



GeoCivics Lesson: *Levels of Government*

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Teacher(s): Edgar Ochoa	Lesson Title: Levels of Government	Grade Level: 7/8
Notes: N/A		
Pre-existing Knowledge: Students should have already learned about the principle of “federalism” in our US Constitution. They know about the function of our three federal branches. They also understand that there are lower levels of government underneath them, but do not know any real details about those levels. Besides the prior knowledge of the content, students bring a sense of community and cooperation that will allow them to work with each other in any group that they are placed in.		
Overview of Content: The United States Constitution gives specific powers to our federal government that is divided into 3 different branches: the legislative branch (Congress), the executive branch (President), and the judicial branch (Supreme Court). However, there are other functions that must be provided for 300 million + Americans that those branches can’t possibly take care of on their own: What about trash collection in your neighborhood? Who sets up street lights on the intersection? What if you’re stranded on a highway in the middle of nowhere in your state? These, and many other jobs are done by your state and local governments. Therefore, you are following laws made by different levels of government at the same time. So...what happens if those governments don’t see eye-to-eye on certain issues? Who do you listen to then? How do you know?		
Purpose: <i>What will students learn?</i> Students will learn about the basic functions that state and local governments provide for their people. They will understand the idea of “concurrent powers” (powers shared by multiple levels of government at the same time). They will then examine conflicts that can arise between these different levels of government. Finally, they will act as the governor(s) of a state that must broker a deal between a federal law and a geographically-vital industry to the people of their state. They will conclude by creating a billboard that will act to inform others of the differences between the different levels of government.		

National & State Social Studies Standard(s):

National:

- **Theme 6** - Power, authority, and governance

Arizona:

- **8.C1.1** - I can analyze the big ideas and principles contained in the founding documents of our country
- **8.C3.1** - I can describe the impact that political and civic institutions on our lives

National & State Geography Standard(s):

National:

- **Element IV.13** - How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Arizona:

- **8G1.1** - Use geographic tools and representations to analyze historical and modern political and economic issues and events.

ELA Standards: (To teach/review and support emergent multilinguals (EMLs) English language development):

- **8.SL.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **AZELP Standard 3; PE/E 1** - With substantial support, apply an emerging set of strategies to: deliver short oral presentations that include a few details.

ISTE Teacher and/or Student Standard:

- **1.4.a** - Design process

Language Functions:

- Sentence frames for students that struggle with writing conventions and expressing ideas
- Dialogue frames for engaging in a small group discussion

Culturally Responsive Lesson Strategies:

- Voice - plenty of opportunities for student-to-student interaction and learning; students will be empowered to take the role of important government members (Governor) to simulate decisions
- Differentiation - allowing for individual think-time; creating sentence and dialogue frames for students with cognitive or linguistic difficulty; students can edit responses if their mind is changed
- Higher-order thinking - students will be prompted to apply knowledge to situations outside of the classroom; students will be asked to reflect on the learning process and create new artifacts based on the content

Objective(s): (Explicit & Measurable - suggested one per standard in each category.):

- I can describe the major roles of local, state, and federal governments by creating a billboard that will inform others of the functions each of them provide for the same people
- I can analyze and use different resources to help my group make important government decisions when given a real-world scenario
- I can justify my ideas to my group members by writing them down and speaking them out in 3 different tasks

SIOP

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative - Students will be performing formative assessments throughout the lesson:

- Engage “worker” activity: the discussion and decisions made by groups will tell me how they process real people within the scope of the three levels of government
- Short quiz: students will complete a short quiz to review the major ideas that they have learned during the explore and explain phases of the lesson
- Elaborate “law” activity: I will be actively monitoring throughout the process of the interactive simulation—allowing me to gather data on student (whole-class and individual) progress throughout the activity. I can then use that data to review any final misconceptions before the summative assessment.

