

Lesson Created in Partnership with



## Title: Memorializing Service

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<b>Authors</b>	Amy Long Josh Hinrichs
<b>Grade Level</b>	4
<b>Class Period(s)</b>	2

### Nebraska Social Studies Standards

Government SS 4.2.10  
Students will understand what goods & services state governments provide.

- a. Identify goods & services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)

### Nebraska Science Standard

### Nebraska Language Arts Standards

### Nebraska Fine and Performing Art Standards

## OVERVIEW

The lesson plan features:

1. **Discussion Part I** - Difference between public and private goods/services
2. **Discovery** - Scavenger Hunt: viewing the virtual capitol website (specifically the "Memorial Chamber" area) to have students discover various services available to them in their home state of Nebraska.
3. **Discussion Part II** - Difference between professional and volunteer service providers
4. **Diagram** - Creating a Venn Picture Diagram showcasing where different professional or volunteers workers would be classified in terms of providing a public or private good



## Big Idea or Theme

Goods and Services are provided to the public by private citizens and organizations as well as the government.

## Essential Question(s):

1. Why are some goods and services provided by private organizations and other by the government?
  - a. How do you know if a services is being provided by a private organization or the government?
2. Why are some services provided by volunteers and others by professionals?
  - a. How do you know if a service is being provided by a volunteer or a professional?

## PURPOSE/RATIONALE

By studying this lesson, students will have a better understanding of how...

- the economy around them provides for the things that they need.
- government will step in to support them in service areas that the private sector is unable/unwilling to do so.
- government is financially able to support the services they offer.

## KEY CONCEPTS/VOCABULARY

Goods

Services

Public Services

Private Services

Professional

Volunteer

## MATERIALS

- Teacher and/or student access to access the Virtual Capitol website
  - (<http://nebraskavirtualcapitol.org/panos/31>)
- Student Handouts:
  - Public vs. Private Services - Brainstorming
  - Public vs. Private Services - Memorial Chamber Scavenger Hunt
  - Venn Diagram Handouts
- Sticky Notes

## OBJECTIVES

The student will be able to:

1. Explain the differences between public and private services.
2. Compare and contrast professional and volunteer services.

## PROCEDURES

Day 1:

1. Start a discussion about previous lessons on goods and services. Students turn and talk to their shoulder partner to determine the differences between goods and services. Select a few students to share what they discussed with their partner. Refine or guide if needed.
  - \*If you have a Brainpop subscription, can view video to review goods and services=  
<https://jr.brainpop.com/socialstudies/economics/goodsandservices/>
2. Explain that you will focus on services for this lesson. Describe the two types of services as:
  - a. **Public Services** - services that benefit many and would not be available to everyone unless the government paid for them.



- b. **Private Services** - service provided by private companies that are paid for by the consumer.
  - 3. Discuss taxes collected by the government to fund public service.
    - a. **Taxes** are monies collected by the government to fund public services or produce public goods.
      - i. **Income Tax** is tax collected on money an individual earns.
      - ii. **Sales Tax** is tax collected on the purchase of goods or services.
      - iii. **Property Tax** is tax collected on the estimated value of property
- \*If you have a Brainpop subscription, can view video about taxes = <https://www.brainpop.com/socialstudies/economics/taxes/>
4. Distribute Public vs. Private Services Handout. Students work individually or in pairs to brainstorm and list public services and private services to add to the column lists. Give guidance as necessary.
  5. Students work in groups of four to share out their individual lists. Students number off from 1-4. Pick a number to go first. Remaining students check off any that they have the service listed. The next student will then report any that the first student didn't mention. The third and fourth students continue this. If they have nothing more to contribute, they may pass.
  6. As students finish, create a large Venn diagram on the board. As students share public and private services, add them to the Venn diagram. Have a discussion about public and private utilities, ambulance services, emergency services, etc. that may be public and/or private services.
  7. Introduce the Nebraska Virtual Capitol Tour's Memorial Chamber View. Handout the Memorial Chamber Scavenger Hunt and allow students to explore the murals pictured. Students add any additional services pictured and list if they are public or private.
  8. Quick Write = Explain the differences between public and private services. List two or more examples of each.

## Day 2:

1. Start a discussion about the previous lesson on public and private services. Students review concepts with their face partner. Ask a few students to share out.
2. Ask for volunteers to explain that a volunteer works or provides a service without pay. Ask another volunteer to explain that a professional works or provides a service for pay. Refine and guide as needed. List and describe various professional and volunteer services. Explain the concept of volunteer firefighters and professional firefighters. Continue as needed with other services depicted in the murals and add any other relevant services.
3. Revisit the Nebraska Virtual Capitol Tour's Memorial Chamber. Explain that we noticed many services, public and private, during the previous lesson. Today, we will focus on professional and volunteer services depicted in the murals. Give students ample time to explore murals. Go through each mural and discuss the service involved. Use the attached key if needed. Explain the concept of volunteer firefighters and professional firefighters. Continue as needed with other services depicted in the murals and add any other relevant services.
4. Hand out sticky notes to student pairs. The pairs will use one set of sticky notes. Students review the services identified in the murals and write one service per sticky note. Ask students to create organized columns and use one sticky note to label column one as "Professional Services" and one sticky note to label column two as "Volunteer Services". If students disagree or determine that the service could be professional and volunteer, they place the sticky note between the two columns.
5. Organize a quick gallery walk. Student pairs rotate together to look at the work of other student pairs. They note difference and then return to their work space. Students may choose to change or refine as needed.
6. Hand out the Venn Diagram handout. As an assessment, students individually complete the Venn diagram using the services depicted in the murals and add additional services.



## ASSESSMENT

Day 1: Quick Write: Explain the differences between public and private services. List two or more examples of each.

Day 2: Venn Diagram comparing and contrasting volunteer and professional services.

## EXTENSIONS

Public and Private Services Song-

[http://www.econedlink.org/lessons/docs\\_lessons/978\\_visual2.pdf](http://www.econedlink.org/lessons/docs_lessons/978_visual2.pdf)

Lessons on taxes-

<http://www.moneyinstructor.com/taxes.asp>

## SOURCES

<http://nebraskavirtualcapitol.org/panos/31>

<http://www.econedlink.org/teacher-lesson/978/Goods-Services-Some-are-Private-Some-are-Not>



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

## Public vs. Private Services - Brainstorming

### DEFINITIONS

**Public Services** are services provided by government agencies and paid for by the taxes collected.

**Private Services** are services provided by private companies and paid for by the individual receiving the service.

### DIRECTIONS

Think of any services that might be provided to you or your family. Using the definitions listed above as your guide, list those services in the column you think they fit best.

PUBLIC

PRIVATE



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

### Public vs. Private Services - Memorial Chamber Scavenger Hunt

#### DIRECTIONS

List the service jobs or organizations that are found in the murals on the Memorial Chamber page of the NebraskaVirtualCapital.org website. Read the descriptions next to each mural to help give you additional clues as to what services are being provided.



