

STATE VS. NATIONAL LAWS



LESSON SUMMARY

BENCHMARK
SS.2.CG.1.1 <i>Explain why people form governments.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will explain the role of laws in government.■ Students will define and provide examples of laws at the state and national levels.■ Students will use scenarios to identify the impact of government on daily life.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.2.C.2.1: <i>Present information orally using complete sentences, appropriate volume, and clear pronunciation</i>■ ELA.2.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing</i>
ESSENTIAL QUESTION
What laws do we have at the state and national levels?
VOCABULARY
state, laws, government, national, constitution
MATERIALS
<ul style="list-style-type: none">■ Digital map or navigation tool (i.e. Google Earth, Maps)■ Levels of Government slide■ State vs. National Laws Game slides■ State vs. National Laws response sheet

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

1. Pull up “[Google Maps](#)”, Google Earth, or another map service on the board. Pose the following questions for discussion:
 - a. What country do we live in? (The United States) Display the United States on the map.
 - b. What state do we live in? (Florida) Zoom into Florida on the map.
 - c. What city is our school located in? (answer varies) Zoom into the city on the map.

ACTIVITY

2. Explain that our city, state, and country all have governments that protect the people that live in these places.
3. Display the “Levels of Government” slide. Introduce students to the three levels of government: local, state, and national. Remind students that the United States consists of fifty states. Each of these states has their own government and constitution, and the cities and counties within the states have governments too.
4. Explain that some laws apply to everyone living in the United States. These laws are called *national laws* and must be followed no matter what state you live in. One example is that you must wear your seatbelt while in a moving vehicle.
5. Other laws, *state laws*, are specific to the state you live in. For example, Alaska has a law that makes it illegal to drive with snow on your windshield. We do not have this law since it does not snow in Florida.
6. Display the “State vs. National Laws Game” slides. Work through slide 2 as an example of how to complete the activity. Discuss why the left image/description is a state law (not every state has sea turtles/oceans to protect) and the right is a national law (all citizens in the U.S. have the right to vote according to the Constitution and can’t be made to pay a fee or a tax because of the 24th Amendment).

CLOSURE/FORMATIVE ASSESSMENT

7. Pass out the “State vs. National Laws” response sheet.
8. Work through slides 3-8. After reading the law listed on the slide, each student will vote on whether the law exists for just a few specific states or if everyone in the United States has this law. Students will write their responses (S or N) on the line of their response sheet.

Teacher Note: *If you do not wish to use this activity as a written formative assessment, you may have students move to the side of the room that matches the answer (left or right) and return to the center of the room after each vote or hold up their finger(s) to vote.*

9. Review the answers to the game after students have turned in their sheets.

ADDITIONAL RESOURCES
FJCC/LFI Website
ANSWER KEYS
State vs. National Laws Game answer key: (1) State (2) National (3) State (4) National (5) National (6) State
SOURCES
State Laws: http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes