

## Local Leaders

### Purpose

Students will explain why it is necessary for the community to have government and identify community leaders, such as the city council or town board.

### Materials

*For the teacher:* local newspapers, *Pearl Moscowitz's Last Stand* by Arthur A. Levine, chalk, chalkboard

*For each student:* copy of Black Line Master (BLM) *Local Leaders*, pencil

### Activity

#### A. Pre-Activity Preparation

1. Research the names of community leaders, such as the mayor, police chief, judge, and members of the city council.
2. Create a bulletin board titled "Local Leaders." Post newspaper articles about local leaders on the bulletin board and make sure leaders are clearly labeled with their names and job titles.

#### B. Story Time

1. Read *Pearl Moscowitz's Last Stand* aloud to the class.
2. Ask students: "How did Pearl's mother get trees on her street? How did the trees disappear? Why was the last tree going to be chopped down? What did Pearl do about it? Who saved the tree?"
3. Ask students: "Is the mayor an important person in town? How did the mayor help in Pearl's story?" Guide students to understand that the mayor is the leader of the town.

#### C. Leaders

1. Ask students: "Who leads your community? Who leads at home? Is there someone who helps your mom and/or dad make decisions at home? Who is the leader at school? Are there others who help the principal make decisions at school?"
2. Explain that when groups of people make decisions together, they are working like a government. Tell students that a *government* is a group of people that makes laws for the community.
3. Draw a word web on the chalkboard. In the middle of the web write the word "mayor."

(continued)



#### INCORPORATING TECHNOLOGY

Have students visit the U.S. Department of Housing and Urban Development Web site to learn about the functions of different offices at City Hall: [www.hud.gov/kids/ch/ch3s\\_intro.html](http://www.hud.gov/kids/ch/ch3s_intro.html).



#### connecting across the curriculum

#### English/ Language Arts

Have students write a letter to City Hall and request information about their community's government.

Standards Links  
2.2.5, 2.5.5

**Activity (continued)** 

---

4. Ask students: “Do you think the mayor makes all the decisions for our town alone, or do you think he/she has help?” Tell students that there are other people that help the mayor and that they are all part of the local government.
5. Instruct students to read the word web together as you fill in the leaders that help the mayor. On the legs of the web, write “judge,” “police chief,” “fire chief,” “school board,” and “city council.”
6. Point to the word web and ask students the following questions:
  - Which of these leaders would help the mayor by putting out fires?
  - Which of these leaders makes sure traffic laws are followed?
  - Which leader decides if a law has been broken?
  - Which of these leaders makes decisions about schools?
  - Which group of leaders makes decisions about the city?
7. Near the word “mayor” write the name of your town’s mayor. Do the same with each office.

**D. Local Leaders**


1. Give each student a copy of the BLM *Local Leaders* and a pencil.
2. Have students match the leader to the job he/she does for the local government.
3. While students are working, walk around the room and guide students’ attention to the community leaders on the bulletin board.


**Questions for Review** 


---


**Basic Concepts and Processes**


While students are working on their BLMs, ask them questions such as the following:

 Why is it important to have government in our community?

 Who is part of your local government?

 What is a mayor?

 Who is your mayor?

 Who works for your mayor?

---

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

# Local Leaders

1. Which leader helps put out fires?



2. Which leader makes sure the traffic laws are followed?



3. Which group of leaders decides what our schools need?



4. Who is the leader of the city?

