

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

WEEK 2

Grade 4

Civics and Government

Multicultural/ Women's History Reading

Standards:

SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.C.3.2 Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

Florida Statutes (1003.42):

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(q) The study of women's contributions to the United States.

Resources:
Commoncoresheets.com
education.com
ReadWorks.org

The Florida Constitution: Understanding State Government

The Purpose of State Government: The Preamble

Directions: Write the main idea of each of the sections of the Florida Preamble.

Selected Text of the Preamble

We, the people of the State of Florida, ... in order to ... insure domestic tranquility, maintain public order, and guarantee equal civil and political rights to all, do ordain and establish this constitution.

Original text	Translation	Main idea
We, the people of the State of Florida,	All citizens of the State of Florida	
insure domestic tranquility,	to make sure the state is happy and peaceful	
maintain public order,	to keep the state running smoothly	
and guarantee equal civil and political rights to all,	and give equal rights to everybody	
do ordain and establish this constitution.	establish Florida's Constitution	
According to the preamble, what is the purpose of Florida's state government?		

Protecting Citizens' Rights: The Florida Declaration of Rights

How does Florida's Constitution protect the rights of citizens?
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Directions: You will read to understand the powers of the three branches of Florida's government. After reading each passage, you will highlight words related to a branch's power and then answer each question in complete sentences.

Understanding the Three Branches of Florida's Government **The Legislative Branch**

In Article III of Florida's Constitution, the legislative branch of Florida's state government is divided into two houses or parts: the Senate and the House of Representatives. Together, the Senate and House of Representatives are known as the legislative branch and they have the power to make state laws. These laws have a great impact on the daily lives of Florida's citizens from how cities operate, to money for schools, to the safety of state highways and bridges. The legislative branch also has the power to approve some state officials that are appointed, or selected, by the governor. This means that the legislative branch votes on whether or not they think someone should be in certain positions in state government.

What are the two powers of the legislative branch you read about in this paragraph?
Answer using complete sentences.

1.

2.

The legislative branch also has the power to create state taxes and the power to pass the state budget. Taxes are money charged and collected by a government for specific functions or services. Taxes are used to pay for a variety of government services and departments, such as schools and parks. The money collected from taxes are one part of the state budget. By passing the state budget, the legislative branch controls how the state government uses its money and how much money is given to the different departments, or parts, of the state.

What are the two powers of the legislative branch you read about in this paragraph?
Answer using complete sentences.

1.

2.

The Executive Branch

In Article IV of Florida's Constitution it states that the executive branch of the state government will be given to a governor. The executive branch has the power to make sure that all laws are put into place. The governor is in charge of the state departments and agencies. For example, the person in charge of the Department of Education reports to the governor and the governor's staff to make sure that any laws related to schools are put into place. The governor

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also has the power to sign or to veto a law that has been passed by the legislative branch. To veto means to reject or to deny.

What are the two powers of the executive branch you read about in this paragraph?
Answer using complete sentences.

1.

2.

According to Article IV, the governor has the power over the state military forces and has the title of commander-in-chief. This means that the governor controls how and when the Florida National Guard is used to help in state situations. The governor also has the power to appoint, or select, certain positions such as the heads of state departments. Some appointments require approval by the Florida Senate.

What are the two powers of the executive branch you read about in this paragraph?
Answer using complete sentences.

1.

2.

The Judicial Branch

Article V of the Florida Constitution states that the judicial power of the state government is given to a supreme court, district courts of appeal, circuit courts and county courts. The courts have the power to make sure that the laws of the Florida Constitution are being followed. Issues come to courts in the form of cases. State courts listen to cases that deal with state laws and when there are problems between people who live in the state.

What is the power of the judicial branch you read about in this paragraph?
Answer using a complete sentence.

1.

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The Florida Supreme Court is the highest court in the state. This court has the power to create the rules and procedures for all other courts in the state. The Florida Supreme Court has the power to hear cases that have to do with very serious crimes and cases from other state courts that have to do with issues about state laws.

What are the two powers of the Florida Supreme Court you read about in this paragraph?
Answer using complete sentences.

1.

2.

Vocabulary

- **city commissioner** - A member of the governing body of a city
- **governor** - the head of a state government
- **local government** - the government of a municipality (city) or county
- **mayor** - the head of government for a city or town
- **representative** - a member of the lower house of a state legislature (the Florida House of Representatives)
- **senator** - a member of the upper house of a state legislature (the Florida Senate)
- **state government** - the government of an individual state

Directions: Write **t** on the line if the statement is true. If the statement is false, write **f** and give the correct work to match the sentence.

1. The *mayor* is a chief executive of a state government.

2. Florida's *state government* is separated into three branches.

3. The *local government* makes decisions for the city.

4. A *senator* is part of the city's government.

5. One type of legislator in state government is a *representative*.

6. A person who is part of a municipality's government is a *city commissioner*.

7. A *governor* is part of the local government.

Walking Tall

How did Ruby Bridges make history?

"Don't be afraid." That's what Ruby Bridges's mother told her on Nov. 4, 1960. Little Ruby listened carefully to the advice. Soon, four United States federal court marshals, or officers, arrived at the Bridges family home in New Orleans, Louisiana to drive the first grader to William Frantz Public School. A screaming mob was waiting. People stood near the building shouting.



AP Images

Ruby Bridges enters her school in 1960.

Ruby held her head high. With the marshals surrounding her, the 6-year-old walked into the school and into history books. That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Dividing Lines

For a long time, parts of the United States were **segregated**, or separated by race. Under law, black children could not attend the same public schools as white children. People of different races also had to use separate public restrooms and drinking fountains.

