



## GRADE 1 LOUISIANA SOCIAL STUDIES

Flags of Louisiana  
and the USA

# How Our State Government Works



### Teacher Guide

Voting for representatives



Louisiana Senate chamber



Supreme Court of Louisiana





# How Our State Government Works

## Teacher Guide



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ISBN: 979-8-88970-115-6

# How Our State Government Works

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**How Our State Government Works**  
**Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 1

# Introduction

## ABOUT THIS UNIT

### The Big Idea

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The three branches of Louisiana’s government have different jobs but the same goal: ensuring that Louisiana is a safe and desirable place to live.

Like the national government, Louisiana’s state government is composed of three branches. The legislative branch, consisting of the Senate and the House of Representatives, makes laws for the state. The executive branch, which is led by the governor, carries out those laws through state agencies and departments that bring services directly to the people. The judicial branch, led by judges, interprets the law and ensures that it doesn’t violate Louisiana’s Constitution.

These three divisions of government, each with different responsibilities, share a common goal: bettering the lives of Louisiana’s citizens. No single entity can do it alone. It takes the efforts of hundreds of government employees, as well as the citizens who run for leadership positions and the voters who elect them to office.

## What Students Should Already Know

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Students in Bayou Bridges should already be familiar with:

- how to use a map
- features of a map: key (or legend), symbols, scale, compass rose
- directions on a map: north, south, east, west
- seven continents and five oceans
- location of the United States of America on the continent of North America
- location of the state of Louisiana in the United States of America
- differences between a town, parish, region, state, and country
- physical characteristics of Louisiana
- ways that people in Louisiana change and adapt to their environment
- names and locations of their continent, country, state, region, and parish
- features of Louisiana's geography
- first inhabitants of Louisiana
- what life was like in Louisiana long ago
- how Louisiana became part of the United States
- purpose and importance of rules and laws
- how communities and governments make rules and laws
- elements of Louisiana culture
- basic economic principles, such as goods and services, needs and wants, producers and consumers, scarcity
- jobs and natural resources found in Louisiana
- ways and importance of showing civic virtue

## What Students Need to Learn

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- purpose of state government
- three branches of government
- responsibilities of each branch of government
- who works in each branch of government



- role of the Louisiana Supreme Court
- responsibilities of government leaders, such as the governor and lieutenant governor
- why states need laws
- why some laws are special to Louisiana
- how voters select leaders in Louisiana’s government

## AT A GLANCE

The most important ideas in Unit 5 are:

- The main purpose of Louisiana’s state government is to help people living in Louisiana.
- The Louisiana state government has three branches: legislative, executive, and judicial.
- Louisiana’s laws help keep people safe, protect Louisiana’s natural resources, and help the state run smoothly.
- The governor is the leader of the executive branch and the main leader of the state.
- Some state leaders are elected by voters.

## WHAT TEACHERS NEED TO KNOW

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

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

## UNIT RESOURCES

### Teacher Components

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*How Our State Government Works* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book

are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

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

**A Culminating Activity, Chapter Assessments, Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 42.** The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

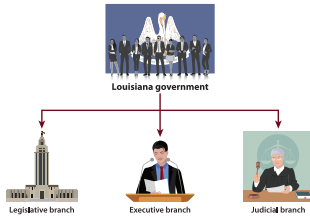
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements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

*How Our State Government Works* Timeline Card Slide Deck—ten individual images related to how Louisiana’s state government works. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which image card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

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

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

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



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2

## Student Component

The *How Our State Government Works* Student Book includes two chapters, intended to be read aloud by the teacher as the students look at images on each page.

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

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

The intent of the Grades K–2 Bayou Bridges units is to build students' understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students' listening comprehension far surpasses

their reading comprehension well into the late elementary and early middle school grades. In other words, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

## USING THE TEACHER GUIDE

### Pacing

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The *How Our State Government Works* unit is one of five social studies units in the Grade 1 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of thirty days has been allocated to the *How Our State Government Works* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 1 units.

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

### Reading Aloud

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

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

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded

approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

## Picture This

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

## Turn and Talk

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

## Framing Questions and Core Vocabulary

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

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: The Three Branches of Government	What are the three branches of government?	national government, state government, legislative, executive, judicial, official, final say, run smoothly
Chapter 2: Leaders in Louisiana’s Government	Who are the leaders in our state?	run for office, participate, museums, medical services, improvements

## Activity Pages

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### Activity Pages



The following activity pages can be found in Teacher Resources, pages 52–55. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1  
AP 1.2  
AP 1.3  
AP 2.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Our State Government (AP 1.2)
- Chapter 1—Branches of Government (AP 1.3)
- Chapter 2—Mock School Board Ballot (AP 2.1)

## Additional Activities and Website Links

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

### Books

Alexander, Vincent. *Local Government*. Minneapolis: Jump!, Inc., 2018.

Alexander, Vincent. *State Government*. Minneapolis: Jump!, Inc., 2018.

Bush, Zack and Laurie Friedman. *The Little Book of Government*. Illustrated by Sarah Van Evera. Morgan Hill, CA: Publishing Power, 2020

Roosevelt, Eleanor and Michelle Markel. *When You Grow Up to Vote: How Our Government Works for You*. Illustrated by Grace Lin. New York: Roaring Brook Press, 2018.

Shamir, Ruby. *What's the Big Deal About Elections*. Illustrated by Matt Faulkner. New York: Philomel Books, 2018.

Shulman, Mark. *I Voted: Making a Choice Makes a Difference*. Illustrated by Serge Bloch. New York: Holiday House, 2020.

Zeiger, Jennifer. *Louisiana (A True Book: My United States)*. New York: Children's Press, 2017.

# HOW OUR STATE GOVERNMENT WORKS SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

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

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

### How Our State Government Works

<p>"The Three Branches of Government" Core Lesson (TG &amp; SB, Chapter 1, pages 2–4)</p>	<p>"The Three Branches of Government" Core Lesson (TG &amp; SB, Chapter 1, pages 5–7)</p>	<p>"Virtual Field Trip: The State Capitol" (TG, Chapter 1 Additional Activities)</p>	<p>"The Three Branches of Government" Core Lesson (TG &amp; SB, Chapter 1, pages 8–9)</p>	<p>"Our State Government" (TG, Chapter 1 Additional Activities, AP 1.2)</p>
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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

### How Our State Government Works

<p>"Whose Job Is It?" (TG, Chapter 1 Additional Activities, AP 1.3)</p>	<p>"Three-Ring Government" (TG, Chapter 1 Additional Activities)</p>	<p>"The Three Branches of Government" Core Lesson (TG &amp; SB, Chapter 1, pages. 10–12)</p>	<p>"Henri Heron's Louisiana Wetlands" (TG, Chapter 1 Additional Activities)</p>	<p>"Henri Heron's Louisiana Wetlands" (TG, Chapter 1 Additional Activities)</p>
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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

### How Our State Government Works

<p>"Then and Now" (TG &amp; SB, Chapter 1, page 13)</p>	<p>Chapter 1 Assessment</p>	<p>"Leaders in Louisiana's Government" Core Lesson (TG &amp; SB, Chapter 2, pages 14–15)</p>	<p>"Mock School Board Election" (TG, Chapter 2 Additional Activities)</p>	<p>"Leaders in Louisiana's Government" Core Lesson (TG &amp; SB, Chapter 2, pages 16–18)</p>
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**Week 4****Day 16****Day 17****Day 18****Day 19****Day 20*****How Our State Government Works***

<p>"Leaders in Louisiana's Government" Core Lesson (TG &amp; SB, Chapter 2, pages 19–21)</p>	<p>"Who Am I?" (TG, Chapter 2 Additional Activities)</p>	<p>"Leaders in Louisiana's Government" Core Lesson (TG &amp; SB, Chapter 2, pages 22–24)</p>	<p>"Who Are Our Leaders?" (TG, Chapter 2 Additional Activities)</p>	<p>"Meet Your State Leaders" (TG, Chapter 2 Additional Activities)</p>
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**Week 5****Day 21****Day 22****Day 23****Day 24****Day 25*****How Our State Government Works***

<p>"Government Institutions" (TG, Chapter 2 Additional Activities)</p>	<p>"Government Institutions" (TG, Chapter 2 Additional Activities)</p>	<p>"Government Institutions" (TG, Chapter 2 Additional Activities)</p>	<p>"Government Institutions" (TG, Chapter 2 Additional Activities)</p>	<p>"Government Institutions" (TG, Chapter 2 Additional Activities)</p>
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**Week 6****Day 26****Day 27****Day 28****Day 29****Day 30*****How Our State Government Works***

<p>Chapter 2 Assessment</p>	<p>Culminating Activity</p>	<p>Culminating Activity</p>	<p>Unit 5 Performance Task</p>	<p>Unit 5 Performance Task</p>
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# How Our State Government Works Pacing Guide

\_\_\_\_\_’s Class

(A total of thirty days has been allocated to the *How Our State Government Works* unit in order to complete all Grade 1 history and geography units in the Bayou Bridges Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*How Our State Government Works*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*How Our State Government Works*

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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*How Our State Government Works*

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**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***How Our State Government Works***

--	--	--	--	--

**Week 5**

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

***How Our State Government Works***

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**Week 6**

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

***How Our State Government Works***

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## CHAPTER 1

# The Three Branches of Government

### Primary Focus Objectives

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- ✓ Describe the purpose of the state government of Louisiana. **(1.10)**
- ✓ Identify the branches of the state government of Louisiana and their duties. **(1.12)**
- ✓ Describe examples of rules and laws in Louisiana. **(1.13)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *national government, state government, legislative, executive, judicial, official, final say, and run smoothly.*

### Materials Needed

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Activity Page



AP 1.1

- individual student copies of *How Our State Government Works* Student Book
- individual student copies of Letter to Family (AP 1.1)
- map of Louisiana from the Internet

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

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

### What Teachers Need to Know

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For background information, download the Bayou Bridges Online Resource “About The Three Branches of Government”:

