

City of Rockford

Richard P. Moll, *Mayor*

Michael F. Young, *City Manager*

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November 14, 2008

Ed Koryzno, President
Michigan Local Government Management Association
City of Ypsilanti
1 S Huron Street
Ypsilanti MI 48197-5453

Dear Ed:

I am pleased to report that the elementary curriculum project is nearing completion. As you know, with the financial support of a variety of municipal associations and foundations, several years ago, we were able to develop a high school curriculum on state and local government, which is currently being used by thousands of school children throughout the State. Shortly after this project was completed, the Association asked if I would coordinate the development of an elementary school curriculum, which I gladly accepted. Over the past several years, I have been working with our partner, The Civics Institute to raise funds to complete the curriculum and coordinate the government teachers who served as the authors of the nine (9) units. In addition to the challenges we experienced to raise sufficient funds to complete the curriculum, we also saw the Department of Education change its government curriculum standards. The previous Michigan Curricular Framework Content Standards were eliminated and replaced with Grade Level Content Expectations (GLCE). Because of this, the nine (9) units that were developed had to be rewritten and edited to comply with the new State standards. Attached with this letter, are three (3) of the units that are now complete and meet the GLCE standards. The remaining six (6) units are currently in the editing process and we need to raise additional funds to complete this project by the end of the year, which I am currently working on. Approximately \$10,000 is needed to complete the project, which I am hopeful we can raise shortly.

The purpose of this letter is two-fold. The first is to inform you and the Board that this project is nearing completion and to share with you a sample of the curriculum. Certainly this project could not have made it this far without the generous financial support of the Michigan Local Government Management Association, Michigan Township Association, the International City Management Association, and the Grand Valley Metropolitan Council.

Ed Koryzno, President
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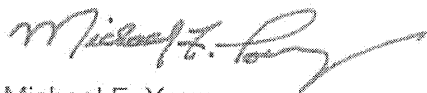
The second reason for this letter is to request the release of funds that I understand have been budgeted within MLGMA's current fiscal year in the amount of \$5,000. With this money in hand, I have been told that three (3) additional units will be completed, which will leave \$5,000 to raise to complete this project. I am also working with additional funding sources to complete the fundraising effort.

This is a very exciting time and once completed, the elementary school curriculum will be partnered with the high school curriculum to provide a complete K-12 curriculum on local government. I have also been informed that the Civics Institute may reinvent itself so we are also evaluating the proper organization to house the web based curriculum as well as promote the availability of the curriculum to school districts throughout the State. If MLGMA is interested in housing the curriculum, I would be pleased to coordinate this discussion between MLGMA and the Civics Institute.

Ed, please thank the Board for all of its continued support on this project and should you have any additional questions, please do not hesitate to contact me.

Sincerely,

CITY OF ROCKFORD



Michael F. Young
City Manager

ELEMENTARY/MIDDLE SCHOOL CURRICULUM WRITING PROJECT

June 26-30, 2008
The Civics Institute

Title: Out and About Locally

Theme: Citizen Responsibility and Participation at the Local Level

GLCE:

- 2- C1.0.1 Explain why people form governments.
- 2- C5.0.3 Design and participate in community improvement projects that help or inform others.
- 2- P4.2.2 Participate in projects to help or inform others

Materials: *Roxaboxen* by Alice McLerran
Downloads 1-7
Poster Board
Markers
Overhead
Computer Access (optional)

Methodological Procedures:

Day 1: Ask the question "What is a community?" Write down all reasonable responses on the overhead (download #1).

A community is a place where people live and work together. Have students complete a KWL (download #2) about communities beginning with what they "know" about communities and what they "wonder" about them. Have students pair up and share what they "know" and "wonder."

Next share the story of *Roxaboxen* by Alice McLerran twice with your students. The first time have them simply listen and enjoy the story about a make-believe community created by children. During the second reading, have students jot down some things that they were able to "learn" about communities from the story on their KWL. Have students share what they've learned with the entire class. You may want to have a copy of the KWL on an overhead for this sharing activity.