Summative - Each student will create a billboard that will help explain the roles that each level of government performs to citizens that might not be informed about it. Document will outline the parameters of the assignment for students. ***The outline for the requirements of the billboard are in the “Federalism Billboard Activity” below.***

Exceeds Expectations	The billboard identifies all local, state, and federal governments and accurately describes a function that each level of government performs for the	4
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	same individual. It also demonstrates potential conflicts that might occur when performing those functions.	
Meets Expectations	The billboard identifies all local, state, and federal governments. The billboard also accurately describes a function that each level of government performs for the same individual.	3
Approaches Expectations	The billboard identifies all local, state, and federal governments, but it does not accurately describe a function that each level performs for the same individual.	2
Fails to Meet Expectations	The billboard does not manage to identify local, state, and federal government levels.	1

Key vocabulary:

- **Conflict** - a problem that occurs between people or groups
- **Federalism** - the idea that our Constitution allows for different levels of government to serve the citizens' needs (local government, state government, federal government)
- **Enumerated Powers** - specific powers given to a level of government by the Constitution
- **Concurrent Powers** - powers that are shared by multiple levels of government at the same time

Materials:

- iPad (if available for students; otherwise, you can print handouts of all of the content)
- Screen for projection
- Vocabulary slides & key -- *download separately*
- Rough draft / final copy paper for student billboards
- ***All handouts are at bottom of lesson***

Engage

Teacher Will:

1. Place photos at the front of the class. Then, handout/airdrop worksheet that will prompt students to identify which level/s of government each figure is employed by. "Which level/s of government do you think each of the following workers is employed by. Have a discussion as a group and come to a consensus on each worker. Make sure to record your answers on your own handout."

Student Will:

1. Receive the handout and collaborate to answer the questions.
2. Actively participate in group discussions and fill out their own individual handout. Be prepared to justify their responses when prompted during group discussion.

(Grouping: Small group / whole class Processes: Speaking / listening Application: Promotes active dialogue)

<p>Monitor and prompt as group discussions take place. “Be sure you are using language that promotes healthy discussion.” Post the “Healthy Discussion Protocol” on the screen to remind students as they engage in discussions.</p> <p>2. Lead class discussion after students complete the handout. “Be ready to justify your group’s response.”</p>	
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Explore

<p>Teacher Will: IQ 1#: <i>Why do we have different levels of government?</i></p> <ol style="list-style-type: none"> 1. Present slides to introduce the different levels of government and the functions they provide for citizens. 2. Review the “Levels of Government” graphic organizer with the class. 3. <i>How are these governments set up?</i> Introduce article from whitehouse.gov (https://www.whitehouse.gov/about-the-white-house/our-government/state-local-government/) Say: “We will popcorn read this article as a class to better understand how these structures are set up.” 4. <i>What are examples of services that your local government provides for you?</i> Have students visit their city government's website. (ex. https://www.phoenix.gov/). Prompt students to find at least 5 examples of different services/functions that their city government provides for them. Say: “In your groups, work together to find 5 examples of different services/functions that their city government provides for you in your community. Be ready to share those examples when called upon during that class discussion.” 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Actively listen during the brief slide presentation on the levels of government. 2. Review graphic organizer. 3. Read silently and out loud (when called upon) during the whitehouse.gov article on the structure of state and local governments. 4. Students visit their city government's website. (ex. https://www.phoenix.gov/). Prompt students to find at least 5 examples of different services/functions that their city government provides for them. Participate and come to consensus with group mates as they explore their local government’s website for examples of services provided. Share the group’s findings when called upon during the whole-class review. <p>(Grouping: Small group/whole class Processes: Speaking/listening Application: Promotes active dialogue)</p>
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Explain - Formative Assessment

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Teacher will airdrop/handout the “Levels of Government Quiz.” Students will individually take the quiz. Say, “Take your time and try your best. Remember, this is an opportunity to check what we know, and more importantly, what we don’t know yet. That is why this is a FORMATIVE assessment. We will review our responses together once everyone has completed the assessment.” Review the responses as a class in order to promote a sense of communal learning and growth. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Take the quiz individually and share responses when called upon during the whole-class review.
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Elaborate

