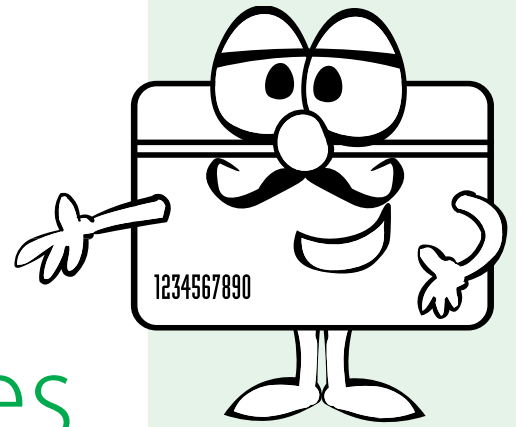


Grade Five

Government Goods and Services



Overview

Students share several pages from the book *Can't You Make Them Behave, King George?*, by Jean Fritz, to learn about the role of money, government goods and services, and paying for government goods and services. Students complete a worksheet on government goods and services and complete activities in which they examine sales receipts and a paycheck stub.

Prerequisite Skills

None

Lesson Objectives

Students will be able to:

- Discuss why money is useful
- Identify goods and services that are provided by local, state, and national governments
- Explain how local, state, and national governments pay for goods and services

Materials List

1. Book: *Can't You Make Them Behave, King George?*, by Jean Fritz (Coward, McCann & Geoghegan, Inc., 1977)
2. Chalkboard or chart paper
3. Calculators (one per student)
4. Sales receipts (Enough for each student to have five.)
5. Handout:
 - **If There Were No Taxes . . .** worksheet

Content Standards

The activities in this lesson correlate to national standards in economics, civics, math, and language arts. See the end of this lesson for content standards information.

Vocabulary

goods
gross pay
money
net pay
services
taxes

Large-Group Activity

Materials

■ Book: *Can't You Make Them Behave, King George?*

■ Handout: **If There Were No Taxes . . .** worksheet

1. Gather students to share the book *Can't You Make Them Behave, King George?*.

○ Say:

I'm going to read part of a book about King George III of England. It's called *Can't You Make Them Behave, King George?*, and it was written by Jean Fritz. Who do you think the word "Them" refers to in the title?

"Them" refers to the colonists. George III was King of England during the American Revolutionary War.

In this title, "Them" refers to the colonists living in America. George III was King of England during the American Revolutionary War. This story explains how King George tried to raise money.

○ Read pages 30 through 46 aloud to the class. Be sure to allow the entire class time to see each picture.

2. Discuss the book with the class.

○ **How did King George raise money to pay for the French and Indian War?**

King George enacted a stamp tax on certain printed items in America.

○ **Why did the Americans object to the stamp tax?**

The Americans claimed King George did not have a right to tax them because they didn't have representatives in the English parliament. Many Americans also refused to pay because if they agreed to one tax, then the King might impose more taxes.

○ **In 1767, the British Parliament passed the Townshend Duties. The Townshend Duties taxed paper, lead, painters' colors, and tea. What was the British Parliament going to do with the money earned from these taxes?**

The British Parliament said the money would be used to pay governors and judges in the colonies.

○ **How did the Americans react to the Townshend Duties?**

They stopped buying the items that were taxed.

3. Discuss today's economic concepts: role of money, government goods and services, and paying for government goods and services.

○ ***Role of Money***

What do you need in order to buy something?

Students should say you need money.

In the past, most people exchanged goods and services for other goods and services. For example, a farmer may have given a shoe-

maker a bag of wheat in exchange for a new pair of shoes. Today most people exchange money for goods and services. When was the last time you exchanged money for a good or service? What did you use the money to purchase?

Allow students to share their experiences.

○ *Government Goods and Services*

Name some things in the local community that provide goods and services.

Allow students to name some things in the community. Write these things on the chalkboard or on chart paper. Students may list the school, the post office, the bank, or the grocery store.

Local, state, and national governments provide some of the goods and services on this list. Other things are provided by private businesses. Which of these goods and services do you think are provided by local, state, and national governments?

Have students identify which goods and services local, state, and national governments provide. Write the word “government” next to these goods and services. Students may say public schools, the county courthouse, public healthcare facilities, libraries, parks, and police and fire departments receive government funds.

○ *Paying for Government Goods and Services*

How do people get money?

Let students share their thoughts. Students may say that someone can give you money, you can find money, you can win money, or you can work for money.

How do you think local, state, and national governments get money?

Discuss students’ ideas. Students may say that they get money from taxes.

