

MI OPEN BOOK PROJECT

# Community Studies

McAnn Bradford, Tami Cronic, Tamara Morris, Vicki  
Shearer, Carol Bacak-Egbo, Annie McMahon-Whitlock

**Community  
Studies**



**MICHIGAN**  
**OPEN BOOK PROJECT**





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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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## The Michigan Open Book Project

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Wexford-Missaukee Intermediate School  
District

Second Grade Editor: Carol Egbo

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Tami Cronic - Port Huron Area Schools

Tami Morris - Port Huron Area Schools

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Community Studies Readers:

Joseph Baumann

Melissa Kendell

Kelli Simons



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## About the Authors - Families and Schools



### McAnn Bradford

#### KND Elementary

*Kaleva Normon Dickson Schools*

Avid lover of all things History and Technology. Loves to find and use new ways to get topics and information to my students. My goal is that every student learns one thing they didn't know each day! When I am not teaching, I am reading, crafting, traveling, and spending time with people .

### Tami Cronic

#### Thomas Edison Elementary

*Port Huron Area Schools*

Tami received her Bachelor of Arts from the University of Michigan with a major in Language Arts and a minor in Social Studies. She obtained her Masters Degree from Marygrove College. She has taught for the Port Huron School District for 14 years, co-coaches an after school enrichment STEAM class, helps with the Running Club, and tutors K-2 students in her spare time. Recently, she was nominated for and accepted a position as active board member for the Port Huron Schools Endowment Fund. Her passions include attending church, watching U of M ball, hiking, Jeep off-roading, and spending time with her husband Rob and 2 children, Paige and Cam.



### Tami Morris

#### Thomas Edison Elementary

*Port Huron Area Schools*

I earned my bachelors' degree from Western Michigan University in Elementary Education with minors in elementary education, english, and science. My masters degree is in Educational Leadership from Eastern Michigan University. I have been teaching in Port Huron Area Schools for 26 years, I am a single mom of two children; Ashley and Matt. When I am not teaching I like to try my hand at photography, hang out with my kids, friends, or play with my two Yorkies; Elmer and Max.





**Vicki Shearer**

**Holland West K-7**

*Holland Public Schools*

I love my family! My husband, Tom, and I have two sons, Chris and Tim, one daughter in law, Amber, and one future daughter in law, Alina. We love walking on the beach of Lake Michigan from our house. We can often be seen riding bikes, canoeing, or hiking trails. We are trying to visit as many National Parks as we can. We feel very blessed to live in the greatest country of the world!

**Carol Bacak-Egbo**

**Editor**

*Oakland University Special Lecturer*

Carol Egbo has more than 40 years of experience in education as a teacher, curriculum developer, staff development specialist, and social studies consultant. She is currently a special lecturer in the Teacher Development and Educational Studies Department at Oakland University, and a contract consultant for the Oakland Intermediate School District. She has been the project director for two federal Teaching American History Grants, and was the primary curriculum designer and writer for grades 2-6 of the MC3 Project. She has extensive experience in presenting professional development for teachers including summer institutes at University of California-Los Angeles, institutes for the Michigan Department of Education, teacher networks, national and state conferences, teacher seminars sponsored by Michigan State University, Saginaw Valley State University and Oakland University. She is the recipient of numerous awards including the MCSS Elementary teacher of the year award, the MCSS Mentor Award, WDIV/Newsweek Teacher of the Year Award, and the WXYZ Michigan Teacher of the Year award.



**David A. Johnson**

**Project Manager**

*Michigan Open Book Project*

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



The Michigan Open Book  
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## The Michigan Open Book Project

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Jim Cameron - Michigan  
Department of Education

Dr. Phil Gersmehl - Michigan  
Geographic Alliance

Carol Gersmehl - Michigan  
Geographic Alliance

Melissa Kieswetter - Michigan  
Department of Civil Rights



# About the Readers - Community Studies



Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.

Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.



An aerial photograph of a European village, likely in Germany, showing a dense cluster of houses with red-tiled roofs and colorful facades. The houses are built in a traditional style, with some featuring half-timbered exteriors. The village is surrounded by greenery and trees, and a winding road is visible in the center. The overall scene depicts a peaceful, close-knit community.

## Chapter 1

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# Why Do People Live in Communities?

---

What is a community?

How are communities alike?

How are communities different?



# For Teachers

If you've taken time to glance at the Kindergarten "Myself and Others" book, or its sequel First Grade "Families and Schools", you'll know that the authors of those books envisioned them being "big books" which were meant to be experienced with the teacher projecting the materials on a big screen.

This book begins the transition from "big book" to an individualized tool. It doesn't mean that the book is meant to be read without teacher interaction, but this resource was designed to be in the hands of students in conjunction with daily classroom instruction.

The first chapter examines the compelling question "Why do people live in communities?" We recommend asking students this question on the first day to get a sense of what they may already know. The compelling question for a chapter should be on the board during daily instruction as you move through the book. It is meant to guide student inquiry throughout the chapter and can serve as a form of a final assessment - allowing students the opportunity to write about what they've learned.

The supporting questions for the chapter appear at the start of each section. These further support the student inquiry into the compelling question. Underneath the questions you'll find the important terms introduced in the section.



## MICHIGAN OPEN BOOK PROJECT

Section 1

### What is a family?

**QUESTIONS TO GUIDE INQUIRY**

1. What is a community?
2. How are communities alike?
3. How are communities different?

**TERMS**

**family:** a group of people who love and take care of each other.

**basic needs:** things people need to have to live.

**shelter:** another word for house or home.

**community:** a place where people live, work and play together.

You probably learned about families in first grade. A **family** is a group of people who love each other. A family is a group of people who take care of each other. Who are the members of your family?

**STOP**  
And Think...

People like to live in families. Why do you think that is true?

6



In Kindergarten and First Grade these terms are just lists of words. The teacher introduces the terms while exploring the reading with the students. This book begins the transition into later grades where they serve as a place for students to refer back to in conjunction with the glossary.

Stop and Think boxes appear in every section. These are opportunities to do just that - stop for a moment and think about the response to a question. These appear in every MI Open Book project resource from this point forward. Get students accustomed to stopping and thinking about their learning.

There is also interactive content throughout this book. It has been curated and/or created by the authors to enhance a students understanding of certain concepts. In later grades these appear smaller on the page, but in carefully constructing this book to be a transition from the early elementary into the upper elementary we've retained the look and feel of the K-2 books by including them as the graphic for the page they appear on.

Finally, over the course of the last few years the Open Book materials have been kept alive by diligent teachers who scout ahead and report when things have stopped working properly. If you run into a widget that doesn't work when going through this book, return to this page and use the "bug report". Generally, when a bug report comes in we have a fix in place within a few hours. If you leave your email address we'll contact you as soon as it is up and running again.

### **Interactive 1.1** Bug Report



*If something in this book stops working, return here to report it! We will get back with you quickly when we've got it fixed!*

# What is a Family?

## QUESTIONS TO GUIDE INQUIRY

1. What is a community?
2. How are communities alike?
3. How are communities different?

## TERMS

**family:** a group of people who love and take care of each other.

**basic needs:** things people need to have to live.

**shelter:** another word for house or home.

**community:** a place where people live, work and play together.

You probably learned about families in first grade. A **family** is a group of people who love each other. A family is a group of people who take care of each other. Who are the members of your family?



People like to live in families. Why do you think that is true?

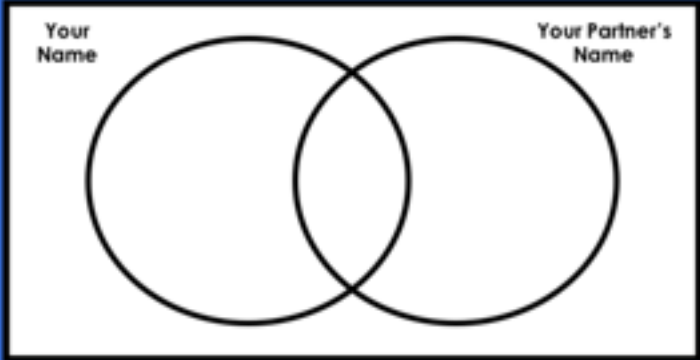


## Interactive 1.2 Different Kinds of Families


Find a partner. Write your name near one circle. Write your partner's name near the other.

Your Name

Your Partner's Name



Next

  
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### All Different Kinds of Families

Complete the interactive above. How was your family like your partner's family? How was it different? Was it the same size as your family? Families come in all different sizes! Some are small. Even two people can be a family! Some families are large. They might have many people.

## Families and Basic Needs

Families help people meet their basic needs. **Basic needs** are things that all people need. Food is a basic need. Clothing is a basic need. Shelter is a basic need. **Shelter** is another word for house or home. Your family provides food, clothing and shelter for you.



### Interactive 1.3 Meet Some Special Families



*Click to see some family photographs. These show the families of the people who helped write this book! How are they alike? How are they different?*

## Families Live in Communities

Does your family grow all its own food? Probably not! Does your family make all its own clothing? Probably not! That is why families live in communities. A **community** is a place where people live, work and play together. A community helps families meet their basic needs. A community has places to help them get food and clothing.



A community is a place where people live, work, and play together. Image credit: Olesia Bilkei Shutterstock



Where does your family go to buy food in your community? Where does your family go to buy clothing in your community?



You will be learning all about communities in this book. You will learn how important they are to families.

#### Interactive 1.4 Time to Review

**Move the words into the right places!**

A \_\_\_\_\_ is a group of people who love and take care of each other.

Families help people meet their basic \_\_\_\_\_.

Food, \_\_\_\_\_ and shelter are basic needs.

Shelter is another word for \_\_\_\_\_.

A \_\_\_\_\_ is a place where people live, work and play together.

community      home      needs

clothing      family

[Click to check your answers](#)

  
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*[Click here to review some of the big ideas in this section.](#)*

# How Are Communities Alike?

## QUESTIONS TO GUIDE INQUIRY

1. What is a community?
2. How are communities alike?
3. How are communities different?

## TERMS

**factory:** a place where people make things like toys or cars

**characteristic:** a way to describe something

**natural characteristics:** things that were not made by humans

**human characteristics:** things that were made by humans

**humans:** another word for people

You have learned that a community is a place where people live, work and play together. How are communities alike? Keep reading to find out!



People like to live in communities!  
Why do you think that is true?



## Communities Have Places Where People Live

All communities have places where people live. People might live on a street with lots of houses. People might live in a building with many families. Where do people live in your community?



Image source: VJ Matthew/Shutterstock



Image source: ND700/Shutterstock



A factory. Image source: Sergey Mihilovich/Shutterstock

## Communities Have Places Where People Work

All communities have places where people work. People might work in a **factory**. A factory is where people make things like toys. People might work in a store. People might work in a school. Where do people work in your community?



# Communities Have Places Where People Play

All communities have places where people play. People might play at a park. People might play at a ball field. People might play at a pool. Where do people play in your community?



Where do people play in your community? Image source: Trong Nguyen/Shutterstock

## Interactive 1.5 Live, Work, Play

Place the pictures in the right places.

|  | Live | Work | Play |
|--|------|------|------|
|  |      |      |      |
|  |      |      |      |
|  |      |      |      |

Click to check your answers

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Test your knowledge here!

## Communities Have Natural Characteristics

A **characteristic** is a way to describe something. People have characteristics. What are some of your characteristics? What color is your hair? What color are your eyes? Communities have characteristics, too!



A heron in a tree in a city park. Image source: Iolya/Shutterstock

All communities have **natural characteristics**. These are things that were not made by people. Trees are natural characteristics. Rivers are natural characteristics. What are some of the natural characteristics of your community?





## Communities Have Human Characteristics

All communities have **human characteristics**. These are things that were made by people. Humans and people mean the same thing! Your school is a human characteristic. Bridges are human characteristics. Roads are human characteristics. What are some of the human characteristics of your community?



Look at the picture below. What is a natural characteristic in the picture? What is a human characteristic?



Image source: Radoman Durkovic/Shutterstock

## Interactive 1.6 Human and Natural Characteristics

Place the pictures in the right place.

| Natural Characteristics | Human Characteristics |
|-------------------------|-----------------------|
|                         |                       |

Click to check your answers

hill  
road  
river  
bridge  
tree  
fence

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*Can you tell the difference between a natural characteristic and a human characteristic??? Click here to find out!*

## Something is Missing!

You have learned that all communities have places to live. They all have places to work. They all have places to play. They all have natural characteristics such as trees. They all have human characteristics such as buildings. Something very important is missing!

**Interactive 1.7** What is another thing all communities have?

**What is another thing  
all communities have?**

**Click to see the  
answer!**



*Think about it for a minute, then click here to learn the answer! Did you have the same answer?*





Image source: ET1972/Shutterstock

You have learned that communities are alike in many ways. Next, you will learn how they are different.

# How Are Communities Different?

## QUESTIONS TO GUIDE INQUIRY

1. What is a community?
2. How are communities alike?
3. How are communities different?

## TERMS

**city:** a community with many people and many buildings

**town:** a community with fewer people and buildings than a city

**village:** a community with fewer people and buildings than a town

**desert:** a dry place where there is little water

You have learned that a community is a place where people live, work and play together. You have also learned that communities are alike in many ways.



What is one way communities are alike? Think of an answer and then share it with a partner.



Look at these pictures of three communities. Can you see any differences? What are some of the differences?



Image source: Sean Pavone/Shutterstock



Image source: Andrey Bayada/Shutterstock



Image source: Igor Link/Shutterstock



## Interactive 1.8 Discovering Differences



*How are communities different? Click on this interactive to do an activity.*

## Communities Can Be Different Sizes

You just learned that communities can be different sizes. Some are very big. They have many people. They have many buildings. They have many roads. This kind of community is a **city**. Some communities are small. They have fewer people than a city. They have fewer buildings. They have fewer roads. This kind of community is a **town**. Some communities are even smaller than a town. This kind of community is a **village**.



City



Town



Village

## Communities Can Be in Different Places.

Some communities are near a river. Some communities are near a lake. Is your community near water? Why do you think people build communities near water?



View of Ketchikan Street, Alaska. Image source: Teo Dominguez/Shutterstock





A desert is a dry place where there is little water. Image source: Martina Roth/Shutterstock

Some communities are not near water. They are in dry places. A **desert** is a dry place where there is little water.



Look at the pictures of two communities. One is near water. One is near a desert.



A city near a lake. Image source: Sean Pavone/Shutterstock



A city in a desert against a backdrop of mountains. Image source Turtix/Shutterstock

These communities are different. This is because they are in different places.



### Interactive 1.9 Communities Around the World

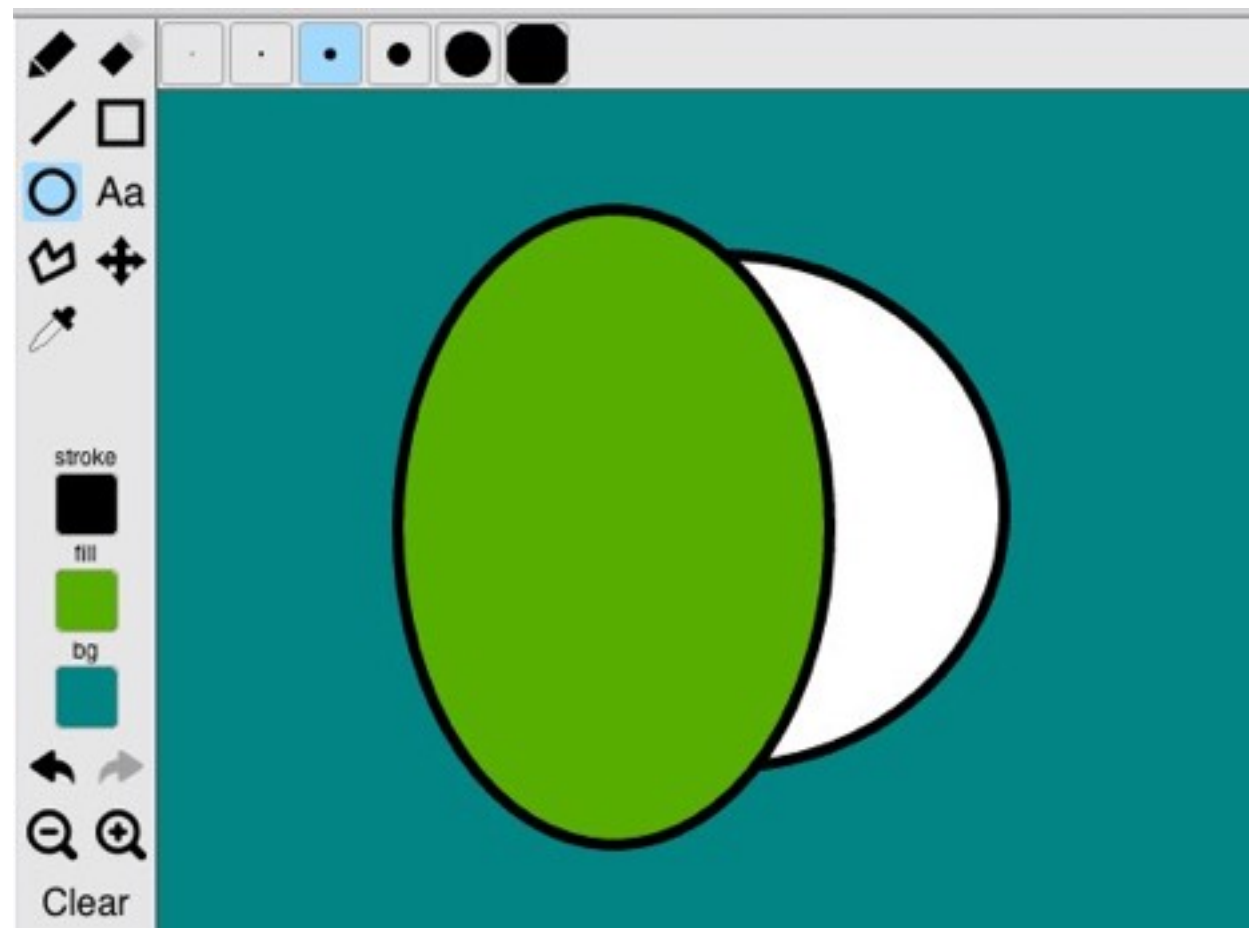


The world has many different kinds of communities. Click on the interactive above to visit some!

# Every Community is Special

It does not matter if your community is big or small. It does not matter if your community is near water or near a desert. Your community is special to you. It is special to everyone who lives there.

**Interactive 1.10** Drawing App



*Draw a picture of your favorite place in your community. This place makes your community special to you!*

You have learned that communities are different. They are different sizes. Some are big. Some are small. They are in different places. Some may be near water. Some may be near a desert.

It does not matter what size a community is. It does not matter where a community is. Every community is special!



Image source: BlueRingMedia/Shutterstock

|   |  |
|---|--|
| <b>Places to Live in our Community</b>          |  |
| <b>Places to Work in our Community</b>          |  |
| <b>Places to Play in our Community</b>          |  |
| <b>Natural Characteristics in our Community</b> |  |
| <b>Human Characteristics in our Community</b>   |  |



## Chapter 2

# What Are Some Ways People Interact With the Natural Characteristics of Their Community?

How can we show where things are located inside communities?

