

# Levels of Government: Identifying the Different Levels of Our Government

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<b>Grade Level</b>	3
<b>Duration</b>	2 class periods

National Standards
<b>GEOGRAPHY</b> <b>Element 1: The World in Spatial Terms</b> 2. How to use mental maps to organize information about people, places, and environments in a spatial context. <b>Element 4: Human Systems</b> 12. The processes, patterns, and functions of human settlement. 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

AZ Standards
<b>ELA</b> <b>Reading</b> <b>Key Ideas and Details</b> <b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>3.RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. <b>Integration of Knowledge and Ideas</b> <b>3.RI.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <b>Writing</b> <b>Production and Distribution of Writing</b> <b>3.W.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Arizona Social Science Standards
<b>GEOGRAPHY</b> <b>Global interconnections and spatial patterns are a necessary part of geographical reasoning.</b> 3.G4.1 Describe how Arizona has changed over time. <b>CIVICS</b> <b>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</b> 3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments

## Overview

Every day people interact with different levels of government (city, state, and national). By learning why different levels of government exist and how they are beneficial, students will be better informed citizens and have a clear understanding of how our government works.

## Purpose

In this lesson students will learn about three main levels of government. Students will also see that not all duties fall into only one of these categories (state, national, local). Some duties of government are found at all three levels

## Materials

- *What Are The Levels Of Government? People, Power, and Process* by Baron Bedesky ISBN# 0-77-87-4327-6
- What Are the Levels of Government? Reading Guide and Answer Key
- Burrito Book Directions for Levels of Government Book and Scoring Guide
- 2 sheets of 8.5" x 11" blank paper
- Scissors
- Rulers
- The United States map (unlabeled)  
<https://geoalliance.asu.edu/sites/default/files/maps/US.pdf>

## Objectives

The student will be able to:

1. Identify the three main levels of government
2. Identify where the levels of government are located on a U.S. map

## Levels of Government

3. Identify who leads these levels of government
4. Identify some duties overseen by different levels of government

### Procedures

#### SESSION ONE

1. Begin the lesson by asking students if they know who is in charge of the following:
  - police (usually the city)
  - fire department (usually the city)
  - freeways (usually the state or national government)
  - U.S. Army (national)
  - schools (usually the city)
2. Have a discussion with the class about what they think are the different levels. Then write the terms: city government, state government, and national government on the board.
3. Distribute the U.S. map. Have students find their state and write in its name. Then have them find their city and write in its name. Then have them circle the last level of government in the title (United States). Explain that today they are going to learn about these three levels of government and their duties.
4. Distribute and project the What Are The Levels Of Government? Reading Guide.
5. Introduce the book *What Are the Levels of Government? People, Power, and Process* by Baron Bedesky. Read the book as a class, if you have enough copies of the book have the students read in groups.
6. While the book is being read, model how to complete the reading guide using the projected version of the guide.
7. Have the students turn in the reading guide and U.S. map as assessments for the day.
8. End class by having students share with a neighbor two things they learned today.

#### SESSION TWO

*Note: Teacher (or classroom volunteer) will need to create the burrito books ahead of time or allow extra time for students to create the booklets.*

9. Begin day two by passing back their reading guide from the day before, review what they learned.

10. Distribute burrito books already assembled and explain what is required on each page or distribute burrito book directions and 2 sheets of 8 1/2" x 11" blank paper to each student. As a class create the burrito books, once completed explain to the students what is required on each page.
11. Share the Scoring Guide for Burrito Book and a model of a completed book.
12. Hand back yesterday's United States map for students to use as a reference when drawing page 8 of the book.
13. Have students turn in their burrito books when finished.

### Assessment

#### ELA

Reading Guide can be graded for completeness and accuracy. Mastery will be considered 80% or higher.

#### Social Sciences

The U.S. map can be graded for accuracy in locating and labeling student's state and city as well as circling the United States in the title. Mastery will be considered 100%.

#### ELA and Social Sciences

The Burrito Book can be graded for complete thoughts, accurate information and drawings using the scoring guide (40 point scale). Mastery will be considered 80% or higher.

### Extensions

Students could be given an opportunity to calculate how many counties, cities, school districts, and tribal governments exist in different states across the USA.

Students could be given computer time to explore Google Earth to locate their country, state and city.

Students could learn the actual names for the heads of each of the governments (i.e., President, Governor, Mayor, etc.).

### Sources

## Levels of Government

Bedesky, Baron. *What are the levels of government?* St. Catharines, ON: Crabtree, 2009. Print.

This link shows you a video of another teacher creating the burrito book.

[http://www.teachertube.com/viewVideo.php?video\\_id=218051](http://www.teachertube.com/viewVideo.php?video_id=218051)