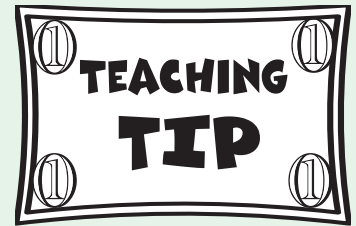
In *Can’t You Make Them Behave, King George?*, the King imposed **taxes to raise money. What are taxes?**

A tax is money that individuals and businesses must pay to help support the government.

Even though the colonists objected to taxes imposed by England, they recognized the need for taxes to provide goods and services for the people. When our founding fathers wrote the Constitution, they gave Congress the power to collect taxes. We still have taxes today. People have taxes taken out of their paychecks. People also pay taxes on items they buy and on property they own.

Hold up a copy of the *If There Were No Taxes . . .* worksheet.

Can you imagine what your life would be like without taxes? Would you have a lot of extra money? Do you think the government would still be able to provide the same goods and services? Which goods and services do you think the government would stop providing? In the space provided, write a story about how your life would be different if there were no taxes.



If needed, remind students that a good is an object that satisfies economic wants. Services are activities performed to satisfy economic wants.

Small-Group Activity One: Sales Tax

Concepts Taught

Government Goods and Services, Sales Tax

Materials

- Book: *Can't You Make Them Behave, King George?*
- Chalkboard or chart paper
- Calculators
- Sales receipts (You should collect sales receipts for one month to share with students.)

1. Begin Activity One: Sales Tax.

- Say:

King George imposed a tax on lead, tea, paint, and a number of items that England sold to America. Today individuals have to pay a sales tax when they purchase goods and services. A sales tax is generally calculated as a percentage of the selling price. Each state has a different sales tax. Does anyone know what the sales tax is in our state?

Allow students to respond. Answers will vary depending on where you live.

- Give each student a calculator.

To calculate sales tax, multiply the price of the item by the sales tax rate. For example, the sales tax in Hawaii is 4 percent. Imagine that you are in Hawaii, and you want to buy something that costs \$7.75. To calculate the sales tax, multiply \$7.75 by 4 percent (.04). When you use a calculator to do this, you do not have to enter “=.” The answer will automatically appear. Show students how to do this on a calculator. The sales tax is \$0.31. To determine what the final price is, add \$7.75 plus \$0.31. Show students how to do this on a calculator. The final price is \$8.06.

2. Have students determine how much an individual spends on sales tax in one month.

- **How much money do you think the average person spends on sales tax?**

Allow students to share their ideas.

I have saved sales receipts. If you look at a receipt, you can find the total amount of sales tax that was charged.

Hold up a receipt, and show students where to find the total amount of sales tax that was charged.

- Give each student five receipts.

I want each of you to look at all the receipts I gave you and calculate the total amount of sales tax that was charged.

Have students use calculators and determine the total amount of sales tax that was charged on all of the receipts.

Now let's see how much money I spent in sales tax.

Have each student tell you the total amount of sales tax that was charged. Write these amounts on the chalkboard or chart paper. Then add up all the amounts to get a grand total for the month.

Small-Group Activity Two: Income and Payroll Taxes

Concept Taught

Income Tax

Materials

- Book: *Can't You Make Them Behave, King George?*
- Chalkboard or chart paper
- Copies of a paycheck stub

1. Begin Activity Two: Income and Payroll Taxes.

Draw a table on the chalkboard or on chart paper. This table should have three columns. At the top of the first column, write the word “national.” At the top of the second column write “state.” At the top of the third column, write “local.”

○ Say:

Name some services that the federal government provides.

Allow students to respond. Write their responses in the column titled “national.” Students may state that the federal government is responsible for defense, foreign relations, or regulation of agricultural products.

Name some services that the state government provides.

Allow students to respond. Write their responses in the column titled “state.” Students may say that state governments maintain state highways, help fund public education, and help fund public healthcare services.

Name some services that the local government provides.

Allow students to respond. Write their responses in the column titled “local.” Students may say that local governments are responsible for police and fire regulations.

How do you think local, state, and national governments pay for these services?

Have students share their ideas. Students may say that the government collects taxes.

Local, state, and national governments get most of their money from income taxes.

2. Have students analyze a paycheck stub.

○ Give each student a copy of a paycheck stub.

This is a copy of a paycheck stub. Look at this stub and tell me, how much did this worker earn?

Point out the total earnings on the paycheck stub.

The total amount of money that the worker earned is called **gross pay. Look closely at the amount of money that was paid to this worker. How much money did this worker actually receive?**

Show students the net pay on the paycheck stub.