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

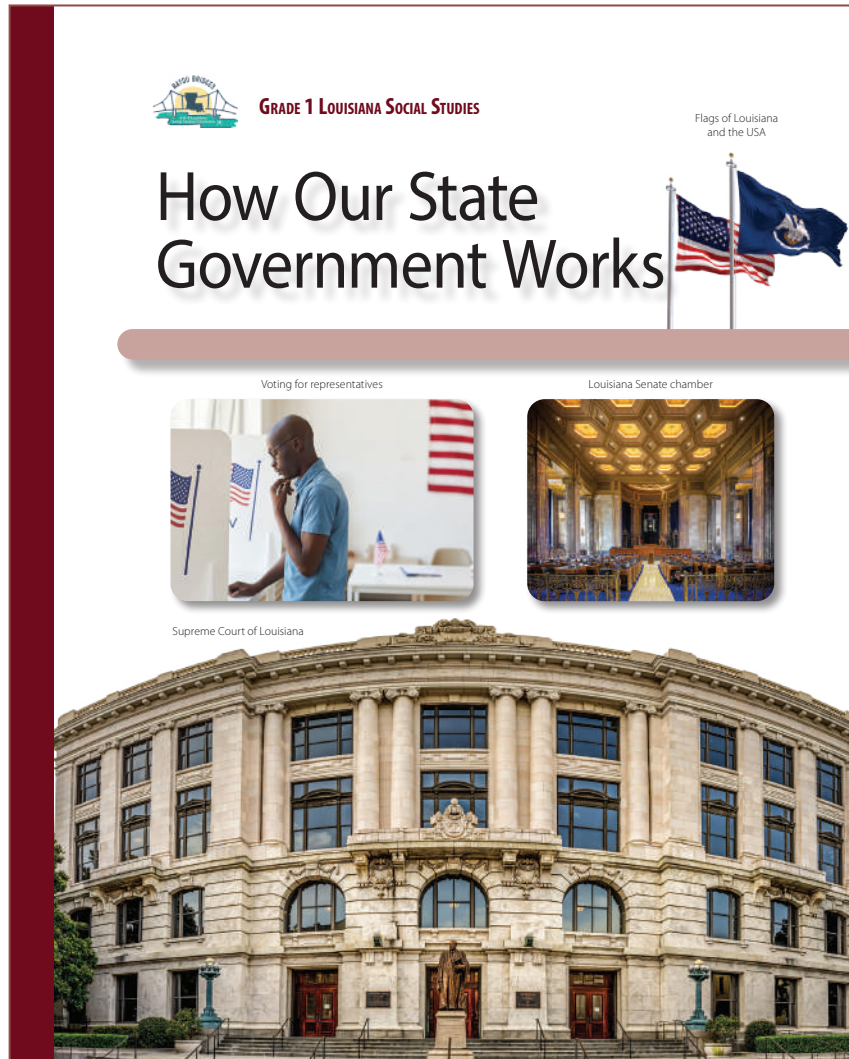
## THE CORE LESSON

### Introduce *How Our State Government Works* and Chapter 1: “The Three Branches of Government”

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Review what students heard in the previous unit about rules and laws, including why we have them. Explain that in this unit, students will learn who makes and enforces rules and laws for Louisiana.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Tell students that you are going to pretend that you have a special machine that shrinks you to the size of a bug so that you can learn about how the government works behind closed doors.

Ask students to close their eyes and make sure that they are “buckled in” so that they can shrink too. Count backward, saying, “3 ... 2 ... 1 ... Now we’re small!” and then ask students to open their eyes.

## Framing Question

What are the three branches of government?

## Core Vocabulary

national government    state government    legislative    executive  
judicial    official    final say    run smoothly

## Chapter 1: “The Three Branches of Government”

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

**SUPPORT**—Point out the word *branches* in the chapter title. Explain that *branches* has more than one meaning. Sometimes it means “parts of a tree,” but here it means “parts of a group or organization,” or, more specifically, “parts of government.”

CHAPTER  
**1**

### The Three Branches of Government



Our country is run by a national government. A government is a group of people who make rules and decisions to help people live together peacefully. The state of Louisiana has its own government, too. This state government works to help people living all over Louisiana.

2

**CORE VOCABULARY**—Explain that a **national government** is a group of people who make rules and decisions for the whole country.

**CORE VOCABULARY**—Explain that a **state government** is a group of people who make rules and decisions for one state within the country.

**SUPPORT**—Ask students to identify the two flags in the image on the page. (*the U.S. flag and the Louisiana state flag*) **(1.8.g)**

**SUPPORT**—Review with students the different communities they live in by drawing a series of overlapping concentric circles on the board or on chart paper. Draw a relatively small circle in the center of the board/chart paper, and label it with your city or town’s name. Next, draw a larger circle

around the first circle. Label it with your parish’s name. Draw an even larger third circle around the second circle. Label that circle “Louisiana.” Then, draw a larger fourth circle around the third circle. Label it “United States.” Finally, draw the largest circle around all the existing circles. Label it “The World.” Point out to students that we are all part of multiple communities of different sizes.

**SUPPORT**—You may wish to use the analogy of the school to help students understand the relationships between the national, state, and local communities. Explain that the whole school is like the nation. Each classroom is like a state. Within each classroom are individual seats. Those seats are like towns or cities.

**Ask students the following questions:**

**LITERAL**—What is the purpose of a government? **(1.10)**

- » The purpose of a government is to make rules and decisions that help people live together peacefully.

**LITERAL**—Who makes the decisions about the rules people follow in Louisiana? **(1.10)**

- » The Louisiana state government makes decisions about the rules people follow in Louisiana.

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

The Louisiana State Capitol in Baton Rouge is where many decisions are made. You can take a tour of the building to learn more about the government.



This building is the tallest state capitol building in the United States. It has thirty-four floors and is 450 feet (137 m) high!

**SUPPORT**—Explain that Louisiana’s state capitol building is a type of building called a skyscraper. Ask students why they think it’s called that. (*It’s so tall that it looks like it’s scraping the sky.*) (1.4)

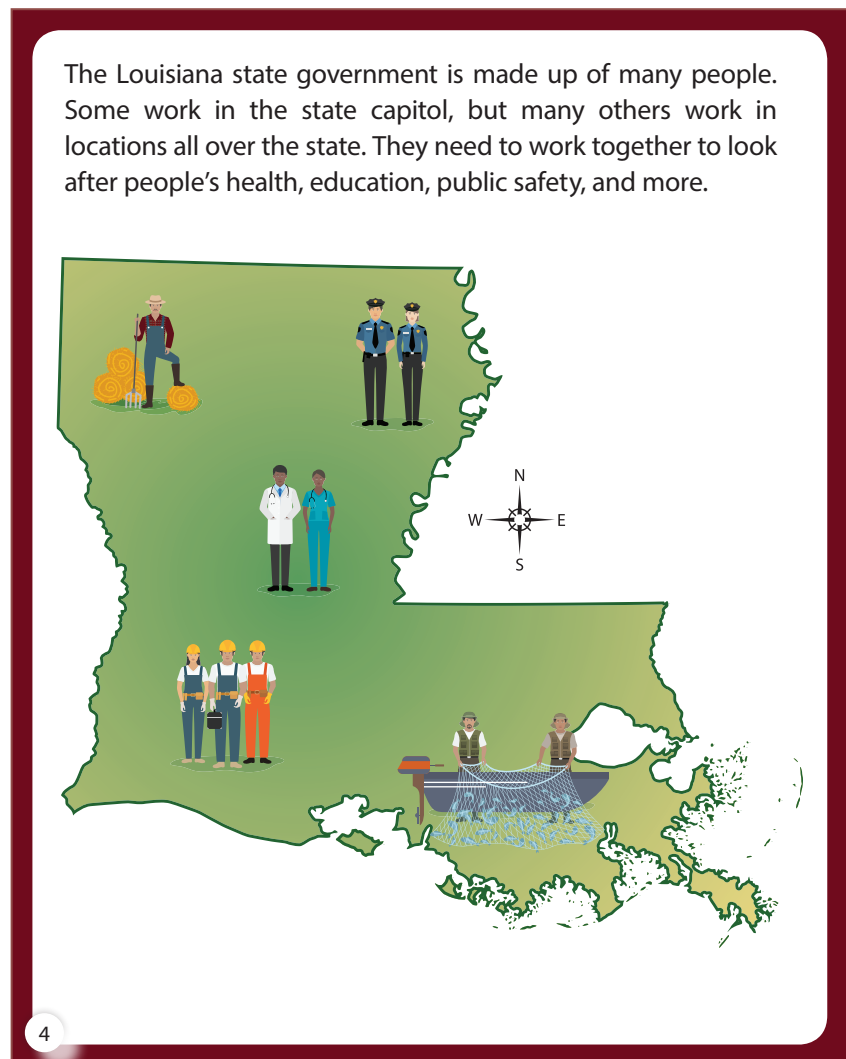
**SUPPORT**—Display the map of Louisiana. Guide students to find Baton Rouge on the map. Ask: What symbol is used for Baton Rouge? (*a star*) What symbol is used for other cities on the map? (*a circle*) Why is the symbol for Baton Rouge different from the symbol for the other cities? (*Baton Rouge is the capital city of Louisiana.*) Help students find the approximate location of their town or city on the map. Ask: If we were to travel from our town or city to Baton Rouge, what direction would we be traveling? Use the compass rose on the map to help students figure out the answer. (1.24, 1.26, 1.27)

**Ask students the following question:**

**LITERAL**—Where are many decisions about Louisiana’s government made? (1.8.d)

- » Many decisions about Louisiana’s government are made in the Louisiana State Capitol building in Baton Rouge.

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



**SUPPORT**—Have students point to the people on the map who look after people’s health (*medical workers, center*). Then have them point to the people who look after people’s safety (*police officers, upper right*). Then have them point to the people who help provide food (*farmer, upper left; fishers, lower right*).

