| **LOCAL, STATE, AND NATIONAL GOVERNMENT** |
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| **SS.912.CG.3.15** Explain how citizens are affected by the local, state and national governments. |

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| **2023 BENCHMARK UPDATES** |
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| * Updated from SS.912.C.3.13   + Changed from “~~Illustrate examples~~ of how government affects the daily lives of citizens at the local, state, and national levels.” to “Explain how citizens are affected by the local, state and national governments.” * Depth of Knowledge Changes within Benchmark   + Changed from “Illustrate” to “Explain” * Addition of Benchmark Clarifications   + Benchmark clarifications are an addition to the 2023-2024 high school civics and government benchmarks. Benchmark clarifications are listed in the lesson summary below. |

## 

## Essential Teacher Content Background Information

[*Teacher Content Notes Not Appropriate For Student Use*]

| **This section addresses the following topics:**   1. The National Government’s Obligations and Services to the People 2. The State Government’s Obligations and Services to the People 3. Local Obligations and Services to the People 4. Sharing Obligations, Services, and Powers 5. Branches of Government at the National, State, and Local Levels |
| --- |

The national government and state and local governments in the U.S. are obligated by the U.S. Constitution, state constitutions and local charters to provide services to people living within their jurisdictions. The obligations and services provided by each level of government speak to the role that these governments play in citizens’ lives.

**1. The National Government’s Obligations and Services to the People**

Article I, Section 8 of the U.S. Constitution outlines the powers of Congress. These powers of Congress list the national government’s obligations to the people. The opening phrase of Article I, Section 8 demonstrates the obligations and services that the national government is obligated to provide:

*The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;*

The national government is obligated to provide services to citizens equally regardless of the state in which they live. For example, in providing for the “common defense”, the national government is obligated to defend any citizens who are threatened by foreign aggressors no matter where they live in the U.S. Similarly, all male citizens and resident aliens age 18-26 must register for Selective Service no matter the state in which they live.

Article I, Section 8 enumerates (lists) the powers of Congress. The final clause of this section extends to Congress whatever powers it needs to carry out the enumerated powers listed up to that point in the section. The “elastic clause” is shown here:

*To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.*

The final clause of Article I, Section 8 is called either the “elastic clause” or the “necessary and proper clause”, both of which indicate that the Congress may do whatever it needs to in order to fulfill its obligations and services to the people. Powers that are given to the national government are also called “delegated” powers.

Together, the terms that are used to describe national powers are: delegated, enumerated and express all of which suggest that powers used to fulfill federal obligations are limited. Still, that Congress may do what it believes it needs to in order to fulfill its obligations suggests that Congress’ powers are not as limited as Article I, Section 8 would suggest.

**2. The State Government’s Obligations and Services to the People**

The State of Florida is obligated to provide specific services to individuals living in Florida. These services include public safety, law enforcement, health services and education. Florida’s obligations and services are granted through the Tenth Amendment which reads as follows:

*The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.*

As indicated by the Tenth Amendment, the states have “reserved” powers, which are powers that the state governments have to fulfill their obligations and services. The powers reserved to the states are not limited; states may do what they want as long as they are not forbidden from doing so by the federal government.

The Florida state government has the highest authority over local government affairs, as defined by the U.S. federal system. Local governments, counties and cities, are subdivisions of the state government. They may not pass laws that conflict with state laws.

**3. Local Obligations and Services to the People**

Public safety is a key responsibility of the local government that provides law enforcement, fire protection, animal control and protection, and code enforcement.

Public safety is a key responsibility of local government. One of the most important safety services provided by city and county government is police protection and law enforcement. City police officers and county sheriffs are responsible for enforcing federal, state and local laws. In the event of a declared emergency, local law enforcement authorities are obligated and empowered to enforce all orders, rules and regulations issue pursuant to the state Emergency Management Act. Public safety also includes fire protection, building inspection, code enforcement, animal control and protection, and emergency medical and rescue services.

Public services are basic city services that include transportation and public works, sanitation, solid and liquid waste management, air quality management, toxic and hazardous waste disposal, stormwater management, parks, public recreational services, libraries, water purification, wastewater (sewage) treatment, cable television, airports, ports, harbors, public cemeteries, golf courses, public housing assistance, and electric or gas utilities.