How can we compare communities?

How do people use the environment of their community?

How do people change the environment of their community?





# For Teachers

This second chapter covers the geography standards for second grade. Now that students have a firm understanding of what a community is, we move into the study of communities by getting students into exploring maps. In Kindergarten and First grade we had teachers construct a classroom box. This activity was designed by Dr. Phil Gersmehl and his wife Carol and is based upon some of the work they did in Harlem New York. In this chapter we once again revisit the idea of a classroom in a box, and present to you here instructions for making your own.

We use two Michigan based communities for comparison in this chapter. The idea is that you can potentially bring a third to the table.

The chapter closes with a discussion on how we impact the environment. We hope you'll find many good connections to science in this chapter.

Printable PDFs with many of the images you may choose to use in your classroom model are available here:

Doors and Cubbies  
Greenboards and Clocks  
Posters and Map  
Rug and Flowers  
Window Book Cases  
North, South, East, West  
Greenboards



## MICHIGAN OPEN BOOK PROJECT

### Interactive 2.1 Making a Classroom Map



*This presentation by Dr. Phil Gersmehl provides a brief overview of the model as well as the science reasoning behind it.*



# How Can We Show Where Things are Located Inside Places?

## QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

## TERMS

**map:** a picture or drawing of a place

**symbol:** something that stands for something else. For example, a curvy line on a map can stand for a river.

**map key:** tells what the symbols on a map mean

**directions:** north, south, east, west

You have learned that communities have places where people live. Communities have places where people work. Communities also have places where people play. How can you find where those places are located in a community? You could use a map!

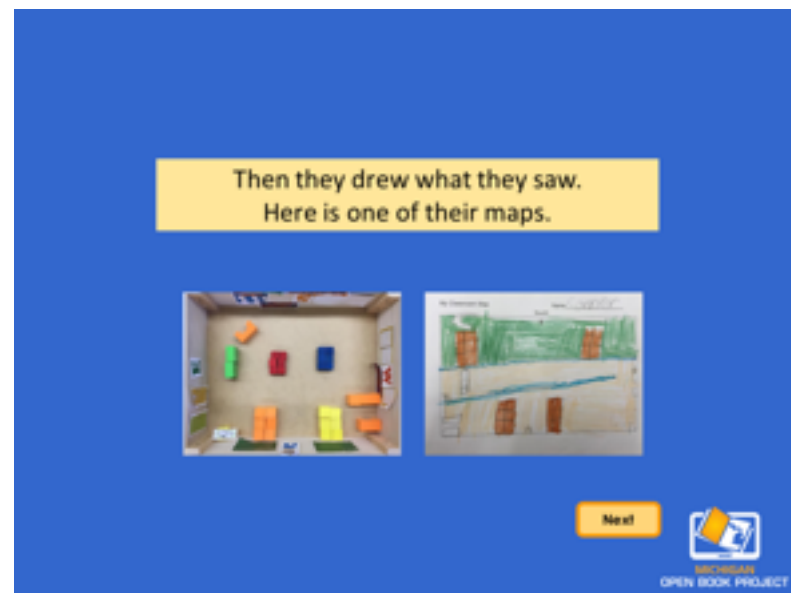


Have you ever seen someone use a map? What did they use it for? Have you ever used a map? What did you use it for?

# What is a Map?

A **map** is a picture or drawing of a place. Maps can show us where things are located in a place. This means maps can show us where to find things. What if you wanted to show where things are in your classroom? What could you do? You could make a map!

## Interactive 2.2 Making a Classroom Map

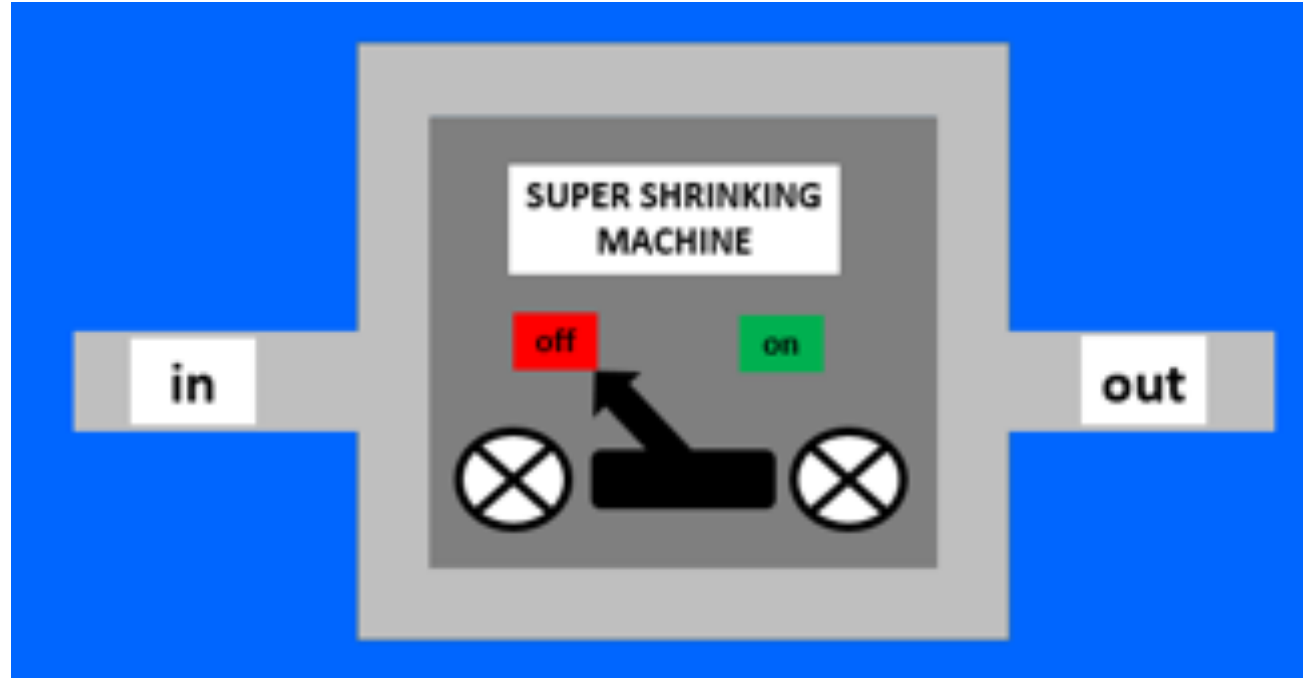


*How do you make a classroom map? Click here to see how some students did it!*



Image source: Soloviova Liudmyla/Shutterstock





Now, it is your turn! You probably don't have a Super Shrinking Machine. You might not have time to make a model of your classroom, however, you can still make a map! Here's how:

1. Imagine you are a bird flying over your classroom.
2. Draw the shape of your classroom.
3. Add names for the walls: N for north, S for south, E for east and W for west.
4. Add in windows and a door.
5. Add in details like a rug, desks and tables.

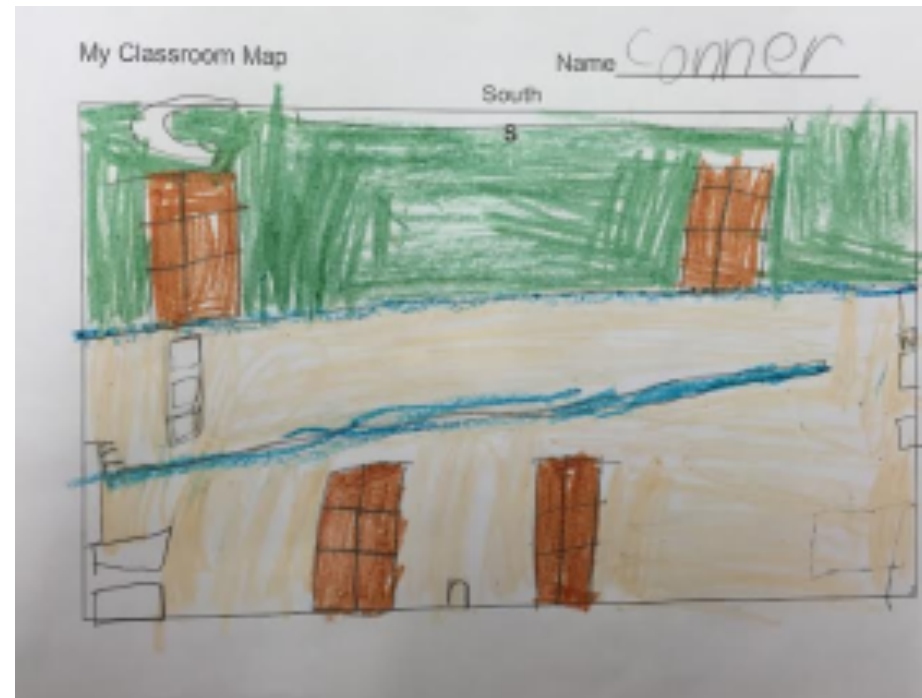
## What are the Parts of a Map?

Look at the map below. How do you know it is a map of a classroom? Maybe it is a map of a bedroom!



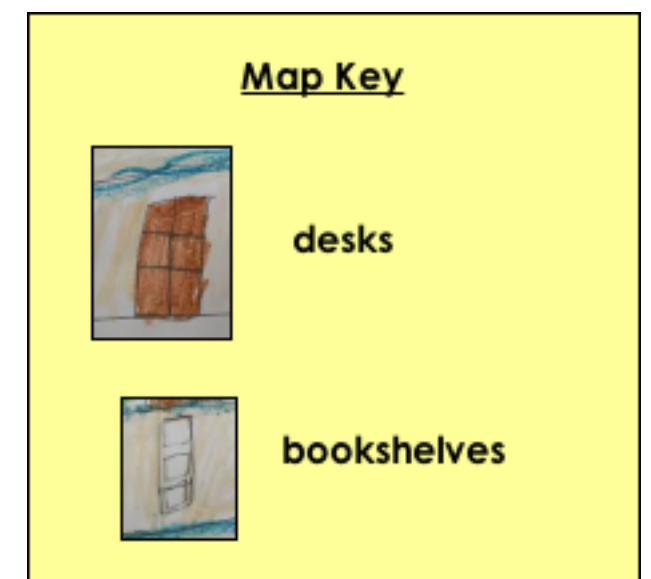
How do you know? It says it is a classroom map! It has a title: My Classroom Map. The title of a book tells you what the book is about. The title of a map tells you what the map is about!





What are the brown rectangles in the map? Are they book shelves? Are they desks? These brown rectangles are called **symbols**. A symbol is something that stands for something else. The brown rectangles could stand for bookshelves. They could stand for desks? How would we know?

This map needs a map key. A map key tells what the symbols on a map mean. Maps need a title and a map key.





Look again at the classroom map. What else does it have? It has compass direction words! You learned about compass direction words when you saw how the class made its map earlier. The class used compass direction words to name the walls in the classroom. Compass direction words include north, south, east and west.

**Directions** help us find things in a place. Where are the bookshelves in the classroom shown on the map? Use directions to help you answer!





The bookshelves are near the east wall. Are the walls in your classroom named? If not, ask your teacher to help you name them!



How would a map of the community be helpful?

You have learned that maps help us find where things are in a place. They have a title. They have a map key. They have directions. These map parts help us understand the map.

### Interactive 2.3 Map Review



Put the star next to the right answer. ★

What is this map missing?

- A. a boat
- B. water
- C. a title
- D. a shape

Next

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*[Click here to practice your map reading skills.](#)*

# How Can We Show Where Things Are Located Inside Communities?

## QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

## TERMS:

**bird's eye view:** looking down on a place from above

**state:** one of the 50 parts of our country

**Michigan:** the state you live in

You have learned that maps help us find where things are in a place. You learned how to show where things are in your classroom by making a map. Communities are much bigger than classrooms! How can maps help you find places inside a community?



Think about your community. What two things would you put on a map of your community?



## Learning About a Special Place in a Community

Look at the pictures below. They show a special place in a community. What kind of a place do they show?



Image source: Carol Egbo



Image source: Carol Egbo

Did you guess that these pictures show a school playground? If you did, you were right!

What if you wanted to make a map of the playground? It would be hard to put it in a Super Shrinking Machine! It would be hard to make a model of it.

#### Interactive 2.4 Making a Map of a Playground



*How would you make a map of something as big as a playground? Click [here](#) to find out.*

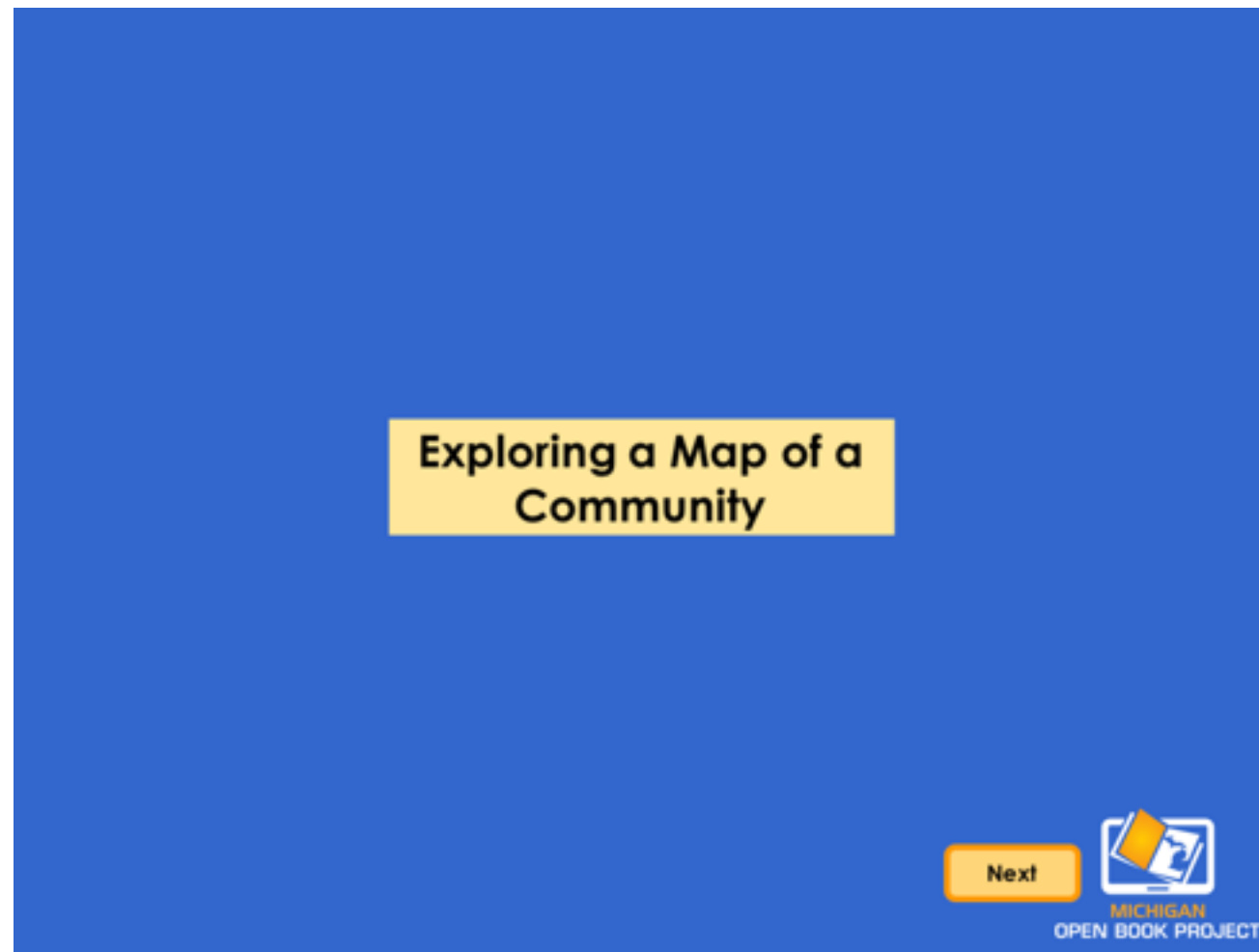
How do you make a map of a big place? You look at a **bird's eye view** of the place! A bird's eye view is when you look down on a place from above.



## Exploring a Community Map

Now you know how to read a playground map. It's time to explore a map of a bigger place. It's time to explore a map of a community!

### Interactive 2.5 Exploring a Community Map



*Click here to explore a map of a community!*

## Maps of Bigger Places

You just learned how to read a map of Beal City. You learned the elementary school was inside of Beal City. The hardware store was inside of Beal City. The school and the hardware store were smaller than Beal City.

### Interactive 2.6 Exploring a Map of a State



*What is bigger than Beal City? What is Beal City inside of? Click here to find out!*



You just learned that Beal city is inside the state of Michigan. A **state** is one of the 50 parts of our country. Michigan is inside our country.



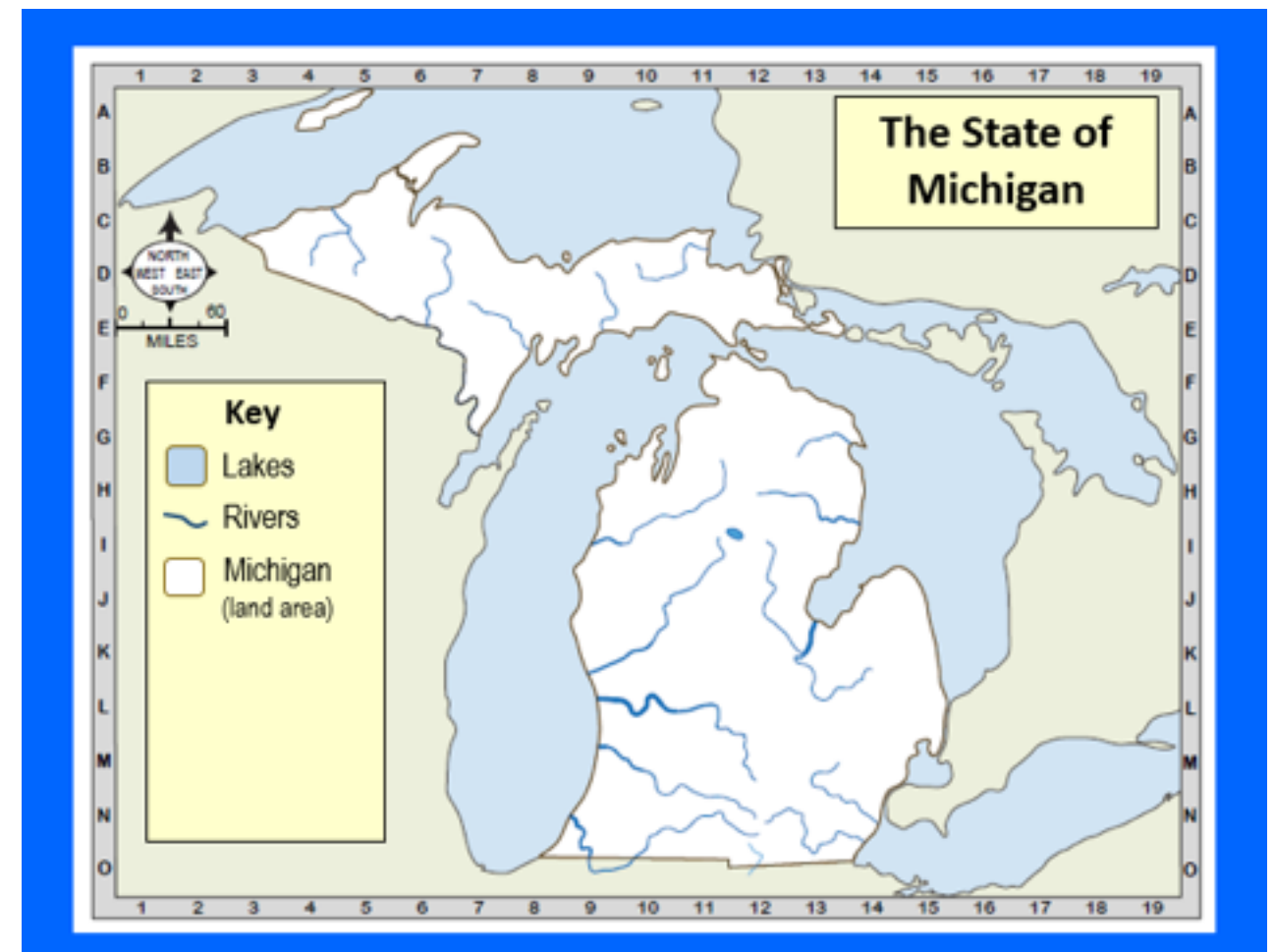
What are some of the other states that are inside of our country? Find a partner. Try to think of some together.