<p>Teacher Will: <i>IQ #2: What complications might come from 3 different levels of government making laws for the same people at the same time?</i></p> <ol style="list-style-type: none"> 1. Airdrop/hand out the “Federalism Scenario” document to the class. Say, “Read the scenario in the document as a group. Then, answer the question to the reflection questions that follow.” 2. Monitor groups as they work through the scenario and reflection questions. 3. Engage the class in a discussion of the scenario and their responses. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Students read the document. 2. Students work in groups to answer the reflection questions at the end of the scenario. 3. Participate in class discussion. <p>(Grouping: Small group / whole class Processes: Speaking / listening Application: Promotes active dialogue, knowledge application and utilization)</p>
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Evaluate - Summative Assessment

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Airdrop/hand out the “Levels Billboard Activity.” Review the instructions and rubric in the outline for the class. 2. Monitor students as they create the billboard. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Individually demonstrate their knowledge by completing the “Levels Reflection” at the end of the lesson. <p>(Grouping: individual: Creation/realia Application: knowledge application and utilization, construction of new content)</p>
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Government Worker Activity

Determine what level of government each worker falls under (or, they may be working for a private company).

1. Postal worker -
2. Scientist -
3. Firefighter -
4. Police officer -
5. Airline Pilot -
6. Lawyer -
7. Construction worker -
8. Doctor -
9. Soldier -
10. Teacher -

Government Worker Pictures













Legislative Branch Comparison

<i>Questions about the branch</i>	Arizona (State Legislature)	U.S. (Congress)
Who are they?	2 Houses: - House of Representatives - Senate	2 Houses: - House of Representatives - Senate
How are they chosen?	30 Districts (equal population) Each district gets - 2 House Reps (60) - 1 Senator (30) - 90 total	50 States - 2 Senators per state (100) - House depends on population (435)
What do they do?	Make laws for the people of Arizona (only within the borders of this state) to follow.	Make laws for the people of the entire country to follow.
How do they do it?	<p>Bill-to-law process:</p> <ol style="list-style-type: none"> 1. Any member of House or Senate can bring up a bill 2. "First reading" from clerk; goes to committee/s; Rules Committee edits the language before next stage 3. Whole group hears new version and makes amendments to the bill ("Christmas Tree" stage) 4. Simple majority vote (more than half of whoever is there at the time) 5. Clerk places it on the calendar for final vote and Rules Committee edits the bill one more time 6. Final vote must pass w/ "absolute majority" (more than half of EVERYONE) 7. Bill goes to the other house and the process starts over again 8. Governor signs bill 	<p>Bill-to-law process is the same as AZ's.</p> <p>(Watch Schoolhouse Rock's song "Bill on Capitol Hill")</p> <p><i>For both AZ and U.S.:</i></p> <p><i>9. If the President/Governor refuses to sign the bill (veto), the Legislative Branch can override the veto by getting a 2/3 majority vote in both houses</i></p>

Progressive Ideas in AZ's Constitution

<i>Progressive Idea</i>	<i>What does it do?</i>	<i>What does it take?</i>
Recall	Kick out a government official BEFORE their term is up	<ul style="list-style-type: none"> - Must give elected official AT LEAST 6 months in office; fair game after that - Petition signatures of registered voters that want person out; AT LEAST 25% of votes casted in the last election for that office
Initiative	A regular citizen can create their own "bill" and put it on the ballot for the voters to vote on directly (direct democracy; Athens style). Can be a regular law or even an amendment to AZ's Constitution.	<ul style="list-style-type: none"> - Petition signatures of registered voters that want to see the bill on the ballot - For a regular law: AT LEAST 10% of votes casted in the last election for Governor - For an amendment to AZ's Constitution: AT LEAST 15% of votes casted in the last election for Governor
Referendum	<ul style="list-style-type: none"> - Citizens can take a bill away from the State Legislature and put it on the ballot to vote on it themselves - The State Legislature can give the bill to the citizens by putting it on the ballot themselves 	<ul style="list-style-type: none"> - Petition signatures of registered voters that want to see the bill on the ballot - AT LEAST 5% of votes casted in the last election for Governor - State Legislature can place on the ballot for a popular vote themselves