**Ask students the following questions:**

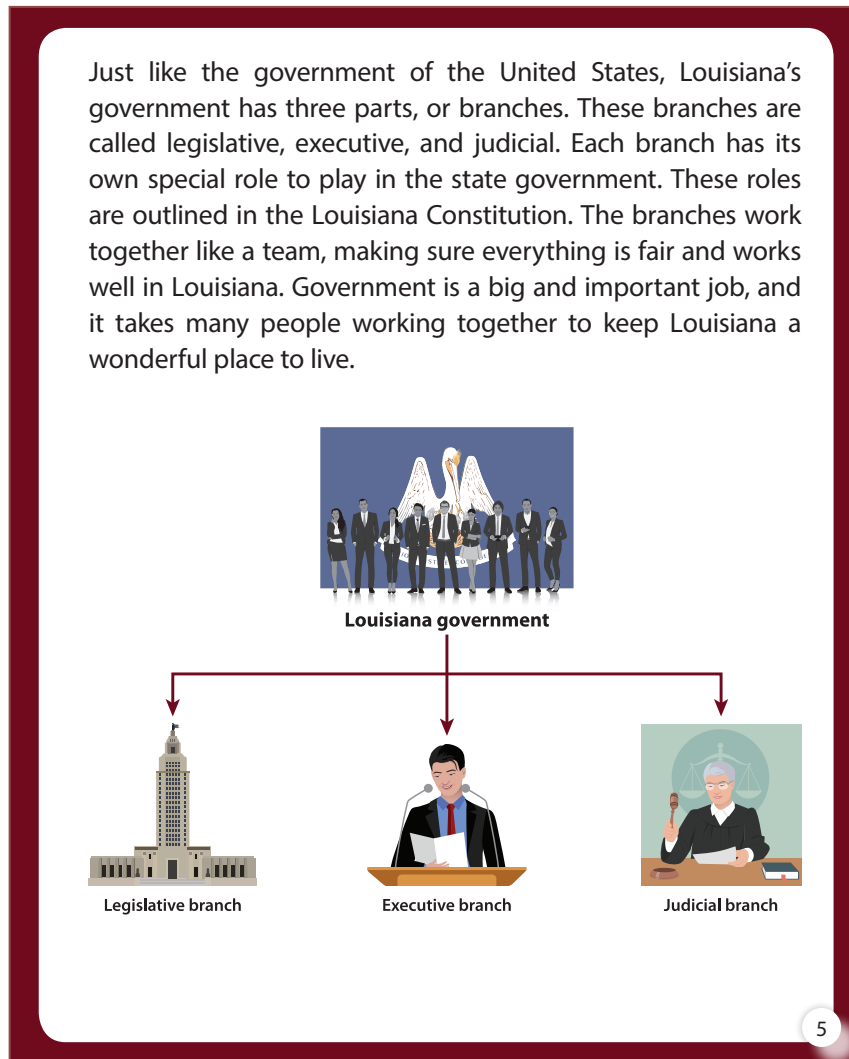
**EVALUATIVE**—Does everyone who works for Louisiana’s state government work at the state capitol? How do you know? **(1.3)**

- » No, not everyone works at the state capitol. The text on page 4 says that many people work all over the state. The image shows different jobs in different parts of the state.

**LITERAL**—What parts of people’s lives does Louisiana’s government help with? **(1.10)**

- » Louisiana’s government workers look after people’s health, education, and safety.

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



**CORE VOCABULARY**—Explain that when something is described as **legislative**, that means it has the power to make laws. The legislative branches of state and national governments make laws.

**CORE VOCABULARY**—Explain that when something is described as **executive**, that means it has the power to carry out laws. The executive branches of state and national governments make sure rules and laws are followed.



**CORE VOCABULARY**—Explain that something that is **judicial** has the power to decide questions about the law. The judicial branches of state and national government work to make sure that laws are fair.

**SUPPORT**—Point out and read the labels on the diagram on page 5. Have students point to each image as you read the labels.

**Ask students the following questions:**

**LITERAL**—What are the three branches of Louisiana’s state government? **(1.12)**

- » The three branches of government are the legislative branch, the executive branch, and the judicial branch.

**LITERAL**—Which document describes the duties of the branches of Louisiana’s government? **(1.12)**

- » The Louisiana Constitution describes the duties of the branches of Louisiana’s government.

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

The legislative branch is the part of the government that makes laws. It is made up of two groups of lawmakers: the Senate and the House of Representatives. In the legislative branch, lawmakers act as leaders. They work to make laws that give people across the state the help they need. Both groups meet in the capitol building.



The Senate and House of Representatives are made up of people from different parts of the Louisiana. The Senate is the smaller group, and the House of Representatives is the larger group.

6

**SUPPORT**—Point out the word *lawmakers* in the second sentence on page 6. Explain to students that some words are made by combining other words. *Lawmaker* is one of those words. Write the word on the board or chart paper. Draw a slash between *law* and *maker*. Point out that a lawmaker does exactly what their title says they do: they make laws. Share similar words with students, such as *firefighter*, *peacekeeper*, and *schoolteacher*.

**Ask students the following questions:**

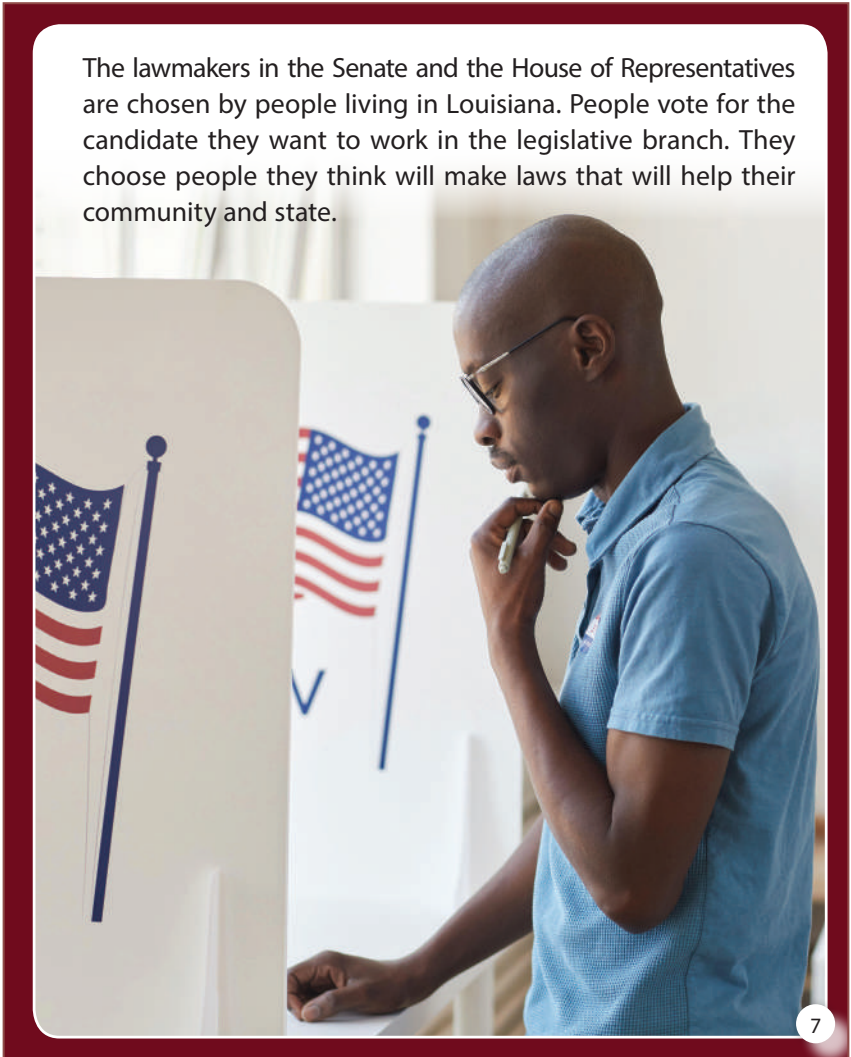
**LITERAL**—What does the legislative branch of the government do? **(1.10)**

- » The legislative branch of the government makes laws.

**LITERAL**—What are the names of the two groups that make up the legislative branch of the government? **(1.12)**

- » The two groups that make up the legislative branch of the government are the Senate and the House of Representatives.

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



**SUPPORT**—Review what students heard about voting in Unit 4, *Being a Citizen of Louisiana and the United States*. Remind them that voting is one way that citizens can share their views about how well the government is doing its job.

**Ask students the following questions:**

**LITERAL**—Who chooses the people who will serve in the State Senate and State House of Representatives? (1.12)

» Louisiana voters choose the people who will serve in Louisiana’s state legislature.

**EVALUATIVE**—What qualities do you think voters might look for when choosing whom to vote for? (1.14)

» Answers will vary. Possible answer: I think voters should look for people who are honest and who will make laws that will help the community and state.

**Now ask students to look at the image on page 8 as you read aloud.**

The executive branch makes sure rules and laws are followed. When people in the legislative branch agree on a new law, it is sent to the executive branch. The governor is in charge of this branch. They sign a new law to make it official.



The governor has many other jobs, too. There are many people who work in the executive branch with the governor to make choices to help people in Louisiana.

8

**CORE VOCABULARY**—Explain that when something is **official**, it is approved by the person or people in charge.

**SUPPORT**—Point out the governor on page 8 (the woman sitting at the desk and signing the document). Ask: What is the governor doing? (*signing a new law to make it official/writing on a piece of paper*)

**Ask students the following questions:**

**LITERAL**—Which branch of the government makes sure rules and laws are followed? **(1.12)**

» The executive branch makes sure rules and laws are followed.

**LITERAL**—Who is in charge of the state’s executive branch? **(1.12)**

» The governor is in charge of the state’s executive branch.

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

The judicial branch is the third branch of Louisiana’s state government. This branch works to make sure that the state’s laws are fair.



The Supreme Court of Louisiana is in New Orleans. The Supreme Court is the highest court and final judge in the state. This means it has the final say in deciding what laws mean and whether they follow the state’s constitution. There are many other courthouses in parishes around the state.



**CORE VOCABULARY**—Explain that when someone has the **final say** on a topic, that person or group has the power to make decisions that other people or groups cannot challenge.

**SUPPORT**—Prompt students to think about what they learned about rules and laws in Unit 4, *Being a Citizen of Louisiana and the United States*. Ask: What does it mean for a law to be fair? (*Possible answers: It applies to all people, not just some people. It’s meant to help people, not hurt them.*)

**SUPPORT**—Draw a diagram on the board or chart showing the Supreme Court of Louisiana at the top and parish courts beneath it to illustrate the structure of the Louisiana judicial system.