Maps show a bird's eye view of a community. They show what the community looks like from above. Maps can be used to find things inside of communities.

Maps can show what is inside bigger places also. Maps can show what is inside of a state.



Work with your teacher and your class to locate your community on this map of Michigan.





# How Can We Compare Communities?

## QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

Maps show a bird's eye view of a community. They show what the community looks like from above. Maps can be used to find things inside of communities.



You can use maps to learn about what is inside of places. What else can you use them for?

## How Can We Use Maps to Compare Communities?

How do you compare things? You try to find how the things are different. You also try to find how the things are alike. You can use maps to compare communities.

You learned that maps can help you compare communities. They can help you compare where communities are located inside of Michigan. They can help you compare the size of communities. What else can you use to compare communities?

### **How Can We Use Photographs to Compare Communities?**

Look at the two photographs below. One shows the community of Holland from above. One shows the community of Beal City from above. What differences do you see?



Holland Michigan from above



Beal City Michigan from above



The photographs show that Holland has many more buildings. It has many more roads. It is a much larger community than Beal City.



Holland Michigan from above



Beal City Michigan from above



## How Can We Use Words to Compare Communities?

Read the words in the two boxes. Look for ways Holland and Beal City are alike. Look for ways Holland and Beal City are different.

### **Beal City**

**Beal City is a small village. It has only a few buildings. It has only one store. It has just two main roads. It has many farms near it. People who live in Beal City love their community.**

### **Holland**

**Holland is a big city. It has many buildings. It has many stores. It has many roads. It has a park inside it. It is near a big lake. People who live in Holland love their community.**

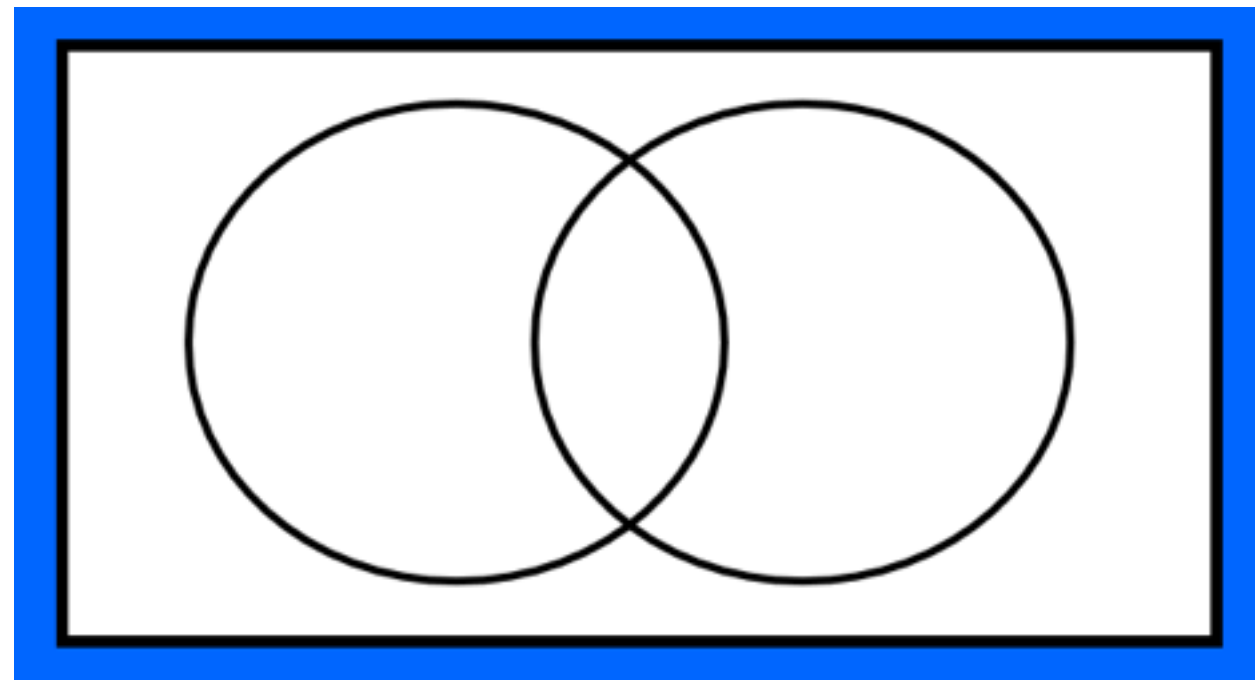


What is one way Holland is different from Beal City? What is one way Holland is like Beal City?

We can use maps to compare communities. We can use photographs to compare communities. We can use words to compare communities.



Work with your teacher and your class to compare your community to either Holland or Beal City. Make a Venn diagram showing your comparison.



## How and Why Do People Change the Natural Environment of their Community?

### QUESTIONS TO GUIDE INQUIRY

1. How can we show where things are located inside communities?
2. How can we compare communities?
3. How do people use the environment of their community?
4. How do people change the environment of their community?

### TERMS

**natural environment:** everything around you that is not made by humans

**forest:** an area covered with trees

**swamp:** an area of low ground filled with water

You have learned that people like to live in communities. Communities help people meet their basic needs. Basic needs include food, clothing and houses. Communities have places where people can live. Communities have places where people can play. Communities have places where people can work.



What do you like best about your community? Think of an answer and then share it with a partner.



## All Communities have a Natural Environment

You learned that communities have human characteristics. These are things made by people. You also learned that communities have natural characteristics. These are things that were not made by people. What natural characteristics are in this photograph?



Image source: Artens/Shutterstock.com

The flowers in the photograph are natural characteristics. The trees are natural characteristics. The river is a natural characteristic. The grass is a natural characteristic. The dirt the grass is growing in is a natural characteristic. There is even a natural characteristic that you can't see! What is it? Air is a natural characteristic. You can't see air!

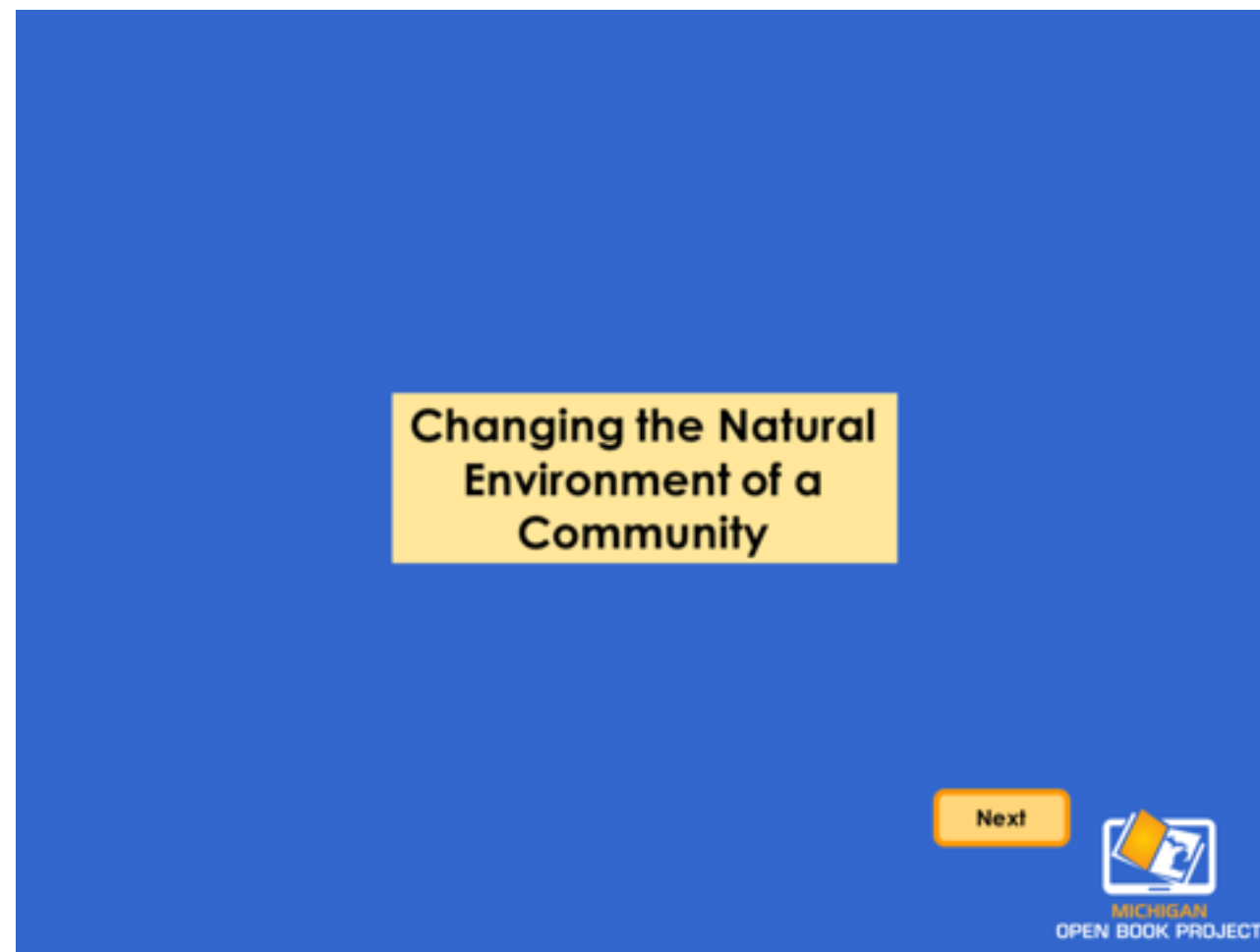
All these natural characteristics make up the natural environment of a place. The natural environment is everything around you that is not made by humans.



Image source: cgterminal/Shutterstock

The natural environment is very important to a community. It gives people air to breathe. It gives people water to drink. It gives people trees to build houses.

**Interactive 2.7** Changing the Natural Environment



*Do people sometimes change the natural environment of their community? How would they do that? Why would they do that? Click here to find out.*



## Changing the Natural Environment of a Community

What did people do to build the community of Holland? They changed the natural environment of their community. People cut down trees. People filled in swamps. This made space for roads. This made space for houses. This made space for farms.





Good things can happen when you change the environment. When people cut down trees they were able to build houses. When people drained swamps they were able to start farms.



People changed the environment so they could build the community of Holland. This was a good thing. Do you think any bad things happened when they changed the environment? What were they?

Many times bad things also happen when you change the environment. What happened to the animals that were living in the forests? What happened to the animals that were living in the swamps? They lost their homes.





Bad things can happen when you change the natural environment. Cutting down too many trees changes the environment. It causes problems.



Image source: Antonina Potapenko/Shutterstock.com



Dumping garbage in a river changes the natural environment. It hurts the river.



Image source: De Visu/Shutterstock.com

## Making Good Choices

People in a community often have to change the environment. They might need to cut down trees to make space for houses. How many trees should they cut down? How can they make good choices?

### Interactive 2.8 Making Good Choices



*How can you make good choices about changing the environment? [Click here to find out!](#)*



People often have to change the natural environment of their community. This can cause good things to happen. This can also cause bad things to happen. That is why people need to make good choices when they change the environment.



Work with your teacher and your class to learn how people have changed the environment of your community. Then, make a chart like the one below. Show a good thing that happened. Show a bad thing that happened.

| Good<br> | Bad<br> |
|---|--|
|   |  |



## Chapter 3

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# How Do People Work Together in a Community?

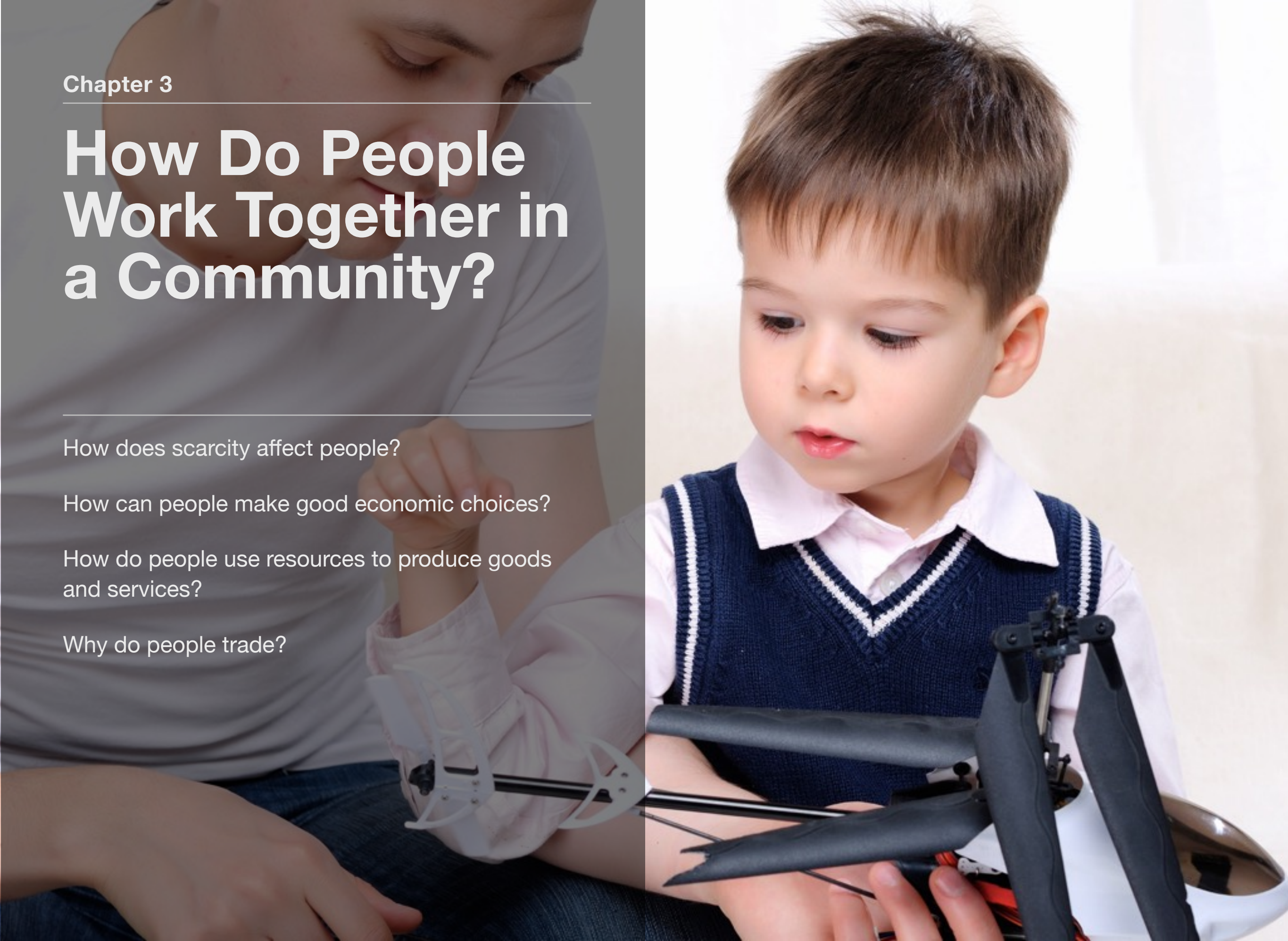
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How does scarcity affect people?

How can people make good economic choices?

How do people use resources to produce goods and services?

Why do people trade?



# For Teachers

Now that we've spent time talking about what a community is and then exploring them, the conversation of this chapter is focused around the compelling question "How do people work together in a community?" On the one hand, this question appears rooted in civics, but the content we cover is rooted in economics. Students have already learned about needs and wants, and consumers and producers in earlier grades, and now we introduce an economic term "scarcity". You may choose to review the concepts of needs vs wants before introducing this term.

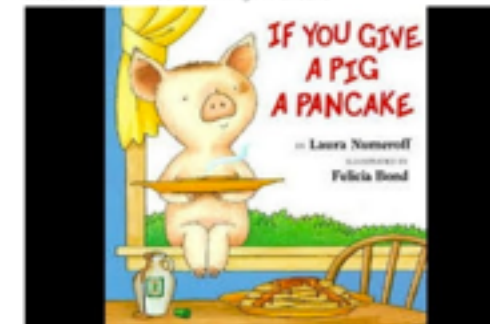
Economics is about choices, and our second section walks students through how consumers can make good choices. Our third section walks students through how people use resources to make goods. There is great overlap between this section and previous ones from the geography chapter.

Finally, we review and deepen our knowledge of trading by exploring now why we trade in the local community - including what is traded. A fantastic interactive on specialization closes the chapter.



## MICHIGAN OPEN BOOK PROJECT

Interactive 3.2 If You Give A Pig A Pancake



Listen to this book about a pig. What did the pig want?

What happened when the pig was given one thing? It wanted another thing! People are a lot like the pig! Pretend you buy a new gaming station. Now what do you want? Games to play on it!

# What Is Scarcity?

## QUESTIONS TO GUIDE INQUIRY

1. How does scarcity affect people?
2. How can people make good economic choices?
3. How do people use resources to produce goods and services?
4. Why do people trade?

## TERMS:

**goods:** things we buy that we can touch or hold

**services:** things that others do for you

**scarcity:** when there is not enough

**choice:** when people choose one thing and give up other things

You have learned that communities have places where people live. Communities have places where people work. Communities have places where people play. They also have places where people can buy things.



Where are the places in your community where your family buys things? Make a list or draw a picture showing some of these places.



## Goods and Services

People want many things! That is why communities have many places where you can buy things. Sometimes people want to buy goods. **Goods** are things we buy that we can touch or hold. A bike is a good.



Image source: Gena73/Shutterstock

Sometimes people want to buy services. **Services** are things that others do for you. When you pay for a haircut you are buying a service.



