

Unit 3: Government Wording for Government Unit

Unit 3: Government

Common Core State Standards and Social Studies Grade 3 Content Statements Addressed:

- Activity 3.1: CS11, CS12 and CS13; CCSS-ELA: RI.3.4, W.3.2.b, W.3.4, SI.3.1
- Activity 3.2: CS11 and CS13; CCSS-ELA: W.3.1
- Activity 3.3: CS9; CCSS-ELA: RI.3.1, RI.3.4, W.3.7
- Activity 3.4: CS10; CCSS-ELA: RI.3.1, RL.3.4, RI.3.1, RI.3.3
- Activity 3.5: CS9 and CS10; CCSS-ELA: RL.3.1, L.3.4, W.3.1.b., RI.3.3
- Video: City Government CS11, CS12 and CS13

Essential Question:

- How can the government and community work together to make Cincinnati a better place?

I Can Statements:

- I can describe how the Cincinnati government structure differs from other communities.
- I can demonstrate how Cincinnati's laws help to provide security, provide public services and protect the rights of individuals.
- I can identify the social and political responsibilities I have as a citizen of Cincinnati.
- I can discuss how individuals have made Cincinnati a better place.

Activities

- Activity 3.1: Cincinnati's Government
 - Students will learn the purpose of laws and the structure of their local government by creating a set of laws and consequences for a model city.
 - Social Studies Grade 3 Content Statements Addressed: CS11, CS12, CS13
 - Common Core State Standards English Language Arts: RI.3.4, W.3.2.b, W.3.4, SI.3.1
- Activity 3.2: Cincinnati's City Services
 - Students will be introduced to the services provided by the City of Cincinnati.
 - Social Studies Grade 3 Content Statements Addressed: CS11 and CS13
 - Common Core State Standards English Language Arts: W.3.1
 - Science Grade 3 Content Statements Addressed: Earth's nonliving resources have specific properties, Earth's resources can be used for energy, Some of Earth's resources are limited.
- Activity 3.3: Social and Political Responsibilities
 - Students will be introduced to the ways in which people are able to make Cincinnati a better community.
 - Social Studies Grade 3 Content Statements Addressed: CS9
 - Common Core State Standards English Language Arts: RI.3.1, RI.3.4, W.3.7
- Activity 3.4: People Making Cincinnati Better
 - Students will be introduced to how individuals are able to make the community a better place by solving problems in a way that promotes the common good and improves the community.



- Social Studies Grade 3 Content Statements Addressed: CS10
- Common Core State Standards English Language Arts: RI.3.1, RL.3.4, RI.3.1, RI.3.3
- Activity 3.5: Making the Community a Better Place
 - Students will be able to identify and describe the characteristics of a good citizen. They will also be able to explain how they can be a responsible citizen and make the community a better place to live for everyone.
 - Social Studies Grade 3 Content Statements Addressed: CS9 and CS10
 - Common Core State Standards English Language Arts: RL.3.1, L.3.4, W.3.1.b., RI.3.3

Video

- City Government
 - Description: Students will be introduced to the concept of a law and how the structure of local government differs from other communities through an interview with Cincinnati's City Manager Harry Black.
 - Social Studies Grade 3 Content Statements Addressed: CS11, CS12 and CS13

Primary Sources

- Cincinnati City Hall
 - Courtesy of the Library of Congress, HABS OHIO,31-CINT,15—1
 - *Student Description:* This photo shows Cincinnati City Hall which is located at 801 Plum Street. The main building is four and a half stories with a nine story clock tower. The first city hall in this location was built in 1852, but it was torn down in 1888 to make way for the current building.
 - *Student Questions:*
 - What buildings are in the picture?
 - What is the significance of each building?
 - *Teacher Description:* The first city hall in this location was built in 1852, but it was torn down in 1888 to make way for the current building which cost \$1,610,000. The building was constructed by the David Hummel Company of Cincinnati using stone from Wisconsin, Ohio, Missouri and Indiana. The stained glass windows depict Cincinnatus, the ancient Roman citizen for whom the city of Cincinnati is named. To the founders of Cincinnati, Cincinnatus symbolized the ideal citizen; one who leaves his own work to serve as military leader when needed and then chooses to return to civilian life. The stained glass windows also illustrate Cincinnati's early history including; the way the settlers traveled, the work of building houses, the Northwest Territory, and the importance of religion, as well as the reference to Cincinnati as the Queen City. *For additional information on Cincinnati City Hall visit: <http://www.cincinnati-oh.gov/council/welcome-to-city-hall/city-hall-history/>*
- Silver Jubilee Celebration at the Cincinnati Post Office
 - Courtesy of the Library of Congress, LC-USZ62-35488
 - *Student Description:* This photograph shows the Cincinnati Post Office during the Silver Jubilee Celebration, commemorating 25 years of occupancy at this Government Building.
 - *Student Questions:*
 - Where was this photo taken and how do you know?
 - What do you think is going on in this photo and how do you know?