**Ask students the following questions:**

**LITERAL**—What does the judicial branch of Louisiana’s government do? **(1.10)**

- » The judicial branch of the government makes sure that the state’s laws are fair.

**EVALUATIVE**—The Supreme Court is the most powerful court in Louisiana. What details from the Student Book tell you that statement is true? **(1.3)**

- » The book says that the Supreme Court of Louisiana is the state’s highest court and final judge. “Highest court” makes me think that the court is very powerful. The text also says the Supreme Court has the final say in deciding what laws mean and whether they follow the state’s constitution. Other courts cannot challenge a court that has final say. That tells me the Supreme Court is the most powerful court in Louisiana.

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



**SUPPORT**—Read the speed limit sign on page 10 to students. Explain that the sign is there because of a law about safety. When the light is flashing, that means students are in school. Cars must drive 20 miles per hour or slower when the light is flashing. Driving any faster than 20 miles per hour is against the law.

**Ask students the following questions:**

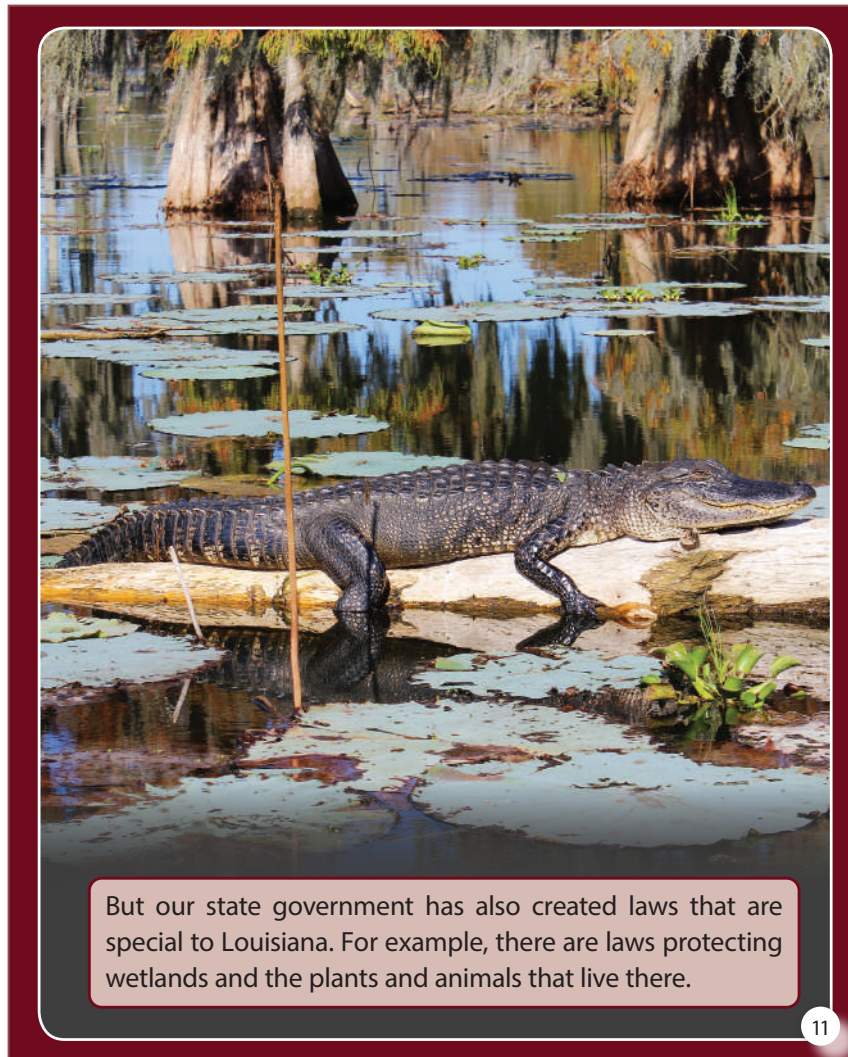
**EVALUATIVE**—Why do the three branches of government work together to make rules and laws? **(1.10)**

- » The three branches of government work together to make rules and laws to protect citizens.

**INFERENTIAL**—How does the speed limit sign shown in the picture on page 10 protect people? **(1.13)**

- » The speed limit sign reminds drivers of the law that protects children and adults who cross the street to get to school as well as those who are outside on school property. It is easier to stop a car that is going slowly than one that is going quickly.

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



**SUPPORT**—Review with students what they learned about wetlands in Unit 1, *A Place Called Louisiana*. Remind them that the wetlands are home to many different plants and animals, including alligators, fish, shrimp, and birds.

**Ask students the following questions:**

**LITERAL**—Describe a law that is found in Louisiana but not in all other states. **(1.13)**

- » Louisiana has laws about protecting wetlands and plants and animals that live in the wetlands. Not all states have these laws.

**INFERENTIAL**—Why do you think other states don't have laws protecting wetlands and plants and animals that live in the wetlands? **(1.4)**

- » Answers will vary. Possible answer: Not all states have wetlands. If a state doesn't have wetlands, it doesn't need laws that protect the wetlands and the plants and animals that live there. *(This reinforces the idea that different states have different needs, thus different laws.)*

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

Louisiana also has laws that help the state run smoothly. For example, there are laws in Louisiana about when people can vote. There are also laws that tell people how to start a new business. Other laws prevent people from doing certain things, like stealing from others.



12

**CORE VOCABULARY**—Explain that when we say things **run smoothly**, we mean that everything is going well. There are not any problems or changes to the plan.

**SUPPORT**—Direct students to the image on page 12. Ask: What kind of business do you think these two women might be opening? (*Possible responses: a restaurant, a bakery, a coffee shop, a café*) What clues helped you come up with your answer? (*They are both wearing aprons. The aprons are clean and brightly colored, like the type you would wear for cooking.*) **(1.3, 1.4)**

**Ask students the following questions:**

**LITERAL**—Describe a law that helps Louisiana run smoothly. **(1.13)**

- » Laws about when people can vote or how to start a new business help Louisiana run smoothly.

**LITERAL**—Describe a law that prevents people from doing certain things. **(1.13)**

- » Laws that make it illegal to steal things prevent people from taking things that aren't theirs.

**Then and Now, page 13**

**Ask students to look at the images on page 13.**

**Then**

**U.S. Government in 1781**

**Congress**



**Now**

**U.S. Government since 1788**

Executive Branch	Legislative Branch (Congress)		Judicial Branch
	Senate	House of Representatives	
 The White House	 United States Capitol Building		 The Supreme Court

13



**Tell students that these images show the structure of the national government—the government of the entire United States—when the United States began and today.**

**Guide students to the Then image.** Explain that this shows how the United States government was structured a long time ago. Read the text in the box. Help students recall what Congress is and does.

**Guide students to the Now image.** Explain that this shows how the United States government is structured today. Read the text in each box and each image label. Invite volunteers to share what they remember about these buildings and parts of government.

**Have students compare the two images.**

**Ask students the following questions:**

**EVALUATIVE**—What is similar or alike in the images? **(1.5)**

- » Both images include Congress, which became the legislative branch after 1788. Both Then and Now show images of buildings.

**EVALUATIVE**—What is different in the images? **(1.5)**

- » The Then image shows that in 1781, the national government was made up of only Congress. The Now image shows that there are now two more branches of government in addition to Congress. Congress has been divided into the Senate and the House of Representatives. The building for Congress is different in both images too, and the Now image shows buildings for the executive and judicial branches, too.

**EVALUATIVE**—Compare the Now chart to the chart of Louisiana’s state government structure on page 5. How are the charts alike? How are they different? **(1.12)**

- » The charts are alike because they show that the national and Louisiana governments each have an executive, legislative, and judicial branch. They are different because the Now chart shows that the Congress, the legislative branch of the U.S. government, is made up of the Senate and House of Representatives. These two groups represent people from all over the country. Louisiana has its own Senate and House of Representatives, who are not listed on the chart on page 5. The Louisiana Senate and Louisiana House of Representatives represent only people from Louisiana.

## **Timeline Card Slide Deck**

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- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the information on the cards.
- Review and discuss the Framing Question: “What are the three branches of government?”



## CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—What are the three branches of government?

- » The three branches of government are the legislative branch, the executive branch, and the judicial branch. In a state government, the legislative branch makes laws that help and protect people. The executive branch helps carry out and enforce laws. The judicial branch makes sure the laws are fair and follow the state's constitution.

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



AP 1.1

## Additional Activities

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

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

## CHAPTER 2

# Leaders in Louisiana's Government

### Primary Focus Objectives

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- ✓ Identify the roles and responsibilities of state leaders. **(1.16)**
- ✓ Describe how citizens can become involved in state government by voting or running for office. **(1.14)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *run for office, participate, museums, medical services, and improvements.*

### Materials Needed

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- individual student copies of *How Our State Government Works* Student Book

### What Teachers Need to Know

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For background information, download the Bayou Bridges Online Resource “About Leaders in Louisiana’s Government”:

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

## THE CORE LESSON

### Introduce “Leaders in Louisiana’s Government”

---

Review what students heard in the previous chapter about the branches of government. Tell students that in this chapter, they will learn about the people who work in each branch.