Image source: Chubykin Arkady/Shutterstock.com

### Interactive 3.1 Goods and Services

Here is a tricky one! Someone delivers a pizza to your house. Where does the picture go?

| Goods | Services |
|-------|----------|
|       |          |



Next!  MICHIGAN OPEN BOOK PROJECT

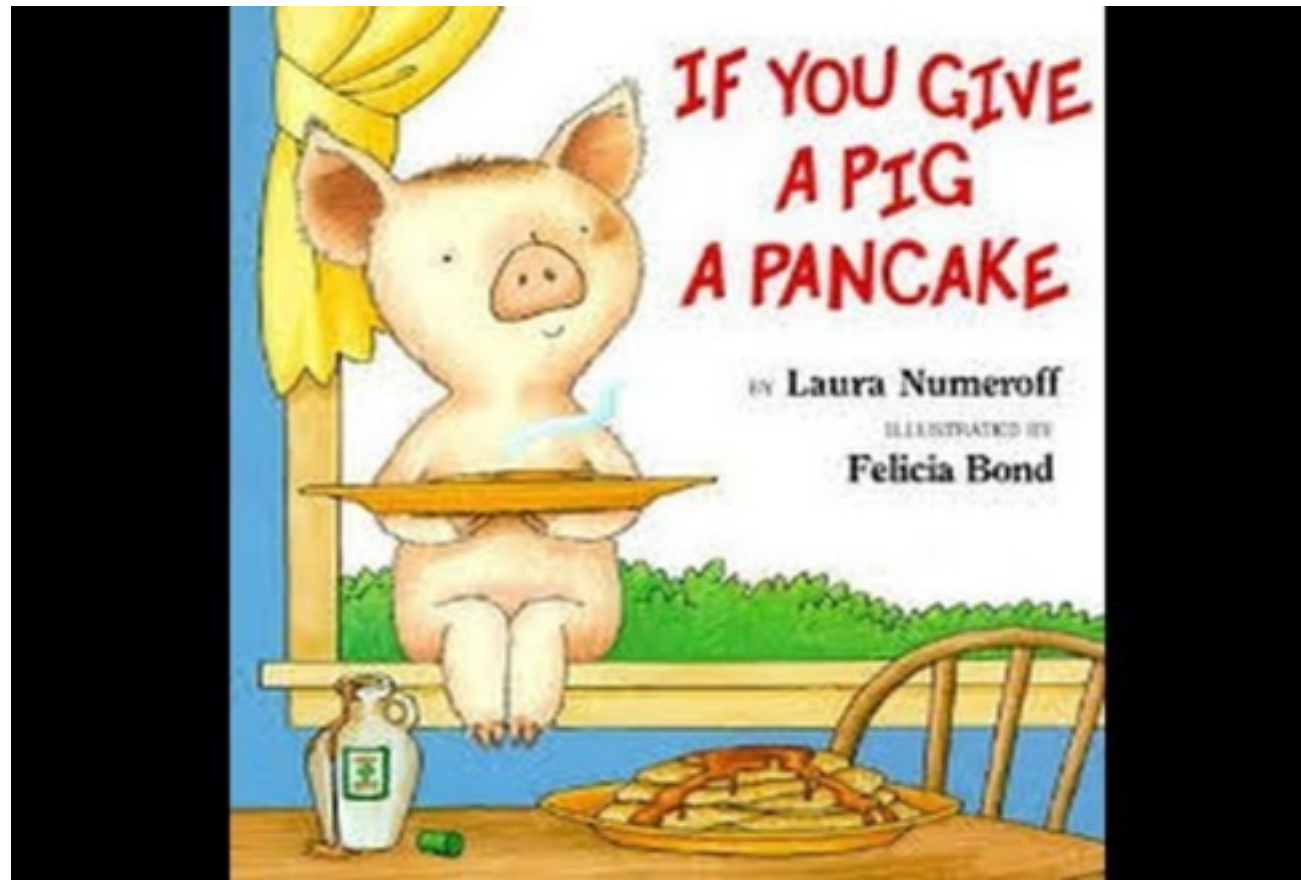
*Do you know the difference between a good and a service? Click here to show what you know.*

## People Want Many Goods and Services

People want many goods and services! What about you? What would you like to be able to buy? What are some goods? What are some services?



### Interactive 3.2 If You Give A Pig A Pancake



*Listen to this book about a pig. What did the pig want?*

What happened when the pig was given one thing? It wanted another thing! People are a lot like the pig! Pretend you buy a new gaming station. Now what do you want? Games to play on it!

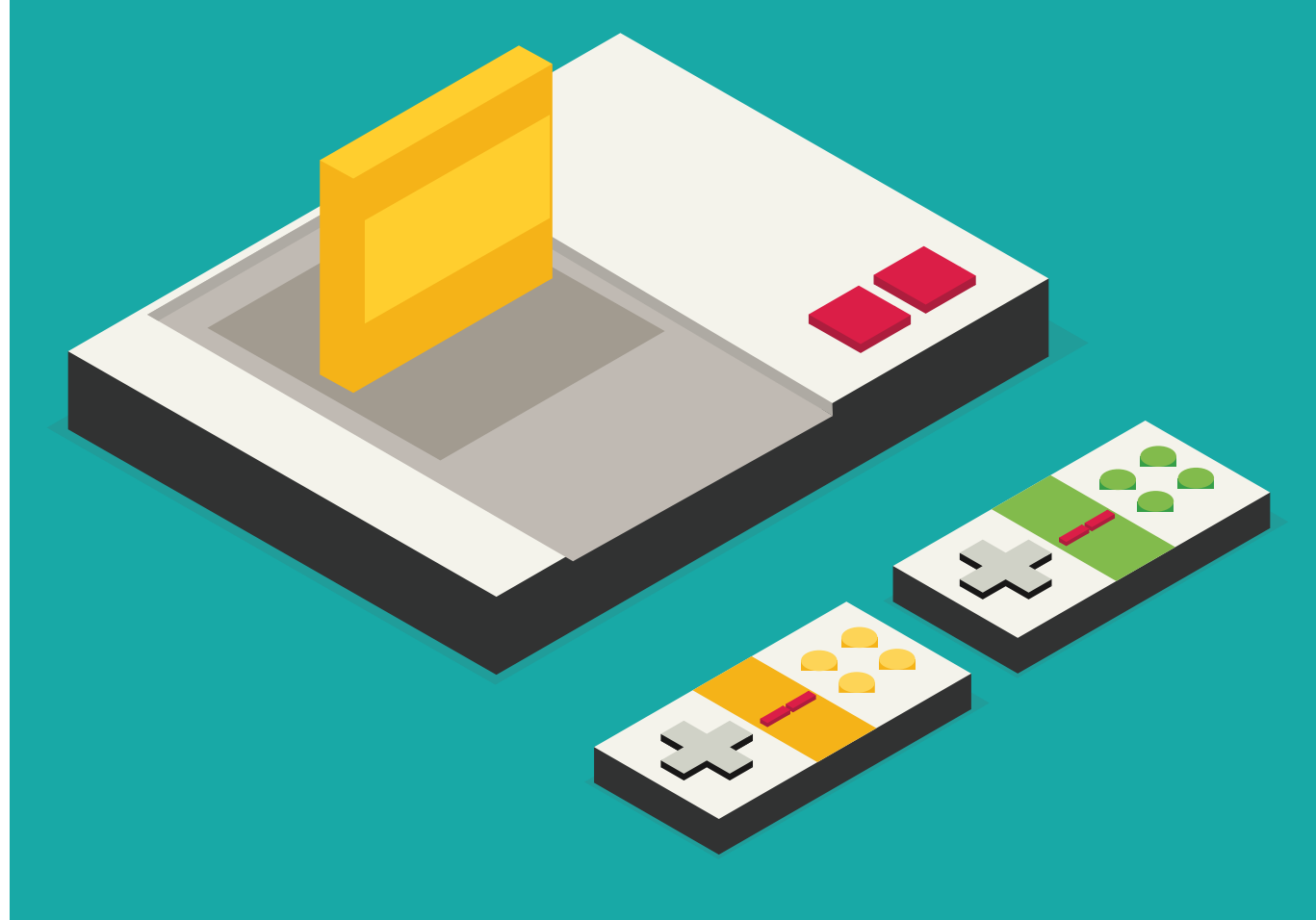


Image source: Mix3r/Shutterstock

## Why Can't We Have Everything We Want?

People want a lot of things! Why can't they have everything they want? They can't because of scarcity. **Scarcity** means there is not enough. Think about that gaming station again. What if it is a good that many, many people want? It will be hard to find in a store. There will not be enough of them. There will be a scarcity of that kind of gaming station.



What would you do if you could not buy the gaming station you wanted?

## Making Choices

What would you do? Would you buy a different kind of gaming station? Would you wait until you could buy the one you wanted? Would you buy something different like a bike? You would have to make a choice. A choice is when people choose one thing and give up other things.



What if you chose to buy a bike instead? You would have to give up the gaming station.



### Interactive 3.3 Section 1 Review

**Move the words into the right places!**

People want many \_\_\_\_\_ and services.

People cannot have everything they \_\_\_\_\_.

\_\_\_\_\_ means not enough.


Because of scarcity people have to make \_\_\_\_\_.

scarcity

choices want

goods

Click to check your answers

  
MICHIGAN  
OPEN BOOK PROJECT

*Click to review what you have just learned.*

People want many goods and services. Because of scarcity they cannot have everything they want. Scarcity means not enough. Scarcity means people have to make choices.

# How Can People Make Good Choices?

## QUESTIONS TO GUIDE INQUIRY

1. How does scarcity affect people?
2. How can people make good economic choices?
3. How do people use resources to produce goods and services?
4. Why do people trade?

## TERMS:

**opportunity cost:** the second thing you want most when you make a choice

People cannot have all the goods and services they want. Why? Because of scarcity! Scarcity is when there is not enough. Because of scarcity people have to make choices.



Think about a time when you had to make a choice when you were buying something. What were the things you wanted? Which one did you choose?

# What is an Opportunity Cost?

Sometimes it is hard to make a choice. It is hard because once you make your choice, you have to give something up. Every time you make a choice there are other things that are not chosen.

## Interactive 3.4 Making a Choice

Now it's your turn!

Put the 1 under the thing you want most.  
Put the 2 under your second choice.  
Put the three under your third choice.  
Put "Opportunity Cost" below your opportunity cost!

1 2 3 Opportunity Cost

Next  MICHIGAN OPEN BOOK PROJECT

[Click here to practice making a choice](#)



You just learned that an **opportunity cost** is the second thing you want most when you make a choice. What was your opportunity cost? Was it the paint set? Was it the candy? Was it the kite?



## How Can You Make Good Choices?

Think about the choice you just made. How did you decide between the kite, the paint set and the candy?





Do you think it is important to make good choices?  
Why or why not?


You will have to make many choices in your life! It is important to make good ones!

**Interactive 3.5** Making Good Choices

Compare the choices. Then, choose your pet!

| MY CHOICES |  |  |
|------------|---|---|
| fish       |   |   |
| kitten     |   |   |
| puppy      |   |   |

Next



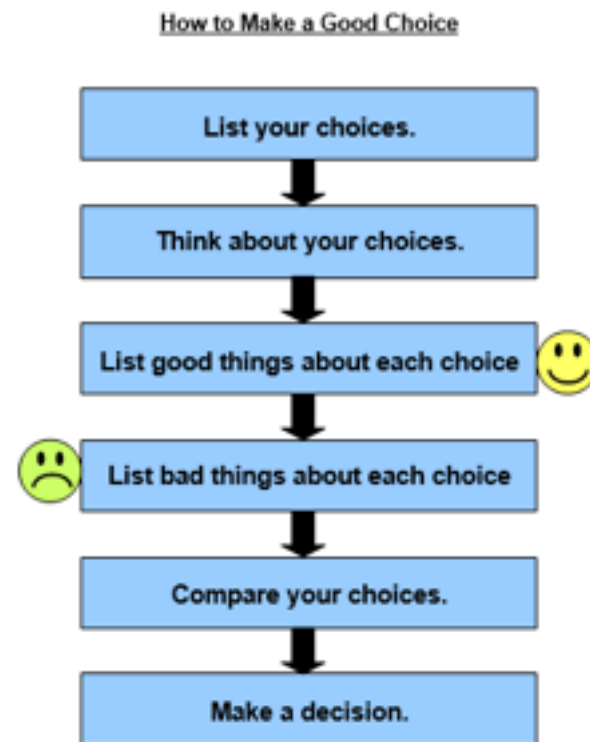
MICHIGAN  
OPEN BOOK PROJECT

*How can you make a good choice? Click here to find out!*

Which pet did you choose? Did you choose the fish? Did you choose the kitten? Did you choose the dog? How did the chart help you make a good choice?

Because of scarcity people have to make choices. It is important to make good choices!

| MY CHOICES |  |  |
|------------|---|---|
| fish       |   |   |
| kitten     |   |   |
| puppy      |   |   |





Do people in communities sometimes have to make choices? What kind of choices do they have to make?



Imagine your community has to make a choice between buying these three things: new playground equipment for the park, a new police car, a small swimming pool for the park. Work with your teacher and your class to make a good choice by completing the chart below.



| OUR CHOICES           |  |  |
|-----------------------|---|---|
| Playground equipment  |   |   |
| A new police car      |   |   |
| A small swimming pool |   |   |

# How Do People Use Resources to Make Goods?

## QUESTIONS TO GUIDE INQUIRY

1. How does scarcity affect people?
2. How can people make good economic choices?
3. How do people use resources to produce goods and services?
4. Why do people trade?

## TERMS:

**resource:** something people use to make goods

**natural resources:** things in nature that people use to make goods

**human resources:** workers who make goods

**capital resources:** goods that used to make other goods

**businesses:** places that make or sell goods and services

You have learned that people need and want goods. Goods are things people buy that they can touch or hold. How do people make goods? People use resources to make goods.



What does it take to make a wooden pencil? Think of two different things then share with a partner.

## What are Natural Resources?

To make a wooden pencil you need a tree! A tree is a natural resource. Natural resources are things in nature that people use to make goods. Water is another natural resource.



Image source: Javid Kheryrabaldi/Shutterstock

## What are Human Resources?

How does the tree turn into a pencil? You need a person to cut down the tree! A person is a human resource. Human resources are workers who make goods.



Image source: Visual Generation/  
Shutterstock



## What are Capital Resources?

Wait! Is that all you need to make a wooden pencil? A tree and a person? What else do you need? The person would need a saw to cut down the tree! The saw is a capital resource. Capital resources are goods that used to make other goods.



## Putting Resources Together to Make Goods

To make a pencil you need a tree. The tree is a natural resource. To make a pencil you need a person to cut down the tree. The person is a human resource. To make a pencil you need a saw. The saw is a capital resource.

Image source: Rvector/Shutterstock

### Interactive 3.6 How to Make a Pencil



*Is that all it takes to make a pencil? A tree, a tree cutter and a saw??? Click here to find out.*

You just saw that it takes a lot of resources to make a pencil. You saw many machines in the video. What kind of resource are machines? Are they natural, human or capital resources?

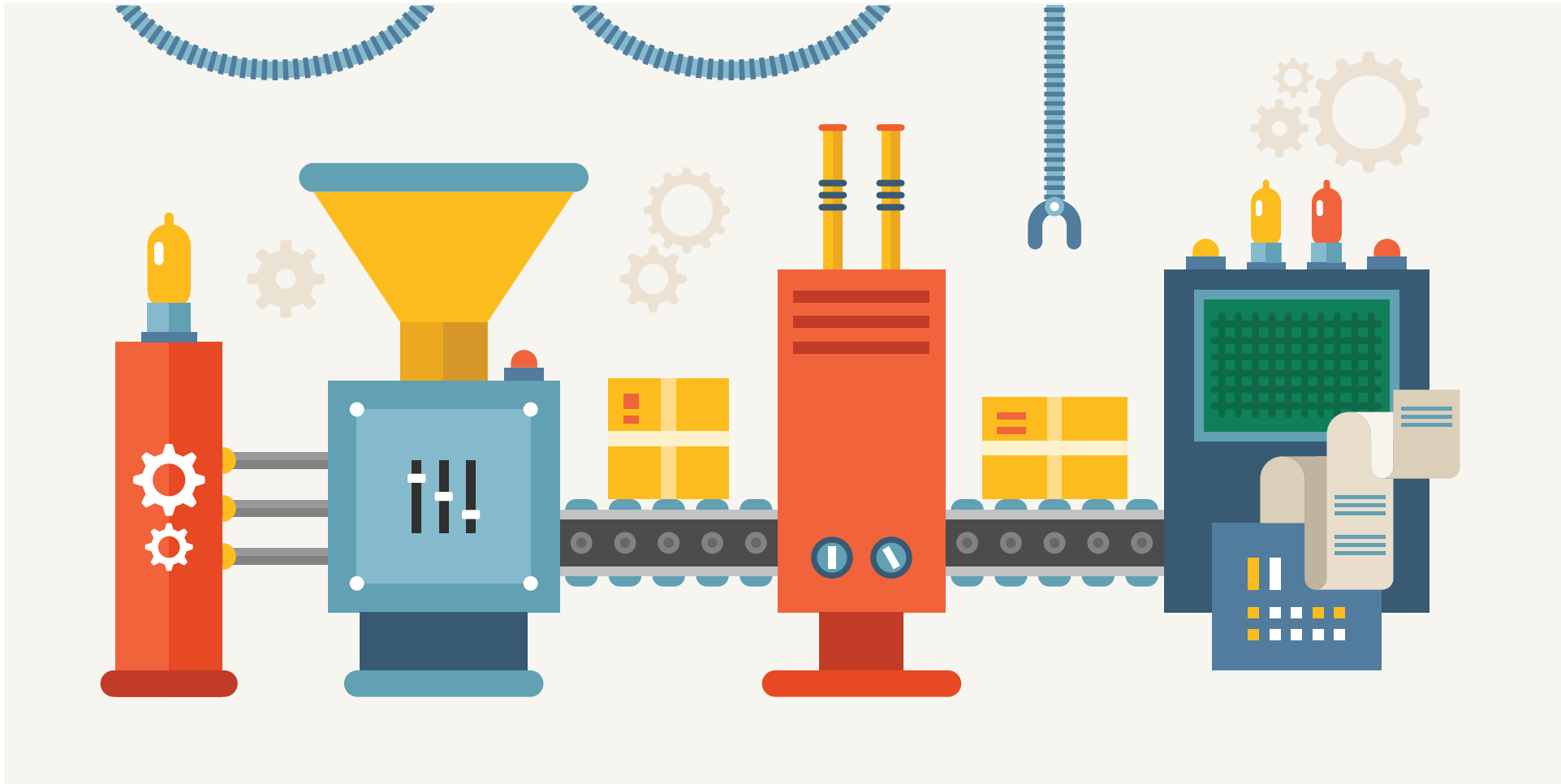



Image source: AntartStock/Shutterstock


Let's think this out! Machines were made by people. So they can't be a natural resource. Machines are NOT people. So they can't be a human resource. Machines must be a capital resource. A capital resource is a good used to make other goods!



### Interactive 3.7 Lemonade Stand

The spoon is a capital resource. It is a good used to make another good.

| Natural Resource | Human Resource | Capital Resource  |
|------------------|----------------|---|
|                  |                |  |

Next   
MICHIGAN  
OPEN BOOK PROJECT

*Time to Practice! What resources do you need to make lemonade? Click to show what you know!*

## What Do Businesses do?

Businesses are a very important part of communities. Businesses are places that make or sell goods. Think about that wooden pencil again. Where might you go to buy one in your community?



