

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.3.C.1.2: How the government gains its powers from the people

1. **Title: How Government Gains its Powers**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand how the government gains its powers from the people
- Recognize that under the federal system, the powers of the federal and state government come from the people.
- Be aware that people delegate some powers to the federal government, some powers to the state government, and some powers to be shared by both the national and state governments.
- Realize that people also keep some powers for themselves.

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

- How do the people delegate power to the government?
- What are some of the powers delegated to the national government? What are some of the powers delegated to the state governments?
- What powers are delegated to be shared by national and state governments? Why is it necessary that certain powers be shared?
- What are some of the powers the people keep for themselves and why do you think it is important that people keep these powers for themselves?

3. **Lesson Objectives:**

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

Third Grade NGSSS-SS Benchmarks

- SS.3.C.1.2: How the government gains its powers from the people

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.

4. **Key Vocabulary:** citizen, delegate, division, federal government, federal system, framers, opinions, peaceable means, powers, shared powers, welfare

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, students will be able to understand and explain how the government gains its power from the people. They will also understand how the people delegate powers to the national and state governments while keeping some powers for themselves.

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. 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:**

Attachment A: Reading associated with this lesson - How the Government Gains its Powers from the People

Attachment B: Venn Diagram- Federal System- How the People Delegate Power

Attachment C: Creating a Federal System

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: Discuss the terms “power” and “government.” Make sure that students understand the difference between a country and a state. Ask students what powers they think their government has. List student ideas. Ask students where (or how) they think their government gets its powers? Discuss student responses.
- b. Discuss vocabulary associated with lesson. Have students define and discuss important vocabulary terms they will encounter in the reading.
- c. Reading: Read with students the reading associated with the lesson “How the Government Gains its Powers from the People” (Attachment A) using effective reading strategies appropriate for your class. Monitor student comprehension by stopping periodically to discuss and check for understanding.
- d. Work with students to complete the Venn Diagram (Attachment B) comparing how the people delegate power in a federal system of government.
- e. Ask students to think about how their school is organized? Are there any ways this organization is similar to the federal system? Tell students that they will be working in small groups to create a “federal system” to organize their school.
- f. Distribute Attachment C “Creating a Federal System.” Make sure students understand that the school administration will be similar to the national government, the teachers will equate to the state government, and students will be the citizens (the people). The first task is to give each group a name. Next, they must come up with a list all of the powers and duties within the school. They must then divide the powers among the groups as well as decide upon any shared powers. Groups should be prepared to present their charts orally to the class for discussion.
- g. Have students take the post-quiz associated with the lesson (Attachment D). Review quiz with students and check for understanding as needed. Re-teach 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 attachment A (Reading: How the Government Gains its Powers from the People) and attachment B (Venn Diagram- Federal System- How the People Delegate Power), have students write a one-two paragraph summary of the information presented in the reading and Venn Diagram.
- b. Pair students who are struggling with reading and/or ELL, to work with a buddy for assistance.
- c. Circulate the room to monitor students' abilities in writing the paragraph. If students have difficulty writing the paragraph, model the beginnings of paragraphs with them on the white board. Remind students that they may refer to the reading and Venn Diagram to complete their paragraphs.
- 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 Venn Diagram, work individually with students who are having difficulty with reading.
- b. While students are completing the one-two paragraph summary, work on an individual basis with students who are having difficulty.

10. Technology Integration:

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

- a. Visit the *Center for Civic Education* website and access the lesson: *What is Authority?* for many ideas and activities related to this lesson.
http://www.civiced.org/index.php?page=elementary_school

- b. For a better understanding of the basics of our federal system, have students visit the following websites:

<http://www.usconstitution.net/constkidsK.html>

<http://bensguide.gpo.gov/>

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing and reviewing the post-quiz with students, ask students the following questions to wrap up the lesson:
- In our federal system of government, how does the government get its powers?
 - Why do you think it is important that some powers (such as authority to declare war) are reserved for the national government only?
 - Why is it important for both the state and national government to be able to tax people?
 - Why is it important for the people to keep certain powers?
- b. For home learning: Have students look at the list of national powers below. Have them choose one of the powers from the list and write a one- two paragraph essay on what would happen if the people had kept that particular power for themselves? Students should address the following questions in their essay: Would giving this power to the people make things better or worse? What would the country be like if each individual in the country had this power?
- The power to conduct and declare war
 - The power to create post offices
 - The power to coin money

Attachment A: Reading

How the Government Gains its Powers from the People

When our constitution was written, the **framers** created a **federal system** of government. Our national government is also called the **federal government**. In our federal system, the powers of our national and state government come from the people.

