

Arkansas Studies Curriculum

2007-2008

Teacher's Guide
for
Grade Three

Vivianna Becomes an Arkansan

Teacher's Guide

for

Vivianna Becomes an Arkansan

OVERVIEW

Vivianna Becomes an Arkansan is an important segment of the Arkansas Studies Curriculum designed to provide third grade level students with a basic introduction to the ideas and institutions that make up our system of government. Modeled after contemporary “chapter books” *Vivianna Becomes an Arkansan* tells the story of how a third grade class learns about our federal and state government as part of a young girl’s road to United States citizenship. It is designed to address the Arkansas Department of Education Arkansas History Frameworks, Strand 3: Power, Authority, and Governance.

The text contains eight chapters and is designed to fit within a two week Unit, but can easily be expanded.

Chapter 1. Provides a general introduction to the story.

Chapter 2. Is concerned with the importance and use of symbols to identify communities.

Chapter 3. Discusses the symbolism and history of the United States and Arkansas flags.

Chapter 4. Introduces basic ideas contained in the Declaration of Independence.

Chapter 5. Discusses the major ideas contained in the Constitution of the United States.

Chapter 6. Provides an outline of the structure of the federal and state governments.

Chapter 7. Summarizes what has been covered in Chapters 2 - 6.

Chapter 8. Is the conclusion of the story.

In addition to providing knowledge about and insight into our system of government, *Vivianna Becomes an Arkansan* contains a very important theme throughout the story. This is the motto, *E Pluribus Unum* - Out of Many, One. This theme acknowledges the diversity of our society and our classrooms and stresses that, regardless of our different cultural traditions and ethnicity, we are all Americans and all Arkansans.

SAMPLE UNIT PLAN

Unit Preparation

- 1) Read *Vivianna Becomes an Arkansan*.
- 2) Read the Declaration of Independence and the United States Constitution.
- 3) Obtain examples or pictures of the United States and the Arkansas state flag.
- 4) Review the history and symbolism of the flags.
- 5) Familiarize yourself with the structure of your local government (town and county) and with the name of contemporary state and local officials.
- 6) Contact a governmental official to visit the class to talk about his or her job and responsibilities.
- 7) Visit the website of the Arkansas Secretary of State, www.sos.arkansas.gov. This site has information about Arkansas and its government including downloadable activity sheets. Other websites that have useful information are Boys State (www.arlegion.org/boys_state) and Girls State (www.dumas.sesc.k12.ar.us/dhs/ags), and the Clinton Library (www.clintonlibrary.gov).
- 8) For a thorough background in the history of Arkansas politics and governments, read *Arkansas Politics and Government. Do the People Rule?* by Diane Blair.
- 9) As part of your preparation you might want to identify or to obtain a number of items that would be useful as supplementary materials. These include

An Arkansas quarter

An Arkansas state flag

A flag of the United States (In addition to a contemporary flag, older versions with different numbers of stars can also be very helpful)

Pictures of

George Washington

Thomas Jefferson

Benjamin Franklin

The U. S. Capital

The White House

The Supreme Court Building

A copy of the

Declaration of Independence

The U. S. Constitution

The Arkansas Constitution

The U. S. Citizenship Test

A map of the contemporary United States

A map showing the original 13 colonies
A map of Arkansas
Lyrics or musical score for:
 Various Arkansas State Songs
 God Bless America
 The Star Spangled Banner
Stick-on American and Arkansas flags

Many of these, plus numerous other resources, can be found at our Website - www.arkansasstories.com.

Unit Emphasis and Goals

The overall goal of this Unit is to provide students with a very basic understanding of the principles and organizational structure of our federal system of government and to provide them with insight into how Arkansas fits into this system. Equally important is the emphasis on the rights and responsibilities we have as citizens of both the United States and Arkansas. The text acknowledges the diverse nature of Arkansas society and stresses the importance of mutual respect, cooperation, and the value of individual contributions.

This Unit is designed to address ADE Frameworks Strand 4: Power, Authority, and Governance.

Unit Organization

The Lesson Plan Ideas within this Unit are organized around individual chapters. In its most compact form this Unit can be completed in two weeks. Additional activities can easily extend this Unit an additional week or more.