Image source: Michael C. Gray/Shutterstock

Think about the lemonade again. Could you open your own lemonade business in your community? You would be making and selling a good.

### Interactive 3.8 A Community Business

These are some resources needed to make potato chips.  
Place them in the right places.


| Natural Resource | Human Resource | Capital Resource |
|------------------|----------------|------------------|
|                  |                |                  |

Left side resources:

- The person who runs the peeling machine
- potatoes
- slicing machine
- salt

Right side resources:

- The person who runs the slicing machine
- water
- peeling machine

Next   
MICHIGAN  
OPEN BOOK PROJECT

*[Click here to learn about a business in the community of Detroit.](#)*

People want many goods. Goods are made with resources. There are three kinds of resources. There are natural, human and capital resources. Businesses in a community use resources to make goods. Businesses also sell goods.





Work with your teacher and your class to make a list of businesses in your community. Use the chart below to make the list. Then, invite someone who owns a business to visit your class!

| Business | Goods it makes or sells |
|----------|-------------------------|
|          |                         |

## A horizontal banner with a dark red background. On the left, the word "Trade?" is written in large white font. To its right are several construction tools arranged horizontally: a yellow power drill, a red reciprocating saw, a yellow circular saw, a pair of pliers, a hand saw, a level, a wrench, and a vise. The tools are stylized with flat colors and simple shapes.

1. How does scarcity affect people?
2. How can people make good economic choices?
3. How do people use resources to produce goods and services?
4. Why do people trade?

**specialization:** when people produce, or make, certain kinds of goods or services

**trade:** to exchange one thing for another

You have learned that people want many goods.  
You have also learned that goods are made with  
resources. There are three kinds of resources.  
There are natural, human and capital resources.  
You have also learned about businesses.



## What do businesses do in a community?

### Why are they important?

Businesses in a community use resources to make goods. Businesses also sell goods. Businesses are an important part of a community.

## **How Can Businesses Help You Build a Wooden Car?**

Meet Anthony! He won an award in a pinewood derby contest! He worked hard to build his car.



Image source: Vicki Shearer



### Interactive 3.9 Making a Wooden Car

Anthony took all the goods home. Then, Anthony and his Dad worked together to build his car.



MICHIGAN  
OPEN BOOK PROJECT

*What did Anthony need to build his car? Click here to find out.*

Why did Anthony and his Dad have to go to some many places? They went to three different businesses. Why couldn't they just go to one?



Anthony needed many things for his car. He needed a piece of wood and sandpaper. He needed wheels. He needed paint and brushes. No business in his community had all those things. That is why he had to go to three different businesses.

## What is Specialization?

Most businesses choose certain things to make or sell. This is called **specialization**. Specialization is a big word! But it is easy to understand. Specialization is when people produce, or make, certain kinds of goods or services.

You wouldn't go to a pizza place to have your hair cut! You would go to a business that specializes in cutting hair. You wouldn't go to a shoe store to buy candy. You would go to a candy store. You would buy your shoes from the shoe store.





### Interactive 3.10 Specialization



*How does specialization work? [Click here to find out!](#)*

## Why Do People Trade?

Mrs. Lewis wanted the wooden toy train for her toy shop. How did she get it? She traded with Mr. Chavez for it! She traded money for the toy. What did Mr. Chavez do with the money? He traded it for the paint!



People specialize. They might make a certain good. They might provide a certain service. They earn money for the work they do. Then, they trade the money for the things they need and want.



### Interactive 3.11 Time to Review

Henry made wooden puzzles. He sold his puzzles to the owner of a small toy store. Each time he sold some puzzles, he would go shopping. Henry bought things like food and clothing.

What did Henry use to go shopping?

Symbol

A. money  
B. symbols and numbers  
C. food  
D. food

Put the star next to the right answer. ★

How did Henry get food and clothing?

Symbol

A. the money  
B. symbols and numbers  
C. the food and clothing  
D. the food and clothing

Put the star next to the right answer. ★

Click to check your answers

OPEN BOOK PROJECT

[Click here to show what you know](#)





## Chapter 4

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# How do people get along together in a community?

---

Why Do People Need Community Governments?

What Do Community Governments Do?

How are Community Governments Organized?

What Responsibilities do Citizens Have in a Community



# For Teachers

Chapter 4 is all about civics. While many teachers may be tempted to do this chapter first, it is placed here for a reason. Many of the concepts introduced in Chapters 1-3 are revisited here. Some of the content from 1st grade may serve as a great review at the start of the year.

Our compelling question is “How do people get along together in a community?”

To illustrate this point we create, much as we do in the third grade book, a fictional location. This fictional place is called Lawless Town. You can probably guess what it’s like there! Lawless town is the way we explore the supporting question “Why do people need community governments?” and “Why are laws so important in a community?”

From there we continue our studies by introducing how community governments are organized. This is important ground work for later grades as we explore the three branches of state and federal government in 3rd, 4th, and 5th grades.

No civics chapter would be complete without a discussion on the responsibilities of citizenship. Our final section asks students to consider “What responsibilities do citizens have in a community?” before looping back again to the compelling question.



## MICHIGAN OPEN BOOK PROJECT



# Why Do People Need Community Governments?

## QUESTIONS TO GUIDE INQUIRY

1. Why Do People Need Community Governments?
2. What Do Community Governments Do?
3. How are Community Governments Organized?
4. What Responsibilities do Citizens Have in a Community?

## TERMS:

**laws:** what rules are called in a community

**government:** a group of people chosen to make laws and choices for a community

**community services:** things that a community government does for people living in a community

You have learned that a community is a place where people live, work and play together. In order to do those things people need to get along together! In first grade you learned about how people get along together in classroom. You learned about how people get along together in a school. Now it is time to learn about how people get along together in a community!



What is one way people in your classroom get along together?

## People Need Rules!

In first grade you learned that rules help you get along in a classroom. Rules help keep you safe. Rules help keep things fair.

People want to feel safe in their community. People want things to be fair. People want to get along together in their community. For all these reasons communities need rules.

We give another name to rules in a community. We call them laws. **Laws** are what rules are called in a community.





## Interactive 4.1 Lawless Town



*What would it be like to live in a community without any laws? [Click here to find out!](#)*

Would you like to live in Lawless Town? Why or why not?

## People Need to Be Safe

People want to feel safe in their community. Would you feel safe in a car in Lawless Town? Probably not! Laws help keep people safe. Lawless Town needs some laws about driving!

## What is a Community Government?

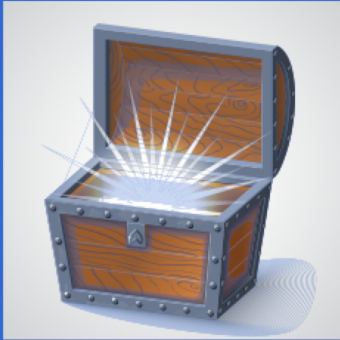

Who makes the rules in your family?  
Who makes the rules in your classroom? Who do you think makes the laws in a community?

In a community laws are made by a government. A **government** is a group of people chosen to make laws and choices for a community.




## Interactive 4.2 Characteristics of Community Government Leaders

Read each characteristic. If you think community government leaders should have this characteristic put it in the CCC. If you think community government leaders should not have this characteristic put it in the garbage can.



- responsible
- mean
- careless
- fair
- honest
- selfish

[Click to check your answers](#)

  
MICHIGAN  
OPEN BOOK PROJECT

*You learned that characteristics are ways to describe something. What characteristics do you think community government leaders should have? Click here to decide!*



## People Need Community Services

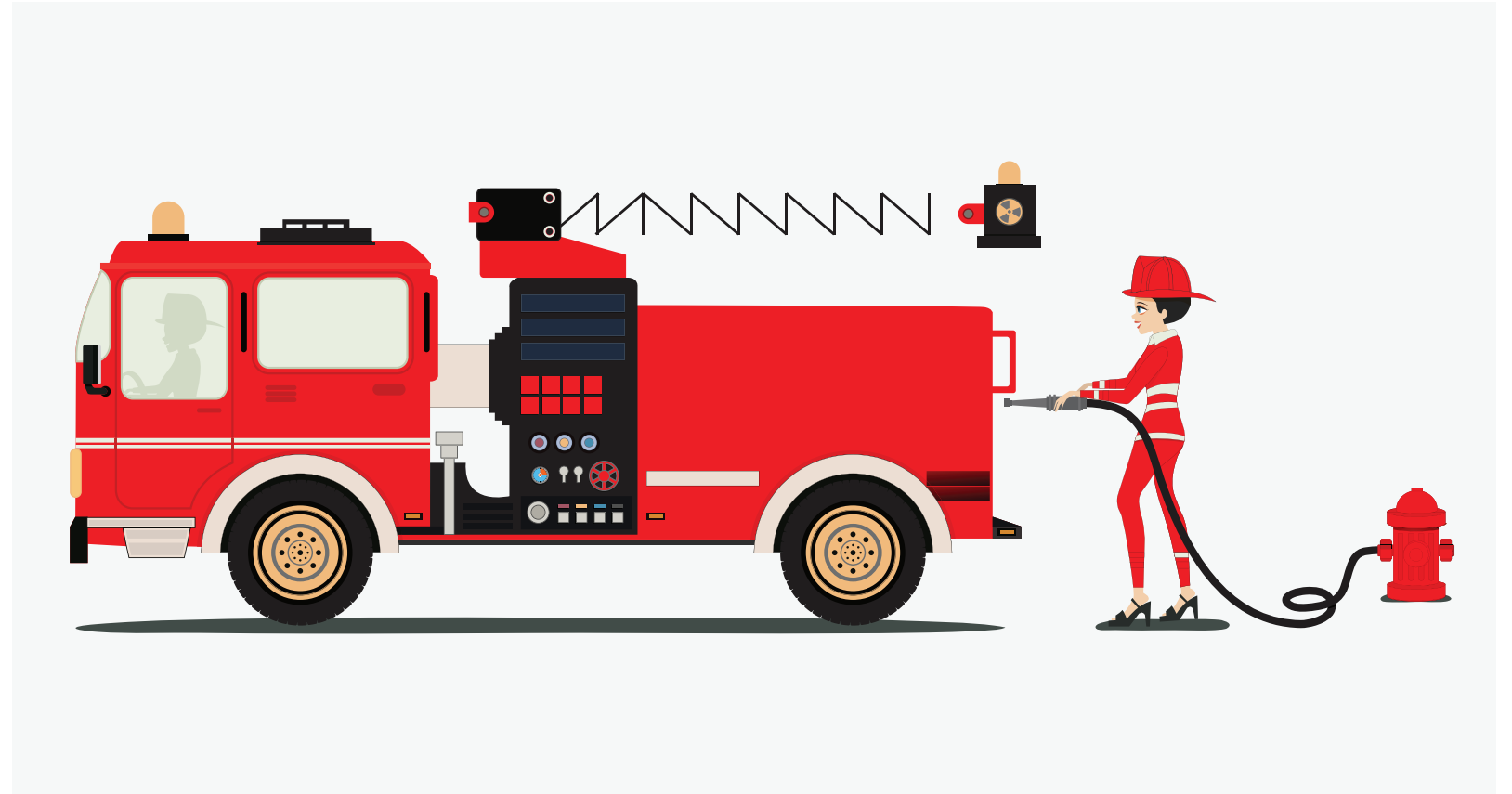
Community governments make laws. Community governments keep people safe. Community governments also provide community services.

In chapter 3 you learned that a service is something someone does for you. **Community services** are things that a community government does for people living in a community.

Lawless Town needed a law about speeding. Would a law be enough? Who would stop the people who were driving too fast? Lawless Town would also need police officers. They could stop the people who were driving too fast. Police officers are a community service. A community government provides police officers.



If your house was on fire. You would call 911. The fire station would send firefighters to put out the fire. Firefighters are another community service. A community government provides firefighters.



What is another community service your community provides?

## People Need Help Solving Problems

In your classroom your teacher helps solve problems. In a community the community government helps solve problems.

In Lawless Town people were throwing garbage everywhere. Pretend you lived in Lawless Town. What if you didn't like all that garbage? What could you do? You could go to the community government. You could ask the community leaders to help you solve the problem. Maybe they could pass a law about garbage. Maybe they could have a town clean-up day.





People in a community need laws. Laws help people feel safe in a community. A community government is a group of people chosen to make laws for a community. A community government helps keep people safe. A community government also provides services. It provides police officers. It provides firefighters. A community government also helps people solve problems.

### Why Do People Need a Community Government?

A community government makes laws.

A community government keeps people safe.

A community government provides services.

A community government helps solve problems.

### Interactive 4.3 Time to Review

Move the words into the right places!

Rules in a community are called \_\_\_\_\_.

A \_\_\_\_\_ is a group of people chosen to make laws for a community.

A community government helps keep people \_\_\_\_\_.

A community government provides \_\_\_\_\_ like firefighters.

A community government helps people solve \_\_\_\_\_.

Rules in a community are called **laws**.

A **government** is a group of people chosen to make laws for a community.

A community government helps keep people **safe**.

A community government provides **services** like firefighters.

A community government helps people solve **problems**.

[Click to check your answers](#)

 MCGRAW HILL  
OPEN BOOK PROJECT

[Click here to show what you know!](#)

# Why Are Laws so Important in a Community?

## QUESTIONS TO GUIDE INQUIRY

1. Why Do People Need Community Governments?
2. What Do Community Governments Do?
3. How are Community Governments Organized?
4. What Responsibilities do Citizens Have in a Community?

## TERMS

**common good:** what is best for everybody

**individual rights:** things a person is allowed to have or to do.

You need rules in your classroom. People in a community need rules, too! In a community rules are called laws.



What is one important rule in your classroom? Why do you have that rule?

## Why Do Communities Make Laws?

Students in Mr. Johnson's room were leaving the classroom a mess. Everyday Anita and Susan stayed behind to clean it up. Mr. Johnson thought that wasn't fair. Mr. Johnson made a new rule.

**Everyone has to help clean up the classroom at the end of the day.**



Why did Mr. Johnson make the new rule?



Mr. Johnson made the rule in order to solve a problem. What was the problem?  
Students were leaving the classroom a mess. Two students had to clean the mess up.  
The same thing happens in communities. Communities make laws in order to solve problems. Read the community law below. What problem do you think the community had?

**It is the responsibility of the owner of any dog to keep the dog on the owner's property.**

Why did the community need this law? The community had a problem with dogs running loose. The loose dogs were in other people's yards. They sometimes bit people. The loose dogs were sometimes in danger. Cars came close to running into them.



## Interactive 4.4 Garbage in Lawless Town



*How did Lawless Town try to solve the garbage problem? Click here to find out!*

## Should Laws Protect People's Rights?

Do you think Mr. Jones liked the new Garbage Law? He probably didn't! He felt it was his right to throw his garbage on his lawn!

When communities make laws they do need to think about the rights of people. These rights are called individual rights. Individual is another name for one person. **Individual rights** are things a person is allowed to have or to do.

## What About the Common Good?

When communities make laws they also have to think about the common good. The **common good** is what is best for everybody. Most people in Lawless Town felt the garbage law would be best for everybody.

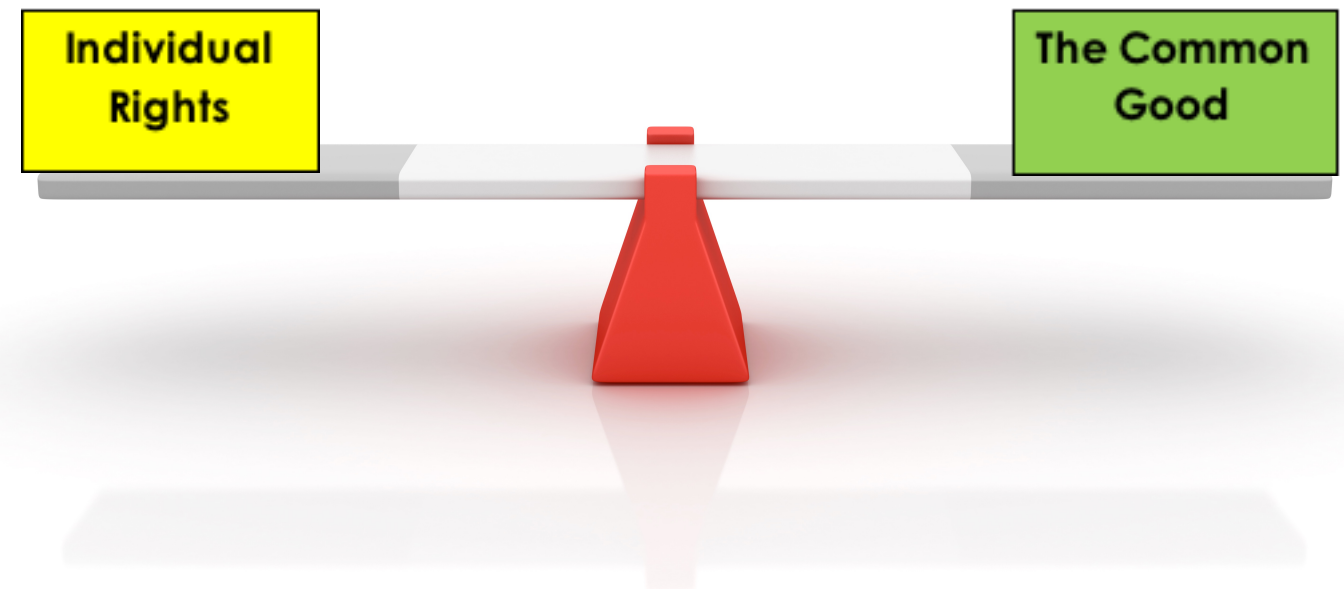




Think about a seesaw, or a teeter totter. It can be hard to balance each side. That's why making laws can be hard. A community needs to balance the common good and individual rights. It needs to protect individuals. It also needs to do what is best for everybody.



People in a community make laws to solve problems. Communities have to balance the common good and individual rights. Laws have to do what is best for everybody. Laws also have to protect individual rights.





**Work with your teacher and your class to find some of your community laws. Work together to figure out what problems they were trying to solve.**

# How are Community Governments Organized?

## QUESTIONS TO GUIDE INQUIRY

1. Why Do People Need Community Governments?
2. What Do Community Governments Do?
3. How are Community Governments Organized?
4. What Responsibilities do Citizens Have in a Community?

## TERMS

**election:** to choose government leaders by voting

**council:** a group of people who make the laws in a community

**enforce:** to make sure people follow laws

**mayor:** the leader in a community who enforces the laws

**interpret:** to explain what something means

**court:** a place where leaders interpret laws and decide the punishment for breaking laws

You learned that laws are very important in a community. Laws help keep people safe. Laws help people get along together. Who makes the laws in a community? Read on to find out!