This paycheck is for an amount less than what the worker earned. This amount is called **net pay. Why did this worker receive a check for less than the amount of money earned?**

Local, state, and national governments collect taxes.

If you look at this paycheck stub, you will see that money was withheld from the worker and given to local, state, and national governments. The money that has been taken out for local, state, and national governments is called **income tax. Governments use money from income taxes to provide services such as the ones we listed in the table.**

What other taxes were taken out of this paycheck?

Students may notice Social Security taxes and Medicare taxes.

Social Security taxes and the Medicare tax are types of **payroll taxes. Social Security taxes, also known as the Federal Insurance Contributions Act (FICA) tax, provide benefits for retired workers and their dependents and for disabled workers and their dependents. The Medicare tax is used to provide medical benefits for certain individuals when they reach age 65.**

Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on the **If There Were No Taxes . . .** worksheet. Give students a blank piece of notebook paper. Have them write down at least five different services provided by local, state, and national governments and explain where these governments receive money for these services.

Suggested Online Activity

NOTE: Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer's pop-up blocker software to access them.

Tax Tutorial

Have students visit

www.irs.gov/app/understandingTaxes/jsp/how/tt/module01/tax_mod1_1.jsp, sponsored by the Internal Revenue Service. In the "Module 1—Payroll Taxes and Federal Income Tax Withholding" section students can get more information about income and payroll taxes.

National Standards Correlations

Economics

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economics Education, found at: www.ncee.net/ea/standards.

Standard 16: Role of Government

Students will understand that: There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

K–4 Grade Benchmarks:

- Governments provide certain kinds of goods and services in a market economy.
- Governments pay for the goods and services they use or provide by taxing or borrowing from people.

Civics and Government

In addition to economics, the activities in this lesson also correlate to the following National Standards for Civics and Government from the Center for Civic Education, found at: www.civiced.org/stds.html.

III–A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

4. Sharing of powers between the national and state governments.

Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.

5–8 Grade Benchmarks:

- Identify the major parts of the federal system: national government, state governments, other governmental units, e.g., District of Columbia; American tribal governments; territories of Puerto Rico, Guam, American Samoa; Virgin Islands.
- Describe functions commonly and primarily exercised by state governments, e.g., education, law enforcement, health and hospitals, roads and highways.

III–B. What does the national government do?

2. Financing government through taxation.

Students should be able to explain the necessity of taxes and the purposes for which taxes are used.

- Explain why taxation is necessary to pay for government.
- Identify major sources of revenue for the national government, e.g., individual income taxes, social insurance receipts (Social Security and Medicare), borrowing, taxes on corporations and businesses, estate and excise taxes, tariffs on foreign goods.

- Identify major uses of tax revenues received by the national government, e.g., direct payment to individuals (Social Security, Medicaid, Medicare, Aid to Families with Dependent Children), national defense, interest on the federal debt, interstate highways.

III–C. How are state and local governments organized and what do they do?

2. Organization and responsibilities of state and local governments.

Students should be able to describe the organization and major responsibilities of state and local governments.

- Identify major responsibilities of their state and local governments, e.g., education, welfare, streets and roads, parks, recreation, and law enforcement.
- Identify major sources of revenue for state and local governments, e.g., property, sales, and income taxes; fees and licenses; taxes on corporations and businesses; borrowing.

Mathematics

In addition to economics, the activities in this lesson also correlate to the following *Principles and Standards for School Mathematics*, from the National Council of Teachers of Mathematics, found at: standards.nctm.org/document/index.htm.

Numbers and Operations Standards

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

3–5 Grade Benchmarks:

- Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience.

Algebra Standards

Represent and analyze mathematical situations and structures using algebraic symbols

3–5 Benchmarks:

- Express mathematical relationships using equations.

Problem-Solving Standards

Instructional programs from pre-kindergarten through grade 12 should enable all students to

- build new mathematical knowledge through problem solving;
- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Pre-K-12 Benchmarks:

- Solve problems that arise in mathematics and in other contexts.

Language Arts

This lesson, based on the children's book *Can't You Make them Behave, King George?*, by Jean Fritz, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at: www.ncte.org/print.asp?id=110846&node=204.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

If There Were No Taxes . . .

Name _____

Directions: Can you imagine what your life would be like without taxes? Would you have a lot of extra money? Do you think the government would still be able to provide the same goods and services? Which goods and services do you think the government would stop providing? In the space provided, write a story about how your life would be different if there were no taxes.