### Framing Question

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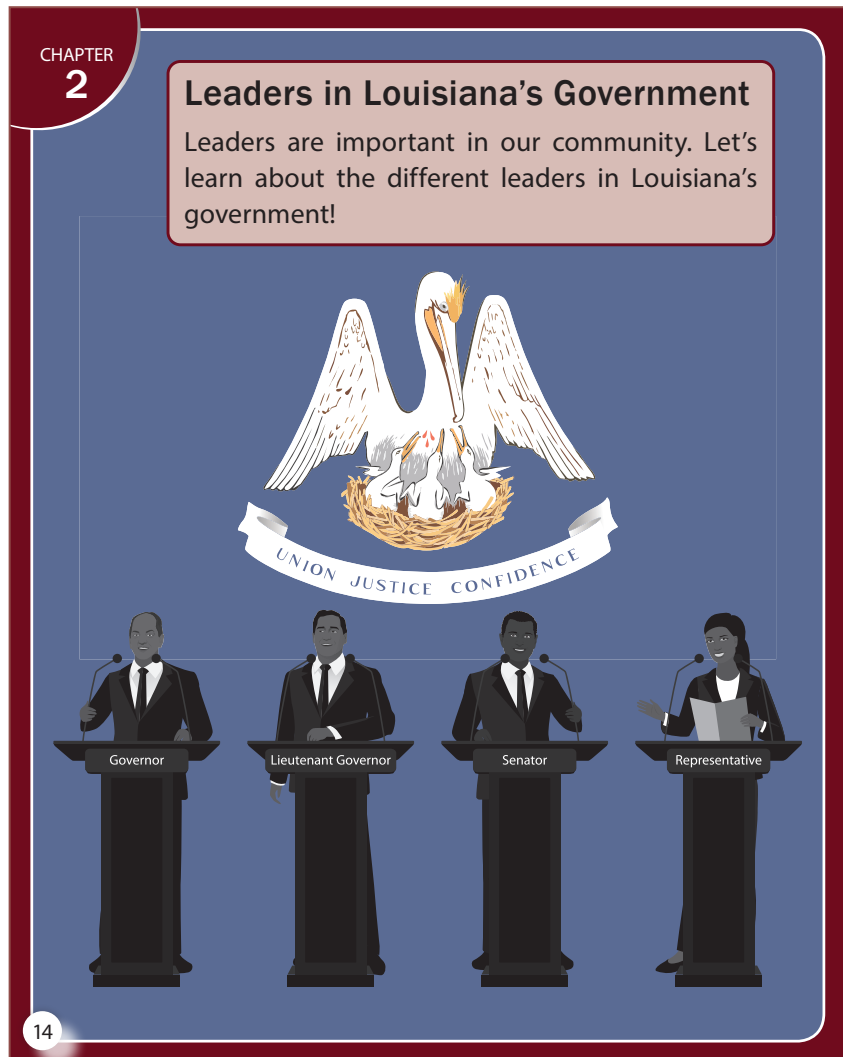
Who are the leaders in our state?

## Core Vocabulary

run for office    participate    museums    medical services    improvements

## Chapter 2: “Leaders in Louisiana’s Government”

Distribute copies of the Student Book. Ask students to turn to page 14 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Leaders in Louisiana’s Government.”



**SUPPORT**—Point out each leader in the diagram, and read their title aloud. Explain that senators and representatives are part of Louisiana’s legislative branch. Guide students to recall that the legislative branch makes laws for the state.

**Ask students the following question:**

**LITERAL**—What do the people on this page lead? (1.4)

» The people on this page lead the Louisiana government.

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

When a person wants to be a leader in Louisiana’s government, they often run for office. That means they ask people to vote for them for a job in government.



Voters choose leaders they believe will help make our community better. Voters also choose leaders who understand their needs. Voting is the way people participate in their government and help shape the future of their community and state.

15

**CORE VOCABULARY**—Explain that when you **run for office**, you are asking people to vote for you to have a job in the government.

**CORE VOCABULARY**—Explain that **participate** means to be active in something, such as an event.

**SUPPORT**—Point out the word *future* in the last sentence on the page. Review with students the terms *past*, *present*, and *future*. Explain that the past is time that already happened. The present is the time that we’re living in right now. The future is time that has not happened yet.

**Ask students the following questions:**

**LITERAL**—What does a person do if they want to be a leader in Louisiana’s government? **(1.14)**

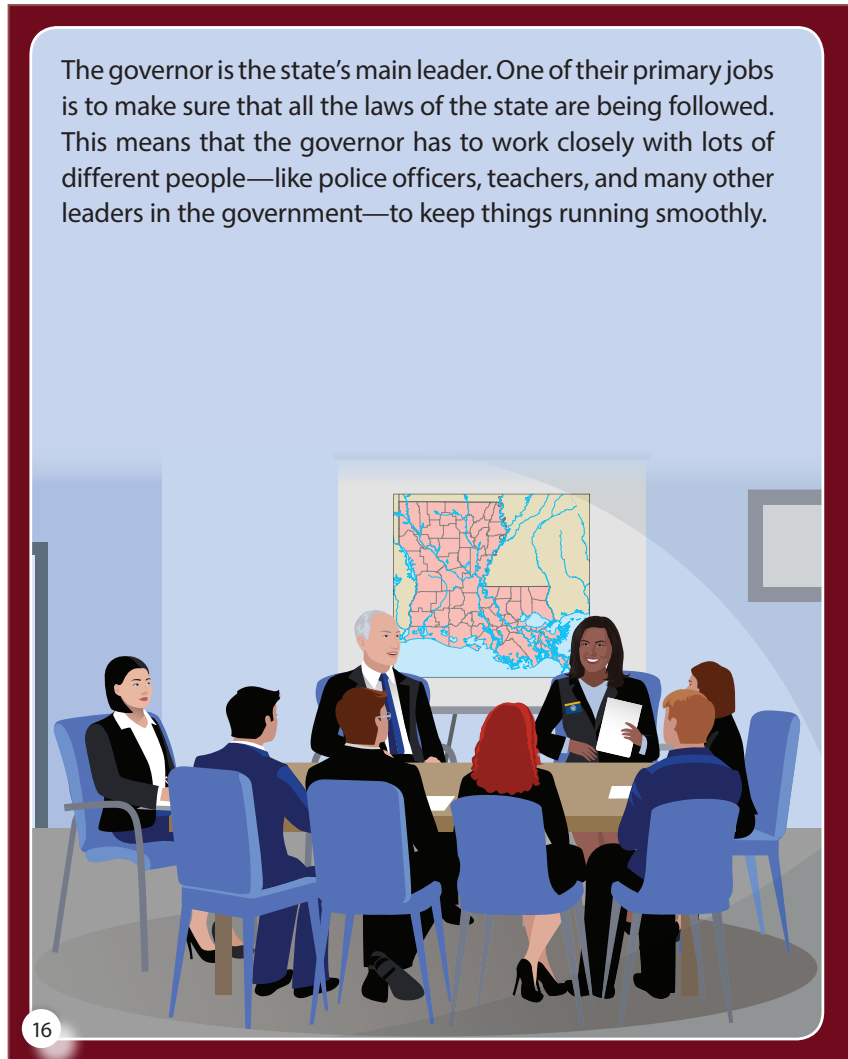
» A person who wants to be a leader in Louisiana’s government must run for office.

**LITERAL**—How do voters participate in state government? **(1.14)**

» Voters participate by choosing leaders they believe will help make the community better and who understand their needs.

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

The governor is the state's main leader. One of their primary jobs is to make sure that all the laws of the state are being followed. This means that the governor has to work closely with lots of different people—like police officers, teachers, and many other leaders in the government—to keep things running smoothly.



**SUPPORT**—Point out the governor in the image (the woman wearing a badge, holding the paper and talking).

**SUPPORT**—Review with students the meaning of *run smoothly* from Chapter 1.

**Ask students the following questions:**

**LITERAL**—Who is the main leader of Louisiana? **(1.16)**

» The governor is the main leader of Louisiana.

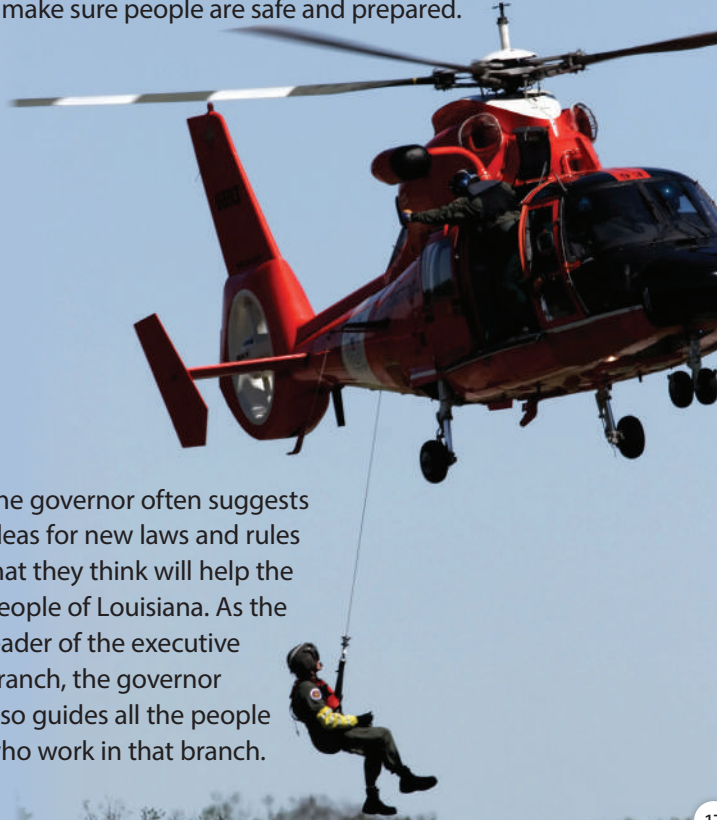
**LITERAL**—What is one of the main jobs of the governor? **(1.16)**

» One of the governor's main jobs is making sure that all the state's laws are being followed.

Now ask students to look at the image on page 17 as you read aloud.

As you learned in Chapter 1, the governor signs laws to make them official. But the governor has many other jobs, too. For example, when a hurricane or other big natural event is coming, the governor takes actions or makes decisions about what to do to make sure people are safe and prepared.

The governor often suggests ideas for new laws and rules that they think will help the people of Louisiana. As the leader of the executive branch, the governor also guides all the people who work in that branch.



17

**SUPPORT**—Review with students the meaning of *official* from Chapter 1.

**SUPPORT**—Have students describe what is happening in the photo. (*This image shows a person hanging from a helicopter, secured with a harness and a rope.*) Why do they think this is happening? (*Answers will vary.*) Explain to students that the person in the photo is a member of the U.S. Coast Guard training for a search and rescue mission. This type of service might be necessary during a hurricane or a flood, so the governor makes sure people practice what to do before the hurricane or other big natural event arrives.