Counties must carry out constitutionally mandated responsibilities and those established by the state. County-level constitutional services include law enforcement and jail administration, tax collection, property appraisal, state court administration and supervision of elections. Counties are also charged with road maintenance, public health, solid waste disposal and other environmental responsibilities. Elected county officials determine other county services.

Each county has its own school district that has elected boards that govern the day-to-day operations of K-12 public education. School districts are a special-purpose local government. Funding is provided through property taxes and state revenues.

**4. Sharing Obligations, Services and Powers**

The information provided here demonstrates that national, state and local governments share responsibility to provide for the general welfare. In order to fulfill these responsibilities, governments are extended powers, some of which are limited by the U.S. and state-level constitutions. National obligations and services extend to all Americans no matter the state in which they live while state obligations and services are provided to all who live within that state’s borders. In Florida, every inch of land is included in one of Florida’s 67 counties. Each of Florida’s counties is obligated by the state government and by county charter to fulfill various obligations and services. Over one-half of all Florida residents live in one of Florida’s 400+ cities; like counties, cities are obligated to provide services to those living within city limits.

Concurrent powers are powers that are shared between and among the national, state and local governments. For example, both the national and state governments have the power to tax while both the national and state governments are obligated to provide public services, such as health and medical care.

Note: Section 3 is adapted from *Florida League of Cities: Florida City and County Government: A Teacher Handbook* 1991, Unit 2, Lessons 1-3 and Unit 6, Lesson 3.

**5. Branches of Government at the National, State, and Local Levels**

If you need additional teacher background information on the government officials and employees in each branch of government at the national, state, and/or local levels who affect the daily lives of citizens, please refer to the following:

1. “Middle School Teacher Background SS.7.CG.3.7” [The Legislative Branch]
2. “Middle School Teacher Background SS.7.CG.3.8” [The Executive Branch]
3. “Middle School Teacher Background SS.7.CG.3.9” [The Judicial Branch]

## **Lesson Summary**

| **BENCHMARK** |
| --- |
| **SS.912.CG.3.15** Explain how citizens are affected by the local, state and national governments. |
| **BENCHMARK CLARIFICATIONS** |
| * Students will identify local government officials and employees who affect the daily lives of citizens. * Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. * Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. * Students will explain how government at all levels impacts the daily lives of citizens. |
| **FLORIDA CIVIC LITERACY EXAM COMPETENCY CONNECTION** |
| **Competency 1:** Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government |
| **OVERVIEW** |
| In this lesson, students will investigate how citizens are affected by local, state and national governments. |
| **ESSENTIAL QUESTION** |
| How are the daily lives of citizens affected by the government? |
| **GOVERNMENT CONTENT VOCABULARY** |
| * 10th Amendment, cabinet, city commissioner or council member, constituents, county commissioner or council member, executive agencies, executive branch, federalism, Florida Circuit Courts, Florida County Courts, Florida District Courts of Appeal, Florida Supreme Court, governor, judicial branch, legislative branch, legislature, local government, mayor, national government, obligations, president, school board, services, state government, state legislator, state representative, state senator, U.S. Congress, U.S. Courts of Appeal, U.S. District Courts, U.S. Representative, U.S. Senator, U.S. Supreme Court |
| **INSTRUCTIONAL STRATEGIES** |
| Graphic organizer Card sort WebQuest |
| **MATERIALS** |
| * A Day Without Government video (external link) * Levels of Government Review activity sheet * National, State, and Local Government Card Sort * A Day in Your Life reading * Who Represents Me? activity sheet * Student digital devices |
| **B.E.S.T. STANDARDS** |
| The grade in which this lesson is taught will determine the specific B.E.S.T. standards correlation. Thematically, this lesson aligns to:   * ELA.V.1.1 Academic Vocabulary * ELA.V.1.3 Context and Connotation * ELA.C.4.1 Researching and Using Information |

