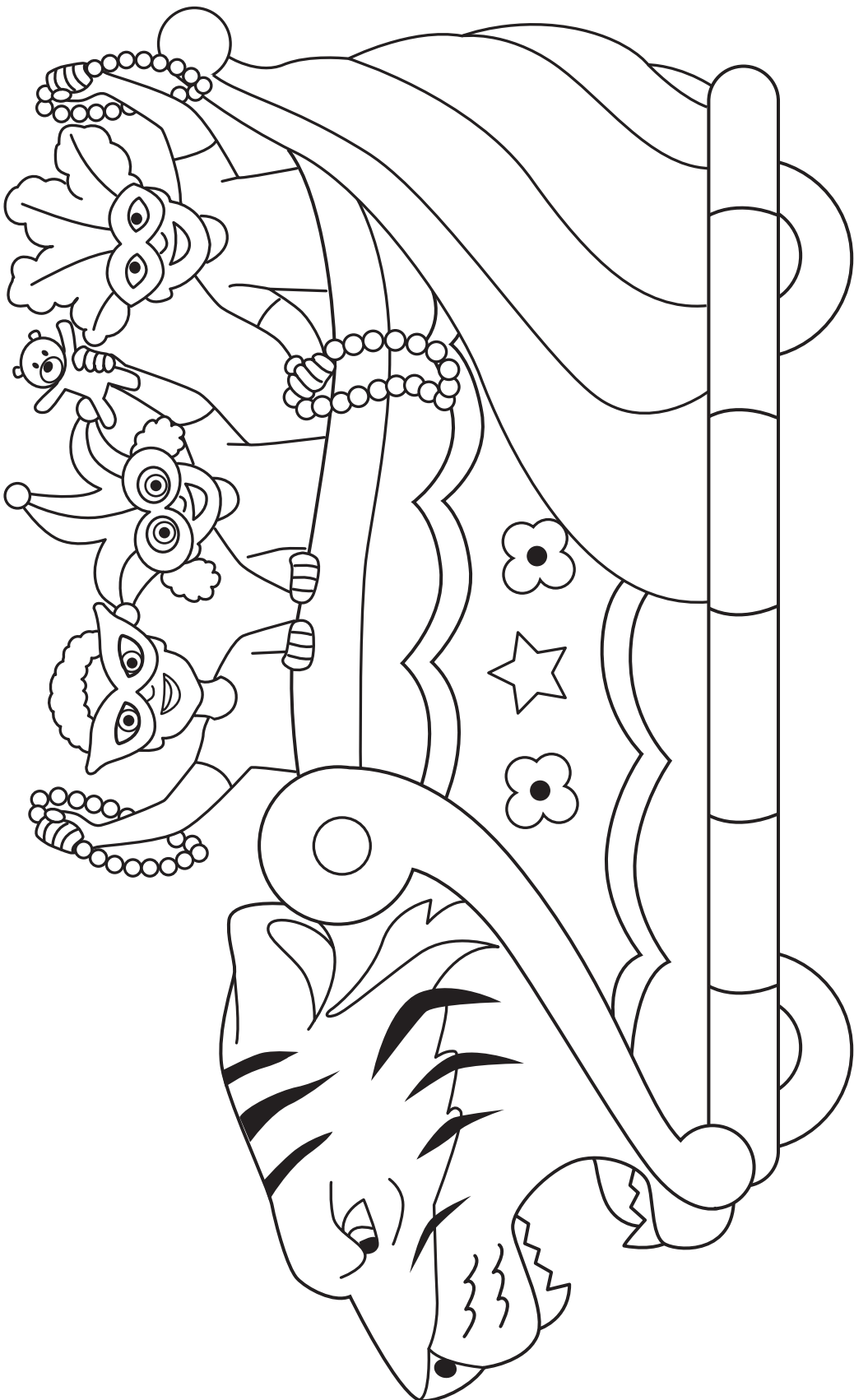
Use with Chapter 5

Washboard



Name _____ Date _____

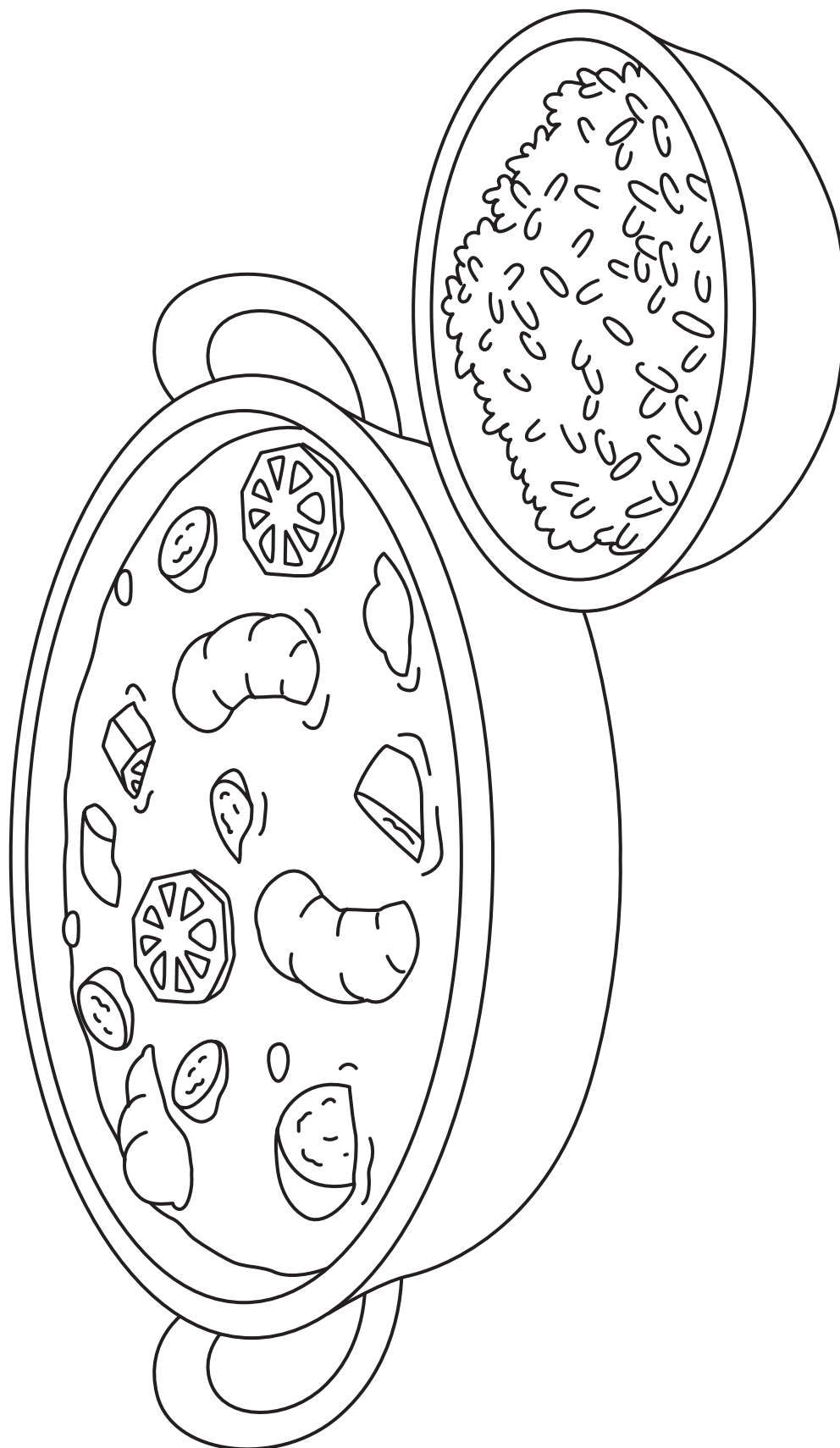
Mardi Gras



Name _____

Date _____

Gumbo



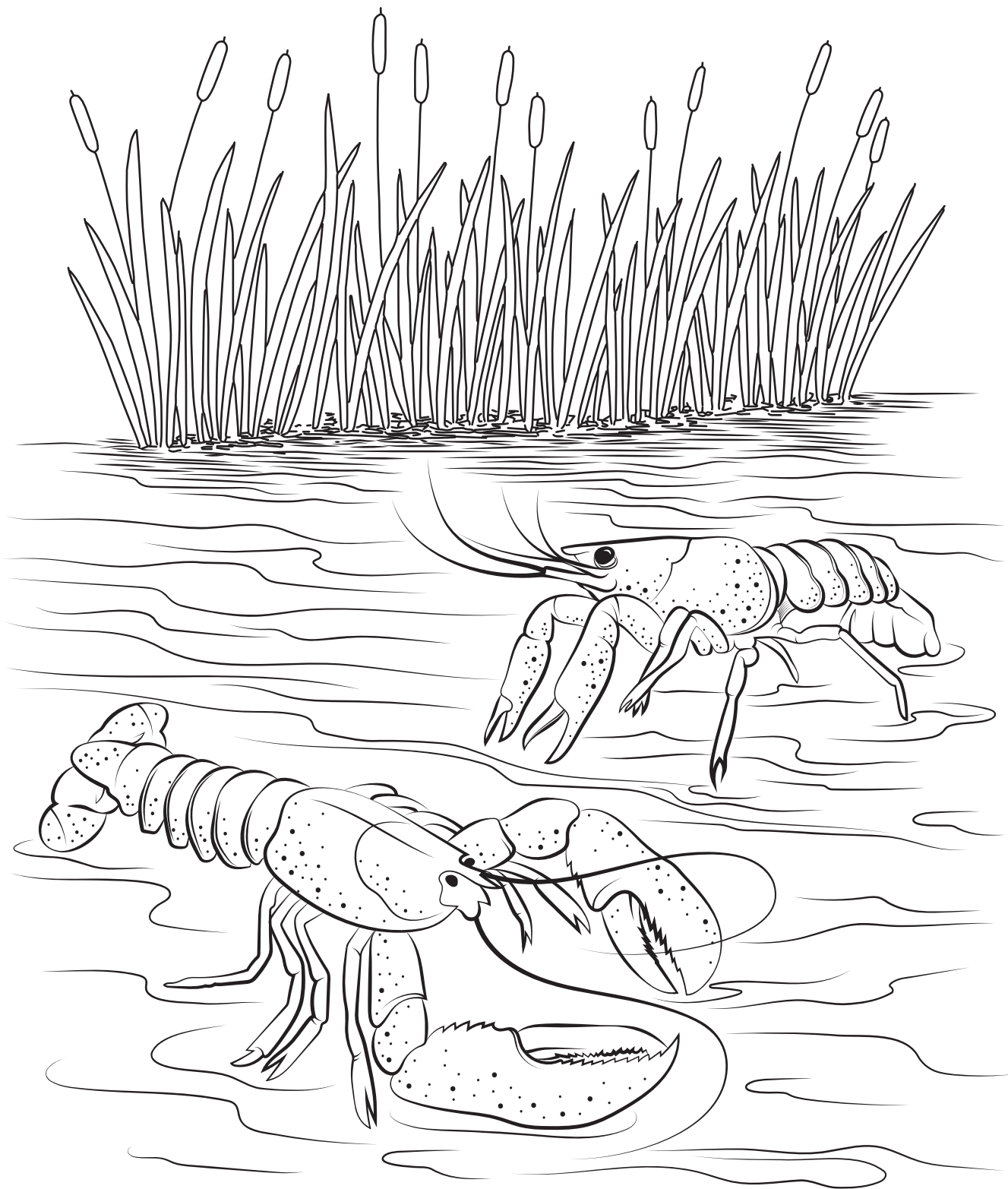
Name _____

Date _____

Activity Page 5.7

Use with Chapter 5

Crawfish



HISTORY

- K.1** Order events in a chronological sequence using schedules, calendars, and timelines. For example:
- a) Daily classroom activities
 - b) Significant events in students' lives
- K.2** Differentiate between primary and secondary sources. For example:
- a) Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b) Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4** Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
- a) Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - b) Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"
 - c) Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - d) State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.5** Identify examples of different cultures and traditions in Louisiana, including:
- a) Music: Cajun, jazz, zydeco
 - b) Traditions: king cake, red beans and rice on Mondays
 - c) Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
- K.6** Identify a cause and effect for a significant event in a school, neighborhood, or parish.