Expectations

At the conclusions of this Unit students should be able to pass the citizenship exam. This will include being able to

- 1) identify the flag of the United States and talk about its various elements
- 2) identify the Arkansas state flag and talk about its various elements
- 3) understand the importance of the Declaration of Independence and the United States Constitution
- 4) discuss the ideas of “rule of law,” “inalienable rights,” and “balance of power”
- 5) describe the basic elements of our federal system
- 6) identify the major branches of the United States and Arkansas State government
- 7) discuss the role of rights and responsibilities

Unit Overview and Curriculum Map

Unit Overview

Focus	Expectations	Time
Understanding the major attributes of our national and state governments and the role of their citizens	At the end of the Unit students will be able to identify the major branches of the United States and Arkansas governments; understand how the governments of the United States and Arkansas fit together; and, understand that citizenship has both rights and responsibilities.	10 to 15 sessions 2 to 3 weeks

Lesson Summaries

Lesson 1. Introduction. *Vivianna Becomes an Arkansan*; Chapter 1, pp. 1 - 5

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
Introduction to the subject matter	1) recognize the main characters of the story 2) be aware that this unit is about citizenship 3) formulate an initial, working definition of citizenship	silent reading oral reading vocabulary study group discussion		

* = Arkansas History emphasis

Lesson 2. Symbols. *Vivianna Becomes an Arkansan*; Chapter 2, pp. 6 - 20

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
how symbols relate to groups and governments	1) recognize the use and importance of symbols 2) discuss the role symbols play in our social identifications 3) identify symbols for the United States and Arkansas	silent reading oral reading vocabulary study group discussion	C.5.K.1, C.5.K.2, C.5.K.4, C.5.1.1, C.5.1.4, C.5.2.1, C.5.2.2, C.5.3.1, C.5.3.2, H.6.1.2*, H.6.2.2*	

* = Arkansas History emphasis

Lesson Summaries (continued)

Lesson 3. The Flags. *Vivianna Becomes an Arkansan*; Chapter 3, pp. 21 - 37

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
the history and symbolism of the United States and Arkansas flags	1) recognize the Arkansas and the United States flags 2) understand the basic symbolism of both flags	silent reading oral reading vocabulary study group discussion	C.5.2.4, C.5.3.4, C.5.4.6, C.5.5.1*, C.5.6.1*, H.6.K.2, H.6.3.1, H.6.4.1, H.6.4.2	

* = Arkansas History emphasis

Lesson 4. Declaration of Independence. *Vivianna Becomes an Arkansan*; Chapter 4, pp. 38 - 48

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
the basic ideas and history of the Declaration of Independence	1) know what the Declaration of Independence is 2) know how, when, and by whom the Declaration of Independence was written 3) be able to discuss the basic ideas of <i>unalienable rights</i> , that <i>all men are created equal</i> , and <i>consent of the governed</i>	silent reading oral reading vocabulary study group discussion	C.4.3.3, C.5.4.1, C.5.4.1,	

* = Arkansas History emphasis

Lesson 5. The Constitution. *Vivianna Becomes an Arkansan*; Chapter 5, pp. 49 - 61

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
the basic ideas and history of the United States Constitution	1) know what the United States Constitution is 2) know how, when, and by whom the U. S. Constitution was established 3) be able to discuss the basic ideas of the rule of law and balance of power 4) know that Arkansas has a constitution that is modeled after the U. S. Constitution	silent reading oral reading vocabulary study group discussion	C.4.2.4, C.5.3.1, C.5.4.1, C.5.5.1, C.5.5.2	

* = Arkansas History emphasis

Lesson Summaries (continued)

Lesson 6. Governmental Structure. *Vivianna Becomes an Arkansan*; Chapter 6, pp. 62 - 76

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
how the United States and Arkansas government are structured	1) identify the major branches of the United States and Arkansas State governments 2) know how these different branches relate to each other 3) name the Governor of Arkansas, the President of the United States, the two Arkansas U. S. Senators, and the U. S. Representative from their district	silent reading oral reading vocabulary study group discussion	C.4.3.3*, C.4.4.3*, C.4.5.1*, C.4.5.2, C.4.5.3*, C.4.5.4*, C.4.5.5*, C.4.5.6*, C.4.5.7*, C.4.6.1*, C.4.6.3*, C.4.6.5*, C.4.6.7*	

