

Project G.L.A.D.  
Forest Grove School District  
**Oregon Government and Economy**

**Idea Pages**

**I. UNIT THEME**

- Students will know the role of government in the state of Oregon.
- Students will know the five major industries in the State of Oregon.
- Students will know the cycle of the economy of Oregon.

**II. FOCUS/MOTIVATION**

- Cooperative Groups by Industry
- Inquiry Chart
- Observation chart
- Big Book –The Great State of Oregon

**III. CLOSURE**

- Web Site (visit State Capitol Site)
- Letter to parents
- Letter to local representatives
- Writing Assessment Prompt
- Math Assessment

**IV. CONCEPTS/UNDERSTANDINGS**

- Describe the government of Oregon.
- Identify and distinguish among the branches (legislative, executive and judicial) and levels (state and local) of government in Oregon.
- Identify the names and primary functions of each branch of government at the state and local levels.
- Describe the concept of rule of law and the purposes of law in state and local governments.
- Identify ways citizens can make their voices heard responsibly in the political process by learning about public issues (local meetings, media, etc.) and voting to influence the actions of the government.

- Retell in your own words how the state regions interact economically.
- Tell how cities and communities demonstrate interaction and goodwill with other cities and communities within the state.
- Tell how government at the local level supports that at the state level and how this supports the workings of the federal government.
- Understand that all economic choices have costs and benefits and compare options in terms of costs and benefits.
- Understand how supply and demand influence prices and how price increase or decreases influence the decisions of consumers.
- Understand the processes of earning, saving, spending, budgeting and record keeping in money management.

## V. VOCABULARY

### Government

government  
Executive branch  
Legislative branch  
Judicial branch  
House of Representatives  
State Senate  
governor  
signature  
vetoes  
law  
compromise  
interdependent  
vote  
taxes  
constitution  
citizens  
absentee  
ballot  
civil servant  
parks  
sewage disposal  
politician  
polling place

### Economics

economy  
lumber  
manufacturing  
tourism  
agriculture  
fishing  
farming  
logging  
industries  
technology  
natural resources  
products  
record-keeping  
crops  
desert  
forests  
skiing  
salmon  
fish hatcheries  
water  
costs  
benefits  
supply

school district	demand
term limit	price
Republican	budget
Democrat	income
Independent	wage
judgment	salaries
education	labor
health and social services	goods
public safety	consumption
county	services
county seat	water
commissioner	
city council	
city manager	
fire district	
METRO	

## **VI. ORAL LANGUAGE/READING/WRITING SKILLS**

- Structure information in clear sequence making connections and transitions among ideas, sentences and paragraphs.
- Demonstrate knowledge of paragraphing.
- Demonstrate knowledge of grammar.
- Develop flow and rhythm of sentences.
- Demonstrate knowledge of documentation.
- Identify and write in the narrative and persuasive mode.
- Demonstrate knowledge of writing process.
- Demonstrate knowledge of conventions.
- Read and identify non-fiction from a variety of books.
- Demonstrate evaluative comprehension of a variety of printed materials.
- Identify relationships, images, patterns or symbols and draw conclusion about their meaning.

## **VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS**

### **Math**

- Generate, compare, and analyze data to draw inference and make predictions, using experimental and theoretical probability.
- Read, contrast and interpret displays of data using appropriate techniques and technology.

- Create charts, tables, and graphs and use statistics to summarize data, draw inferences and make predictions.

### **Science**

- Basic needs of living things.
- Relationship between/among organisms and environment/ecosystems.
- Understand how technology is used in industry.

### **Social Studies Skills**

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- Understand that all economic choices have costs and benefits and compare options in terms of costs and benefits.
- Understand how supply and demand influence prices and how price increase or decreases influence the decisions of consumers.
- Understand the processes of earning, saving, spending, budgeting and record keeping in money management.
- Identify historical and current contributions of various cultural groups in Oregon.

## **VIII. RESOURCES AND MATERIALS**

- Taxation: Paying for Government, Charles Hirsch, Raintree Steck-Vaughn Publications.
- Forestry, Jane Drake, Ann Love, and Pat Cupples, Kids Can Press.
- Fishing, Ann Love, Jane Drake, and Pat Cupples, Kid Can Press.
- Farming, Ann Love, Jane Drake, and Pat Cupples, Kid Can Press.
- How the U.S. Government Works, Syl Sobel, Barron's Press.