**Ask students the following question:**

**LITERAL**—What does the governor do if there is a hurricane or other big natural event coming?  
**(1.16)**

- » When there is a hurricane or other big natural event coming, the governor takes actions or makes decisions to make sure that people are safe and prepared.

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

The lieutenant governor is another leader in the executive branch. This person acts as the governor's main helper. If the governor cannot do their job for any reason, the lieutenant governor steps in. It is important for the lieutenant governor to know about all the things the governor does so they can be ready if needed.



The lieutenant governor also has some special jobs of their own. For example, they are responsible for getting people to visit Louisiana. They also look after state parks.

18

**SUPPORT**—Prompt students to identify the governor and lieutenant governor in the image on page 18. (*The governor is the woman on the left; the lieutenant governor is the man at the podium.*)

**SUPPORT**—Explain that state parks are special places protected by the state government. Some state parks are protected because of their natural beauty. Others are protected because they were important places in history. People visit the parks to enjoy their natural features or to learn about the history of Louisiana. If there is a state park in or near your community, point it out to students.

**Ask students the following questions:**

**LITERAL**—Who takes the governor's place if the governor cannot do their job for some reason? **(1.16)**

- » The lieutenant governor takes the governor's place if the governor cannot do their job.

**LITERAL**—What other responsibilities does Louisiana's lieutenant governor have? **(1.16)**

- » Louisiana's lieutenant governor is also in charge of bringing visitors to Louisiana and making sure that people take care of the state's parks.



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



**SUPPORT**—Explain that *agriculture* is another word for farming. Have students point to the image of agriculture on the page. Explain that forestry is the science of growing and caring for trees. Ask students to point to the image of the forest.

**Ask students the following question:**

**LITERAL**—What does Louisiana's Department of Agriculture and Forestry do? **(1.16)**

- » Louisiana's Department of Agriculture and Forestry makes sure that the environment is protected and that food is safe to eat.

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



Other leaders are in charge of the many state museums in Louisiana. You may have visited some of these museums, like the Capitol Park Museum in Baton Rouge. Making sure that museums preserve Louisiana culture and history is an important government role.



20

**CORE VOCABULARY**—Explain that **museums** are places where things are displayed for people to see. Objects in museums might include art, historical artifacts and information, animal bones, fossils, costumes, old musical instruments, early cars, science experiments, or even dead insects. There are many different types of museums!

**SUPPORT**—Review the definitions of *culture*, from Unit 1, *A Place Called Louisiana* (a way of life shared by a group of people), and *history*, from Unit 2, *Louisiana History and Culture* (the story of what happened in the past).

**SUPPORT**—Explain that when we preserve something, we're saving it so it can be used or remembered in the future. Direct students to the images on page 20. Ask: How do you think this museum is preserving Louisiana history? (*It's showing how life in Louisiana used to be with the models of old houses and hot dog carts. The giant crawfish and pictures of animals that live in the wetlands also tell people what life in Louisiana is like.*) **(1.3)**

**Ask students the following questions:**

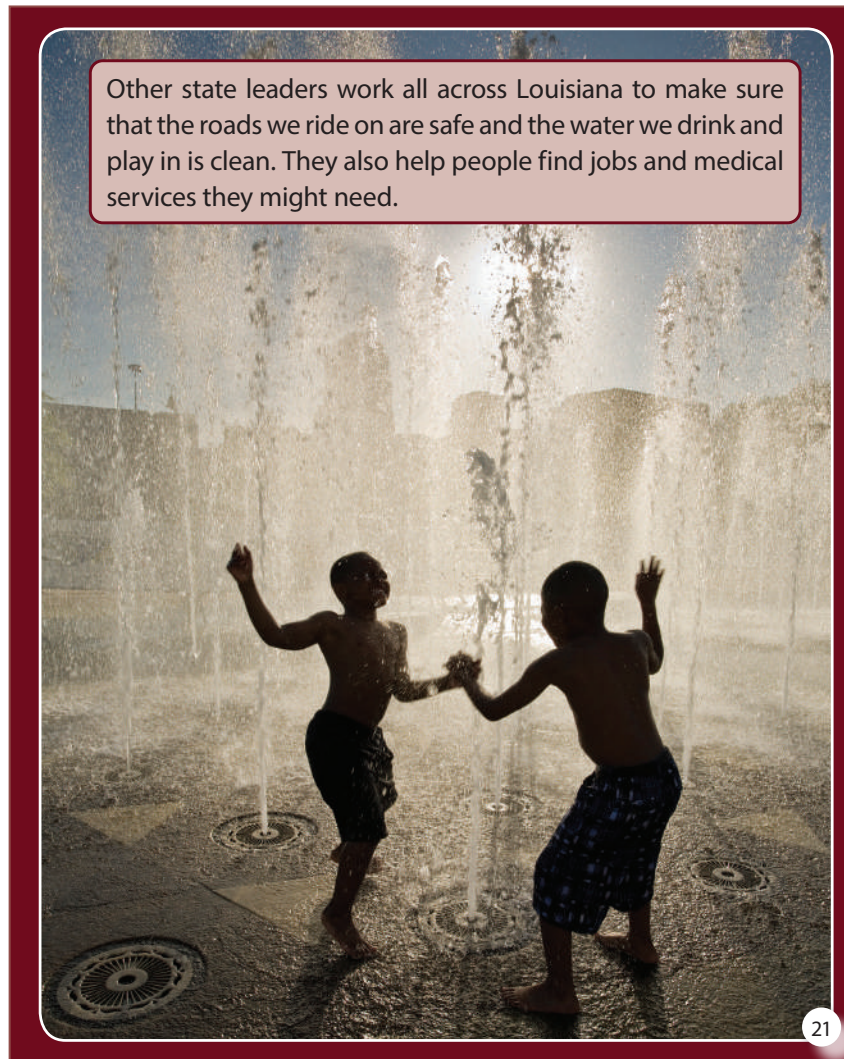
**LITERAL**—Who is in charge of state museums in Louisiana? **(1.16)**

- » Other leaders in the state government are in charge of state museums in Louisiana.

**INFERENTIAL**—Why are state museums important? **(1.4, 1.16)**

- » State museums are important because they preserve the culture and history of a state for people who live there or visit in the future.

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



**CORE VOCABULARY**—Explain that **medical services** are the work done by doctors or other medical professionals in hospitals that help people stay healthy or recover when they are sick.

**Ask students the following questions:**

**LITERAL**—How do Louisiana’s state leaders help keep people safe? **(1.16)**


- » Louisiana’s state leaders help keep people safe by making sure roads are safe to drive on. They make sure Louisiana’s water is clean. They also make sure people have access to medical services.

**EVALUATIVE**—What word would you use to describe the people who work for Louisiana’s government? Why did you choose that word? **(1.4)**

- » Answers will vary. Possible answer: I would describe people who work for Louisiana’s government with the word *helpful*. I chose that word because most government workers help people who live in their state. They make sure people have safe and clean resources.

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

Judges are leaders in the judicial branch. They often work in courts. They help solve problems related to laws.



Judges use their knowledge of the law to help make decisions, from settling small disagreements between neighbors to big problems. They listen carefully to all sides before making a decision. Just like your teachers, they try hard to make sure everyone is treated fairly.



22

**Ask students the following questions:**

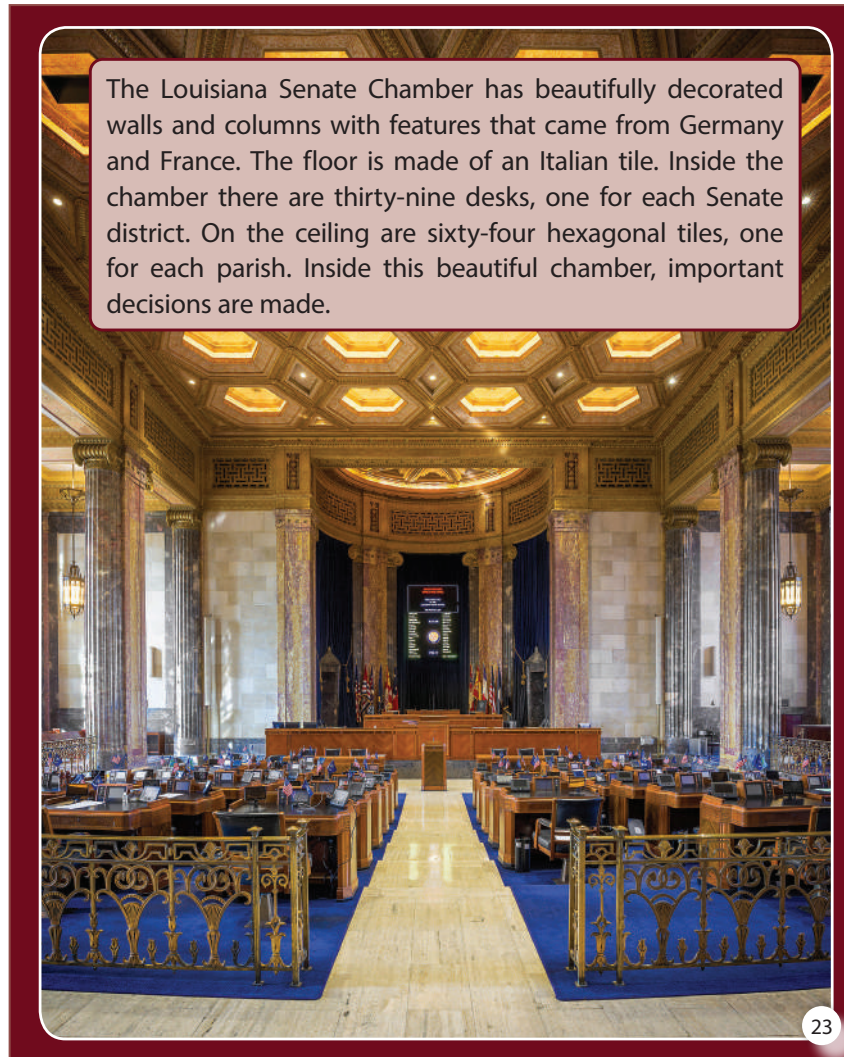
**LITERAL**—Who are the leaders of the judicial branch? **(1.16)**

- » Judges are the leaders of the judicial branch.