* = Arkansas History emphasis

Lesson 7. Summary. *Vivianna Becomes an Arkansan*; Chapter 2, pp. 77 - 90

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
providing a summary of what the students have learned so far	1) pass the U. S. Citizenship test	silent reading oral reading vocabulary study group discussion		

* = Arkansas History emphasis

Lesson 8. Celebration. *Vivianna Becomes an Arkansan*; Chapter 8, pp. 91 - 101

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
the emphasis here is to show how many different cultural groups make one Arkansas	1) understand that being a citizen of Arkansas means living in a society with people who have different cultural traditions 2) understand that being a citizen involves responsibilities as well as rights	silent reading oral reading vocabulary study group discussion	G.2.3.2*, G.2.4.1*, G.2.4.2	

* = Arkansas History emphasis

Lesson Summaries (continued)

Lesson 9 - ????. Classroom activities to acquaint students with aspects of local government

Focus/Goals	At the end of the lesson students should:	Activities/ Assessments	2006 Social Studies Frameworks	Literacy Frameworks
developing knowledge about local, community government	1) know the structure of their local government 2) know the names of their local officials 3) be familiar with the major local, state, and national agencies that directly serve their community		* = Arkansas History emphasis	

Ideas for Lesson Plans

Introduction

Emphasis

The goal of this lesson is to introduce the class to the major characters and theme of the text.

This lesson plan addresses Student Learning Expectations OV.1.3.1, OV.1.2.3/3.4, OV.1.3.2, OV.1.3.10, OV.1.2.10, OV.1.3.12, OV.2.3.1, OV.2.3.2, OV.2.3.3, R.10.3.1, R.11.3.12

Items Needed

Vivianna Becomes an Arkansan

Expectations

At the conclusion of this lesson, students should recognize the main characters of the story and be aware that this unit will be about citizenship. Students should prepare an initial, working definition of the term *citizenship*.

Activities

- 1) Have the students read the chapter silently.
- 2) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 3) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 4) Have the students identify the major characters and retell the major events in the chapter.
- 5) Have the students guess what's coming next.

Culminating Exercise

Have the students develop an initial one sentence definition of citizenship. You will use this as the base on which to expand and clarify with other ideas as the Unit progresses.

Symbols

Emphasis

This emphasis in this lesson is on how symbols relate to groups and governments.

This lesson plan addresses the Student Learning Expectations C.5.K.1, C.5.K.2, C.5.K.4, C.5.1.1, C.5.1.4, C.5.2.1, C.5.2.2, C.5.3.1, C.5.3.2, H.6.1.2*, H.6.2.2*, OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed

Vivianna Becomes an Arkansan

Example of the school mascot and an Arkansas quarter

Expectations

At the conclusion of this lesson, students should be able to

- 1) talk about the role symbols play in our social identifications
- 2) identify symbols for the United States and Arkansas

Activities

- 1) Review what has happened in the story so far including the major ideas encountered.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the students identify the major new characters and retell the major events in the chapter.
- 6) Discuss the major ideas in the chapter; review and, if needed, edit the class's definition of citizenship.

Culminating Exercise

Show the students an Arkansas quarter. Ask them to identify the elements on the Arkansas side of the coin. Have them copy this. Ask them to suggest other elements that they might use on an Arkansas half dollar. Break the class up into small groups and have each group create their own design. Have each group present and explain their design.

The Flags

Emphasis

The emphasis in this lesson is on the United States and Arkansas flags.

This lesson plan addresses the 2006 Student Learning Expectations C.5.2.4, C.5.3.4, C.5.4.6, C.5.5.1*, C.5.6.1*, H.6.K.2, H.6.3.1, H.6.4.1, H.6.4.2., OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, W.4.3.2, W.4.3.14, W.5.3.1, W.5.3.4, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed:

Vivianna Becomes an Arkansan

Either examples or pictures of the United States and the Arkansas state flags

Expectations

At the conclusion of this lesson, students should be able to:

- 1) recognize the Arkansas and United States flags
- 2) understand the basic symbolism on both flags

Activities

- 1) Review what has happened so far.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the class identify the major new characters and outline the narrative events in the chapter.
- 6) Discuss the major ideas in the chapter; review and, if needed, edit the class's definition of citizenship.