- Hooray for Dairy Farming, Bobbie Kalman, Crabtree Publishing.
- Hooray for Orchards, Bobbie Kalman , Crabtree Publishing.
- Portrait of America: Oregon, Kathleen Thompson, Raintree Steck-Vaughn Publications.
- From Sea to Shining Sea: Oregon, Dennis Brindell Fradin and Judith Bloom Fradin.
- Oregon: Adventures in Time and Place, MacMillan/McGraw-Hill.
- Oregon Activity Book, Harcourt Brace.
- Columbia River Gorge, Nicky Leach, Sierra Press.
- Hello U.S.A.: Oregon, Gretchen Bratvold, Lerner Publications Company.
- Symbols of Oregon, A Positive Publishing Book.

### **Teacher Resources**

- Oregon Government for Kids, Carole Marsh, Gallopade International.
- Oregon Law for Kids, Carole Marsh, Gallopade International.

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**Unit Planning Pages**

**I. FOCUS/MOTIVATION/CUE SET**

- Cooperative Groups
- Inquiry Chart
- Observation chart
- Big Book- The Great State of Oregon

**II. INPUT/BEST SHOT**

- Expert Groups – Branches of Government
- Graphic organizer

**III. GUIDED ORAL PRACTICE**

- Farmer in the Dell
- Home/School Connection (Importance of voting)
- Chants
- T-Graph
- Personal Interactions-10/2
- Expert Groups- share/jigsaw
- Picture files
- Process Grids

**IV. READING/WRITING ACTIVITIES**

**Whole Class**

- Poetry
- Independent Research Projects (Use Process Grid)
- Narrative
- Primary language group frame

**Cooperative Choices**

- Strip paragraph-expository
- Reading the walls
- Ear to ear reading

### **Individual Choices/Writers Workshop**

- Poetry booklet
- DEAR time
- Strip book
- Writing Journals (rubber band journals)
- Learning Logs

### **V. EXTENSIONS/ACTIVITIES FOR INTEGRATION**

- Field trip to State Capitol
- Guest speakers from local and state government
- Visit a local farms, manufacturing plants, or high tech company
- Establish a classroom economy
- Establish a classroom government

### **VI. CLOSURE/EVALUATION**

- Web Site (visit Oregon Tourist and Government Sites)
- Letter to parents
- Letter to a government official
- Writing Assessment Prompt (Persuasive: Importance of Voting)
- Math Assessment

## Unit Inventory

# GLAD UNIT #016300001224 OREGON ECONOMY AND GOVERNMENT

*5 CHANTS, 6 PICTORIALS, 2 PROCESS GRIDS*

*1 LAMINATED CHANT*

*UNIT PLANNING & IDEA PAGES*

*Teacher- Made Big Book*

*52 picture file cards*

*12 Narrative Input Pieces*

*1 Narrative Input Background*

### **BOOK TITLES:**

Oregon Government for Kids

Oregon (Portrait of America)

How the US Government Works

From Sea to Shining Sea OREGON

Symbols of Oregon

Hooray for Dairy Farming!

Oregon

Farming (America at work) **Hardcover**

Fishing (America at work) **Hardcover**

Forestry (America at work) **Hardcover**

Columbia River Gorge

Hooray for Orchards!



## The Great State of Oregon

By Brooke Qunell

This is the Capitol Building,  
That houses the officials,  
Who uphold the laws,  
That govern the citizens,  
Who live in the great state of Oregon.

These are the Civil Servants,  
Who are employed by the state,  
That protects its citizens,  
Who experience emergencies,  
That happen to the people,  
Who live in the great state of Oregon.

These are the schools and universities,  
That are funded by the state,  
That educate the students,  
Who will become informed voters,  
And tax-paying citizens,  
Who live in the great state of Oregon.

These are the tourists,  
Who flock to Oregon,  
Who buy our products,  
Which adds to the economy,  
That produces jobs for the people,  
Who live in the great state of Oregon.

These are the **loggers**,  
Who harvest the **forests**,  
That are trucked to the **mills**,  
That produce the **lumber**,  
That builds the **houses**,  
Purchased by the **people**,  
Who live in the great state of **Oregon**.

These are the **products**,  
That are harvested by the **farmers**,  
That are sold to the **processing plants**,  
That supply to the **stores**,  
That sell to the **consumers**,  
Who live in the great state of **Oregon**.

These are the modes of **travel**,  
That are maintained by **employees**,  
That are hired by **ODOT**,  
That receives money from **state taxes**,  
That transports the **people**,  
Who live in the great state of **Oregon**.

These are the **workers**,  
Who create the **technology**,  
That is exported to the **world**,  
That shares **information**,  
That betters life for all people including those  
Who live in the great state of **Oregon**.