Executive Branch Comparison

Arizona	U.S.
<p style="text-align: center;">Governor - <i>Katie Hobbs (D)</i></p> <ul style="list-style-type: none"> - Head of AZ's Exec. Branch - Enforces laws passed by State Legislature (hires thousands to do the job) - Prepares annual budget (w/ Legislature's approval) - Can pardon state prisoners and extradite fugitives back to other states - <i>Elected by a direct vote from the people of AZ (progressive idea)</i> 	<p style="text-align: center;">President - <i>Joe Biden (D)</i></p> <ul style="list-style-type: none"> - Head of U.S.' Exec. Branch - Enforces laws passed by Congress (hires millions to do the job) - Prepares annual budget (w/ Congress' approval) - Can pardon federal prisoners and extradite fugitives back to other countries - <i>Elected by a getting a majority of votes from the electoral college (NOT a direct vote from the people)</i>
<p style="text-align: center;">Secretary of State - <i>Adrian Fontes (D)</i></p> <ul style="list-style-type: none"> - Next in line to replace Governor if they cannot do their job (death, illness, impeachment) - Runs the elections process in AZ (w/ help from local governments) - <i>Elected by the people of AZ (progressive idea)</i> 	<p style="text-align: center;">Vice President - <i>Kamala Harris (D)</i></p> <ul style="list-style-type: none"> - Next in line to replace President if they cannot do their job (death, illness, impeachment) - No other specific job (other than breaking a tie in the Senate (if necessary)) - <i>Chosen by the President</i>
<p style="text-align: center;">Attorney General - <i>Kris Mayes (D)</i></p> <ul style="list-style-type: none"> - Head lawyer for the state - Oversees hundreds of lawyers who work for the state to put away criminals charged w/ state crimes; will only handle MAJOR AZ cases directly - May give advisory opinion (temporary law if situation has NEVER come up) - <i>Elected by the people of AZ (progressive idea)</i> 	<p style="text-align: center;">Attorney General - <i>Merrick Garland</i></p> <ul style="list-style-type: none"> - Head lawyer for the country - Oversees thousands of lawyers who work for the country to put away criminals charged w/ federal crimes; will only handle MAJOR AZ cases directly - May give advisory opinion (temporary law if situation has NEVER come up) - <i>Chosen by the President w/ Congress' (Senate) approval</i>
<p style="text-align: center;">Treasurer - <i>Kimberly Yee (R)</i></p> <ul style="list-style-type: none"> - Keeps track of the money that comes into AZ and makes sure it is dispersed to the correct places (according to the annual budget) - <i>Elected by the people of AZ (progressive idea)</i> 	<p style="text-align: center;">Secretary of the Treasury - <i>(D)</i></p> <ul style="list-style-type: none"> - Keeps track of the money that comes into the country and makes sure it is dispersed to the correct places (according to the annual budget) - <i>Chosen by the President w/ Congress' (Senate) approval</i>

<p style="text-align: center;">Superintendent of Public Instruction - Tom Horne (R)</p> <ul style="list-style-type: none"> - Runs AZ's Department of Education - Makes decisions that directly effect EVERY student in the State - <i>Elected by the people of AZ (progressive idea)</i> 	<p style="text-align: center;">Secretary of Education - (D)</p> <ul style="list-style-type: none"> - Runs the U.S.' Department of Education - Makes decisions that directly effect EVERY student in the country - <i>Chosen by the President w/ Congress' (Senate) approval</i>
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Judicial Branch Order