CIVICS

- K.7** Explain the purpose of local government.
- K.8** Describe the importance of fairness, responsibility, respect, and hard work. For example:
- a) Taking care of personal belongings and respecting the property of others.
 - b) Following rules and recognizing consequences of breaking rules.
 - c) Taking responsibility for assigned duties.

- K.9** Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.
- K.10** Describe the importance of rules and how they help protect our liberties.
- K.11** Explain how people can work together to make decisions.
- K.12** Identify local business and government leaders and describe their roles.

ECONOMICS

- K.13** Identify examples of goods and services. For example:
 - a)** Goods: food, toys, clothing
 - b)** Services: medical care, fire protection, law enforcement, library resources
- K.14** Describe and compare reasons to save and spend money.
- K.15** Differentiate between wants and needs.
- K.16** Identify jobs and industries within a school and community.
- K.17** Describe the concept of scarcity using examples.

GEOGRAPHY

- K.18** Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19** Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20** Identify ways people interact with their environment, including:
 - a)** Using natural resources
 - b)** Modifying their environment to create shelter
- K.21** Identify rural, suburban, and urban areas.
- K.22** Explain how weather impacts daily life and choices.
- K.23** Explain why people may move from place to place.

Answer Key: *Being Part of a Community*

Chapter Assessments

Chapter 1

1. a 2. c 3. b 4. a 5. a

Chapter 2

1. a 2. c 3. b 4. c 5. a 6. b

Chapter 3

1. c 2. b 3. a 4. a 5. c

Chapter 4

1. b 2. b 3. a 4. a 5. c 6. b

Chapter 5

1. b 2. a 3. a 4. c 5. c



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Core Knowledge **HISTORY AND GEOGRAPHY™**

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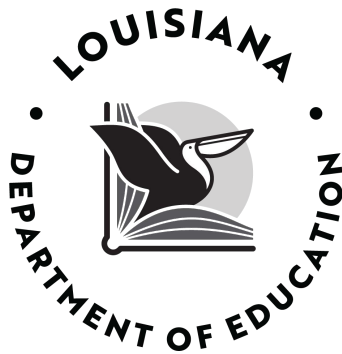


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Mira / Alamy Stock Photo: 6i, 6m, 47, 51, 82c, 83b, 83e

Myrleen Pearson / Alamy Stock Photo: 6b, 27, 73c, 76a, 76i, 80e
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Neala McCarten / Alamy Stock Photo: i, iii, 6s, 68, 85c
Ninette Maumus / Alamy Stock Photo: 6r, 65b, 85d, 85g
nobleIMAGES / Alamy Stock Photo: 58b
patricia0918 / Stockimo / Alamy Stock Photo: 86a
Patrik Urban / Alamy Stock Photo: 65a
Peter Horree / Alamy Stock Photo: 6l, 50, 82d, 83a, 83d
Philip Scalia / Alamy Stock Photo: 54a, 85e
Photo Network / Alamy Stock Photo: 28, 73b
Raine Vara / Alamy Stock Photo: 33a
Richard Cummins / Alamy Stock Photo: 57, 85f, 85i
RM USA / Alamy Stock Photo: 69, 86c
RSBPhoto / Alamy Stock Photo: 53, 82b, 82i, 83g
Rubens Alarcon / Alamy Stock Photo: 6n, 52, 83c, 83f
Sergey Novikov / Alamy Stock Photo: 6a, 19
SuperStock / Alamy Stock Photo: 6d, 35
Svetlana Lazarenka / Alamy Stock Photo: 74c
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