

Teacher's Name
Employee Number
School

Social Studies Lesson Plan- SS.3.C.3.1
Identify the levels of government (local, state, and federal)

1. **Title: The Three Levels of Government – Third Grade**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand the structure and function of the levels of government (local, state, and federal)
- Analyze the division of powers between the federal government and state governments
- Appreciate the importance of having various levels of government (local, state, federal)

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

- What is the structure of each of the three levels of government?
- What is the function of each of the three levels of government?
- What is the division of powers between the federal and state governments?
- Why is it important to understand the relationship among the three levels of government?

3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies

Third Grade NGSSS-SS Benchmarks

- SS.3.C.3.1 Identify the levels of government (local, state, and federal).

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:** local, state, federal, executive branch, legislative branch, Senate, House of Representatives, judicial branch, checks and balances, judges and justices, federalism, jurisdiction, Constitution, Articles of Confederation, president, courts, congress, Founding Fathers, draft, governor, mayor, commissioners

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

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

After students complete this lesson, an understanding of the basic structure and function of the levels of government should be apparent. In addition, students will gain an insight into the division of powers among the levels of government and how they are interrelated.

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

The students will be able to complete the graphic organizers (attached) associated with this lesson which illustrate the three levels of government as well as the division of powers in each of the levels.

Students will also be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both formative and summative assessments are included

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

Attachment A: Reading associated with this lesson

Attachment B: Graphic organizer - "The Three Levels of Government" (chart)

Attachment C: Graphic organizer - "The Division of Powers of Federal and State Governments" (chart)

Attachment D: Graphic organizer - "Local Government" (chart)

Attachment E: 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: Ask students to brainstorm and create a list describing what school would be like without teachers, assistant principals and principals. What kinds of things would occur? What would happen to the educational goals? Could students accomplish anything meaningful in their school day? Have students come to a consensus about key points which describe the events and outcomes of participating in such a school setting. Review the list and ask students to make comments or suggestions as to how the situation could be improved. Then, explain that teachers in a classroom are like the local government and they take care of local issues such as learning and behavior. Assistant principals are like the state government and handle concerns dealing with the grade level, for example. The principal is like the federal government because he/she oversees the entire school. Discuss how these “three levels of government” help their school in general and their academic learning. Then, ask students to pretend they are working on a class project which they are completing with two other students. In order to work on the project efficiently, each of the three students works on one of the three sections of the project. Then, point out that this is the way the three branches of our national and state governments work. Ask students what some of the advantages are to working on an individual section of the imaginary project. Create a list of the advantages. With students, formulate a generalized statement which best captures the essence of working together while respecting opinions, following rules and guidelines so as to solve problems.
- b. Reading: Use any appropriate reading strategy (choral, buddy, jump in, silent, etc.) which is appropriate for your students to read Attachment A: “The Three Levels of Government.” Check for understanding through class discussion.
- c. Have students work in pairs and help them define appropriate vocabulary associated with the lesson, using meaningful context. Then, reread material for further clarification.
- d. Work in cooperative groups to complete Attachment B: “The Three Levels of Government” (chart) and check for understanding.

- e. Work in cooperative groups to complete Attachment C: “The Division of Powers between the Federal and State and Governments,” and check for understanding.
- f. Attachment D: Work in cooperative groups to complete “Local Government,” and check for understanding.
- g. Finally, have students take the post-quiz associated with this lesson (Attachment E). Go over quiz with students and check for understanding.

8. Specific Activities (From Guided to Independent):

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

- a. When students finish reading the material in Attachment A and complete Attachment B, they will write a summary paragraph explaining the structure and function of each level of government.
- b. After completing Attachment C: “The Division of Powers between the Federal and State Governments,” students will complete the role playing question at the end of the attachment.
- c. Students will work on Attachment D: “Local Governments” in Think, Pair, and Share Groups to solve each of the problems in the assignment.
- d. Have students share their work (ideas, solutions, suggestions, etc.) with the entire class.
- e. Provide “buddies” for ELL and ESE students as needed.
- f. Model assignments as appropriate

9. Differentiated Instruction Strategies:

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

- a. Provide individual assistance for students having difficulty with the reading material while the rest are working independently.
- b. Provide individual assistance in a small group setting for students having difficulty with written work.

10. Technology Integration:

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

- a. Have students visit: <http://kids.miamidade.gov/> to research the function and structure of local government so as to gain a better understanding Miami-Dade County government.
- b. Have students visit: www.leg.state.fl.us/kids; <http://dhr.dos.state.fl.us/kids> ; www.flsenate.gov/senatekids/index.cfm to learn about the structure and function of the three branches of Florida state government, the division of power, as well as the relationship between state and federal governments.
- c. Have students visit: www.bensguide.gpo.gov to learn about the structure and function of the three branches of the federal government, the division of power, as well as the relationship between local, state, and federal governments.
- d. Have students visit the following website so as to access the online version of the U.S. Constitution: <http://www.usconstitution.net/const.html>
- e. Students may access the following website to view the online version of Florida's Constitution:
<http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Constitution&Submenu=3&Tab=statutes>
- f. For further clarification or study, students may also access a "kid friendly" version of the U.S. Constitution: <http://www.usconstitution.net/constkids4.html>

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing the post-quiz and reviewing answers with students, ask the following questions:
 - What is the structure and function of the federal, state and local governments?
 - How are each of the three levels of government interrelated?
 - What is the division of powers among the federal and state governments?