Day 2: Apply what students have learned about communities from Day 1 to the establishment of a classroom community. Remind students that *a community is a place where people live and work together*. A classroom community is a place where we live and work together 5 days a week during the school year. Review what made the community of *Roxaboxen* a community. Ask your class, "What do we need to establish in order for our classroom community to function and grow in a positive way?"

- A community needs caring *citizens* (people living/working there).

- A community needs a *location* (where it can be found).
- A community needs a *government* (a group of citizens that make the rules for the community and insures that they are followed).
- A community needs *resources* (something that can be used for something else).
- A community needs *customs* (ways of doing things).
- A community needs *history* (what has happened in the past).

Go over the above list of community needs (download #3) on the overhead. Hopefully they will realize that they are the citizens of our classroom community, they have a location, they have resources, they have customs, and they have history. What they need yet to establish is a classroom government.

1. Identify the teacher as the mayor or city/classroom manager (mayors are elected and city managers are hired).
2. Establish districts (groups of 4-6 students) and have them elect a councilman/woman within each group.
3. Have each district develop 4 rules/laws for our classroom to be presented at a city/classroom council meeting.
4. Have the councilmen/women share their groups' ideas with the council.
5. Once the ideas are shared, the councilmen/women vote on the rules/laws to be adopted. A simple majority rules.
6. Create a classroom Bill of Rights to display the adopted rules/laws on a poster (download #4):

We the students/citizens of this classroom have adopted the following rules/laws to ensure that our classroom community is a place where all students/citizens can work, grow, and learn (list rules/laws and have all students/citizens and the teacher/mayor/city manager sign the poster).

Day 3: Begin by reviewing how the students showed responsibility and participated in establishing their classroom community yesterday (participated in government; elected officials, voted on rules/laws). Ask students why we went to the trouble of establishing our classroom community and review the important parts of our classroom community by discussing the "who," "what," "where," "when," and "why" (5 Ws) on the overhead (download #5).

Now let's apply this knowledge to our local community. Pass out the "Out and About Locally" booklets (download #6). Have students get back into their district groups and on the left side of each page, identify the "5 Ws" and the "How" of our local community. On the right, identify your students/citizens' place in it.

Who	What	Where	When	Why	How
Mayor, City Manager, Township Officers, Policemen, Firemen County Clerks, Volunteers, Citizens Judges	Help Each Other, Volunteer, Communicate, Do Community Service, Write Letters, Vote (Think Safety, Health, Common Good)	Township, City, or Village, County, State, Country, Continent, etc.	Next Two Weeks, A Month, A Year, In November (these are all good example).	Why Should We Do This? Students Should Establish Their Purpose For Citizen Participation and Responsibility Here.	Students Should Come Up With A Plan For Doing What They've Decided To Do.

Put up 6 posters around the room (who, what, where, when, why, and how). Give each group/district a different color marker and assign them a specific poster at which to start. Rotate the groups around the room and have them write down their thoughts.

Quickly go over the "Who," "Where," and "When" posters. Spend more time on the "What," "Why," and "How." Decide on one or two issues from the "What" poster that the class would like to pursue as a way to show citizen responsibility and participation. Some possible examples:

- Pooper-Scooper Project
- Skateboard Park
- School Safety
- Rename a Street/Park/Trail/School
- Recycling
- Litter Pick-up
- Voter Turnout
- School Schedule (year-around, holidays)
- School Uniforms/Dress Code
- Senior Citizen Support
- Volunteer
- Other Community Service

Discuss "Why" the class would want to pursue this problem/issue and establish "How" we will go about accomplishing it.

Day 4: "Take Action Day." Today is the day when students should venture "Out and About" into their local communities and do something for the common good of that community. Depending on the time of year this unit is taught, they could pass out "Vote" stickers to encourage higher voter turnout in the fall, pick up litter around the school in

the spring, start a better school recycling program in the winter, write letters about the naming of a local park prior to summer, etc. This activity will allow students to participate in their local community/government and act like responsible citizens.

Day 5: Have students reflect on their citizen participation this past week (download #7). They should be able to explain how you established a classroom government and the different roles of the people that live and work there. They should also be able to list a number of ways that they can participate and demonstrate citizen responsibility.