These are the citizens,  
Who work in our state,  
Who purchase Oregon goods and services,  
That feeds the economy,  
Which produces the taxes,  
That support the people,  
Who live in the great state of Oregon.

## Narrative Input

### **How the Hazelnut became Oregon's State Nut**

Adapted from *Oregon: Adventures in Time and Place*  
Macmillan and McGraw-Hill

In 1989, a fourth grade Camp Fire group was watching a television program about hazelnuts. They learned that 98% of America's hazelnuts were grown in Oregon. The program suggested that the hazelnut should be Oregon's state nut.

The Campfire group thought this was a great idea and they sent a letter to the governor of Oregon at the time, which was Neil Goldschmidt. After he read the letter, he invited the Camp Fire group to come and visit him at the state capitol in Salem.

When they met with him, he explained that they must first work with the state legislative branch of Oregon's government. The legislative branch is made up of two parts, the House of Representatives and the Senate. The girls met with a representative from both branches explaining their reasons for wanting to pass the bill. The full Senate and House of Representatives needed to vote yes in order to pass the bill SCR5.

When the bill SCR5 passed both the Senate and House of Representatives, the bill was sent to the Governor. The Governor could sign the bill to make it a law or veto the bill. The group went back to Salem to discuss the bill with the governor. After talking it over he decided to sign bill SCR5, and the hazelnut became Oregon's state nut.

## Chants, Raps, and Poems

### I Can Spell!

By Brooke Qunell

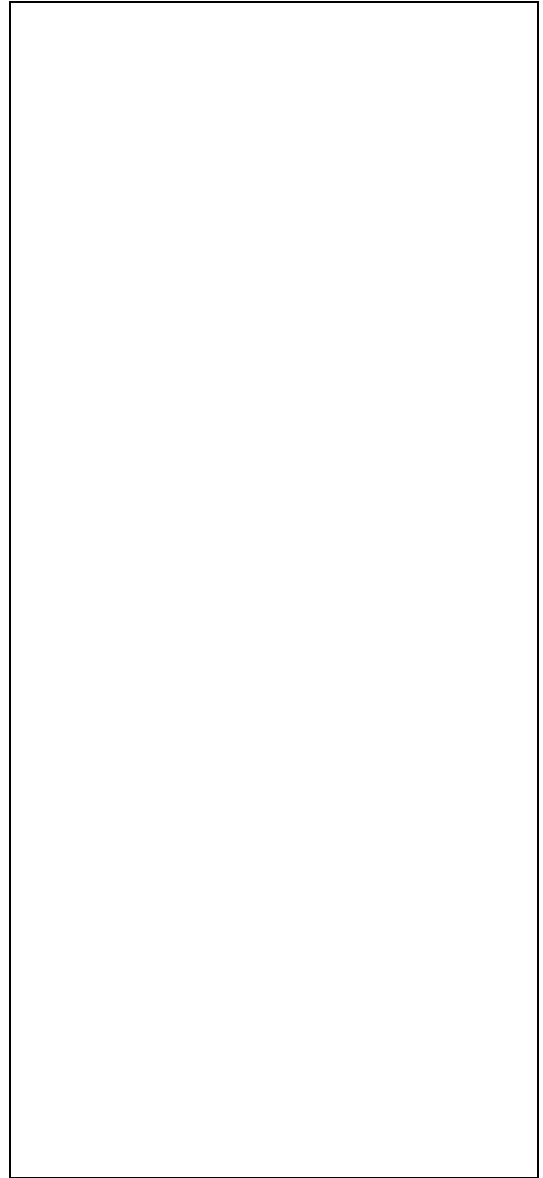
I can spell logs, l-o-g-s.  
I can spell fish, f-i-s-h.  
I can spell farm, f-a-r-m.  
But I can't spell manufacturing.

I can spell grain, g-r-a-i-n.  
I can spell fruit, f-r-u-i-t.  
I can spell shops, s-h-o-p-s.  
But I can't spell manufacturing.

I can spell grow, g-r-o-w.  
I can spell ship, s-h-i-p.  
I can spell jobs, j-o-b-s.  
But I can't spell manufacturing.

I can spell beets, b-e-e-t-s.  
I can spell truck, t-r-u-c-k.  
I can spell grape, g-r-a-p-e.  
But I can't spell manufacturing.

Yes I can! Yes I can!  
M-A-N-U-F-A-C-T-U-R-I-N-G, MANUFACTURING!



# **I Know a State**

By Brooke Qunell

I know a strong democracy,  
A fair, strong democracy,  
A fair, strong democracy,  
With voting and rights.

That upholds the constitution,  
A check and balance system,  
Made up of its own citizens,  
Who were elected to serve the people.

I know a strong democracy,  
A fair, strong democracy,  
The Oregon democracy,  
That guarantees my personal rights.



# Products Here, Products There

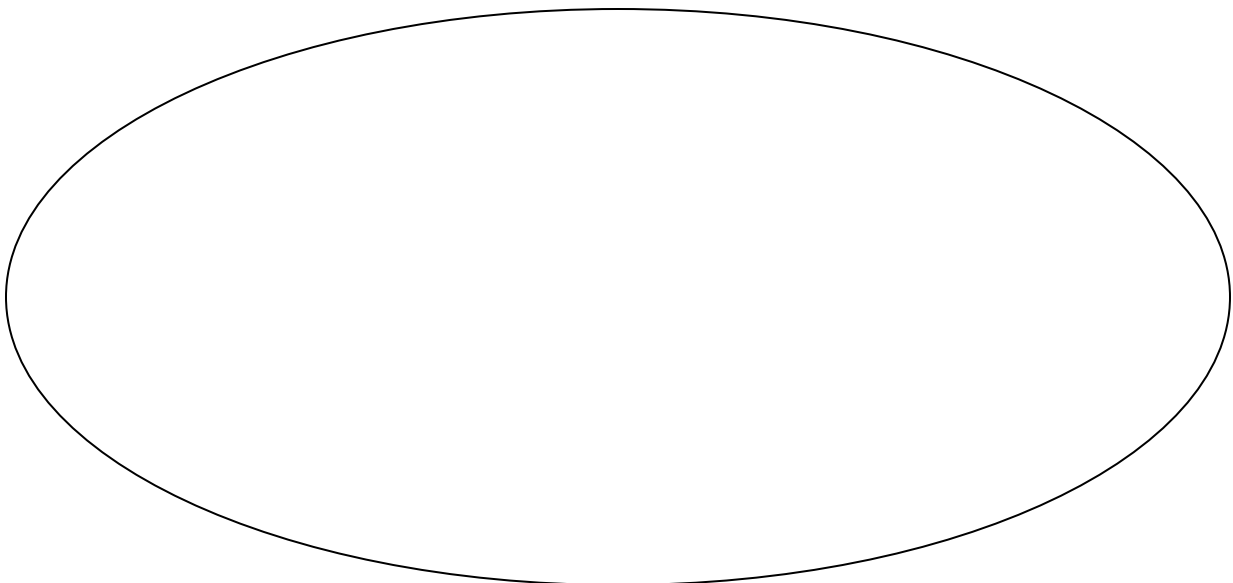
By Brooke Qunell

Products here, products there,  
Oregon products everywhere!

Farmers are harvesting.  
Nut growers are gathering  
Drivers are trucking.  
Fishermen are trolling.

Computers in the factories.  
Clerks in the stores.  
Loggers in the mill.  
Tourists on the shores.

Products here, products there,  
Industry is everywhere!  
Products! Products! Products!



# The Political Scientist Bugaloo

By Brooke Qunell

I'm a political scientist and I'm here to say,  
"I study about politics every day!  
Sometimes I study history,  
Sometimes I give a speech,  
Sometimes I go to the Capitol and take a seat."

Laws, taxes and campaigning too,  
Doing the political scientist bugaloo!

There are different levels I can work in,  
Local, state and federal government.  
Jobs I can apply for or be elected to.  
It pays to know your history and how it applies to you.

Laws, taxes and campaigning too,  
Doing the political scientist bugaloo!

I can work as a professor at a local college,  
Students will have political knowledge.  
The students are eager to learn about,  
Republicans, Democrats and what it's all about.

Laws, taxes and campaigning too,  
Doing the political scientist bugaloo!