- b. For home learning, have students review the graphic organizer: “The Division of Powers between Federal and State Governments” (Attachment D) and write a paragraph summarizing the division of powers between the federal and state governments.

Attachment A

Reading #1: The Three Levels of Government

In 1781, after the **Revolutionary War**, the thirteen American colonies came together under a document called the **Articles of Confederation**. This document gave each of the states the right to govern itself. This first kind of government was not a very strong form of central government. Shortly thereafter, Americans realized this type of government was weak because it did not allow the national government any kind of power to unify the states, make any decisions concerning the states or collect money. As a result, the **Founding Fathers**, or political leaders who helped establish our country had to **draft**, or write, another document called the **Constitution** which was adopted in 1787 and ratified in 1788. First, the Constitution created a national government. The Constitution also defined the power given to the national government and the power given to the states as well as guaranteeing the rights of individual citizens. When the Founding Fathers signed the Constitution, the national government and state governments shared the power to rule our nation. This became known as **federalism**.

Under this system, the national government was given the authority to work with foreign governments, establish post offices, create a navy and an army for the purpose of defending the United States as well as declare war, print money and control foreign and domestic trade. The states, on the other hand, were given the power to take care of issues dealing with health and safety, conduct elections, issue licenses, trade within each of the individual states and approve amendments to the U.S. Constitution. The Constitution also specified that the national and state governments would share authority to control taxes, participate in road construction, establish courts and banks, borrow money and create laws.

Presently in the United States, there are three levels of government. As Americans, we live under the **jurisdiction**, or rule, of all three of these governments. These three types of government are known as the **federal** government, the **state** government and the **local** government. The federal government, whose seat is in Washington, D.C., has three branches: the **executive**, the **legislative** and the **judicial**. Each of the three branches has different responsibilities. In other words, the national **Constitution** separates power between the three branches. First, the executive branch executes or carries out the laws. The **President** of the United States is the head of the executive branch. The legislative branch refers to **Congress** which is the branch that makes our nation's laws and revises existing laws. It is made up of two parts, or houses: the **House of Representatives** and the **Senate**. Each state has the right to representation in the House of Representatives depending on its population. These

members are known as **representatives**. However, each of the states also has the right to two representatives known as **senators**, regardless of population. The judicial branch refers to the **courts**. This is the branch where judges and justices interpret the laws. The **Founding Fathers** who wrote the national Constitution made sure to include a system of checks and balances so that none of the three branches would become more powerful than the others.

State governments are governed by state constitutions but, individual states cannot create any laws that conflict with national laws because the national Constitution is “the supreme law of our country.” This means that it is the highest law of the land. State constitutions provide for the separation of power into three branches of government as well. They are also referred to as the executive, legislative and judicial branches. It should be noted that states elect a **governor** as the head of the executive branch just as a president is elected at the national level.

At the local level, which refers to a city or county, government is also very important. Local government must raise money by taxing its citizens and their property as well as charging fees for services such as water and garbage collection, and issue licenses for businesses, construction or marriages. The money the government raises is used to pay for expenses such as the police and fire departments, courts, public schools, libraries, road repairs and parks. Local governments have leaders such as a **mayor** and **commissioners**. These leaders are elected by the citizens. Citizens give leaders power to make decisions concerning the city or county as well as how best to spend the money raised by taxes.

In our particular area, our local government follows the rules and laws of the Miami-Dade Home Charter. It is like our local constitution. Miami-Dade is governed by an Executive Mayor and 13-member Board of County Commissioners. An Executive Mayor has the power to veto Commission action items while Commissioners establish laws in our area. Commissioners serve four year terms, with no term limits. The Mayor may only serve two terms of four years.

Attachment B

The Three Levels of Government

Government	Federal	State	Local
Who is the Executive Leader?			
Is there an alternate?			
Where is the seat of the government?			
Is there a document which states rules, laws or procedures?			

Now, on the back of this paper, use the information to write a summary paragraph on each level of government.