Author's Notes:

Day 1 ~ This unit introduces students to the power of citizen participation and responsibility. The story *Roxaboxen* is a great introduction to this study and one that kids can relate to.

Day 2 ~ Feel free to adapt the vocabulary when establishing your classroom government (mayor vs. city manager). There may be terminology that better suits your needs and therefore make it easier to apply to local government later.

Day 3 ~ Having each group use a different colored marker while traveling around the room makes it easier to connect each group's responses from poster to poster.

Day 4 ~ Depending on the issue/problem at hand, students may participate or show responsibility either on or off your school's campus.

Day 5 ~ Although this unit is meant to introduce your students to citizen participation and responsibility, the hope is that the ideas generated are a catalyst for future involvement in the local government and community. If students are motivated, they could easily make citizen participation and responsibility a lifestyle for the rest of school year (and future).

Assessment Strategies: Teachers should consider grading both the KWL and the 5 Ws booklet. A reflective self assessment can be given at the end of the unit.

Enrichment Suggestions/Resources: You may want to consider using the following two resources by Barbara A. Lewis for additional enrichment activities. They are great for students who feel empowered by this unit and want to do more for their local communities and world.

1. Kids with Courage: True Stories about Young Children Making a Difference
2. The Kid's Guide to Social Action

For additional elementary lessons that go beyond the above content standards in this unit, access the MHCC website at:

<http://www.civicscommission.com/resources/curricula/index.html>.

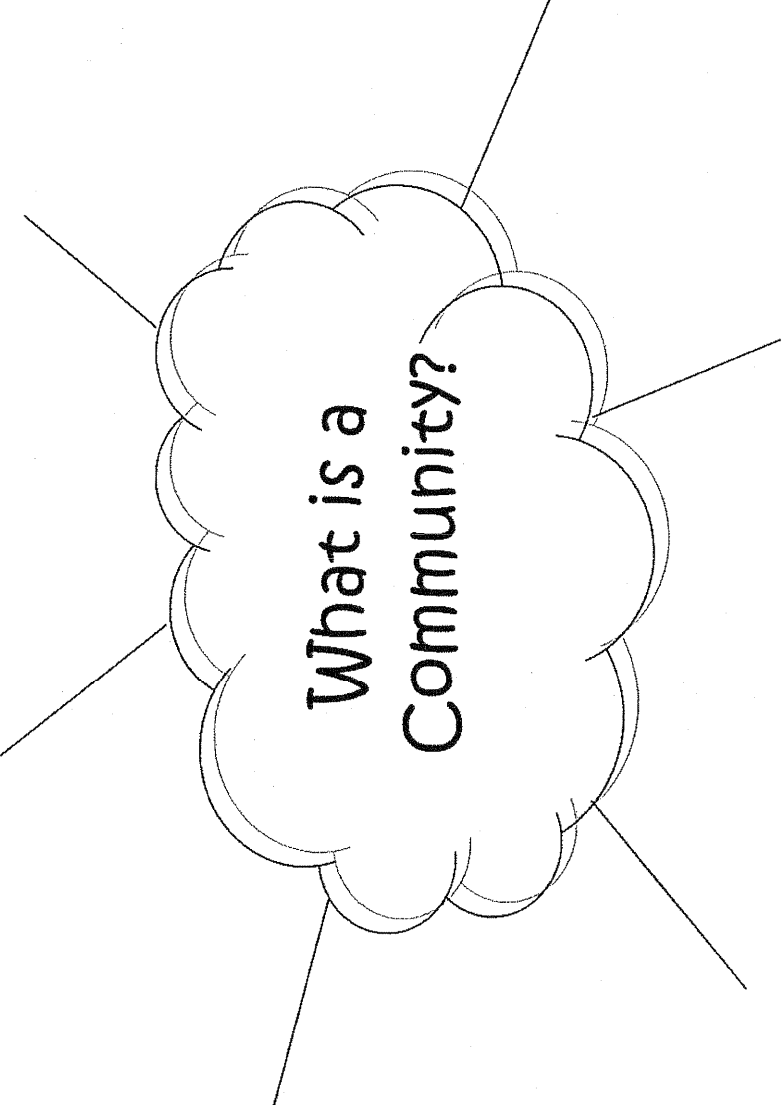
There you can find two additional units that have been written with public discourse, inquiry, and decision making in mind.