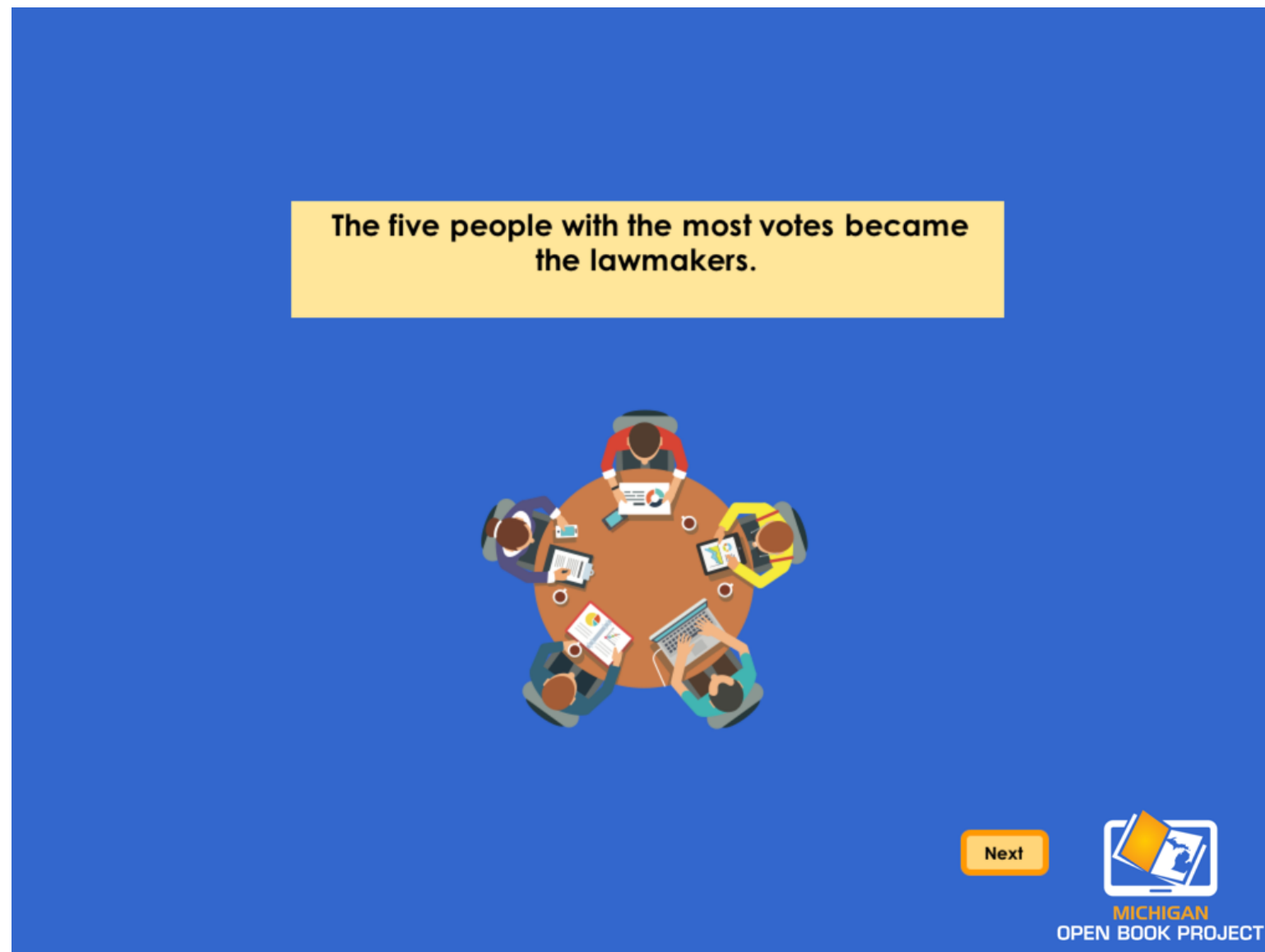
Who makes the rules in your family? Who makes the rules in your classroom?



# Who Makes the Laws in a Community?

You learned that Lawless Town had a new law about garbage. Who made the law?

## Interactive 4.5 Making Laws in Lawless Town



*Who made the garbage law? Click here to find out!*

The people of Lawless Town held an election. They voted on five people to make their laws. Your community also has a group of people who make your laws. In many communities this group is called a council. A **council** is a group of people who make the laws in a community.



Lawless Town has laws now! It needs a new name! Come up with a new name, then, make a welcome sign for the town!



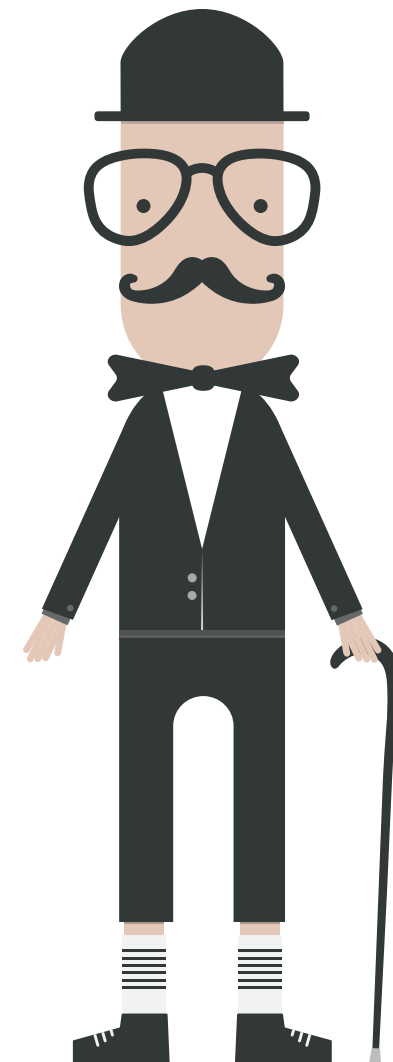
## Who Makes Sure People Follow the Laws in a Community?

Communities have a group of people who make the laws. Is that enough to just make laws? What if people don't follow them?

You have rules in your classroom. Who makes sure you follow them? Your teacher! Your teacher reminds you about the rules. Your teacher enforces the rules. **Enforce** means to make sure people follow rules or laws.

Communities have a leader who enforces the rules. In many communities this leader is called a mayor. A **mayor** is a leader who enforces the rules in a community.

A mayor is in charge of the police department in a community. Police officers help the mayor enforce the rules.





## What Happens if People Don't Understand a Law?

The garbage law in Lawless Town was easy to understand:

**People in Lawless Town have to put their garbage in a garbage can.**



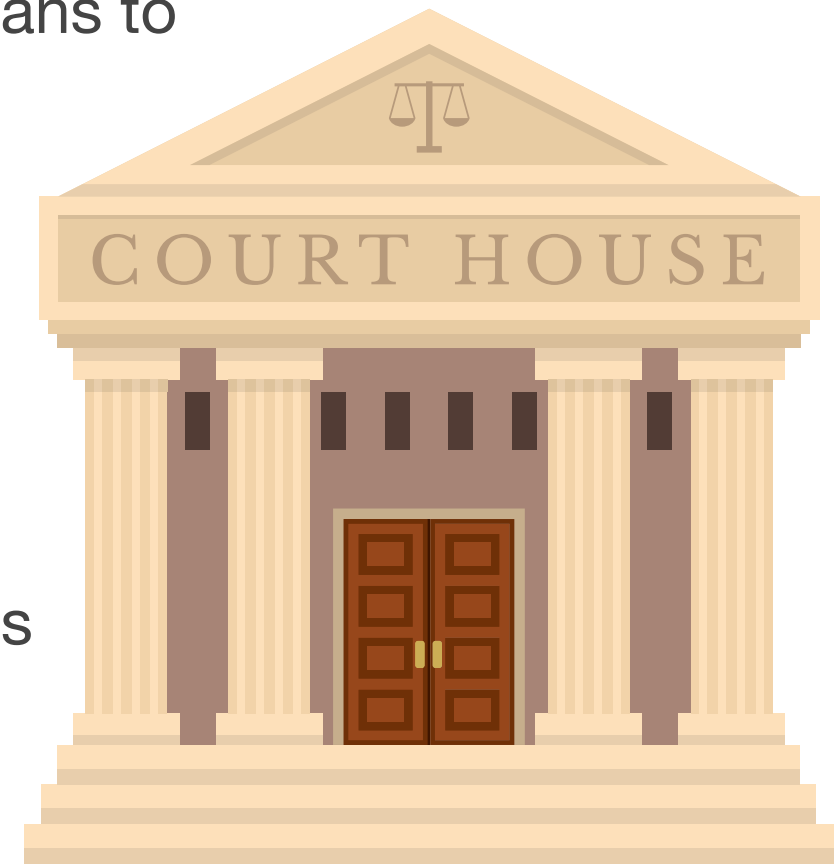
Sometimes laws in a community can be very hard to understand. Look at this law:

**It shall be unlawful for any person to accumulate or permit to accumulate upon any public or private property within the Municipality, any garbage, rubbish, bulky waste, or any other municipal or residual solid waste except in accordance with the provision of this Ordinance, and any Department rules and regulations adopted pursuant to Act 97 and Act 101.**

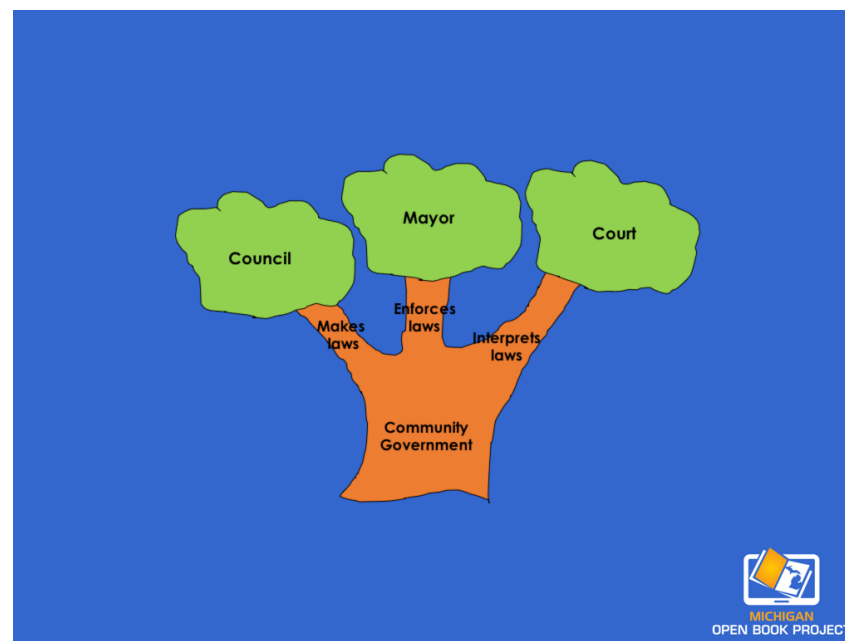
Wow! That law has a lot of big words. Who helps people in a community understand a law like this? Who interprets the law for them? **Interpret** means to explain what something means.

Communities have courts. A **court** is a place where leaders interpret laws. They help people understand what laws mean.

Courts have another important job in a community. A court is also a place where leaders decide the punishment for breaking laws.



#### Interactive 4.6 The Three Parts of Community Government



*[Click here to review the three parts of community government.](#)*

## Why Do Community Governments Need Three Parts?

Why can't one group do everything in a community? They could make the laws. They could enforce the laws. They could interpret the laws.

Wait! Why can't one person do everything? That person could make the laws. That person could enforce the laws. That person could interpret the laws.



What do you think? Why do community governments need three parts?





Letting one person do everything would give that person a lot of power. That might be a problem. That person might become a bully. That person might make unfair laws.

Letting one group do everything would give that group a lot of power. That might be a problem. That group might become a group of bullies. That group might make unfair laws.

That is why community governments need three parts.  
People don't want their leaders to become bullies!





**Work with your teacher and your class to find out how your community government is organized.**



# What Responsibilities do Citizens Have in a Community?

## QUESTIONS TO GUIDE INQUIRY

1. Why Do People Need Community Governments?
2. What Do Community Governments Do?
3. How are Community Governments Organized?
4. What Responsibilities do Citizens Have in a Community?

## TERMS

**responsibilities:** things people are supposed to do

**personal responsibilities:** things individual people are supposed to do

**civic responsibilities:** things citizens are supposed to do

**citizen:** a member of a community, state or country

Communities need a government. A government is a group of people chosen to make laws and choices for a community. A community government has a lot of **responsibilities**. The government has to make laws. The government has to keep people safe. The government has to provide services like police officers. The government has to help solve problems.



What are some of your responsibilities at home? What are some of your responsibilities at school?

What about the rest of the people in a community? Do they have any responsibilities? Read on to find out!



## What is the Difference Between Personal Responsibilities and Civic Responsibilities?

In first grade you learned about personal responsibilities. **Personal responsibilities** are things an individual person is supposed to do. Brushing your teeth is a personal responsibility. Feeding your pet is a personal responsibility. Helping keep your home clean is a personal responsibility. Everybody in a community has personal responsibilities.





People in a community also have civic responsibilities. **Civic responsibilities** are things a citizen is supposed to do. A citizen is a member of a community, state or country. Helping keep the community clean is a civic responsibility.





What are Some Important Civic Responsibilities?

The community government is responsible for making laws.

What civic responsibility do citizens have when it comes to laws? Do citizens need to sing a song about the laws? Do citizens need to paint a picture of the laws?

Of course not! Citizens need to obey, or follow, the laws. Obeying the laws is a civic responsibility.



Why do you think obeying the laws is an important civic responsibility?



Voting is another important civic responsibility. Remember how the people of Lawless Town used voting to choose their leaders. In your community people choose leaders by voting too!

#### Interactive 4.7 Voting

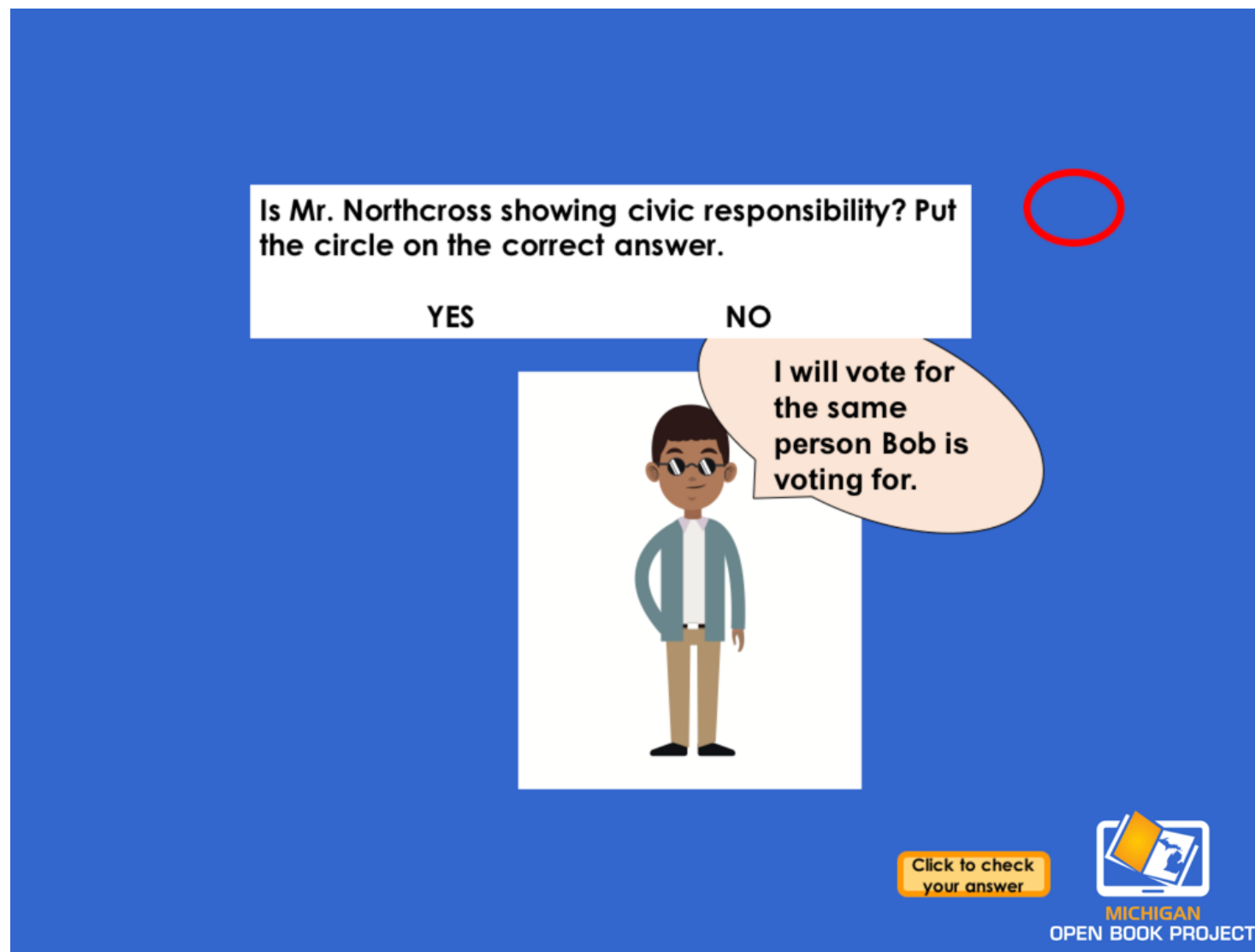
Is Mr. Northcross showing civic responsibility? Put the circle on the correct answer.

YES NO

I will vote for the same person Bob is voting for.

Click to check your answer

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An interactive voting interface on a blue background. At the top, a white box contains the question: "Is Mr. Northcross showing civic responsibility? Put the circle on the correct answer." Below the question are two options: "YES" and "NO". A red circle is positioned above the "NO" option. In the center, a cartoon man with glasses and a blue jacket stands with his hands on his hips. A speech bubble next to him says, "I will vote for the same person Bob is voting for." At the bottom right, there is a yellow button that says "Click to check your answer" and a logo for the "MICHIGAN OPEN BOOK PROJECT" which includes a stylized map of Michigan.

*Why is voting such an important civic responsibility?*

You just learned that it is not enough to just vote. You need to vote wisely. You need to learn about the people you are voting for. You need to vote for the person you think will do the best job.

Interactive 4.8 Review

Place the responsibilities in the right place.

Brushing your teeth

Helping to clean up a park

Cleaning your bedroom


Voting for a new mayor

Obeying laws

Feeding your pet

| Personal Responsibilities | Civic Responsibilities |
|---------------------------|------------------------|
|                           |                        |

Click to check your answers



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Time to show what you know! Click here to sort civic and personal responsibilities!