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## Suggested Student Activity Sequence & Pace

| **DAY** | **ACTIVITY SEQUENCE** |
| --- | --- |
| DAY 1 | ***Planning Note***: *This lesson should be taught towards the end of the school year after students have a firm understanding of federalism and the structure, function, and processes of the branches of government. If students need additional scaffolding, you could pull resources from lower grade levels/courses as these concepts are addressed in benchmarks beginning in second grade.*   1. Begin today’s lesson by having students watch the “[A Day Without Government](https://safesha.re/3tg2)” video. 2. After watching, have students complete a quick write in which they summarize the purpose and need for government. 3. Have them share with a partner and then share out as a class. 4. Lead students to the understanding the government protects rights, helps organize society, and provides citizens security and services. 5. Pass out a copy of the “Levels of Government Review” activity sheet to each student. 6. Provide students time to identify the structure and function of each branch of government at all three levels. 7. As students work, monitor the room for engagement and amount of background knowledge. 8. Review the handout, adding in discussions about the powers/responsibilities of each branch at the various levels as well.   ***Teacher Note***: Use the answer key provided to help guide the discussion.   1. Place students into small groups. 2. Distribute a “National, State, and Local Government Card Sort” to each group.   ***Teacher Note:*** While not required for the activity, you may want to prep these materials ahead of time. The first three pages are meant to be headers/placements for organizing the sort, and the cards could be cut and placed in ziploc bags or envelopes. Students could do the prep themselves though.   1. Instruct students to work in their groups to sort the various government powers, obligations, and services into the correct category/level. 2. While groups work, monitor the room and check in with each group when they think they have completed the activity to check for accuracy. 3. Have students return to their individual seats. 4. Give each student an “A Day in Your Life” reading. 5. Explain to students that they are going to finish today by reading a story that details a typical day in the life of an adult American citizen. After they finish reading, their task is to select 4 moments in the fictitious person’s day and explain how they were impacted by local, state, and/or national government. The students may complete this task at the bottom or on the back of the reading.   ***Teacher Note:*** You can provide the students an example before they begin from the answer key provided below.   1. If time, review responses as a class. |

| DAY 2 | 1. Start today with a quick poll: Which level of government has the biggest impact on the daily lives of citizens? 2. Pass out the “Who Represents Me?” activity sheet and ensure students have access to a digital device. 3. Explain to students that it is important to know who in government represents them, what these representatives do, and to understand that they are considered constituents for many different people and levels of government. Understanding how government affects them allows them to responsibly address the correct level and branch of government if they have an issue or concern.   ***Teacher Note***: There is not an answer key for this activity, as answers will vary. Please use the most up to date information that pertains to your students.   1. Explain that they will conduct inquiry-based research to learn about their representatives at the national, state, county, city, and school board levels. Explain that students will determine who their representative is at every level of government and write a summary sentence explaining the primary job of the position. Then they will explain the overall impact of that level on citizen’s daily lives. 2. Instruct students to use their device and conduct inquiry-based research to complete the first box, labeled ‘National Government’.   ***Teacher Note***: For now ensure students are only completing the ‘National Government’ portion.   1. When finished, review the ‘National Government’ box as a whole class and fill in the answers for anything that the students were missing. 2. Allow students time to conduct the remaining research individually or in pairs. 3. After all students have completed the task, ask them to share some of the information they learned while completing the research assignment. Pose the following questions for discussion: Why is it important to know who represents you? Do you think most people know this information? Why or why not? Should everyone know this information? How do lawmakers differ between levels of government? How are they similar? |
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## Government **Content Vocabulary**

