

Overview

This lesson is designed to have students identify the goods and services provided by local government. Students will analyze historic photographs, make observations and inferences about the photographs, and research who provides these services in their community today. Students will identify one service and write a persuasive paragraph on why this service is important to the community. This lesson can be completed in one class period.

Standards

Current standards can be found on ksks.org.

Objectives

Content:

- Students will be able to identify 10 goods and services historically provided by local governments.

Skills:

- Students will use observation and inference to interpret a historic photograph
- Student will conduct research to identify a service provided in his/her community by the local government.
- Students will write a persuasive paragraph about the need for a local government service.

Essential Questions

- Why does a community need its own government?

Activities

This activity uses the following *Read Kansas!* cards:

- **Caring for Your Community**
- **Community Photographs 1 & 2**
- **Community Photographs 3 & 4**
- **Community Photographs 5 & 6**
- **Community Photographs 7 & 8**
- **Community Photographs 9 & 10**

1. Introduce the topic of local government through discussion. Place local government within the hierarchy of the state and federal government through a discussion about parallels in organization and responsibilities. For example, the executive branch hierarchy is president, governor, mayor; the legislative branch hierarchy is Congress, state legislature, city council; and the judicial branch hierarchy is the U.S. Supreme Court, state supreme court, county court. Reinforce the fact that every level of government has different responsibilities and jurisdictions. The responsibility of local government focuses on the community, city, or township.
2. Provide a few examples of services provided in your city or community and have students add to the list. Write the list down on the board. Discuss what local government services they or their families use or have used. (i.e., library, police, county treasurer). Add new answers to the list as you proceed through the lesson.
3. Explain that government services are paid for by taxes. Government is different than a business in that it doesn't produce a product, such as Ford Motor Company produces cars. Instead citizens pay for goods and services provided by government through taxes.
4. Distribute a copy of the **Caring for Your Community** *Read Kansas!* card for each student to read. Upon completion, ask students to identify any more goods or services mentioned in the card to add to the list.
 - a. Be sure to have students read the photograph caption and discuss the purpose of these jobs and whether they still exist today.
 - b. If they don't know, where would they go to find out? (i.e., phonebook, county office, city website)
 - c. This is a historic photograph. How would the photo look different if it were taken today?
 - d. Locate Wichita County on a Kansas map.
5. Explain that students will be using historic photographs to learn more about local government in Kansas.
6. Divide students into pairs and give each pair one **Photograph Card**. Since there are only five **Photograph Cards** you will have to make copies so every pair has a card.
 - a. Provide each pair with two copies of the **Local Government Photograph Analysis Worksheet**.
 - b. One student will record the answers to the Observation and Inference questions on the worksheet while the other student "reads" the photograph. They will reverse roles to read the second photograph.
 - c. Working individually each student will research one of the services to learn if it is still provided in his or her community today and who provides this service. Each student will complete his or her worksheet.

7. Regroup students according to the photograph on the *Read Kansas!* card they analyzed. There should be 10 groups.
 - a. They should discuss their answers for all three sections of the worksheets and reach consensus on their answers. This may require assistance from the teacher or more research.
 - b. One student from each group will report the information to the class.
8. As a final assessment, students should select one local government service in their community and write a persuasive paragraph on why that service should be provided by local government.

Assessment

1. Evaluate the students' ability to complete the Local Government Photograph Analysis Worksheet.
2. Evaluate the students' ability to write a persuasive paragraph.

For the Teacher

If you are using the textbook, *The Kansas Journey*, this lesson can be used with page 105. Additional primary sources are available at kansasmemory.org.

Key to Community Photographs

Community Photographs 1 & 2

Swimming pool at Gage Park, Topeka, 1920s; recreation

Grace Willis Lafferty's class at Dawson School, Shawnee County, 1920-1921; education

Community Photographs 3 & 4

Hillcrest Tuberculosis Sanatorium, Topeka, late 1910s; health services

Plowing snow, Dorrance, 1912; road maintenance

Community Photographs 5 & 6

Library bookmobile, circa 1940; library services

Fixing road, Beloit, 1914; road maintenance

Community Photographs 7 & 8

Topeka Police Department, 1907; law enforcement

Street cars on Main Street, Fort Scott, circa 1886; public transportation

Community Photographs 9 & 10

Hays Fire Department, 1895; fire protection services

County Fair, Oakley, 1912; education and entertainment

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Resources for this lesson are from:

- Kansas Historical Society collections

Local Government Photograph Analysis

Observation

1. How many people do you see?
2. What objects do you see?
3. What activities do you see?

Inference

1. What is the service being provided by the local government?

Connecting to Today

1. Is this service provided to your community today?
2. Who provides this service?
3. If you do not know, where could you look to find out?