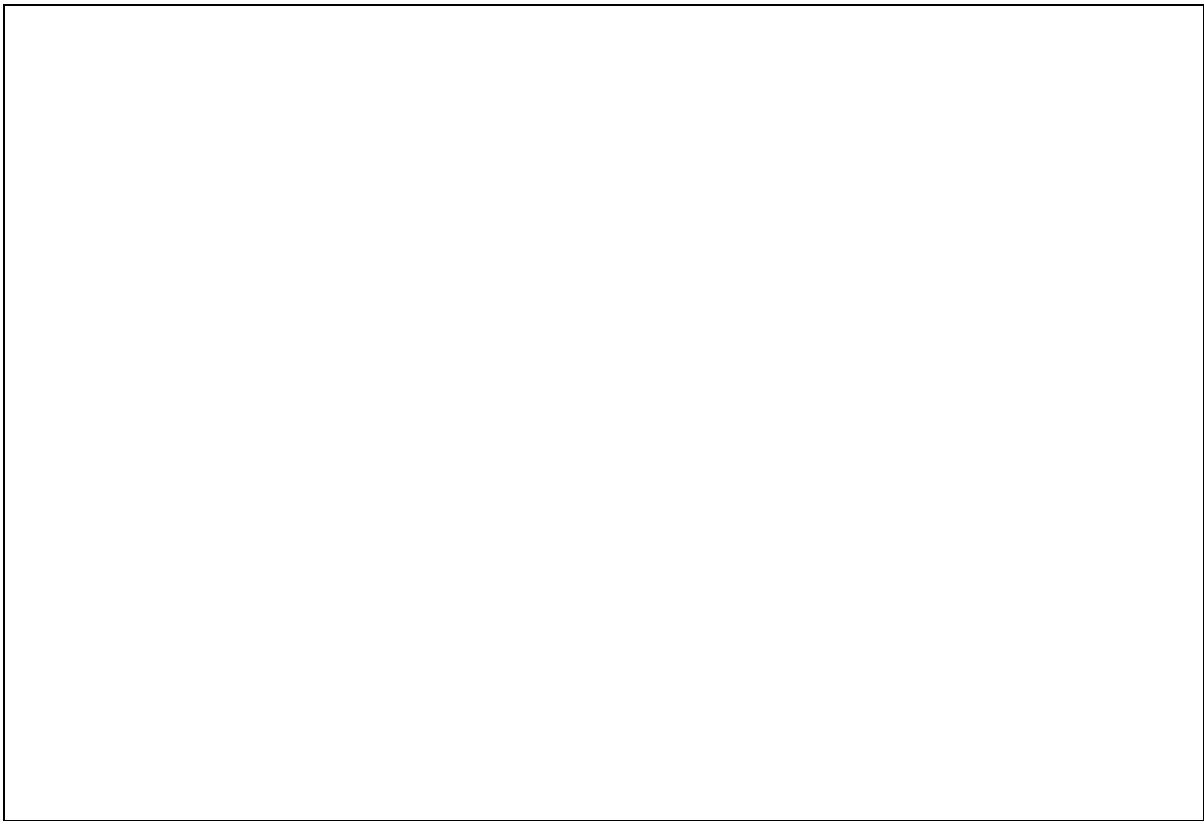


I can be endorsed by a political party,  
To run for a position in our great country!  
As Oregon's representative in Salem or D.C.  
I can vote for bills that support our economy!

Laws, taxes and campaigning too,  
Doing the political scientist bugaloo!

I can work on a campaign night and day,  
Setting up meetings, speeches and displays.  
I communicate by email, phone and fax  
And advertisements to give the public the facts!

Laws, taxes and campaigning too,  
Doing the political scientist bugaloo!



# Oregon's Government

By Brooke Qunell

Is this Oregon's Government?	Yes, ma'am!
Is this Oregon's Government?	Yes, ma'am!
How do you know?	Divided into three parts.
And what are they called?	Executive, legislative, judicial.
Why are they separate?	For checks and balances.
And what does that mean?	Each part affects the other.
Is this the Executive Branch?	Yes, ma'am!
Is this the Executive Branch?	Yes, ma'am!
How do you know?	Administers general business.
How do you know?	Enforces the laws.
Give me some examples.	Governor and staff.
Give me some examples.	Power of veto.
Is this the Legislative Branch?	Yes, ma'am!
Is this the Legislative Branch?	Yes, ma'am!
How do you know?	Elected officials from the districts.
How do you know?	The legislature makes laws.
And it has two parts?	Yes, one is the Senate.
And the other part?	It's the House of Representatives.
Is this the Judicial Branch?	Yes, ma'am!
Is this the Judicial Branch?	Yes, ma'am!
How do you know?	Interpreting the state laws.
How do you know?	Providing justice through the courts.
Give me some examples.	Judges and juries.
Give me some examples.	Trials and rights.
Do state officials protect citizens?	Yes, ma'am!
Do state officials protect citizens?	Yes, ma'am!
How do you know?	They uphold the laws!
How do you know?	They uphold the laws!

# Oregon Taxes

Where Does Each Dollar Go?