Culminating Exercise

Have the students draw a copy of the United States flag and provide an explanation of what the various elements represent.

Have the students draw a copy of the Arkansas state flag and write a two to three paragraph explanation of what the various elements represent.

Ask the students to design a new Arkansas state flag and explain why they would use the design they chose.

The Declaration of Independence

Emphasis

The emphasis in this lesson is on discussing the basic history and ideas contained in the Declaration of Independence.

This lesson plan addresses the 2006 Student Learning Expectations C.4.3.3, C.5.4.1, C.5.4.1, OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed

Vivianna Becomes an Arkansan

A copy of the Declaration of Independence

Expectations

At the conclusion of this lesson, students should be able to

- 1) know what the Declaration of Independence is
- 2) know how, when, and by whom the Declaration of Independence was written
- 3) be able to discuss the basis ideas of *unalienable rights*, that *all men are created equal*, and *consent of the governed*

Activities

- 1) Review what has happened so far.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the class identify the major new characters and outline the narrative events in the chapter.
- 6) Discuss the major ideas in the chapter; review and, if needed, edit the class's definition of citizenship.

Culminating Exercise

Involve the class in a re-enactment of the writing and signing of the Declaration of Independence. Organize them in small groups to brain-storm ideas that they would like to see in such a document and then work together to bring these ideas into a single expression. What do they think should be added? Why? Does everyone agree? If not, how would they resolve those differences?

The Constitution of the United States

Emphasis

The emphasis in this lesson is on discussing the basic history and ideas in the United States Constitution.

This lesson plan addresses the 2006 Student Learning Expectations C.4.2.4, C.5.3.1, C.5.4.1, C.5.5.1, C.5.5.2, OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, W.4.3.2, W.4.3.14, W.5.3.1, W.5.3.4, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed

Vivianna Becomes an Arkansan

A copy of the preamble to the U. S. Constitution

Expectations

At the conclusion of this lesson, students should be able to

- 1) know what the United States Constitution is
- 2) know how, when, and by whom the U. S. Constitution was established
- 3) be able to discuss the basis ideas of the *rule of law* and *balance of power*
- 4) know that Arkansas has a constitution that is modeled after the U. S. Constitution

Activities

- 1) Review what has happened so far.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the class identify the major new characters and outline the narrative events in the chapter.
- 6) Discuss the major ideas in the chapter; review and, if needed, edit the class's definition of citizenship.

Culminating Exercise

Discuss with the class the need for rules in the school and classrooms. Emphasize how the school rules are set and enforced. Have them share rules they observe in their families. Are there differences? What are they?

Have the students write a two or three paragraph essay on why we need rules.

Governmental Structure

Emphasis

The emphasis in this lesson is on how the federal and state governments are structured.

This lesson plan addresses the 2006 Student Learning Expectations C.4.3.3*, C.4.4.3*, C.4.5.1*, C.4.5.2, C.4.5.3*, C.4.5.4*, C.4.5.5*, C.4.5.6*, C.4.5.7*, C.4.6.1*, C.4.6.3*, C.4.6.5*, C.4.6.7*, OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed

Vivianna Becomes an Arkansan

Expectations

At the conclusion of this lesson, students should be able to

- 1) identify the major branches of the United States and Arkansas state governments
- 2) know how these different branches relate to each other
- 3) name the Governor of Arkansas, the President of the United States, the two Arkansas U. S. Senators and the U. S. Representative from their district.

Activities

- 1) Review what has happened so far.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the class identify the major new characters and outline the narrative events in the chapter.
- 6) Discuss the major ideas in the chapter; review and, if needed, edit the class's definition of citizenship.
- 7) Provide the class with the names of the present United States President, the Arkansas Governor, the Senators from Arkansas, the U. S. Representative from your district, and the chief executive officer (Mayor, County Judge) of your local area.

Culminating Exercise

Have the students prepare organizational charts for the United States and the Arkansas State government and include the names of prominent governmental officials within this chart.

Summary

Emphasis

The emphasis in this lesson is to summarize what the students have learned so far and to prepare them to take the citizenship test.