Who Makes the Decisions?	Court	What cases do they have "jurisdiction" over?
9 "Justices" (judges) - Serve for life - Appointed by President when new spot opens (w/ Senate's approval)	U.S. Supreme Court - 1 court for the whole country	<ul style="list-style-type: none"> - Any cases directly involving the U.S. Constitution - Cases involving Congress or the President
3 Judges - Appointed by President when new spot opens (w/ Senate's approval)	U.S. Court of Appeals - 13 courts for the whole country	<ul style="list-style-type: none"> - Cases appealed AFTER state supreme courts have ruled - Cases appealed AFTER federal courts have ruled
12 Jurors - Randomly selected among citizens of that district	U.S. District Court - 94 courts for the whole country	<ul style="list-style-type: none"> - Cases involving crimes that have broken federal laws
7 "Justices" (judges) - Serve 6 year terms - Appointed by Governor	AZ Supreme Court - 1 court for the whole State	<ul style="list-style-type: none"> - Cases involving AZ's Constitution - Cases appealed AFTER the AZ Court of Appeals
3 Judges - Appointed by Governor first; elected "retained" by people of AZ every 6 years	AZ Court of Appeals - 2 courts (1 in Phoenix; 1 in Tucson) for whole state	<ul style="list-style-type: none"> - Cases from lower courts that are being "appealed" (the ruling is challenged by someone AFTER a decision has been made)

<p>12 Jurors</p> <ul style="list-style-type: none"> - Randomly selected among citizens of districts within AZ - <u>Grand jury</u>: decides if there is enough evidence for trial to begin - <u>Petit jury</u>: decides if defendant is guilty or not guilty at trial - <u>Hung jury</u>: jury that cannot agree on guilt or innocence; no decision is made; state must decide to retry case or not 	<p>Superior Court</p> <ul style="list-style-type: none"> - 15 courts at least (1 in each county) - Some counties have more (like Maricopa) based on population 	<ul style="list-style-type: none"> - Felony cases (serious crimes) - Civil cases over \$5,000 - Juvenile cases (people under age 18)
<p>1 Judge (“Magistrate”)</p> <ul style="list-style-type: none"> - Elected by people of that city 	<p>Municipal Court</p> <ul style="list-style-type: none"> - 1 court per city - Big cities (Phoenix) may have more 	<ul style="list-style-type: none"> - Cases involving city laws and “misdemeanors” (small crimes)
<p>1 Judge</p> <ul style="list-style-type: none"> - Elected by people of that city or county 	<p>Justice of the Peace Court</p> <ul style="list-style-type: none"> - Many throughout AZ 	<ul style="list-style-type: none"> - Civil cases up to \$5,000 (small claims)

Local Government

Level (example)	Who is in charge?	Function(s)
<p>County (Maricopa)</p> <ul style="list-style-type: none"> - 15 counties in AZ 	<p>County board</p> <ul style="list-style-type: none"> - 5 members elected by people in districts within that county <p>County Sheriff</p> <ul style="list-style-type: none"> - Elected by ALL people of that county 	<ul style="list-style-type: none"> - Help very small towns that don’t have money for basic services - Maintain roads outside of cities - County hospital
<p>City Government (Phoenix)</p> <ul style="list-style-type: none"> - Each city creates a “charter” (constitution for that individual city) once it has reached 3,500 residents - Charter must be approved by State Legislature 	<p>City Council (Leg. Branch)</p> <ul style="list-style-type: none"> - 8 members elected by people in districts within the city - 4 year term <p>Mayor (Executive Branch)</p> <ul style="list-style-type: none"> - Elected by ALL people of the city - 4 year term 	<ul style="list-style-type: none"> - Create and maintain: sewer system, trash collection; city roads and freeways; public parks; public buildings; traffic lights and signs; regulate businesses; set tax rates on sales and property; police and fire departments, etc.