Available Downloads:

- Download #1 - Community Web
- Download #2 - Community KWL
- Download #3 - Community Needs
- Download #4 - Bill of Rights
- Download #5 - 5 Ws of Community
- Download #6 - Out and About Locally Booklet
- Download #7 - Reflective Self Assessment

Suggested Websites:

- Kids Around Town @ <http://palwv.org/kat/>
- Ben's Guide to Government @ <http://bensguide.gpo.gov/>
- Student Voices @ <http://student-voices.org/>
- Service Learning Network @ <http://www.crf-usa.org/network/network111/net111home.html>
- Michigan House Civics Commission @ <http://www.civicscommission.com/index.html>
- The Civics Institute @ <http://www.civicsinstitute.org/initiatives/MHCC.html>



What is a
Community?

Out and About Locally ~ Download #1

Community—KWL

K What do you know ?	W What do you wonder ?	L What have you learned ?

Out and About Locally ~ Download #2

What does a community need?

- A community needs caring **citizens** (people living/working there).
- A community needs a **location** (where it can be found).
- A community needs a **government** (a group of citizens that make the rules for the community and insures that they are followed).
- A community needs **resources** (things people use to make what they need).
- A community needs **customs** (ways of doing things).
- A community needs **history** (what has happened in the past).

Classroom Bill of Rights

We the students/citizens of this classroom have adopted the following rules/laws to ensure that our classroom community is a place where all students/citizens can work, grow, and learn.

-
-
-
-
-
-
-
-
-
-

Signatures:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5Ws of Classroom Community

Who	What	Where	When	Why

Out and About Locally ~ Download #5

Out and About
Who? Where? What? Why?
Locally
When?

The 5 Ws of Citizenship

Name: _____

Out and About
Who? Where? What? Why?
Locally
When?

The 5 Ws of Citizenship

Name: _____

Who are the helpers in
this community?

Who are you?

Who?

What do good citizens/
neighbors do?

What can you do?

What?

Where is your
communicated?

Where can you help
out most?

Where?

When should the
problem be addressed?

When can you be ready
to address it?

When?

Why does this problem
need to be added?

Why do you care?

Why?

How can the problem
be fixed?

How are you going to
be involved?

How?

Out and About Locally

Reflecting on Citizen Participation and Responsibility

Student Name: _____ Date: _____

1. How would you define a community? _____

2. Name at least three things a community needs? _____

3. What role does government play in your community? _____

4. How can you participate in local government? _____

5. Give some examples of how you can be a responsible citizen? _____

6. Imagine that one of your classmates was seriously injured in a bike accident. He was not wearing a helmet and fell off while riding to school. What could you do to address this issue. Fill in the chart below to show the who, what, where, when, why, and how.

Who can help?	What can we do?	Where can we do this?	When can we do this?	Why should we do this?	How do we do this?

7. What will you remember most about this unit? _____

TO: MLGMA Board of Directors
FROM: Dana Foster, Ethics Committee Chairperson
DATE: December 12, 2008
RE: Listserve Etiquette & Guidelines

LISTSERVE ETIQUETTE & GUIDELINES :

1. Remember that the communications on the listserv are subject to FOIA and reflect upon yourself as well as the profession.
2. Observe ICMA/MLGMA codes of ethics regarding communications and conduct, as applicable.
3. Please keep all communications relevant to public policies, programs, services and projects, and the management profession.

Elementary/Middle School Curriculum Writing Project

June 26-30, 2008

The Civics Institute

Title: Service with a Smile ☺

Theme: Real-world examples of how local government plays a role in the everyday lives of its citizens.