This lesson plan addresses Student Learning Expectations C.4.3.3*, C.4.4.3*, C.4.5.1*, C.4.5.2, C.4.5.3*, C.4.5.4*, C.4.5.5*, C.4.5.6*, C.4.5.7*, C.4.6.1*, C.4.6.3*, C.4.6.5*, C.4.6.7*, OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, W.4.3.2, W.4.3.14, W.5.3.1, W.5.3.4, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed

Vivianna Becomes an Arkansan

A copy of the U. S. citizenship exam

Expectations

At the conclusion of this lesson students will pass the U. S. citizenship test.

Activities

- 1) Review what has happened so far.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the class identify the major new characters and outline the narrative events in the chapter.
- 6) Discuss the major ideas in the chapter; review and, if needed, edit the class's definition of citizenship.

Culminating Exercise

Prepare a copy of the U. S. citizenship exam. Be sure to include questions about Arkansas on this. Have the class take the exam. Go over the results together.

Have each student write a three or four paragraph essay on what it means to be a citizen.

Celebration

Emphasis

The emphasis in this lesson is on how all the different cultural groups make one Arkansas.

This lesson plan addresses the Student Learning Expectations G.2.3.2*, G.2.4.1*, G.2.4.2, C.4.3.4, OV.1.3.1, OV.1.2.3, OV.1.3.4, OV.1.2.6, OV.1.3.2, OV.1.3.7, OV.1.3.10, OV.2.3.1, OV.2.3.2, OV.2.3.3, R.9.3.3, R.9.3.5, R.9.3.7, R.10.3.1, R.11.3.1, R.11.3.12, IR.12.3.1

Items Needed

Vivianna Becomes an Arkansan

Expectations

At the conclusion of this lesson, students should be able to

- 1) understand that being a citizen of Arkansas means living in a society with people who have different cultural traditions
- 2) understand that being a citizen involves responsibilities as well as rights

Activities

- 1) Review what has happened so far.
- 2) Have the students read the chapter silently.
- 3) Have the students identify unfamiliar words. Write these on the board and talk about them.
- 4) Have the class read the chapter round-robin fashion with each student reading a paragraph.
- 5) Have the class identify any new characters and outline the narrative events in the chapter.
- 6) Discuss the major ideas in the chapter.

Culminating Exercise

Review and finalize the class's working definition of citizenship. This would be the time to pass out any sort of prizes or awards like "stick-on" American and or Arkansas flags. End the session with the class singing *The Star Spangled Banner* and/or *God Bless America*.

Our Community (Culminating activities)

Emphasis

The emphasis in this lesson is on learning about the nature of the local government of the community and how the government directly effects daily life.

This lesson plan addresses the Student Learning Expectations C.4.3.1, C. 4.3.2, C.4.3.3., W.4.3.2, W.4.3.14, W.5.3.1, W.5.3.4

Items Needed

A knowledge of the governmental structure of your local community

Expectations

At the conclusion of this lesson, students should be able to

- 1) know the basic structure of their local government
- 2) appreciate the nature of many of the governmental services in their community

Activities

One of the best ways to conclude this Unit is by involving students, now that they are all citizens, in researching their local government. This would involve having students, either as a group or by some sort of representation, develop a chart of their local government. Is there a written document that spells out the rules and regulations of the local government? Who is the chief executive officer? Is it the mayor of a city? The County Judge for a county? What is the local legislative body? Is it a City Council? A Quorum Court? Are there local courts? The class could develop an administrative chart that shows the different agencies of the local government such as law enforcement, fire protection, sanitation, road work, library, and hospitals.

Have the class, again as a whole or by representation, write letters to the officials of these governmental units to ask them to explain their role and how they were elected. Or, invite selected officials to visit the class. If it is possible to arrange a classroom session you might want to have the class prepare questions to ask before hand. Follow-up with 'thank you' letters.

The class could also invite someone who serves within a local, state, or federal administrative agency to class to explain what their agency does, either by letter or in person. It all likelihood one or more class members will have a family member who works in a local agency. Again, if it is possible to arrange a classroom session you might want to have the class prepare a set of questions to ask before hand. And follow-up with 'thank you' letters.

Culminating Exercise

As a final, culminating exercise have the class develop its own charter and governmental organization.