<p>Special Single-purpose Districts (Roosevelt School District)</p> <ul style="list-style-type: none"> - Special level of city gov. That focuses on ONLY 1 job - Amount depends on the needs of the city 	<ul style="list-style-type: none"> - School districts - Police and fire districts - Salt River Project (SRP) 	<ul style="list-style-type: none"> - Depends on the single-purpose district
<p>Individual (You)</p> <ul style="list-style-type: none"> - The ultimate form of local government - Individuals are the boss of every level of government - Bad government reflects bad leadership by individuals - How much are you doing to affect your community, state, and country 	<p>Citizens (18 years or older)</p> <ul style="list-style-type: none"> - Must live in state for 50 days in order to register - Cannot vote while serving sentence or on parole for felony; can re-register after sentence is complete <p>Non-citizens and minors</p> <ul style="list-style-type: none"> - Can perform ALL other functions EXCEPT vote 	<p>VOTE! VOTE!! VOTE!!!</p> <ul style="list-style-type: none"> - EVERY election - Local elections (mayor, city council, school board, sheriff, etc.) - State elections (State Legislature, Governor and rest of Executive Branch officers, initiatives and referendums, etc.) - Federal elections (Congress, President) - Primaries (who will be the 1 choice from your political party) - General elections (the final vote for actually wins and takes over the job) <p>Volunteer</p> <ul style="list-style-type: none"> - Anyone can do this (regardless of age or legal status) <p>Be a decent human being to others around you</p>

Federalism Scenario

Read the following scenario concerning a conflict between different levels of government. Then, work together to answer the reflection questions that follow. Answer each of those questions with at least two academic sentence responses. Make sure that you record the responses on your own document. You may be called upon to share your group's thoughts during the whole-class discussion.

Scenario:

Congress has passed a bill referred to as the "No More Poison Act." The bill bans pesticide companies from using Ingredient X; studies have found it to cause harmful effects on humans that are exposed to it. The GeoCivics 2023

bill has been signed by the President of the United States—officially making it a federal law. A major corporation in Arizona happens to be the largest producer of Ingredient X for pesticide companies. Arizona decides to oppose this law, publicly announcing that they will continue to allow the use of Ingredient X by pesticide companies within the state. It appears that Arizona’s state government is in conflict with the federal government on this issue...

Reflection Questions:

1. Why might the state of Arizona be so opposed to this new law in the first place?
2. Which level of government should the people of Arizona follow? Why?
3. Who would ultimately decide which level of government is correct according to our Constitution?
4. Imagine that you are the governor of Arizona BEFORE the bill had been voted on by Congress. What are some possible actions that you could potentially take in order to stop the bill’s passage into law in the first place?

Federalism Quiz

1. Match the following terms with the correct description:

- | | |
|-------------------------|---|
| _____ Conflict | a. Powers that are shared by different levels of government at the same time. |
| _____ Federalism | b. A problem occurs between people or groups |
| _____ Enumerated powers | c. specific powers given to a level of government by the Constitution |
| _____ Concurrent powers | d. the idea that our Constitution allows for different levels of government to serve the citizens’ needs (local government, state government, federal government) |

Federalism Billboard Activity

You have been commissioned by the federal government to create a billboard that will make the relationship between the different levels of government (federalism) more understandable to average Americans. How will you make this concept more understandable for others that do not have your level of knowledge on the subject?

Make sure to...

- VISUALS! Billboards are better seen, not read (that means MORE PICTURES THAN WORDS).
- Make sure you label anything that people will not be able to recognize visually alone.
- Color. Black and white billboards are boring, you only have a few moments to get a person's attention as they pass by—color is NECESSARY for that to happen.
- Include a representation of local, state, and federal government.

Avoid...

- Too much clutter that can be confusing for someone viewing the billboard.
- Too many words. If people have to read long paragraphs of information off of a billboard, they will crash due to taking their eyes off of the road for too long.

Rough draft (w/o color) will have to be presented before getting a final copy paper is provided. Final copy is due at the end of the period on

_____.