**LITERAL**—What types of problems do judges solve? **(1.16)**

- » Judges solve problems related to laws.

Now ask students to look at the image on page 23 as you read aloud.



The Louisiana Senate Chamber has beautifully decorated walls and columns with features that came from Germany and France. The floor is made of an Italian tile. Inside the chamber there are thirty-nine desks, one for each Senate district. On the ceiling are sixty-four hexagonal tiles, one for each parish. Inside this beautiful chamber, important decisions are made.

**SUPPORT**—Show students the image of the State Capitol on page 3, in Chapter 1. Explain that the Senate Chamber is located in this building. Remind students that the Senate is one part of the state legislature. The people who make up the senate are called senators. The other part is the House of Representatives. The representatives meet in a different room in the same building. Both groups work to make laws for the state of Louisiana.

**SUPPORT**—Explain that a hexagon is a shape with six sides. *Hexagonal* means having six sides. Help students find the hexagonal tiles in the image.

**SUPPORT**—Explain to students that some lawmakers in the legislative branch have special roles. The Louisiana Senate is led by someone called a president. The Louisiana House of Representatives is led by someone called the speaker of the house.

**Ask students the following questions:**

**LITERAL**—What happens inside the Senate Chamber? (1.16)

- » The Louisiana senate makes important decisions inside the Senate Chamber.

**INFERENTIAL**—Why do you think the Senate Chamber is decorated in such a fancy way? (1.4)

- » Answers will vary. Possible answer: The Louisiana state senate is a very important group of people in our state, so the place they work is fancy to show their importance.

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



The people who lead Louisiana's state government are responsible for many important changes and improvements in our lives. Their work helps people all across the state. Other leaders, like those in our town or city, parish, and country, help the people in those regions. These leaders give their time and effort to make our communities safe and healthy.

**CORE VOCABULARY**—Explain that **improvements** are things that make something better or solve a problem. For example, imagine that your classroom has run out of shelf space for books. An improvement would be adding more shelves.

Ask students the following question:

**LITERAL**—What is the big goal of people who work in Louisiana's government? (1.16)

- » The big goal of people who work in Louisiana's government is to try to build a better Louisiana for everyone.

## Timeline Card Slide Deck

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- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the information on the cards.
- Review and discuss the Framing Question: “Who are the leaders in our state?”



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—Who are the leaders in our state?

- » The leaders in our state include the governor, the lieutenant governor, lawmakers, and judges. Our state is also led by people who work in different departments, like the Department of Agriculture and Forestry. Some leaders make sure people in Louisiana have safe roads and water, and others preserve Louisiana culture and history in museums. Other leaders make sure Louisianans have access to jobs and medical services.

## Additional Activities

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

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

# Teacher Resources

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## Chapter 1 Assessment: *The Three Branches of Government*

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Make sufficient copies of the Student Answer Sheet for each student; see pages 44–45 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which branch of the government includes the Senate and House of Representatives? **(1.12)**
  - a) executive branch
  - b) judicial branch
  - c) legislative branch
2. Who chooses members of the legislative branch? **(1.12)**
  - a) governor
  - b) Senate
  - c) voters
3. Which branch of the government makes sure rules and laws are followed? **(1.12)**
  - a) executive branch
  - b) judicial branch
  - c) legislative branch
4. Which branch of the government makes sure Louisiana’s laws are fair? **(1.12)**
  - a) executive branch
  - b) judicial branch
  - c) legislative branch
5. What is the state government’s most important job? **(1.10)**
  - a) helping people live together peacefully
  - b) deciding what laws mean
  - c) building skyscrapers
6. Which example describes a law that is special to Louisiana? **(1.13)**
  - a) Citizens can vote for government leaders.
  - b) Speed limits keep drivers and passengers safe.
  - c) Plants and animals of the wetlands are protected.

**Chapter 1 Assessment Student Answer Sheet: The Three Branches of Government**

**1.**

**a.**



**b.**



**c.**



**2.**

**a.**



**b.**



**c.**



**3.**

**a.**



**b.**



**c.**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 1 Assessment Student Answer Sheet: The Three Branches of Government**

**4.**

**a.**



**b.**



**c.**



**5.**

**a.**



**b.**



**c.**



**6.**

**a.**



**b.**



**c.**



## Chapter 2 Assessment: *Leaders in Louisiana's Government*

---

Make sufficient copies of the Student Answer Sheet for each student; see pages 47–48 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Who is Louisiana's main leader? **(1.16)**
  - a) the governor
  - b) the lieutenant governor
  - c) the state representative
  
2. Which leader is in charge of Louisiana's state parks? **(1.16)**
  - a) the governor
  - b) the lieutenant governor
  - c) the Senate
  
3. What does Louisiana's Department Agriculture and Forestry do? **(1.16)**
  - a) It helps people get ready for hurricanes.
  - b) It takes care of the soil, water, and trees in the state.
  - c) It takes care of museums that preserve Louisiana's history.
  
4. Which people are leaders of the judicial branch? **(1.16)**
  - a) teachers
  - b) senators
  - c) judges
  
5. How are many of Louisiana's government leaders chosen? **(1.14)**
  - a) They are elected by voters.
  - b) They are chosen by judges.
  - c) They are picked by other people in the government.

Name \_\_\_\_\_

Date \_\_\_\_\_

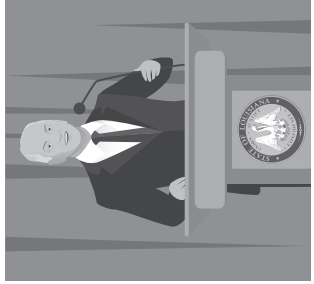
**Chapter 2 Assessment Student Answer Sheet: Leaders in Louisiana's Government**

**1.**

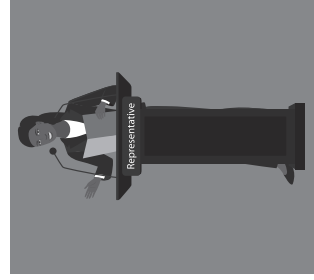
**a.**



**b.**



**c.**



**2.**

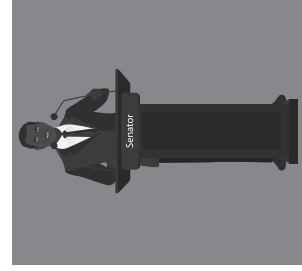
**a.**



**b.**



**c.**



**3.**

**a.**



**b.**



**c.**



**Chapter 2 Assessment Student Answer Sheet: Leaders in Louisiana's Government**

**4.**

**a.**



**b.**



**c.**



**5.**

**a.**



**b.**



**c.**




## Culminating Activity: *How Our State Government Works*

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### Our Government

**Materials Needed:** dress-up clothes or other props (optional)

 **Background for Teachers:** If your classroom has a dress-up center, encourage students to create costumes or use props for their skit characters. Otherwise, you may omit that portion of the activity.

Remind students that state government is divided into three branches: the legislative branch, the executive branch, and the judicial branch. Explain that one way to remember important information is seeing it come to life in the form of a skit, which is a very short play.

Divide students into small groups. Each group will plan and act in a skit of two to three minutes about state government. Students may select their topic from the following list, or you may choose to assign topics:

- legislative branch roles and responsibilities
- executive branch roles and responsibilities
- judicial branch roles and responsibilities
- people who work in state government
- how state government helps people
- how people are chosen for state government

Remind students that they don't necessarily have to play humans in their skits; they can also role-play as the branches of government.

Allow students time to prepare and practice their skits before presenting in front of the class.

## Performance Task: *How Our State Government Works*

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**Materials Needed:** four blank 5" x 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *How Our State Government Works* Student Book

**Teacher Directions:** In this unit, students learned about Louisiana's state government. They learned that the government is divided into three branches: legislative, executive, and judicial. They learned that the legislative branch makes laws, the executive branch carries out laws, and the judicial branch has the final say on the meaning of laws. They also learned about the leaders who work in each branch, including the governor, lieutenant governor, senators, representatives, and judges. Finally, students learned about ways the state government helps citizens, such as ensuring the health and safety of people who live in Louisiana.

Have students reflect on what they learned during this unit by flipping through the Student Book pages. Tell students to imagine they are traveling around Louisiana to see the impact the government has on the state and its people. They will share the sights, sounds, and smells of this cross-state road trip with their friends and family back home by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about Louisiana's state government. Students should identify in their postcards the most important aspects of Louisiana's government that help make life in Louisiana great.

Have students draw images of Louisiana's government on one side of each card and dictate a brief message about their drawing for the other side.

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

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



## Performance Task Scoring Rubric

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

<b>Above Average</b>	<p>Response is accurate and detailed. Student demonstrates strong understanding of Louisiana’s state government, identifying four of the following details (or other correct details) in drawing and/or dictation:</p> <ul style="list-style-type: none"><li>• Louisiana’s government has three branches: legislative, executive, judicial.</li><li>• The legislative branch makes laws.</li><li>• The executive branch carries out laws.</li><li>• The judicial branch says what laws mean.</li><li>• Many government bodies meet at the state capitol in Baton Rouge.</li><li>• The executive branch is led by the governor.</li><li>• The lieutenant governor is the second-in-command.</li><li>• Judges lead the judicial branch.</li><li>• The Louisiana Supreme Court is the highest court in Louisiana.</li><li>• Some government leaders are elected by voters.</li></ul>
<b>Average</b>	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of Louisiana, noting three correct details.</p>
<b>Adequate</b>	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of Louisiana government, noting two correct details.</p>
<b>Inadequate</b>	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one correct detail.</p>