GLCE:

- 2- C3.0.2** Use examples to describe how local government affects the lives of its citizens.
- 2- C3.0.3** Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

Materials:

- 12x18 construction paper (any color) – 1 for each student
- 40 3x5 cards
- large poster board – 1 for each student
- newspapers
- scissors, glue, markers, any materials available for poster-making
- access to the internet

Methodological Procedures:

Day 1: As an introductory activity, students should write a list of common activities they do in one day on the left side of their paper. (Routine events such as brushing teeth, eating, going to the store, riding to school, showering, and playing in the yard are some examples that students may list.) When students are finished, use the list of 36 services offered by local governments (see Handout #1 under Available Downloads below) as a reference for students to place an “x” by each of their listed activities that might be connected to a local government service. (See Handout #2 under Available Downloads for a sample list and connections to government.)

Sorting Services into 3 Groups – Use the 3 terms Health, Safety, and Common Good as column headings on the board. Using the list of 36 services write one service on each 3x5 card, and distribute the cards to students, making sure each student has at least 1 card. As the various services are called, the student with the service named puts it on the board under the heading in which he or she thinks it belongs. Some services could belong under several headings, so it will be interesting to ask students why they placed the service under the heading that they did. The idea here is to involve all the students in thinking about the 3 different types of services that local government can provide.

Role Playing – Have each student choose the name of a service that they could act out for the class. Leave the 36 cards on the board and allow students to guess which service the actor is portraying. This will help the students become even more familiar with the services offered by local government.

Day 2:

Poster Making - Each student will choose a Michigan city or township to create a poster as an advertisement to promote that location. Local city halls or township halls are terrific places for information or visit websites such as <http://mml.org> for cities or towns, and <http://www.michigantownships.org/> for townships. Each poster should include:

- Lettering, labels, text, illustrations, or pictures
- The name of the city or township clearly visible
- At least 3 services offered by local government in that location

See Available Downloads for a rubric assessment for the posters.

Day 3:

Newspaper Sleuths – Distribute a newspaper and construction paper to each student. Students should browse the newspaper and clip the following items, to be glued onto construction paper:

- ✓ A photo or article about someone in local government. Students should write the person's name by the photo or article and of what their main job responsibility consists.
- ✓ An article about a local government service. Students should write the name of the service by the article and how that service helps promote the common good.
- ✓ An article about a person or group of people who had a positive effect in their community. Write their deed by the article along with an explanation as to how this type of community service benefits those in the community.

Use the remainder of the class period to finish local government posters from Day 2. Completed posters can be used to compare services offered by different communities. This comparison will also happen naturally if posters are displayed on available wall space for student viewing.

Day 4:

Use the following questions to lead a class discussion about local government, and follow up the discussion by having students complete response sheet #1 (see Available Downloads). The class discussion will prepare students to complete the response sheet.

- What do you think are the most important services that local government provides?
- What examples of services are most visible in your community?
- What do you think are the most-used and least-used services in your area?
- What new services could your local government start providing?
- Which services do you think are the most and least expensive to fund?

- Which services do you think your parents are the most willing and least willing to pay for with their taxes?

Author Notes:

There are no requirements for local government to provide services, but authority is granted to local units to provide services if they wish. Therefore, all services provided are at the will of the public. One particular local government may or may not provide the same services as another.

The best sources of information are usually generated from local governmental units. Many have web sites, and those can be found at <http://mml.org> for cities or towns, and <http://www.michigantownships.org/> for townships. A visit to your city or township hall will likely produce many pamphlets and brochures regarding services offered.

Assessment Strategies:

The Newspaper Sleuth collection and Response Sheet #1 should be checked for accuracy and completion. The weight of the handouts is left up to the teacher's discretion. A rubric for scoring the posters is provided under Available Downloads. Students can also be given credit for participation in the sorting and role-playing activities on Day 1, as well as the group discussion on Day 4.

Enrichment Suggestions:

Classroom visits by leaders in local government would enrich this unit for all students. Arranging a visit from someone in local government would be an invaluable 'real world' connection. Consider inviting one of the following to speak in your classroom:

- Police Officers
- Fire Fighters
- Paramedic
- Lifeguard
- Drain Commissioner
- Zookeeper

Gifted and talented students may enjoy the opportunity to interview a leader from local government and present to the class what they learned from it.