“We the People” **delegate** some powers to our national government. To **delegate** means to entrust to someone else. We delegate some powers to our state governments. We delegate some powers to be shared by both the national and state governments. Finally, we keep some powers for ourselves.

How have the people delegated power?

Powers to the national government

We give some powers to our national government. These include the power to:

- Tax the people to support the national government
- Declare and conduct war
- Control trade between the states and other nations
- Create post offices
- Coin Money

Powers to the state government

We give some powers to our state governments. These include the power to:

- Tax the people to support the state government
- Create public schools
- Control trade within the state
- Make motor vehicle and traffic laws
- Make laws regulating marriage and divorce

Powers the national and state government share

The national and state governments share certain powers. These include power to:

- Tax the people
- Borrow money
- Provide for the health and **welfare** of the people
- Make laws
- Create a court system

Powers kept by the people

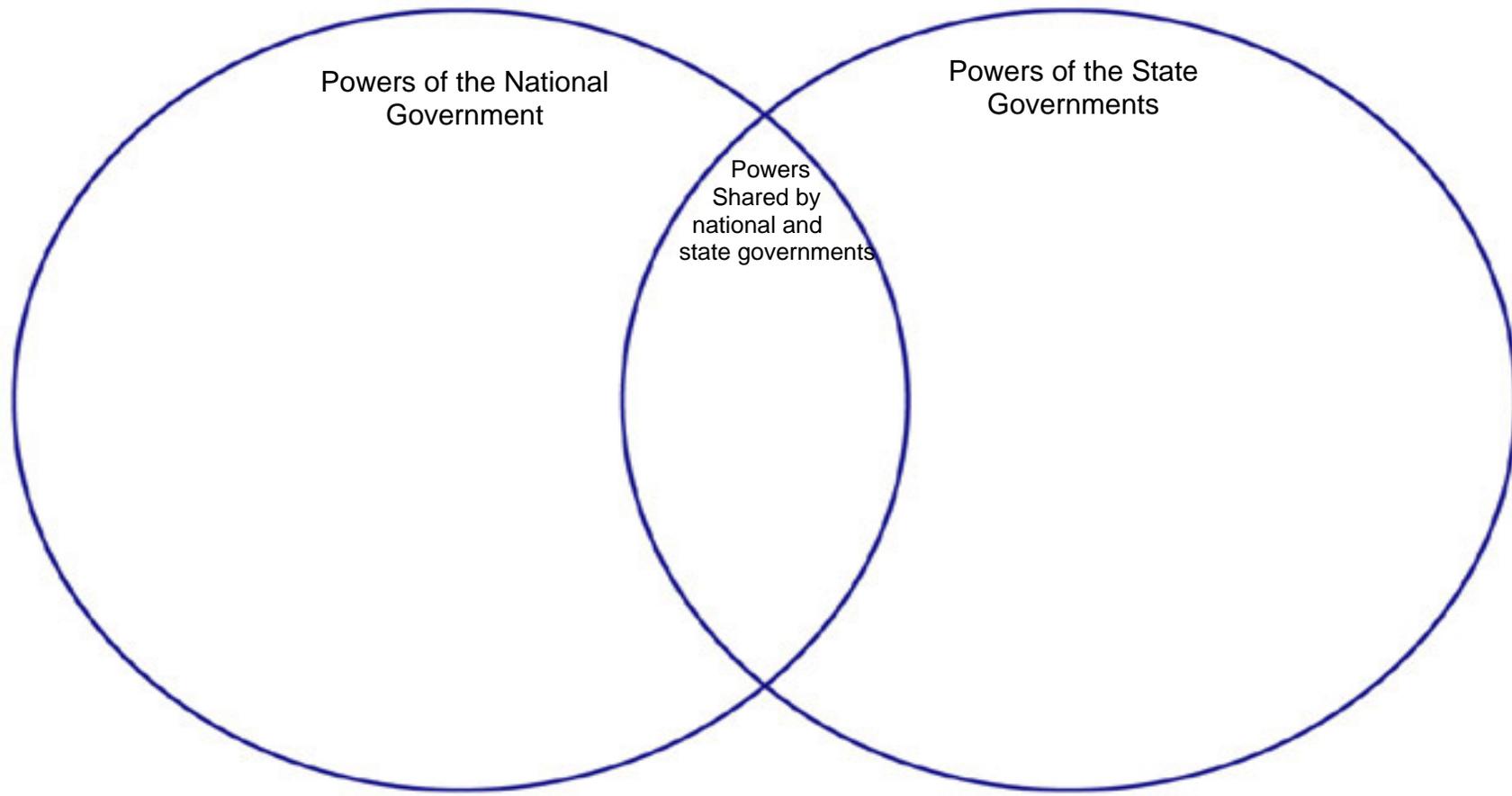
We keep certain powers and rights for ourselves. These include the right to:

- Practice our religious beliefs or not hold any religious beliefs
- Express our **opinions** in speech or writing or by other **peaceable means**
- Join with others to ask our government to do or not do certain things

Reading from: We the People: The Citizen and the Constitution, Center for Civic Education

Attachment B

Federal System
How the people delegate power



Powers kept by the people:

Attachment C:

Creating a Federal System

Imagine that you are organizing your school using a system similar to the federal system. The school administrators would be similar to the federal government. The teachers would be the state government and students would be the people (citizens). Work in groups to decide:

- A name for each group
- Powers that each group will have
- Any powers that will be shared

You must first decide what the duties and powers are within your school. Then you must decide their importance and which group will have responsibility for each power/duty. Be prepared to share your charts with the class.

Group Name: _____

Powers and duties of this group:

- _____
- _____
- _____
- _____
- _____

Group Name: _____

Powers and duties of this group:

- _____
- _____
- _____
- _____
- _____

Group Name: _____

Powers and duties of this group:

- _____
- _____
- _____
- _____
- _____

Shared Powers (if any)

- _____
- _____
- _____

How the Government Gets Its Powers- Post-Quiz

Low Complexity Items:

1. In our federal system, how do the national and state governments get their powers?
 - a. from the electoral college
 - b. from the people
 - c. from the state constitutions
 - d. from the city government

2. Which of the following is a power that United States citizens give to the national government?
 - a. the power to appoint state governors
 - b. the power to make traffic laws
 - c. the power to declare and conduct war
 - d. the power to control churches

3. Which of the following is a power that United States citizens give to the state governments?
 - a. the power to create public schools
 - b. the power to sign peace treaties with other countries
 - c. the power to declare war
 - d. the power to create post offices

Moderate Complexity Items:

4. In our federal system of government, the people keep certain powers for themselves. Which of the following statements demonstrates an action of someone exercising one of the powers reserved for individual citizens?
 - a. speaking at a city council meeting to protest the widening of the street in front of his home
 - b. going to court to pay a traffic fine
 - c. delivering the speech you were assigned to give by your boss at a company meeting
 - d. paying your income taxes each year

5. Which of the following actions demonstrates a power we have given to our federal government?
 - a. the federal government building a new school in Miami-Dade county
 - b. the federal government building a new post office in Miami-Dade county
 - c. the federal government increasing the state sales tax
 - d. the federal government increasing the price of an automobile tag

6. Which of the following is an example of your state government at work?
 - a. when workers are selling U.S. savings bonds
 - b. when you see postal workers delivering mail within the state
 - c. when people receive their U.S. income tax refunds
 - d. when the state legislature provides tax money to fund public schools

7. Which of the following best demonstrates a power shared by the national and state government?
- a. people must pay both state and federal taxes
 - b. people must put both their trash and recycling bins by the curb
 - c. people may have to attend both court and traffic school for a traffic violation
 - d. people must pay for both state and federal mail service

High Complexity Items:

8. Why do you think the founders decided that the powers to govern would be divided between the national and state governments?
- a. because the states were printing too much money
 - b. because the national government needed more power to protect the president
 - c. because they wanted to avoid one part of the government having all the power
 - d. because they thought the state governments would eventually take over the national government

Read the quotation below from the Declaration of Independence to answer question 9:

Governments are instituted among Men, deriving their just Powers from the Consent of the Governed..."

9. In the statement above, what does **consent of the governed** mean?
- a. that people always agree with the government
 - b. that the national government has all of the power in our country
 - c. that people delegate, or entrust, certain powers to the government
 - d. that people think state governments should have more power than the national government

10. Read the following power mentioned in the reading:

“Join with others to ask our government to do or not do certain things”

To whom does this power belong?

- a. the federal government
- b. both the state and federal government
- c. the state
- d. the people

Answer Key:

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

Civic Integration

Lesson Plan Quiz Blueprint

Lesson # 2

NGSSS-SS Main Benchmark: SS.3.C.1.2

Title of Lesson: How government gains its powers

Grade Level: 3rd grade

Pacing Guide Connection: Civics

Question #	Benchmark Grade Level	Benchmark 7 th Grade Tested	Answer	Complexity Level
1	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	B	Low
2	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	C	Low
3	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	A	Low
4	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	A	Moderate
5	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	B	Moderate
6	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	D	Moderate
7	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	A	High
8	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	C	High
9	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	C	High DBQ

10	SS.3.C.1.2: How the government gains its powers from the people	SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.	D	High DBQ
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