**Activity Page 1.1****Use with Chapter 1****Letter to Family**

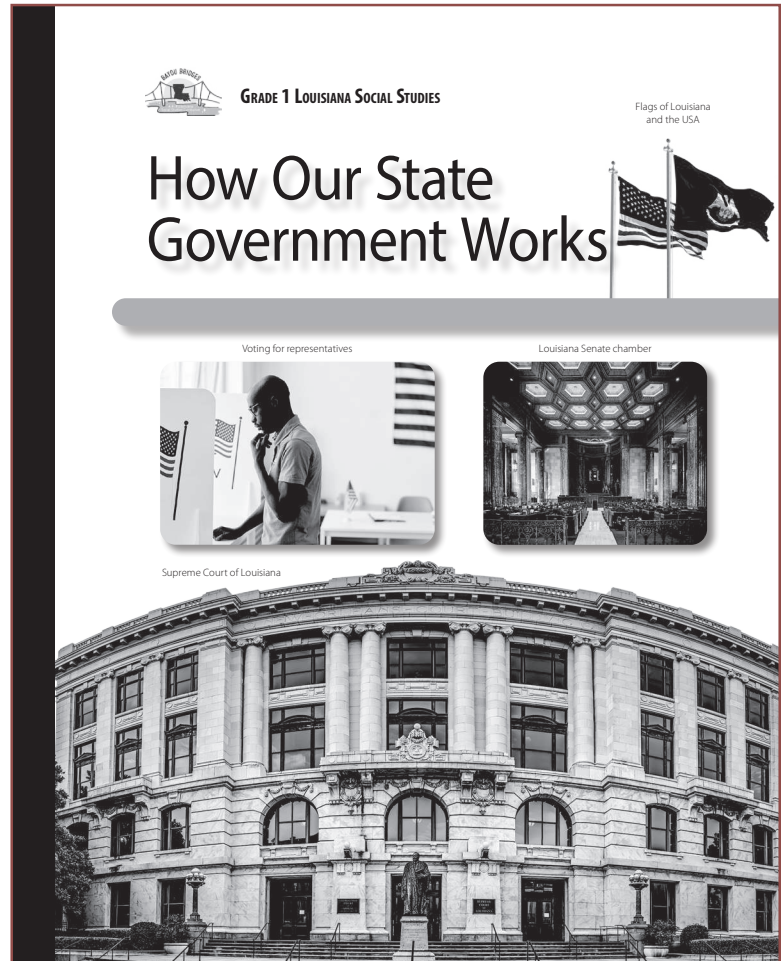
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about Louisiana's state government. They will learn about the structure of the state government. They will also learn about the different roles of the people who serve in the state government.

In this unit, students will study the three different branches of the state (and national) government. They will match the responsibilities of government to the correct branch. They will summarize the purpose of Louisiana's state government and describe some of its rules and laws. Students will take a closer look at leadership roles within Louisiana's state government and identify the duties assigned to those roles. They will also ask and answer questions about how people are elected to office through voting.

We understand that the workings of government and people in positions of power can be a sensitive topic. The information in this unit is presented in a factual, age-appropriate way. Governmental leadership roles are referred to only by their titles, such as *governor*, *lieutenant governor*, and *senator*. The goal is to teach students how the separate parts of Louisiana's state government are designed to work together to support the people living here.

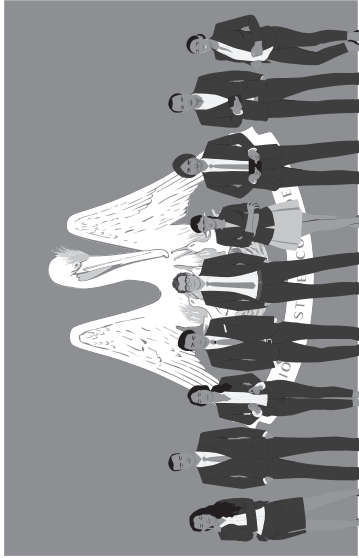
Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your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

Please let us know if you have any questions.

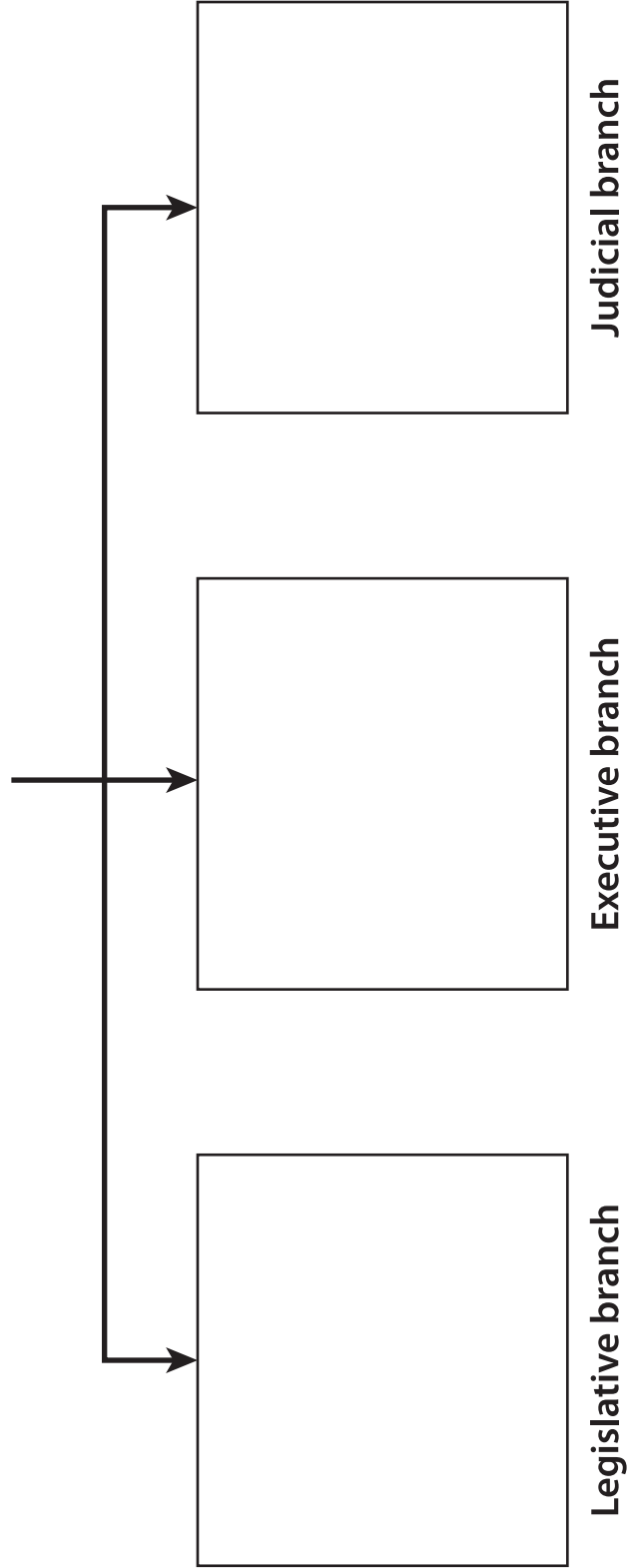


Name \_\_\_\_\_ Date \_\_\_\_\_

**Our State Government**



**Louisiana government**



**Activity Page 1.3**

**Use with Chapter 1**

**Branches of Government**

**Executive branch**



**Legislative branch**



**Judicial branch**



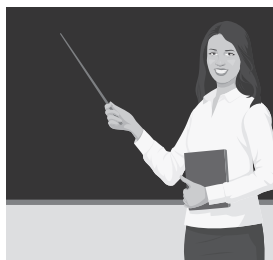
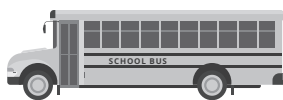
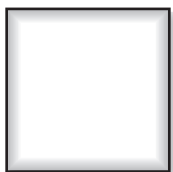
Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 2.1

### Use with Chapter 2

## Mock School Board Ballot



### HISTORY

- 1.1 Create a chronological sequence of events using appropriate vocabulary.
- 1.2 Differentiate between primary and secondary sources. For example:
  - a) Primary sources: letters, diaries, autobiographies, speeches, interviews
  - b) Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 1.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 1.4 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.
- 1.5 Compare life in Louisiana in the past to life today.
- 1.6 Describe how past events can affect the present.
- 1.7 Compare the lives of Louisianans today in urban, suburban, and rural parishes.
- 1.8 Identify examples of Louisiana’s culture, including:
  - a) State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
  - b) Music: Cajun, jazz, zydeco
  - c) Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw)
  - d) Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum
  - e) Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays
  - f) Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
  - g) Symbols: Louisiana State flag, brown pelican, magnolia tree, black bear
  - h) Individuals who have made significant contributions to Louisiana’s artistic heritage.
- 1.9 Identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.

### CIVICS

- 1.10 Describe the purpose of the state government of Louisiana.
- 1.11 Identify Louisiana as a unique state among fifty, and as a part of the United States.

- 1.12** Identify each of the branches of the state government of Louisiana.
- 1.13** Describe examples of rules and laws in Louisiana.
- 1.14** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 1.15** Describe the importance of fairness, responsibility, respect, and hard work. For example:
- a)** Taking care of personal belongings and respecting the property of others.
  - b)** Following rules and recognizing consequences of breaking rules.
  - c)** Taking responsibility for assigned duties.
- 1.16** Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.

## **ECONOMICS**

- 1.17** Differentiate between producers and consumers.
- 1.18** Identify examples of an economic cost or benefit of a decision or event.
- 1.19** Describe how different public and private jobs help Louisianans. For example:
- a)** Public: firefighters keeping people and their property safe
  - b)** Private: nurses caring for sick or injured people
- 1.20** Explain why and how goods and services are produced and traded.
- 1.21** Describe how scarcity requires people to make choices.
- 1.22** Identify and describe which goods and services are produced in different places and regions in Louisiana.
- 1.23** Describe the importance of natural resources in Louisiana, including timber, seafood, and oil.

## **GEOGRAPHY**

- 1.24** Create and use maps or models with cardinal directions, keys, and scale.
- 1.25** Identify where Louisiana is within the United States and on the globe.
- 1.26** Differentiate between the town, parish, state, and country in which the student lives on a political map.
- 1.27** Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.
- 1.28** Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland.

- 1.29** Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.
- 1.30** Explain how Louisianans have successfully met the challenges posed by natural disasters.
- 1.31** Explain how and why people and goods move from place to place.
- 1.32** Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.



# **Answer Key: *How Our State Government Works***

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## **Chapter Assessments**

### **Chapter 1**

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

### **Chapter 2**

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





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