## Chapter 5

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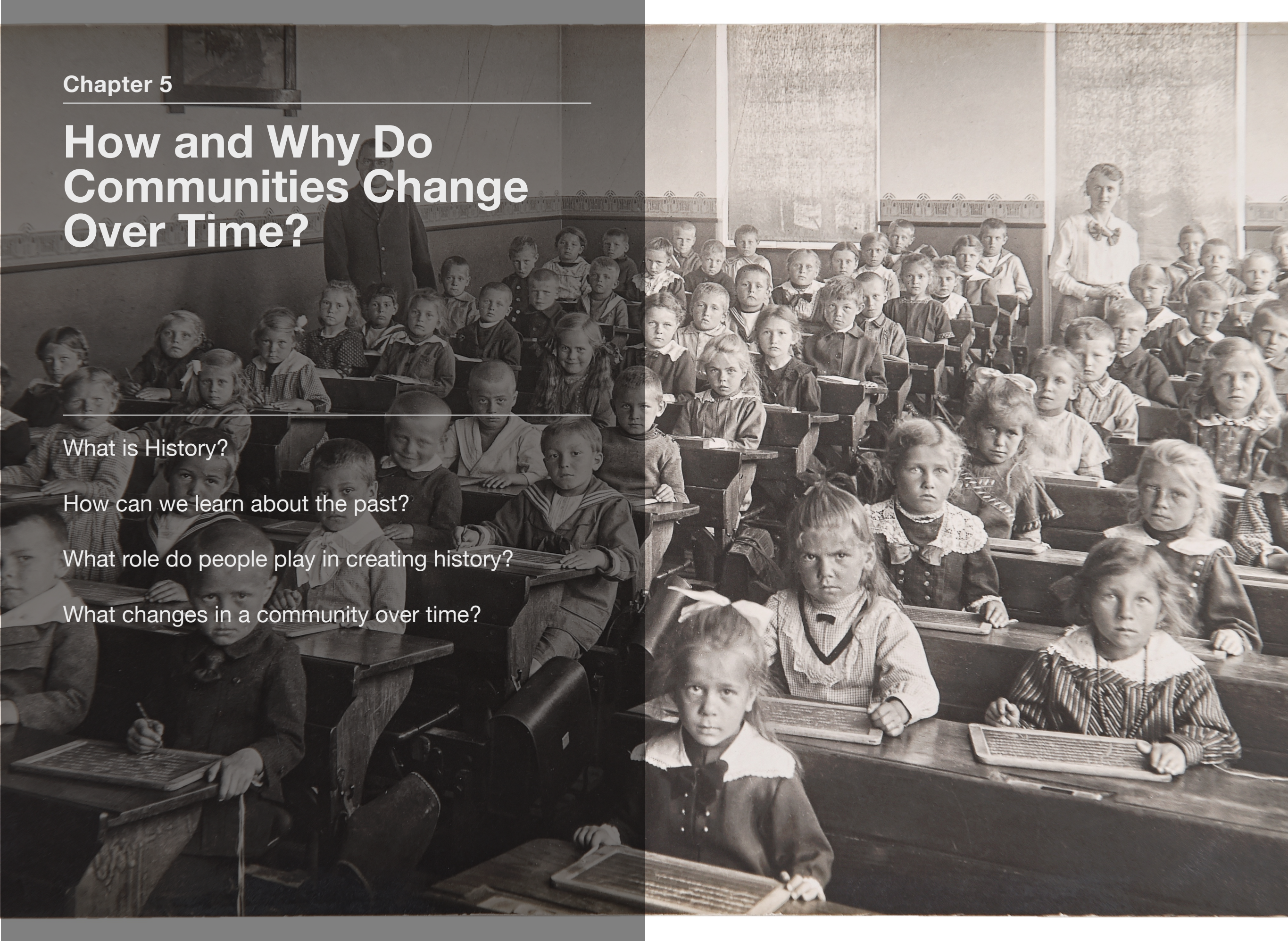
# How and Why Do Communities Change Over Time?

What is History?

How can we learn about the past?

What role do people play in creating history?

What changes in a community over time?





# For Teachers

Our final chapter in 2nd grade is all about history - how we study it and how we learn about places - especially our community.

The authors recognized early on that it would be impossible for us to write a community history for every community in Michigan, so we continue with our study of two - a small town and a larger town. Our hope is that you'll have students make connections between these two featured communities and their own. How are they alike? How are they different?

To that end, our compelling question for the chapter is "How and why do communities change over time?" With the basic overview we provide we hope you will find many opportunities to compare where you live with Beal City and Holland.

This chapter is also a great bridge from community history into what students will study in third grade with the History of Michigan.



## MICHIGAN OPEN BOOK PROJECT



# What is History?

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**past** - a thing that has already happened

**history** - things that happened in the past

**historian** - someone who studies the past

You have learned that all communities have places where people live, work and play together. All communities have businesses. All communities have a government. In this chapter you will learn that all communities have a history. But, what is history?

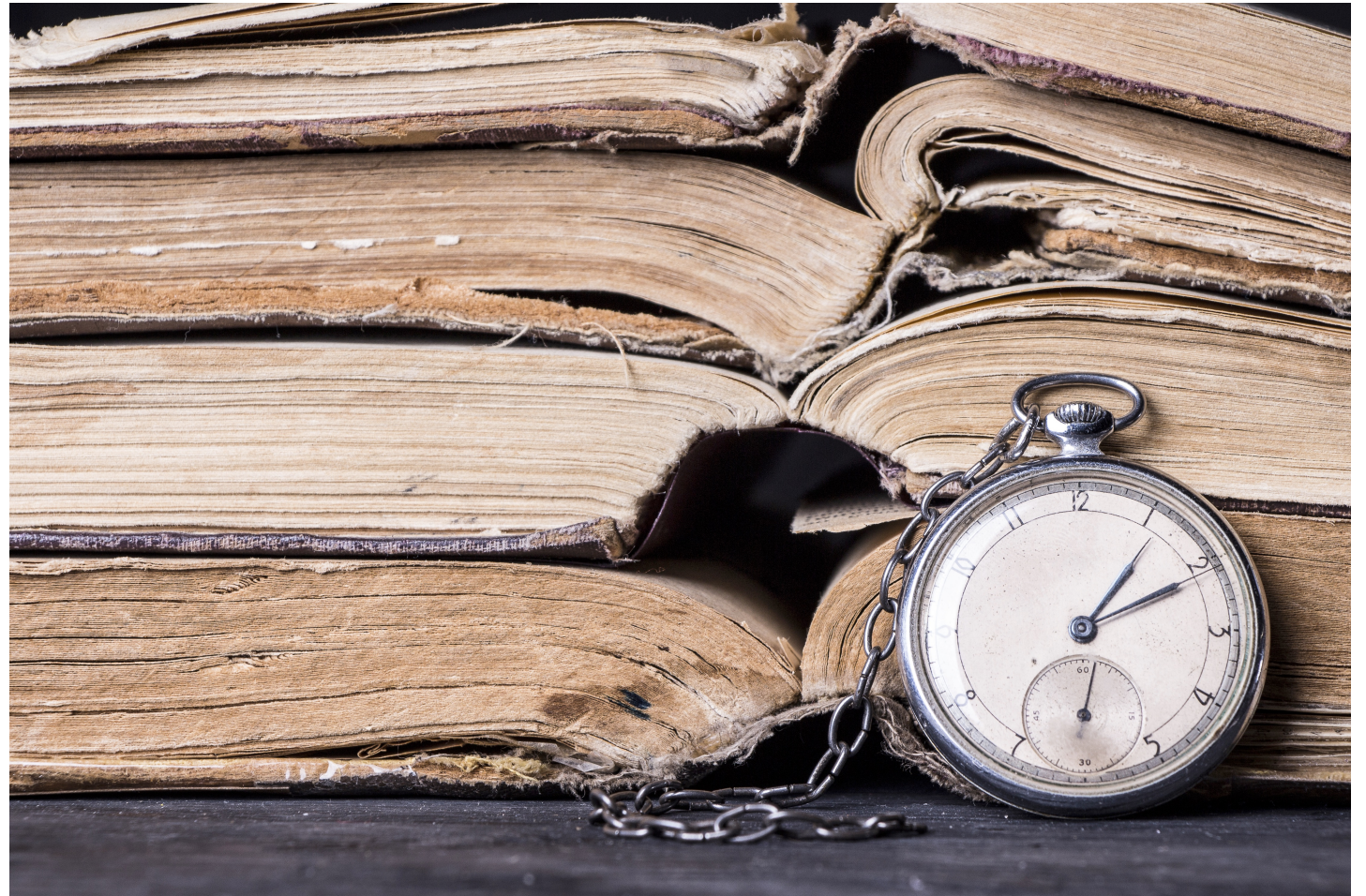


What do you think of when you hear the word 'history?' - Jot down two ideas.



## What is history?

The present is what is happening now. The **past** is what has happened before. History is all about the past. **History** is the events that happened in the past.







You have a history! What are some important events that happened in your past? Do you have photographs that show your history? Do you have a toy that you have had for a long time?



Your school has a history! How old is your school? How has it changed over time? How could you learn more about the history of your school? As you can see history is filled with questions!

## What do historians do?

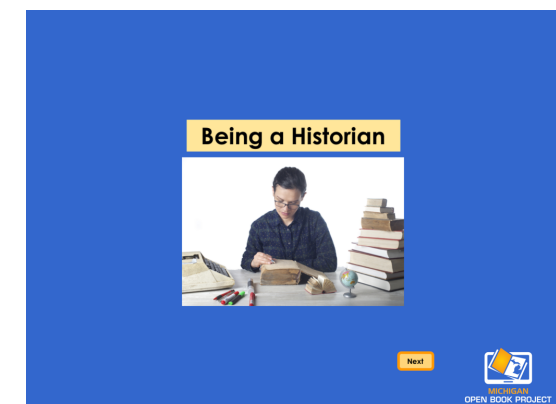
A **historian** is someone who studies the past. Historians ask a lot of questions.

### Questions historians ask:

- What happened?
- Why did it happen?
- When did it happen?

How do historians find answers to those questions? They study old photographs. They look at old maps. They talk to people about the past. They read books about the past.

#### Interactive 5.1 Being a Historian



*What is it like to be a historian?  
Click here to find out!*





**Audio 5.1** The Aldrich Family  
(Click to Listen)



You just worked like a historian! You studied old photographs. You learned about the past! You learned that families in the past often listened to the radio.

Historians often compare the past and the present. This helps them understand how things have changed. Families don't often listen to the radio together anymore. What do they do now?



What are some of the things your family  
likes to do together?



Work with your teacher and your class to find out about the history of your school. Try to find old photographs. Talk to people who worked at your school in the past. Talk to people who went to your school in the past.



## Section 2

# How Can We Learn About the Past?

### QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

### TERMS, PLACES, PEOPLE

**artifact:** something from the past that is left for us to study

**museum:** a building where artifacts are stored and displayed

You have learned that history is the events that happened in the past. You have a history. Your family has a history. Your school has a history. Your community has a history. How can we learn about history? How can we learn about the past? Read on to find out!



How could you help someone understand something about your past? Is there something you could tell them? Is there something you could show them?

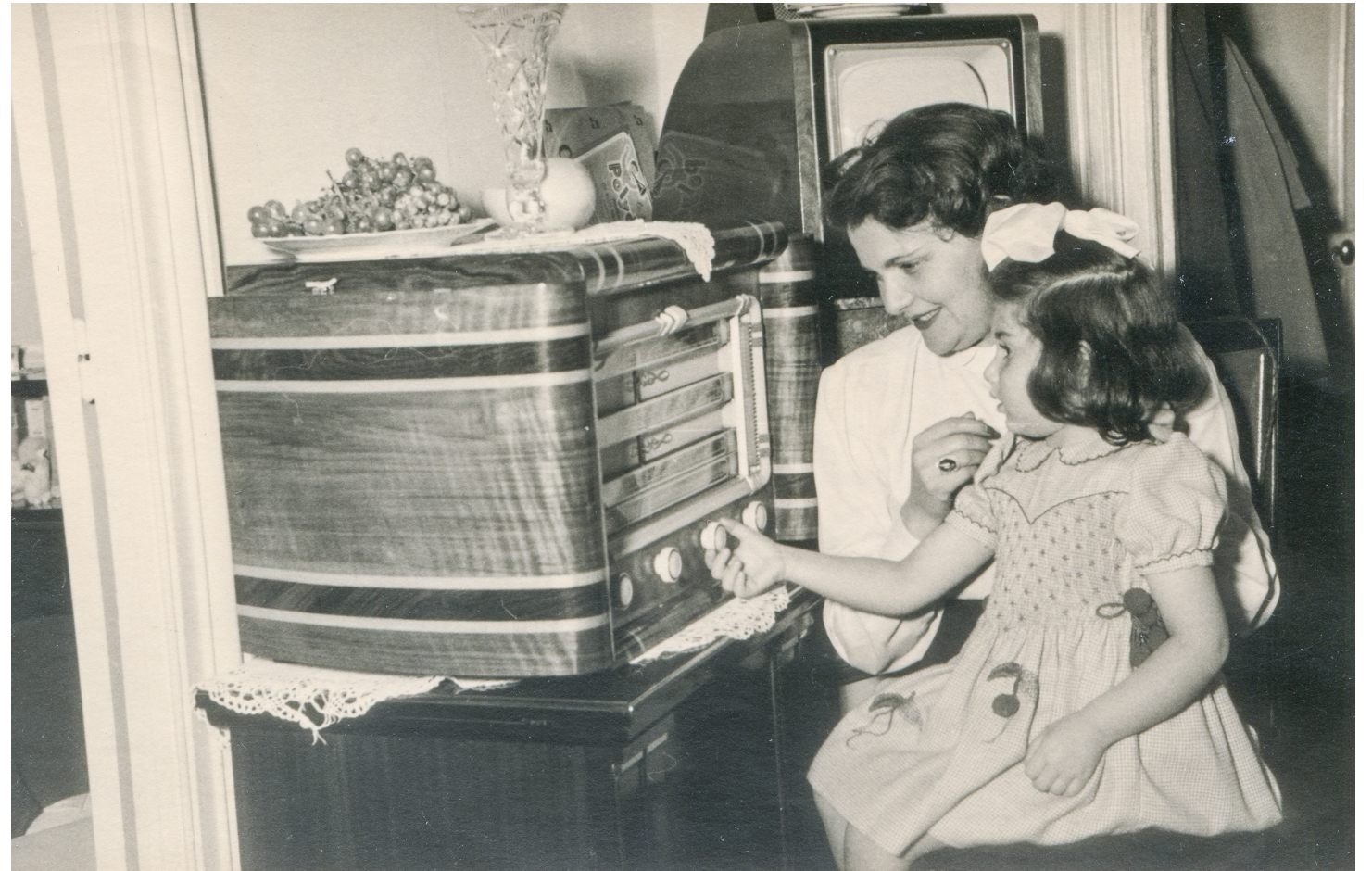


## Learning about the past from photographs

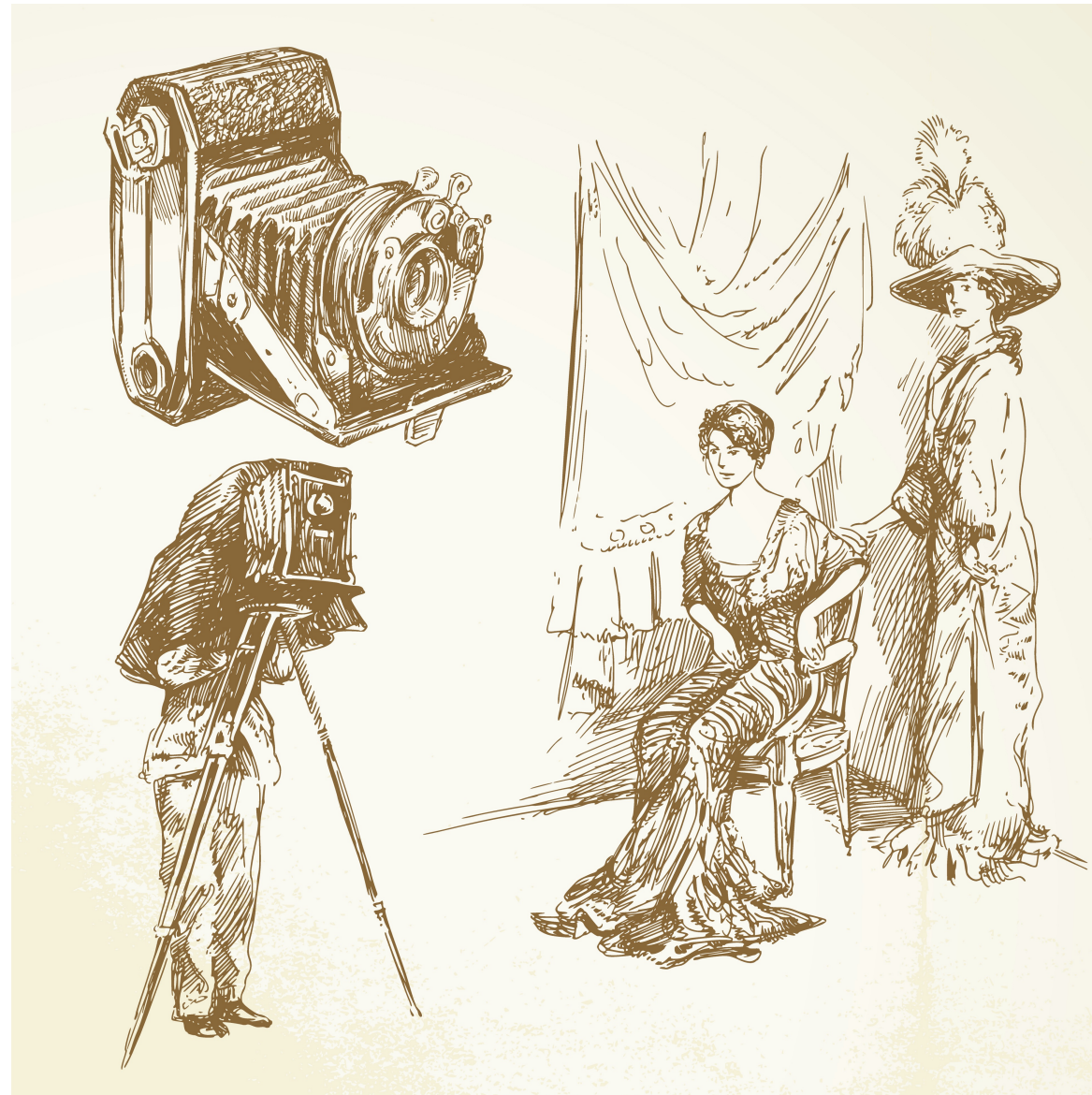
You learned about the past when you studied this photograph. You learned that families in the past often listened to a radio. Why are photographs helpful in teaching us about the past?



Photographs show us pictures of the past. They show us the clothes people wore. They show us what homes were like. They show us the things people liked to do.







People have been taking photographs for over 150 years. We can use these photographs to learn about communities in the past.



This photograph shows what the community of Holland looked like about 100 years ago. Study the photograph. What can you learn about Holland in the past?



This photograph shows what the community of Beal City looked like about 100 years ago. Study the photograph. What can you learn about Beal City in the past?





## Learning about the past from artifacts

An **artifact** is something from the past that is left for us to study. What if you found an old radio? The radio would be an artifact. You could study it. You could touch it. You could try to find out how it worked. Studying artifacts is a great way to learn about the past.





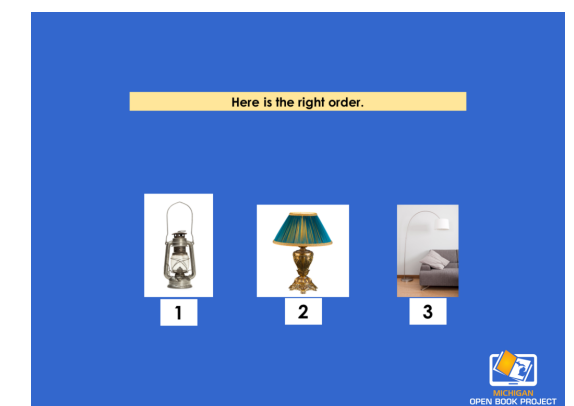
You can visit a historical museum if you want to see artifacts from the past. A **museum** is a building where artifacts are stored. The artifacts are put on display so people can see them.