**“THE IDEAL OF FREEDOM”**

Public -

Private -



**“THE SCOURGE OF POVERTY”**

Public -

Private -



**“THE IDEAL OF UNIVERSAL PEACE”**

Public -

Private -



**“THE SCOURGE OF THE PLAGUE”**

Public -

Private -





**“THE IDEAL OF SELF-DETERMINATION”**

Public -

Private -



**“THE SCOURGE OF FAMINE”**

Public -

Private -



**“THE IDEAL OF INTERNATIONAL LAW”**

Public -

Private -



**“THE PERILS OF FIRE”**

Public -

Private -

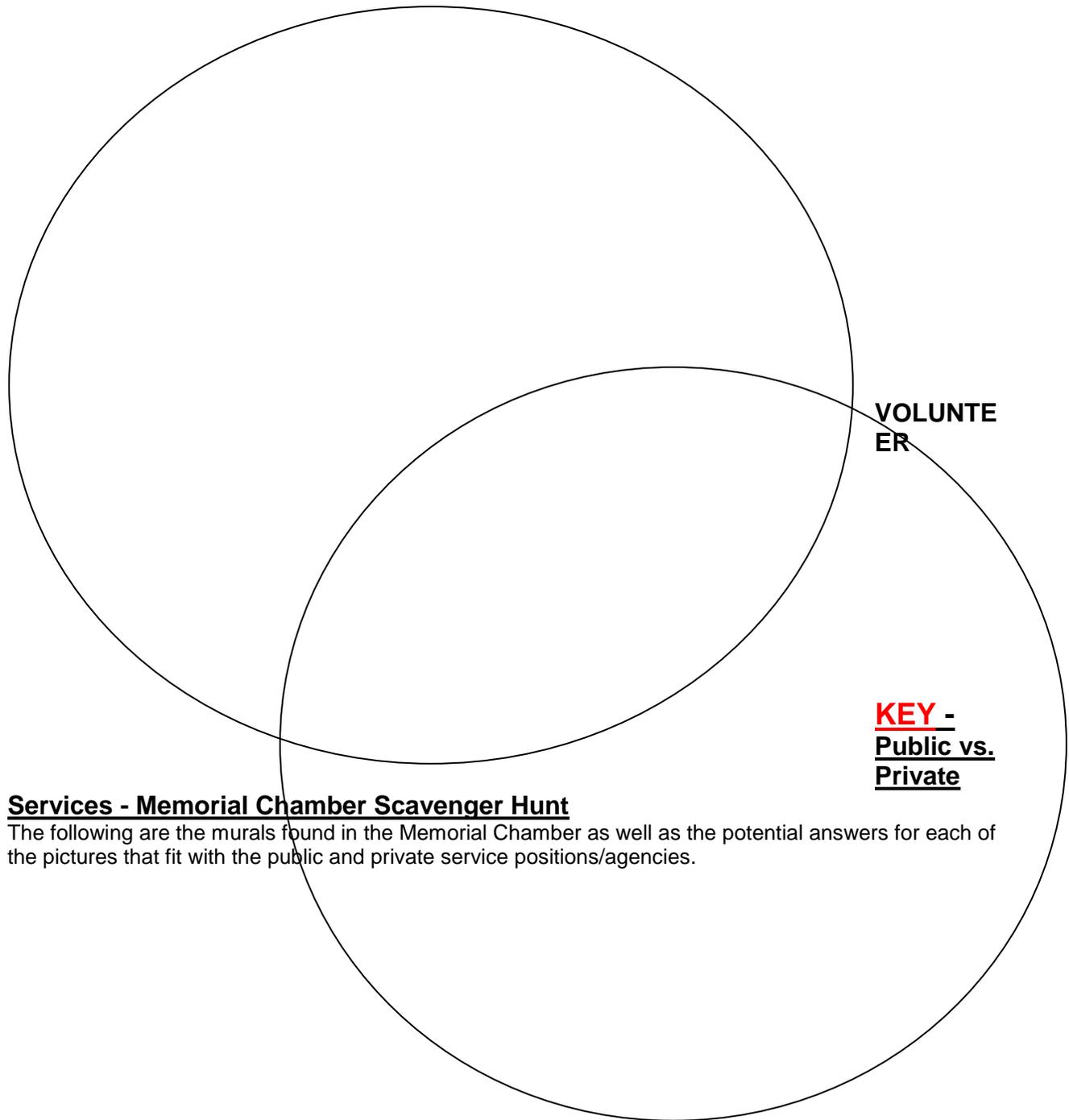


Name \_\_\_\_\_ Date \_\_\_\_\_

### Volunteer vs. Professional - Venn Diagram

**DIRECTIONS**

Place the services you discovered in the Scavenger Hunt as well as others through the Brainstorming worksheet into their proper place on the venn diagram below.



**Services - Memorial Chamber Scavenger Hunt**

The following are the murals found in the Memorial Chamber as well as the potential answers for each of the pictures that fit with the public and private service positions/agencies.





**“THE IDEAL OF FREEDOM”**

Courtroom

**Main Service Positions** - Lawyers, Judges

**Public** - Judges, Prosecutors, Public Defenders

**Private** - Defense Attorneys

**Additional** - Bailiff (public), Stenographer (public),  
Investigators (private)



**“THE SCOURGE OF POVERTY”**

Shelter/Soup Kitchen

**Main Service Positions** - Social Workers

**Public Agencies** - Health & Human Services,  
Medicare/Medicaid, Department of Housing & Urban  
Development (HUD), Welfare, Food Stamp Programs

**Private Agencies** - Boys Town, Salvation Army, Food  
Banks, Homeless Prevention Centers, Adoption Agencies  
(use local agency names in your community to assist  
students, i.e. in Lincoln “People’s City Mission” or in Omaha  
“Open Door Mission”)



**“THE IDEAL OF UNIVERSAL PEACE”**

Military Personnel & Students

**Main Service Positions** - Soldiers

**Public** - Soldiers, Airmen, Sailors, Seals, Marines

**Private** - Private Security Companies

**Additional** - Coast Guard, National Guard



**“THE SCOURGE OF THE PLAGUE”**

Medical Scene

**Main Service Positions** - Doctors & Nurses

**Public Organizations** - Local Health Department Hospitals  
& Clinics, The Center for Disease Control (CDC), EMT  
Services (in some communities)

**Private Organizations** - Private Hospitals & Clinics,  
American Red Cross





**“THE IDEAL OF SELF-DETERMINATION”**

Settling the Plains

**Main Service Positions** - City/County Planning

**Public** - City/County Planning Commissions/Depts.

**Private** - Home Owner Associations



**“THE SCOURGE OF FAMINE”**

Building a Sandbag Wall (protecting against disaster)

**Main Service Positions** - Emergency Management

**Public Organizations** - National Guard & Local Emergency Management Employees

**Private Organizations** - American Red Cross



**“THE IDEAL OF INTERNATIONAL LAW”**

Armed Services through American History

*Refer to “The Ideal of Universal Peace” above*



**“THE PERILS OF FIRE”**

Firemen & Police

**Main Service Positions** - Police Officers & Fire Fighters, EMTs

**Public (Event Assistance)** - Police Officers, Fire Fighters, EMTs,

**Private (Post Event Assistance)** - Insurance Adjusters