Students may discover that certain services are lacking in their community and will compose letters to local leaders, requesting those services.

Available Downloads:

Handout #1

List of 36 services provided by local government

Handout #2

Sample list of daily events linked to services provided by local government

Rubric
Assessment for poster activity

Response Sheet #1
Follow-up to classroom discussion on Day 4

Suggested Websites:

<http://mml.org>

The Michigan Municipal League web site has information about Michigan's cities and villages.

<http://www.michigantownships.org/>

This is the web site for the Michigan Townships Association.

www.freep.com

The Detroit Free Press makes its newspaper available online.

Services Offered by Local Government

Safety	Health	Common Good
Law enforcement	Vaccines	Storm water
Emergency medical services	Smoking regulations	Electric
Fire fighting	Disease control	Snow removal
Jails	WIC	Leaf removal
Animal control	Daycare license	Sidewalks
Neighborhood watch	Restaurant inspections	Trees
DARE	Prenatal programs	Drain commissioner
Marine patrol	Disability programs	Streets
Bicycle registration	Water	Parks and recreation
Lifeguard	Sanitary sewer	Refuse collection
Street lights		Recycling
		Library
		Zoo
		Airport
		Zoning

*this list is not intended to be exhaustive

Safety – in addition to law enforcement, safety includes drug prevention, crime prevention, safe vehicle operation, and inspections. Fire departments cover education programs for fire prevention.

Health – This is more than just the care of the sick, injured, or disabled. Health includes the prevention of health problems, including disease, environmental issues, or lifestyle choices.

Common Good – These services benefit the general community and not just a specific individual or interest group.

Sample student activities with connections to local government

Student Activity	Local government service
Got out of bed	
Took a shower	Water and sewer
Brushed my teeth	Water and sewer
Let my dog outside	Pet licenses and leash regulations
Rode in car to school	Maintain and control public roads
Went to softball practice	Establish, maintain, and control parks and recreation.
Helped make dinner	Water and sewer
Took trash out	Collect and dispose of waste
Did homework	
Watched TV	Control cable rights and awards cable franchises

Local Government Services Response Sheet #1

Name _____

Consider what you know about your own local government or that of another city, township, or village, and answer the questions below using complete ideas.

1. Name of city, township, or village _____
2. Is it a city, township, or village? _____
3. What do you think are the most important services that this local government provides? Name 5 of them.

4. If you walked around this community, what services would be visible? Name 3 of them.

5. Which service do you think is used **most** by citizens? _____

6. Which service do you think is used **least** by citizens? _____

7. What new service might you think this place should begin to provide? _____

8. If you were an adult, would you be willing to pay tax money to fund that new service? _____ Why or why not? _____

9. Which service is probably the most expensive to fund? _____

10. Which service is probably the least expensive to fund? _____

11. Services are normally grouped into which three categories?

1.

2.

3.

12. Below, write a paragraph describing a change you would make in services if you were a local leader. This could be a complete description of a **new** change **OR** a big change to a service that is already in place. Your paragraph must include:

- ✓ A clear description of the change
- ✓ At least 2 supporting details (This is a good idea because . . .)

Rubric for Local Government Poster

Name _____

Required Element	3	2	1	0
Local Government Official Photo/Article	Photo or article is present with a description of the person (s) main job responsibility.	Photo or article is present with a somewhat clear description of the person (s) main job responsibility.	Photo is placed on paper with no name or description of job responsibility.	No photo is present on the paper.
Local Government Service Article	A service article is present which includes the name or description of the service and the benefit to the common good.	A service article is present which includes the name or description of the service but does not include an application to the common good.	A service article is present but with no name or description and does not include an application to the common good.	No article is present.
Community Service Article	An article about a person or group that benefited the community is provided including a description of the deed and an explanation of why it benefits the community.	An article about a person or group that benefited the community is provided including a description of the deed.	An article about a person or group that benefited the community is provided.	No article is provided.