

## Presidents, Governors and Mayors

**Social Studies Standards Covered:** GA Information Processing Skill 1, SS2CG1, SS2CG2a, SS2CG2b, SS2CG2c

### Vocabulary

governor - elected leader of a state (noun)

group - people who have the same trait or come from the same place (noun)

mayor - the elected leader of a city, town, or other municipality (noun)

bank - a place where they keep money and important papers safe (noun)

job - work a person does (noun)

### Literature Links

*Governor* by Julie Murray

*Mayor Hubble Is in Trouble* by Dan Gutman

*A Day in the Life of a Mayor* by Liza N Burby

---

### Day 1 (30 minutes)

#### The Leaders of our Country

**Social Studies Standards Covered:** SS2CG2a, SS2CG2c

**Vocabulary:** group

#### Lesson Tasks

##### The Leaders of our Country

Pebble in a Pond - Given a graphic of concentric circles, students write the words “president, governor, mayor” in order where the central circle is city, the following circle is state, and the outer circle is country.

**Below Level/Developing:** Create a diagram for student that shows the relationship between mayor, governor, president and city, state, country. Student uses the diagram when filling out the Pebble in a Pond graphic.

**English Language Learner:** Make flashcards for the student with the words city, state, and country on one side and the student’s city, state and country pictured and labeled on the back.

#### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

##### The Leaders of our Country

Q: Who do the leaders represent in the government?

A: The leaders represent the people who elected them. They are entrusted to go to the government and speak for the people.

moderate low/2

## The Leaders of our Country

Q: Why is electing our leaders an important job?

A: Students need to understand that voting for our leaders lets them know that we care about what happens in our government. By electing people to represent us, we know that our wishes and ideas are being heard in government.

moderate high/4

---

## Day 2 (30 minutes)

### Governors

**Social Studies Standards Covered:** SS2CG2b, SS2CG2c

**Vocabulary:** governor

### Lesson Tasks

#### Governors

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students' thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Students create a tree map graphic organizer. The governor is the top of the graphic organizer. Students write information from the article on the branches of the organizer.

**Below Level/Developing:** Highlight the information in the article that the student can write on the branches of the tree map.

**Gifted and Talented Learner:** Student researches different governors and compares and contrasts another governor with their own governor. Student creates a graphic organizer to show the differences and similarities.

### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

#### Governors

Q: Who is the current governor of Georgia?

A: Brian Porter Kemp, in office since 2019.

low/1

#### Governors

Q: How do the governors get their job?

A: The governor is elected by the people of the state.

moderate low/2

#### Governors

Q: What city is the capital of Georgia? What does that mean?

A: The capital of Georgia is Atlanta. This means that all the business of running the state of Georgia happens there. The leaders of Georgia meet in Atlanta to make and pass laws and use money to pay for the programs that help people.

moderate high/4

## Day 3 (30 minutes)

### Mayors

**Social Studies Standards Covered:** GA Information Processing Skill 1, SS2CG2a, SS2CG2b, SS2CG2c

**Vocabulary:** mayor

### Lesson Tasks

#### Mayors

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students' thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Create a tree map. Students put The Mayor at the top of the tree map and information from the article on the branches of the tree map.

**Below Level/Developing:** Highlight the information in the article for the student to place on the tree map.

**Gifted and Talented Learner:** Research the mayor of your town or city. Create a presentation to teach the class.

### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

#### Mayors

Q: Who is the mayor of our town? Where does he/she work?

A: Answers will vary.

moderate/5

#### Mayors

Q: With whom does the mayor work? Why do you think the government is set up this way?

A: Answers will vary. Students should understand that a representative government usually has a mayor and a council that are voted in by the people living in the town. This way there are several representatives of the people helping to make decisions.

moderate high/4

---

## Day 4 (40 minutes)

### Writing Activity

#### Fill in the Blank

**Vocabulary:** bank

### Lesson Tasks

#### Fill in the Blank

Question-Card Flip Book - Create a flip book, either digitally or on paper. On each flap, write a question. Under each question inside the flap, write the answer. Questions are taken directly from text. Share with another student/students.

**Gifted and Talented Learner:** Make questions for a flip-book using student created questions that can be answered using the articles from this week.

# Week 4 | Georgia Studies Weekly

Teacher Supplement

## Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

### Fill in the Blank

Q: In the United States, there are levels of government. What are the levels of government and who are their leaders?