Studying artifacts can help us understand how things have changed. Long, long ago people cleaned their floors with brooms. Then, vacuum cleaners were invented. These worked when you plugged them in. They made it easier to clean a floor. Today some people use a robotic vacuum cleaner. It is a machine that cleans a floor all by itself!

### Interactive 5.2 Putting artifacts in Order



*Time to be a historian again! Click to put artifacts in the right order.*



### Interactive 5.3 The Ox-Cart Man



*[Click here to learn about what life was like long, long ago.](#)*

## Learning about the past from books

You can learn about the past with photographs and artifacts. You can also read books to learn about the past. Books can help you understand what life was like in the past.

Think about the family in the story. What were some of the things they did during the year? What was their home like? Think about the community in the story. What was the community like?

## Learning about the past from people

What is one of the best ways to learn about the past? People! People can tell you what their life was like in the past. People can tell you what your community was like in the past.



image source: <http://www.northporthistorical.org/education>



If you wanted to know more about your family's past who would you ask? What would you ask them?



There are many ways to learn about the past. You can look at old photographs. You can study artifacts. You can read a book. You can talk to people about the past. When you do these things you are being a historian!



Work with your teacher and your class to create your own museum. Have everyone in your class bring an artifact from their past to share. It might be an old toy. It might be a baby blanket.



# Investigating a Community From Long, Long Ago

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**Anishinaabek:** some of the first people in Michigan

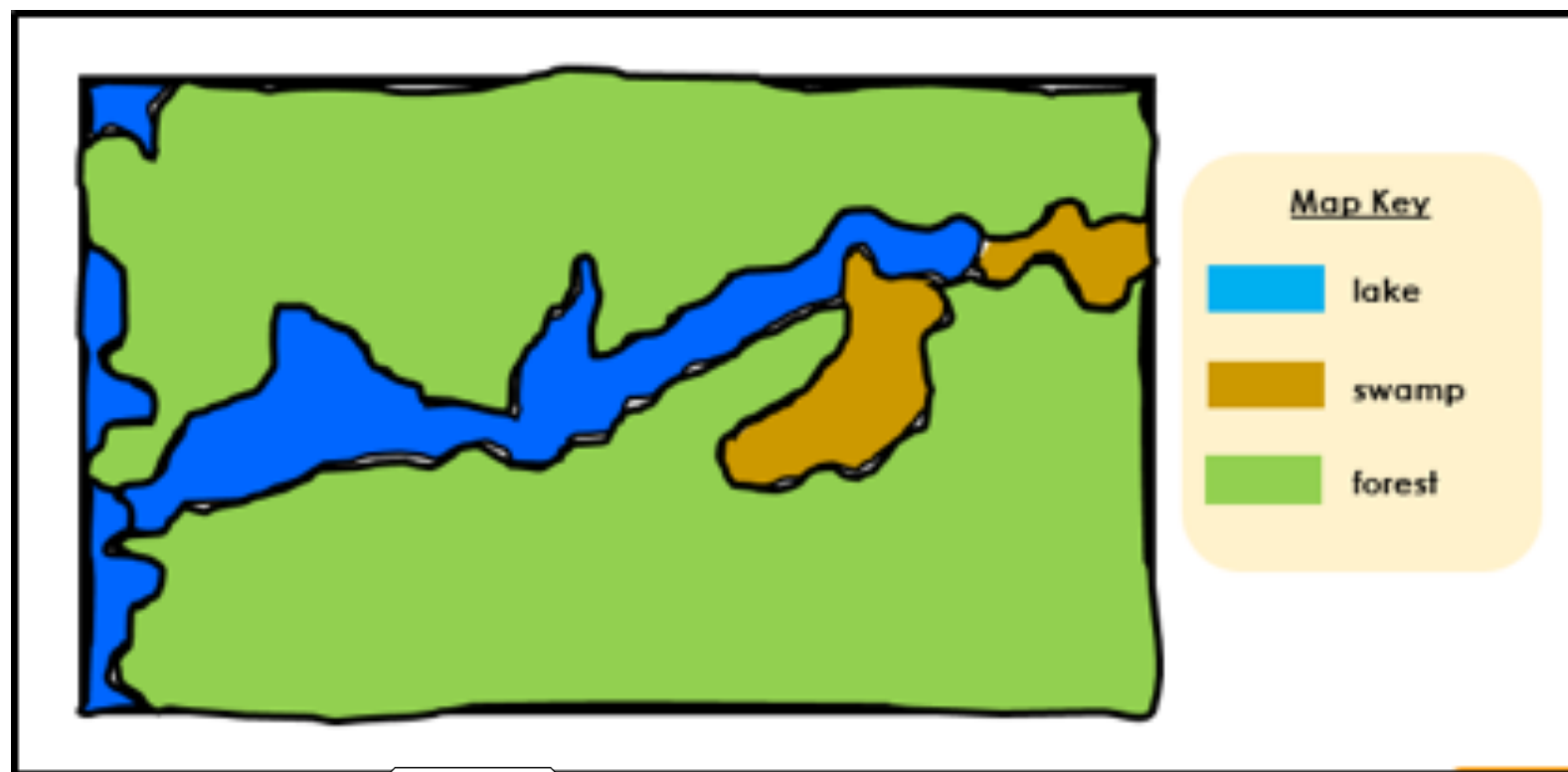
In Chapter 2 you learned that long ago a group of people came to a place on the west side of Michigan. They were known as the Dutch. They began a community called Holland. The community grew into a big city.



The early community of Holland was very different from the big city of Holland today. What is one way you think it was different?

## An Anishinaabek community of long, long ago

Holland was not the first community to be in that place. There had been an Anishinaabek village there for many, many years. The **Anishinaabek** were some of the first people in Michigan. They had been in Michigan for thousands of years before the Dutch came. They had been living along the lake. They had been living near the swamps and forests.



### Interactive 5.4 The Beginning



*How did the Anishnaabek community begin? Click here to find out!*



Why do you think the Anishnaabek had two villages?



The Anishinaabek summer village was close to Lake Michigan. People could fish in the lake. They could grow things like corn near the lake. In the winter this place was very cold. It was very windy. That is why they traveled to their winter village in the south.

### **Life in the Anishinaabek village**

The Anishinaabek lived in houses called wigwams. They were made of birch bark. They used birch trees for other things also. They made their boats, or canoes, out of birch bark. They also made things like baskets.





The Anishinaabek ate fish they caught from Black Lake. They ate corn they had stored from summer. They ate berries. They hunted for deer and other animals. They made maple sugar from maple trees in the forest. They used cattail plants from the swamp to make sleeping mats.

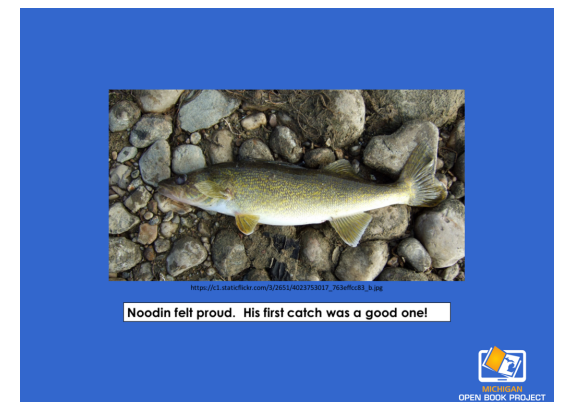




The land gave them everything they needed. They did not think of their home as just the wigwam they lived in. They saw all the land as home.



### Interactive 5.5 Living in an Anishnaabek Village



*What was it like for a child living in the Anishnaabek village? Click here to find out!*



## **A change comes to the village**

Chief Joseph Waukazoo had led his people for many years. He was a wise and great leader. He guided them from the summer village to the winter each year. He helped them solve problems. He helped them work together. Sadly when he was quite old he died.

His son became leader. He was also named Joseph. He became known as Young Chief Joseph Waukazoo. He decided it was time for a change. He decided it was time to stay in one place. It was time to have just one village. The people agreed. They began to stay at Black Lake for the whole year.



## The Dutch come and begin another community

As you have learned the Dutch came to the same area. They began another community. They began to make changes. They filled in the swamps. They cut down many trees. They did these things to make space for farming and their community.



How do you think the Anishinaabek felt about these changes? Why?

The Dutch and the Anishinaabek saw things in different ways. Read these two descriptions. How are they different?

### **The Dutch**

**We need land for farming. We need space for roads. We need to fill in the swamp. We don't need the swamp for anything.**

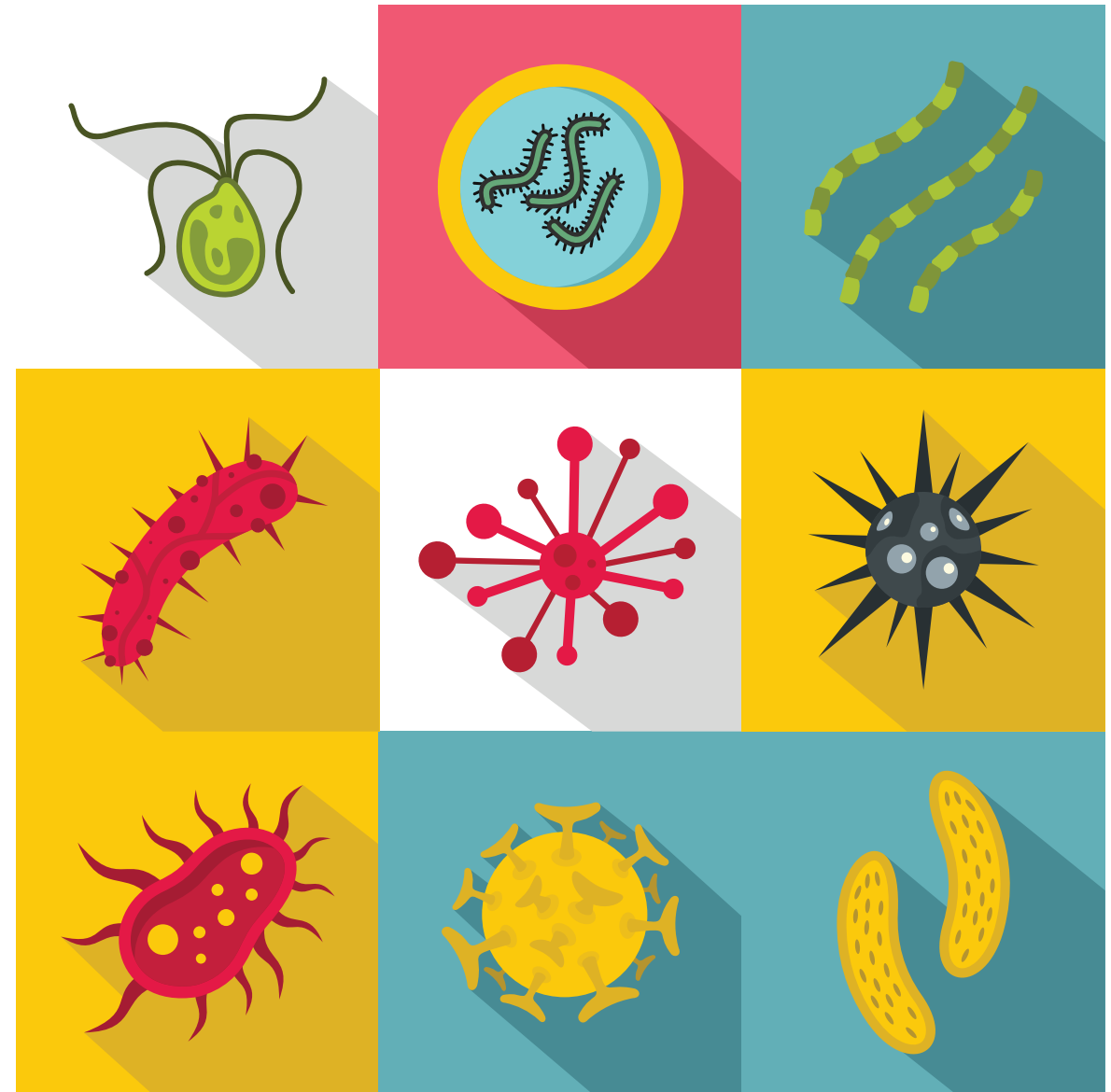
### **The Anishinaabek**

**We use the cattails from the swamp to make our sleeping mats. We hunt ducks that live in the swamp. The swamp is part of our home.**

## Another change

The Anishinaabek and the Dutch stayed in the same area for a few years. They got along but there were problems. As you just learned they sometimes viewed things in different ways.

There was a bigger problem for the Anishinaabek, however. The Dutch had brought some diseases with them. These were diseases like measles and small pox. These made the Anishinaabek very sick. Many died from the diseases. They decided it was time to move back to the north. They moved back along the shores of Lake Michigan.





## **How do we know about the Anishinaabek village?**

The Anishinaabek village was there long, long ago. We do not have photographs of it. We do not have writing they left behind. However, there are stories about the village. These stories have been passed down through the years. We also have historians who can teach us about the Anishinaabek and their village.

## Meet a Historian

Eric Hemenway is a historian. He is from the area where Chief Waukazoo's summer village was located. He is one of many Anishinaabek people who still live in Michigan. He has been studying about his people for a long time. What does Mr. Hemenway think about history? Read on to find out!

**"History tells us who we are. It tells us who we are as a group. It also tells us who we are as individuals. I look to my ancestors, in stories, books or art, to help me understand who I am as an Anishnaabe. My ancestors are the ones who came before me. The ancestors left clues. I am picking up those clues now and putting them together to tell a story not only for myself but for others around me." – Eric Hemenway**



Think about what you would like to know about the Anishnaabek. What are two questions you would like to ask Mr. Hemenway?

# What Changes in a Community Over Time?

## QUESTIONS TO GUIDE INQUIRY

1. What is History?
2. How can we learn about the past?
3. What role do people play in creating history?
4. What changes in a community over time?

## TERMS, PLACES, PEOPLE

**timeline:** a number line that shows the order in which things happened in the past

In Chapter 2 you learned about the community of Beal City. You learned it is a very small community. Why is such a small community called Beal City? A city is a large community with many people!

What if you learned about the history of Beal City? Would that help you answer the question? Read on to find out!



Why do you think such a small community is called Beal City? What's your idea?



## Learning about the history of Beal City from Photographs

The Anishinaabek community you learned about began long, long ago. There are no photographs of that community. Beal City is a newer community. It was started about 140 years ago. There are photographs that show the past in Beal City.



### Interactive 5.6 The History of Beal City



*What can photographs tell you about the history of Beal City? [Click here to find out.](#)*

Did you have trouble keeping track of the years as you learned about the history of Beal City? Did you have trouble keeping track of what was happening? Historians use a tool to keep track of time. The tool is called a timeline. A **timeline** is a number line that shows the order in which things happened in the past.

### Interactive 5.7 Timelines

Put the right number on the line.

2 3 4 5

The school was built \_\_\_\_\_ years after the blacksmith shop.

10 years

first store   second store and a church   blacksmith shop   The church burned.   school   new church

Next

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An interactive timeline diagram on a blue background. At the top, a yellow box says "Put the right number on the line." Below it are four white boxes with numbers 2, 3, 4, and 5. To the right, a white box contains the text "The school was built \_\_\_\_\_ years after the blacksmith shop." Below this is a horizontal timeline line with several tick marks. A bracket above the line spans from the "blacksmith shop" point to the "new church" point and is labeled "10 years". Yellow arrows point to specific events on the timeline: "first store", "second store and a church", "blacksmith shop", "The church burned.", "school", and "new church". At the bottom right, there is a "Next" button and the "MICHIGAN OPEN BOOK PROJECT" logo.

*How can a timeline help you learn about the past? Click here to find out!*

## Learning about the history of Beal City from a book

When Beal City turned 100 years old there was a big celebration there. It was like a birthday party for the community! As part of the celebration a book was written about the history of Beal City.

Here is a short part from the book. What can it tell you about the history of Beal City?

When the store built by Nicholas Beal, the first store in Beal City, was completed, the opening of the store was celebrated by taking Mr. and Mrs. Beal for a horse and buggy ride up and down the rode in front of the store. Inside the store was a keg of beer to which the people helped themselves.

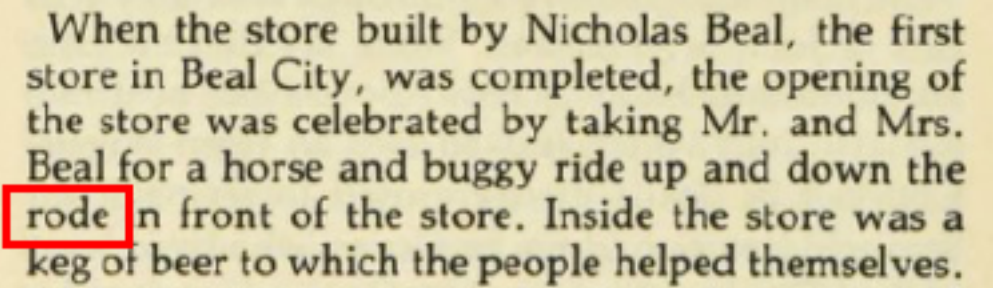
These words describe what happened the day the first store opened. There were no cars. Mr. and Mrs. Beal went for a ride in a horse and buggy!

The book is an important artifact from the past. But, it had a spelling mistake! Can you find it?





Mr. and Mrs. Beal took a ride up and down the road! This word was misspelled in the book! You might have trouble with spelling sometimes. But don't give up! Spelling can be tricky! Sometimes words are even misspelled in books!



When the store built by Nicholas Beal, the first store in Beal City, was completed, the opening of the store was celebrated by taking Mr. and Mrs. Beal for a horse and buggy ride up and down the rode in front of the store. Inside the store was a keg of beer to which the people helped themselves.

## Learning about the history of Beal City from a special person

Meet Edna “Dolly” Rau! She was born in Beal City almost 100 years ago. Her father owned the store that had been built by Nicholas Beal. Dolly worked at the store. After she married Walt Rau, she and Walt took over the store. They ran it for many years.



**Edna “Dolly” Rau**  
*Courtesy of Dolly Rau*

What was it like to own the store? Read Dolly's answer:

**“One of my favorite things about owning the store was getting to know all of the people. I met so many wonderful people over the years at that store. I really got to know them and care about them. I would ask about their family, we would talk.”**



## Solving problems in the past

You have learned that people in communities have to work together to solve problems. It was the same in the past. The Anishinaabek lived where winters were very cold and snowy. That was a problem! How did they solve it? They built a winter village in a warmer area.

Think about Beal City. What was one problem the people of Beal City had to solve?



The first church built in Beal City burned. That was a problem! The church was gone. How did the people solve it? They built a new church! Then, lightning hit that second church and it burned down. The people may have given up. But, they did not! They built a third church! That church is still standing in Beal City!





Work with your teacher and your class to find out about the history of your community. Talk to people who know about the history. Try to find old photographs. Visit a community museum if you have one. Look for a book about your community.