

GOVERNMENT IN EVERYDAY LIFE



LESSON SUMMARY

BENCHMARK
SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.■ Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.■ ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.■ ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.■ ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.
ESSENTIAL QUESTION
How does government impact our daily lives?
VOCABULARY
taxes, zoning, infrastructure
MATERIALS
<ul style="list-style-type: none">■ Government in Everyday Life slides■ Anchor chart paper, or digital charts on slides■ Sticky notes or pieces of paper

ACTIVITY SEQUENCE

INTRODUCTION/HOOK
<ol style="list-style-type: none"> 1. Open the “Government in Everyday Life” slides and go to slide #2. 2. Have students list all the things/places they have in their neighborhoods (homes, apartments, parks, schools, etc.). <p>Teacher Note: <i>Teachers may directly fill in student discussion points in the slide box. To ensure the success of this lesson, keep this list to just the student’s neighborhood/subdivision/apartment complex and do not go broader and list things around the larger town area.</i></p> <ol style="list-style-type: none"> 3. Ask the students why no one said professional sports stadium, hospital, or factory, etc. Are those things not in their neighborhoods? Why do you think that is?
ACTIVITY
<ol style="list-style-type: none"> 4. Explain to students that much of our everyday life is connected to our state and local government. Even the fact that your next door neighbor is not a factory. 5. Begin with the content on slides #3 and #4 to explain to students how state and local governments establish the organizational framework of our state/towns through districts and zoning. 6. Lead students through the remaining slides, examining local and state government’s impact on everyday life in areas such as: infrastructure, schooling, and taxes. <p>Teacher Note: <i>The slides have discussion questions and room on the slides to generate student responses digitally as opposed to chart paper if desired. Potential answers are listed in the Speaker Notes. You may print these slides to turn this into a short reading.</i></p>
CLOSURE/FORMATIVE ASSESSMENT
<ol style="list-style-type: none"> 7. Pass out a sticky note or piece of paper to each student. Display slide #8’s exit slip question: “What is one example of how you have interacted with state or local government this week?” 8. If time allows, give students time to share answers with a partner, small group, or the class. Students may also post their responses on an anchor chart for reference later.
ADDITIONAL RESOURCES
n/a
ANSWER KEYS
See Speaker Notes on slide #8
SOURCES
n/a