A: The levels of government are the local, city or town, led by a mayor and council; the state, led by the governor; and the United States, led by the president.

moderate/3

## Lesson Tasks

### Writing Activity

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students' thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Students will use a graphic organizer to plan their ideas using details from the story before writing.

**English Language Learner:** Provide the student with sentence stems. Examples: The president is similar to the governor in that \_\_\_\_\_. The president is different from the governor because \_\_\_\_\_.

## Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

### Writing Activity

Q: Let's talk about how a mayor, a governor and a President of the United States are the same and how they are different.

A: Similarities: They are elected by the people, they are responsible for making and enforcing the laws, they have people that help them manage their responsibilities. Differences: The size and the number of people they lead is a big difference. The president is responsible for the entire country, the governor is responsible for the state, and the mayor is responsible for the city or town.

moderate/3

---

## Day 5 (40 minutes)

### Matching Game

**Social Studies Standards Covered:** SS2CG2a, SS2CG2b, SS2CG2c

**Vocabulary:** job

### Assessment

To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

## Lesson Tasks

### Matching Game

Interaction with Text - students write the name of the current mayor, governor and president above the image of the place they work.

**Below Level/Developing:** Create a word bank of names for the Interaction with Text activity.

#### Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

##### Matching Game

Q: Where does the mayor of Atlanta work? Where does the governor of Georgia work? Where does the President of the United States live and work?

A: The mayor of Atlanta works in the city hall in Atlanta. The governor works in the state capitol building in Atlanta. The President of the United States lives and works in the White House in Washington, D. C.

moderate/3

---

### Answer Keys

#### Activities

##### Worksheets

##### Week 4 Worksheet 1

##### If I Were President...

Student responses will vary.

##### Week 4 Worksheet 2

##### Our Elected Leaders

###### National

Elected leaders: president, vice president

Responsibilities: president runs the country, make sure the nation runs smoothly, work with cabinet to make decisions; vice president helps the president make decisions, take over if something happens to the president

###### State

Elected leaders: governor

Responsibilities: makes sure people follow laws of the state, create programs to help the people, make a money plan

###### Local

Elected leaders: mayor

Responsibilities: work at city hall, lead a city council, make sure that laws are followed, help community members work together

#### Assessment

1. four years

2. C

3. D

4. B

5. City Hall

6. A, C, D

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Georgia Studies Weekly

## Presidents, Governors and Mayors

### Week 4 Assessment

1. We elect presidents every \_\_\_\_\_. SS2CG2c
  
2. What does it mean when the article says the leaders are our voice? SS2CG2c
  - A. They can sing for us.
  - B. They tell us what we should say about the government.
  - C. They speak for us to make sure leaders listen to our ideas.
  - D. They are the voice we hear on our devices.
  
3. What does the governor NOT do? SS2CG2c
  - A. makes sure that the people follow the laws
  - B. creates state programs to help the people
  - C. makes a money plan to run state programs
  - D. picks the teachers in each school
  
4. Where does the governor work? SS2CG2b
  - A. U.S. Capitol Building in Washington, D.C.
  - B. State Capitol Building in Atlanta
  - C. City Hall in New York City
  - D. Los Angeles Arena
  
5. The mayor works at \_\_\_\_\_. SS2CG2c
  
6. What do the governor and mayor both do? Mark all correct answers. SS2CG2c
  - A. They are responsible for making sure their city or state runs smoothly.
  - B. They both run the state.
  - C. They make sure the laws are followed.
  - D. They make sure the people are taken care of.

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

Georgia Studies Weekly

Worksheet 1 Week 4

## If I Were President...

Have you ever wondered what it would be like to be president? What would you do to make our country a better place if you were elected President? Write three reasons why someone should vote for YOU as President. Share your ideas with your class and hold a class election.

Should you vote me for President?

YES

NO



---



---



---

---

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

Georgia Studies Weekly

Worksheet 2 Week 4

## Our Elected Leaders

The chart below will help you organize the information you learned about our elected leaders. Using your Studies Weekly magazine from the last two weeks, fill in the chart with as much information as possible. Identify who the elected leaders are and what responsibilities they have.

	<b>National</b>	<b>State</b>	<b>Local</b>
<b>Elected Leaders</b>			
<b>Responsibilities</b>			