- How many stars are on the flag? What does this tell you about the time period?
 - *Teacher Description:* This photograph was taken around 1910 by J.R. Schmidt. The building itself has been decorated with an American flag and a railway post office car has been parked in front. Completed in 1885, The United States Custom House and Post Office, took 11 years to construct, housed over 27 departments and cost \$5,088,328 to build. It was located at 100 E. Fifth St. and was eventually torn down in 1936 to make way for a new courthouse.
- Suffragette
 - Courtesy of the Library of Congress, LC-USZ62-101578
 - *Student Description:* This photo illustrates a suffragette posed in a police uniform.
 - *Student Questions:*
 - What does the woman's clothing tell you about the time period?
 - Why is she dressed like a police officer?
 - The woman is a suffragette. What is a suffragette? How were they important to history?
 - *Teacher Description:* This photo was taken around 1908 and illustrates a suffragette posed in a police uniform. In the nineteenth and early twentieth centuries Ohio women were actively involved in the struggle for suffrage. They formed the Ohio Woman's Suffrage Association in the late 1800s and participated in a number of other local, state, and national organizations. To advocate for women's voting rights, they gave speeches, participated in marches, and passed out handbills. With the passage of the 19th amendment in 1920, women not only gained the right to vote, but they also successfully ran for office. In Ohio, a number of women entered the political arena. Amy Kaukonen became the first woman mayor of an Ohio city, Fairport Harbor, in 1921. The following year, four women entered the Ohio House of Representatives, and two were elected to the Senate.
- Chief Copelan during the Cincinnati Streetcar Strike
 - Courtesy of the Library of Congress, LC-USZ62-36451
 - *Student Description:* The image shows Police Chief Copelan protecting a streetcar during the Cincinnati street railway strike.
 - *Student Questions:*
 - What job do the people in the photo have? Does this job still exist today? How has this job changed over time?
 - Notice the street. What is it made of? Why aren't streets made like this any longer?
 - *Teacher Description:* This image, taken by George Grantham Bain, shows Police Chief Copelan protecting a streetcar during the Cincinnati street railway strike on May 17th, 1913. The conductors and motormen of the Cincinnati Traction Company were unhappy with the way they were being treated by the company and decided to go on strike. They wanted more money for their work and recognition of the employees union. Over 10,000 people joined the strike, and as a result, the only railway cars entering the city were the ones carrying the City's mail. The strike lasted ten days, after which the company agreed to pay its workers more money for their work and recognize the employees union.
- Cincinnati River Pumping Station
 - Courtesy of the Library of Congress, HAER OHIO, 31-CINT, 46A—5



- *Student Description:* The River Pumping Station pumped water from the Ohio River and distributed it to the people of Cincinnati.
- *Student Questions:*
 - What is this used for and how do you know?
 - Do these still exist today?
- *Teacher Description:* The original Cincinnati River Pumping Station was built in 1820-21 by Samuel W. Davies. However, after the forming of the Cincinnati Water Co. in 1826, it was decided that the River Pumping Station should be relocated to 5800 Kellogg Ave. in the California District of Cincinnati. The total cost of the new construction was \$15,000,000.
- President William H. Taft Homestead
 - Courtesy of the Library of Congress, LC-USZ62-95694
 - *Student Description:* This photo shows President William H. Taft's old homestead. William H. Taft was the 27th President of the United States as well as the 10th Chief Justice of the United States. He is the only person to have served in both offices.
 - *Student Questions:*
 - Describe what you see in the area around the house?
 - What is different about this location now?
 - *Teacher Description:* This photo was taken around 1908 and shows President William H. Taft's old homestead. Taft was born near Cincinnati Ohio in 1857. He attended Woodward High School and served as the first dean and professor of constitutional law at the University of Cincinnati. In total five U.S. Presidents are from the Cincinnati area; William H. Harrison, Ulysses S. Grant, Rutherford B. Hayes, Benjamin Harrison and William H. Taft. *For more information on President William H. Taft visit:* <http://www.history.com/topics/us-presidents/william-howard-taft>