U.S. leaders worked hard to end segregation. They wanted all Americans to have **civil rights**. Civil rights are the rights to be treated equally. In 1954, the U.S. Supreme Court ruled that segregation in public schools was unconstitutional. The case was *Brown v. Board of Education*.

By the year 1960, however, many Southern cities, including New Orleans, were still not following the court's ruling. That prompted a federal court to take action in New Orleans. It ordered the city to desegregate its public schools. Ruby Bridges was one of the first students to lead the way.

School Days

Ruby made it inside William Frantz Public School that first day. However, there was so much uproar that she didn't make it to class. From the principal's office, Ruby watched as angry parents pulled their children out of school.

On her second day, Ruby met her teacher, Barbara Henry. By then, so many kids had been removed from the school that Ruby was Henry's only student. The pair worked one-on-one for the whole year. "Mrs. Henry was one of the nicest teachers I ever had," Bridges told *WR News*. "She made school fun for me."



AP Images

Bridges was reunited with teacher Barbara Henry (left) in 1998.

Outside the building, people continued to protest. Others, though, believed everyone should have civil rights.

By the end of the year, crowds began to **dwindle**, or decrease. When Ruby returned to school for second grade, there were no more protesters. Many of the other students had returned.

Building Bridges

By the late 1960s, most schools in the United States were no longer segregated, thanks to the efforts of civil rights workers. Other laws were passed that improved life for African Americans. The Civil Rights Act of 1964, for example, helped protect African Americans' right to seek jobs.

Bridges never had to attend a segregated school. She graduated from high school and continued her studies in business school.

Today, Bridges speaks to kids about the importance of treating one another equally. She has never forgotten her experience at William Frantz Public School, and she shares details about her first day there in her speeches.

"I wasn't really afraid," Bridges told *WR News*. "I didn't really know what was going on at the time, and I loved school."

The Little Rock Nine



The Commercial Appeal/Landov

The Caption

Before Ruby Bridges, there was the Little Rock Nine. They were nine African American students in Little Rock, Arkansas. On Sept. 4, 1957, the students attempted to begin classes at the all-white Central High School. But the governor of Arkansas and the angry mobs surrounding the school prevented them from entering.

Finally, President Dwight D. Eisenhower took action. He sent U.S. troops to protect the students, and they finally began classes. High school was far from easy for the group, but some of them went on to graduate. In 1999, Congress awarded the Little Rock Nine the Congressional Gold Medal for their bravery.

How Ruby Made History



Jay Clendenin/Aurora Photos

How does it feel to make history? *WR News* student reporter Kaelin Ray recently asked Ruby Bridges.

Kaelin Ray: How does it feel to know that you are a part of U.S. history?

Ruby Bridges: I'm [very] proud of that fact. My mother was really happy about [my] being able to attend that school. My father was more concerned about my safety.

KR: What was your first day at William Frantz Public School like?

RB: My first day I spent sitting in the principal's office, so it was very confusing.

KR: What was it like to meet your teacher, Mrs. Henry, again many years later?

RB: I was really, really excited about meeting her again because she [was] a very important part of my life that had been missing for a long time.

Name: _____ Date: _____

1. Why were some schools still segregated in 1960 even though the Supreme Court had ruled that segregation was unconstitutional in 1954?

- A. Under law, black children could not attend the same public schools as white children.
- B. Many Southern cities were not following the court's ruling.
- C. There was not enough space for black children to attend white schools.
- D. There was not enough money for schools to implement the law.

2. What does the author describe in the beginning of the passage?

- A. the Little Rock Nine and the problems they had when trying to attend a white high school
- B. how President Eisenhower was forced to send U.S. troops to protect African-American students
- C. how Ruby Bridges became one of the first African Americans to attend a white elementary school
- D. the relationship between Ruby Bridges and her first teacher, Barbara Henry

3. Many people did not want Ruby Bridges to attend William Frantz Public School. What evidence from the passage best supports this conclusion?

- A. Ruby Bridges spent her first day of school inside the principal's office.
- B. Ruby Bridges was the only student in Mrs. Henry's class for her first year at school.
- C. A screaming mob was protesting outside the school when Ruby arrived.
- D. Ruby Bridges was one of the first African Americans to attend a white elementary school.

4. Why did parents probably pull their children out of school after Ruby Bridges arrived?

- A. They didn't want their children to go to school with a black child.
- B. They did not like Ruby Bridges and did not want their children to be her friend.
- C. They were afraid that Ruby Bridges would be mean to their children.
- D. They thought that their children deserved a vacation from school.

5. What is this passage mostly about?

- A. a group of African-American high school students called the Little Rock Nine
- B. the people who protested against desegregated schools in the South
- C. difficulties faced by African Americans during the desegregation of schools
- D. the efforts of civil rights workers to improve life for African Americans

6. Read the following sentence: "With the marshals surrounding her, the 6-year-old **walked** into the school and **into history books**."

What does the author suggest by saying that Ruby Bridges "**walked... into history books**"?

- A. She had difficulty finding the rooms in this new and unfamiliar school.
- B. She became very unpopular for changing the way the school operated.
- C. She became part of American history by being the first black at an all-white school.
- D. She immediately began studying history.

7. Choose the answer that best completes the sentence below.

Ruby Bridges attended the previously all-white William Frantz Public School, _____ many people did not want her to.

- A. therefore
- B. finally
- C. for instance
- D. even though

8. What does "segregated" mean? Give an example of something that was segregated in the United States.

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ReadWorks®

Walking Tall - Comprehension Questions

9. Why did Congress award the Little Rock Nine the Congressional Gold Medal in 1999?

10. The passage states that high school was "far from easy" for the Little Rock Nine. Using evidence from the passage, explain why this may have been true.