| **Word/Term** | **Definition** |
| --- | --- |
| **10th Amendment** | the final amendment in the Bill of Rights states: ”The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” |
| **cabinet** | people appointed by the president to head executive departments of government and act as official advisers to the president |
| **city commissioner/council member** | a member of the governing body of a city |
| **constituents** | the individuals represented by the elected official |
| **county commissioner/council member** | a member of the governing body of a county |
| **executive agencies** | a federal agency that is housed under the Executive Office of the President |
| **executive branch** | the branch of government that enforces the laws |
| **federalism** | a system of government in which power is divided and shared between national, state, and local government |
| **Florida Circuit Courts** | the courts that have general jurisdiction over matters not covered by the county courts |
| **Florida County Courts** | the courts where most non-jury trials occur; they are referred to as “the people’s courts” because they handle minor disagreements between citizens and minor criminal offenses |
| **Florida District Courts of Appeal** | an appellate court in the state court system that reviews decisions made by the lower trial courts |
| **Florida Supreme Court** | the highest court in Florida |
| **governor** | the head of government for a state |
| **judicial branch** | the branch of government that interprets the laws |
| **legislative branch** | the branch of government that makes the laws |
| **legislature** | a group of organized people that have the authority to make laws for a political unit |
| **local government** | the governing body of a municipality or county |
| **mayor** | the head of government for a city or town |
| **national government** | the federal level of government; the government of the United States |
| **obligations** | something by which a person is bound or obliged to do certain things, and which arises out of a sense of duty or results from custom, law, etc.  example: National government is obligated to provide all citizens with a “common defense” |
| **president** | the head of the government for the nation |
| **school board** | the group of persons elected to manage local public schools |
| **services** | a government [system](https://dictionary.cambridge.org/us/dictionary/english/system) or [private](https://dictionary.cambridge.org/us/dictionary/english/private) [organization](https://dictionary.cambridge.org/us/dictionary/english/organization) that is responsible for a [particular](https://dictionary.cambridge.org/us/dictionary/english/particular) [type](https://dictionary.cambridge.org/us/dictionary/english/type) of activity, or for providing a [particular](https://dictionary.cambridge.org/us/dictionary/english/particular) thing that [people](https://dictionary.cambridge.org/us/dictionary/english/people) need  examples: transportation and public works, sanitation, solid and liquid waste management |
| **state government** | the government of an individual state |
| **state legislator** | a member of the Florida House of Representatives (state representative) or Florida Senate (state senator) |
| **state representative** | a member of the lower house of a state legislature (the Florida House of Representatives) |
| **state senator** | a member of the upper house of a state legislature (the Florida Senate) |
| **U.S. Congress** | a two-part system of legislative branch that makes laws |
| **U.S. Courts of Appeal** | the courts where parties who are dissatisfied with the judgment of a U.S. District court may take their case |
| **U.S. District Courts** | the courts where most federal cases begin, the U.S. District Courts are courts of original jurisdiction and hear civil and criminal cases |
| **U.S. Representative** | a member of the U.S House of Representatives; representatives are elected in districts throughout each state |
| **U.S. Senator** | a member of the U.S. Senate elected to represent an entire state, there are two senators per state |
| **U.S. Supreme Court** | the procedure to see if the U.S. Supreme Court will hear a case; a writ of certiorari is issued when a higher level court agrees to hear an appeal of an inferior court’s decision |

## Additional Resources, Answer Keys, and Sources

| **ADDITIONAL RESOURCES** |
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| [Florida Department of Education: Florida Civic Literacy Exam Homepage](https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fcle.stml)  Florida Department of Education’s Civic Literacy Reading List   * N/A |

| **ANSWER KEYS** |
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| Sample Answers: Levels of Government Review activity sheet  Sample Answers: National, State, and Local Government Card Sort  Sample Answers: A Day In Your Life reading  Note: The “Who Represents Me?” activity sheet does not have an answer key as that will vary based on student location. |

| **SOURCES** |
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| A Day Without Government video from Togethernc10: <https://www.youtube.com/watch?v=9nXib6tLrHc>  U.S. Constitution: <https://www.archives.gov/founding-docs/constitution-transcript>  The Florida Constitution: <https://www.flsenate.gov/laws/constitution#A5>  State & Local Government Services - <https://www.myflorida.com/>  Florida Municipal Officials’ Manual: <https://www.floridaleagueofcities.com/research-resources/florida-municipal-officials-manual>  A Day in Your Life reading adapted from Government is Good: An Unapologetic Defense of a Vital Institution by Professor Douglas J. Amy, Mount Holyoke College  Who Represents Me? Activity adapted from Who Represents Me? Webquest from iCivics: <http://www.icivics.org/web-quests/who-represents-me>  State Representatives of Florida: <http://www.myfloridahouse.gov/Sections/Representatives/myrepresentative.aspx?Address=&City=&Zip5=&>  <http://www.fl-counties.com/directory> |