Attachment B – Answer Key

The Three Levels of Government

Government	Federal	State	Local
Who is the Executive Leader?	president	governor	mayor
Is there an alternate?	vice-president	lieutenant governor	none for Miami-Dade
Where is the seat of the government?	Washington, D.C.	Tallahassee, state capital	Miami-Dade
Is there a document which states rules, laws or procedures?	The U.S. Constitution	The Florida Constitution	The Miami-Dade Home Rule Charter

Attachment C

The Division of Powers of Federal and State Governments

National Government	State Government
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>
Powers Shared by Both	Scenarios
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>1. As a citizen of another country, if I want to trade with the U.S. which level of government would I have to contact?</p> <p>2. If my company wanted to build a road from Miami, Florida to New York City, where would I have to ask for permission?</p> <p>3. If there is an outbreak of an epidemic in Florida, which level of government will handle it?</p>

Attachment C- Answer Key

The Division of Powers of Federal and State Governments

National Government	State Government
<ol style="list-style-type: none">1. Deal with foreign countries2. Declare war3. Print money4. Conduct foreign trade and interstate trade	<ol style="list-style-type: none">1. Oversee trade within the state2. Deal with public health and safety issues3. Ratify amendments4. Conduct elections5. Establish local governments
<p data-bbox="363 999 724 1031">Powers Shared by Both</p> <ol style="list-style-type: none">1. Making and enforcing laws2. Tax3. Borrow money	<p data-bbox="1102 999 1255 1031">Scenarios</p> <ol style="list-style-type: none">1. Federal2. Federal3. State

Attachment D

Local Government Scenarios

Problem	Solution
There is a pothole in front of my house. Which department do I contact?	
The swings are broken at the local park. Which department should be contacted?	
A restaurant is very dirty and I want to have it cleaned up. Where should I go with my concern?	
If I want to start a business or get married, what must I apply for?	
The water in my house tastes funny. Which department should I contact?	

Attachment D-Answer Key

Local Government Scenarios

Problem	Solution
There is a pothole in front of my house. Which department do I contact?	Department of Public Works
The swings are broken at the local park. Which department should be contacted?	Department of Parks and Recreation
A restaurant is very dirty and I want to have it cleaned up. Where should I go with my concern?	Health Department
If I want to open a business or get married, what must I apply for?	I must apply for a license from the local government.
The water in my house tastes funny. Which department should I contact?	Health Department

Attachment E

Post Quiz

Low Complexity Items:

1. Which are our nation's three levels of government?
 - a. Federal, Legislative, and Local
 - b. Federal, State, and Local
 - c. Federal, Judicial, and State
 - d. Federal, Executive, and State

2. Instead of a president, what does each state elect?
 - a. Mayor
 - b. Commissioner
 - c. Governor
 - d. Judge

3. What are the three branches of the federal government?
 - a. Judicial, Legislative, Executive
 - b. Local, Legislative, Judicial
 - c. Executive, Local, State
 - d. State, Local , Judicial

Moderate Complexity Items:

4. What does the statement below describe?
"The Supreme Law of the Land"
 - a. Articles of Confederation
 - b. Federal Government
 - c. U.S. Constitution
 - d. Federalism

5. The power to settle differences of opinion and disagreements about the rules as well as interpret or say what rules mean is true of which branch of government?
- a. legislative power
 - b. judicial power
 - c. executive power
 - d. congressional power
6. Which of the following statements is true about the federal government and state governments?
- a. They share powers to declare war.
 - b. They can conduct foreign relations.
 - c. They can coin money.
 - d. They can impose taxes.

High Complexity Items:

7. What would be a disadvantage of your grade level giving all of the power to a student president instead of sharing it with class representatives?
- a. The president would not be able to make decisions.
 - b. The students might not be able to contact the president.
 - c. The president would be too busy and not answer your questions.
 - d. The president would be the only one with power to make decisions.
8. "To coin Money, regulate the Value thereof, and of foreign Coin."
This passage from the U. S. Constitution is an example of the power of the
- a. legislative branch
 - b. federalism
 - c. checks and balances
 - d. executive branch

9. "Pursuant to general or special law, a county government may be established by charter which shall be adopted, amended or repealed only upon vote of the electors of the county in a special election called for that purpose."

What did this passage from the Florida Constitution help create?

- a. the Federal government
 - b. the state government
 - c. municipal governments
 - d. republican governments
10. "The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education..."

Which statement best describes the meaning of the passage above?

- a. All children should go to college in the state of Florida.
- b. All children in Florida have the right to a free education.
- c. Some children in Florida can go to private schools if their parents choose.
- d. All children in Florida should have uniforms, books, and feel safe.

Answer Key

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

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.3.C.3.1
Title of Lesson: The Three Levels of Government
Grade Level: 3rd Grade
Pacing Guide Connection: 3rd Grade Civics

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.3.C.3.1 Identify the levels of government (local, state, federal).	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.3.1 Identify the levels of government (local, state, federal).	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.3.1 Identify the levels of government (local, state, federal).	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.3.1 Identify the levels of government (local, state, federal).	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.	C	Moderate
5	SS.3.C.3.1 Identify the levels of government (local, state, federal).	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state.	B	Moderate
6	SS.3.C.3.1 Identify the levels of government (local, state, federal).	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state.	D	Moderate
7	SS.3.C.3.1 Identify the levels of government (local, state, federal).	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state power and checks and balances.	D	High
8	SS.3.C.3.1 Identify the levels of government (local, state, federal).	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state	A	High

9	SS.3.C.3.1 Identify the levels of government (local, state, federal)	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state	C	High DBQ
10	SS.3.C.3.1 Identify the levels of government (local, state, federal)	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.	B	High DBQ