

Teacher's Name:

Employee Number:

School:

**Social Studies Lesson Plan 3.C.1.1 –
Explain the purpose and need for government.**

1. Title: Need and Purpose for Government

2. Overview - Big Ideas:

Enduring Understandings

- Understand the need and a purpose for government
- Comprehend the most important ideas about our basic natural rights
- Recognize the origins of basic natural rights

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- What is the need and purpose for government?
- What are the natural rights of citizens?
- Why do we have laws?
- Why is it important that we have laws at school, at home, in our city, etc.?

3. Lesson Objectives:

Standards - (Next Generation Sunshine State Standards for Social Studies)

Third Grade NGSSS-SS Benchmarks

- SS.3.C.1.1: Explain the purpose and need for government.

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.4: Analyze the ideas (natural rights, role of government) and complaints set forth in the Declaration of Independence
- SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.

- SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
 - SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
4. **Key Vocabulary:** cooperate, law, consequence, government, mayor, judge, justice, natural rights, responsibility, life, liberty, property

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

After completing this lesson, the student will be able to understand and explain the need and purpose for government. They will also understand why we have laws and identify how these laws help keep us safe and protect our rights.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring said knowledge and skills, the students will be able to complete the activities (see attachments) associated with this lesson. In addition, the students will be able to respond to the writing prompts found at the end of the reading selection. Students will also be able to correctly answer the questions that are part of the formal assessment included in this lesson.

*Both **formative and summative assessments** are included*

6. **Materials Needed:** (Resources you will use in this lesson)

Attachment A: Reading associated with lesson-“The Government Where You Live”

Attachment B: Vocabulary Matching Activity

Attachment C: Making Laws Worksheet

Attachment D: Post Quiz

7. **Steps to Deliver the Lesson:**

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Have students brainstorm words associated with government. Probe the students for answers by asking: “Why do we need government?” and “What does a government do”? Make a web on the board

of different words students associate with the need and purpose of government.

- b. **Reading:** Use effective reading strategies appropriate for your class to read with the students “The Government Where You Live” by Phyllis Naegeli taken EdHelper.com (Attachment A). Monitor students’ comprehension by stopping periodically to discuss and answer questions at the end of the reading selection.
- c. Discuss vocabulary associated with lesson. Ensure understanding of vocabulary words by working on the vocabulary matching activity (Attachment B)
- d. Have students work individually or as a group to complete the “Making Laws” worksheet (Attachment C). Students will present their new laws and consequences for breaking them to the class. Students will discuss whether or not they think the laws are good. The discussion should include students suggested changes to the laws their classmates are proposing.
- e. Have students take the post-quiz associated with the lesson (Attachment D). Review quiz with students and check for understanding as needed. Reteach concepts not mastered.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed attachments B, C and D, have them write an answer to the two prompts found at the end of the reading selection.
- b. Pair students who are struggling with reading and/or ELL with a buddy for assistance.
- c. Monitor students’ abilities in writing the responses to the writing prompts. Model writing with students demonstrating difficulties.
- d. Have students share their writing with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs, remediation strategies as well as enrichment strategies.

- a. While students are completing the worksheet “Making Laws,” work individually with students who are having difficulty with reading.
- b. While students are completing the answers to the writing prompts, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students research the website from their local community/government to find out the names of the people currently holding positions:
<http://miamidade.gov>
- b. Have students research the website of the mayor of the community/local government. <http://www.miamidade.gov/mayor/>
- c. Have students research recent changes in the laws around the community.
http://www.miamidade.gov/info/about_miami-dade.asp

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing the post-quiz and reviewing with students, ask the following questions to wrap up the lesson.
 - What is the need and purpose for government?
 - What are the natural rights of any citizen?
 - Why do we have laws?
 - Why is it important that we have laws at school, at home, in our city, etc.?
- b. For home learning: Have students develop a cartoon drawing and a caption to answer and illustrate the main points of the following question: What is the purpose of a government and why do we need to have a government?



Name
Date

The Government Where You Live By Phyllis Naegeli

How does the government work where you live? Do you live in a big **city**? Or, do you live in a small **town**? In America, the national government makes laws for the whole country. Each state has a government, too. Local governments work to keep the people who live in a city or town safe.

Governments need money to do their job. They get this money when citizens pay taxes. Each **community** has different **taxes**. Most of the money comes from taxes on property. Taxes may also be collected on food, retail goods, or income. Local governments charge **fees** for some services. Fees may be charged for water. When someone registers a car, they pay a fee. All this money helps the government do its job.

Do you have a **park** or playground where you live? The government builds parks for people to enjoy. They are great places to relax and play. Larger cities may have **recreation centers** for its citizens. These are fun, safe places for everyone.

Have you ever met a **police officer** or **fire fighter**? Their job is to help keep people safe. The police officer is a friend to the people he or she serves. Police officers fight **crime** and help enforce laws. Fire fighters put out fires and help at accidents. They also teach about fire **safety**. These are important jobs in your community.

Cities and towns have **courts** to take care of local cases. Local laws are made to protect the people where you live. The local government sets speed limits. They also make laws to keep people's property safe and control noise. When someone breaks one of these laws, the local court decides on the penalty.

Most cities and towns have a **public works department**. These men and women take care of the streets and roads. They plow snow, sweep off dirt, and repair potholes. Keeping roads safe and clean is a big job.

The local **health department** keeps hospitals safe. They check on restaurants and grocery stores to be sure they are clean. Drinking water is also checked for safety by the health department.

The government also gives **licenses**. Doctors and lawyers must prove their skills. Licenses help to make sure people who do certain jobs are qualified. Plumbers and electricians also need special licenses. Without these, people wouldn't know if they could **trust** a doctor or electrician.

The local government runs schools. A local **school board** approves money to pay teachers and take care of the buildings. They help choose the books and approve money for sports and buses.

Do you like to go to the **library**? Did you know the government runs the library? They buy the books and magazines. This is why most library services are free.

Cities and towns have special leaders. Cities have a **mayor** and a **council**. Towns may have a manager or selectmen. All of these people work together to help protect citizens.



Name:

Date:

Making Laws

Directions: Work together with a partner to create two laws that you think will be good for your community. You must state why this law is necessary and list the consequences of breaking the law. Be ready to present your ideas to your classmates.

Law #1:

Why is this law necessary?

What are the consequences for breaking the law?

Law #2:

Why is this law necessary?

What are the consequences for breaking the law?

Purpose and Need for Government-Post Quiz

Low Complexity Items (3 items):

1. How do community laws help citizens?
 - a. To travel the right routes
 - b. To find the resources they need
 - c. To stay safe and peaceful
 - d. To celebrate a custom or tradition

2. What happens to a person who breaks the law?
 - a. They face the consequences
 - b. They fall down and get hurt
 - c. They are given a prize for being a good citizen
 - d. They should not be allowed to live in that community

3. What is the responsibility of a judge?
 - a. To be fair
 - b. To be helpful
 - c. To be peaceful
 - d. To be good public speakers

Moderate Complexity Items (3 items):

4. What does it mean when you say that “communities are people”?
 - a. There are a lot of tall buildings in a community
 - b. People are what make up a community
 - c. People have fun in a community
 - d. People shop in their community

5. Why are there consequences for breaking the law?
- a. So that the citizens may be safe
 - b. Because if they know they are being punished, it may keep people from breaking the law
 - c. To be able to solve problems and be leaders
 - d. So that the citizens can understand and obey the laws
6. Which activity below represents being a responsible citizen?
- a. They read the newspaper
 - b. They follow a healthy diet
 - c. They plant a garden near their home
 - d. They obey the laws

High Complexity Items (4 items: 2 of which are Document Based Questions- DBQ):

7. Which of the following statements BEST summarizes life, liberty and property?
- a. Citizens are ruled by the government.
 - b. Citizens agree to give up some of the freedom.
 - c. Citizens have the right to live without fear, to be free, and to own things.
 - d. Citizens can take things from other citizens
8. How do citizens show their consent to be governed?
- a. They obey the laws and the government who created them.
 - b. They work hard to live a peaceful and happy life.
 - c. They worry about what might happen if they didn't.
 - d. They agree to allow the government to have unlimited power.

Read the Preamble from the Constitution to answer questions 9 and 10.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

9. What does the phrase “insure domestic tranquility” mean?
 - a. To form a military
 - b. To make sure people are united
 - c. To guarantee a good life for one’s children
 - d. To guarantee peace

10. Why would the writers of the constitution include a preamble?
 - a. To make sure that people’s rights are guaranteed
 - b. To outline the purpose of our government
 - c. To provide for the welfare of citizens
 - d. To ensure that people are free

Answer Key:

1. C
2. A
3. A
4. B
5. B
6. D
7. C
8. A
9. D
10. B

Civic Integration
Lesson Plan Quiz Blueprint
Lesson #1
NGSSS-SS Main Benchmark: SS.3.C.1.1
Title of Lesson: Need and Purpose for Government
Grade Level: 3
Pacing Guide Connection: Civics

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	c	Low
2	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	a	Low
3	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems..	a	Low
4	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems..	b	Moderate
5	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	b	Moderate
6	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	d	Moderate

7	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.4: Analyze the ideas (natural rights, role of government) and complaints set forth in the Declaration of Independence	c	High
8	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	a	High
9	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution	d	High DBQ
10	SS.3.C.1.1: Explain the need and a purpose for government	SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution	b	High DBQ