



**Literacy Design  
Collaborative**

# 3B. Comparing Three Levels of Government

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This module is part of *The Florida Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in *The Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (LAFS) are also addressed in each module. In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at [jirvin@NLProject.org](mailto:jirvin@NLProject.org).

**In this module** students learn about the three levels of government and describe the services offered at each level (local, state, federal).

### 3B. Comparing Three Levels of Government

GRADES

**3**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **7hr**

## Section 1: What Task?

### Teaching Task

#### Task Template IE5 - Informational or Explanatory

After reading informational texts on local, state, and federal government, write a report in which you compare the services provided at each level of government. Support your response with evidence from the text/s. What conclusions can you draw about the different roles of local, state, and federal government?

### Standards

#### Social Studies Next Generation Sunshine State Standards

##### SS.3.C.3.1

Identify the levels of government (local, state, federal).

Focus

##### SS.3.C.3.2

Describe how government is organized at the local level.

Focus

##### SS.3.C.3.3

Recognize that every state has a state constitution.

Focus

##### SS.3.C.2.1

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Focus

#### Florida Standards

##### LAFS.3.W.1.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Focus

##### LAFS.3.W.3.7.

Conduct short research projects that build knowledge about a topic.

Focus

#### Language Arts Florida Standards (LAFS)

##### LAFS.3.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

Focus

### Texts

 [What are the levels of government book](#)

 [Florida\\_s\\_Government\\_Handout.docx](#)

 [Local\\_Government..docx](#)

 [Florida's Senate Magazine for Kids](#)

## Student Work Rubric - Informational or Explanatory Task - Grade 3

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a <b>general</b> main idea, with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea, <b>maintaining a focus</b> on the main idea.	Introduces the topic and a <b>specific</b> main idea, maintaining a <b>consistent</b> focus on the main idea.
<b>Use of Sources</b>	Includes no details from sources related to the topic or prompt.	Includes <b>few</b> details from sources related to the topic or prompt.	Includes details from sources related to the topic <b>and</b> prompt.	Includes <b>well-chosen</b> details from sources related to the topic and prompt.
<b>Development</b>	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with <b>minor inaccurate or incomplete elements</b> .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	<b>Explains</b> relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the <b>main idea</b> .
<b>Organization</b>	Sentences are out of logical order or lack an evident structure.	<b>Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.</b>	Sequences sentences <b>and groups related information</b> to introduce the topic, develop points, and provide a concluding statement or section. <b>Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.</b>	Sequences sentences and groups related information in <b>paragraphs or sections</b> that introduce the topic, develop points, and provide a concluding statement or section. <b>Consistently</b> uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor</b> errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level.</b>
<b>Conventions (Grade 3 examples)</b>	Uses simplistic word choice (e.g., plural and grade-level words) with some errors Uses capital letters inconsistently Uses commas, apostrophes rarely	Uses simple sentences and simple word choice (e.g., plural and grade-level words) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, possessive nouns and contractions inconsistently	Uses simple and compound sentences with some errors Uses grade-level appropriate vocabulary words Capitalizes proper nouns, titles and sentences appropriately Uses commas, apostrophes, possessive nouns, and contractions	Uses simple and compound sentences Uses grade-level and above-grade-level vocabulary words to enhance writing Uses capital letters and apostrophes, possessive nouns, contractions consistently Attempts to use quotations or plural possessive.
<b>Additional Task Demands (When applicable)</b>	Does not address additional task demands.	Addresses additional task demands <b>superficially</b> .	Addresses additional task demands <b>adequately to support the explanation</b> .	Addresses additional task demands <b>effectively to strengthen the clarity and development of the explanation</b> .
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### ***Background for Students***

In this module, you will learn about the organization and responsibilities of the three different levels of governments in the U. S. The U. S. has a constitution, but did you know the state you live in also has a constitution of its own? Each State and Local Government has an organization which is like the organization set up in the U. S. Constitution. Each level, however, has different responsibilities to serve citizens.

### ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

### ***Reading Process***

**CONTENT COMPREHENSION:** Ability to categorize information read to a new context.

**NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**MAKING INFERENCES ABOUT IMAGES:**

**ENHANCING COMPREHENSION:** Ability to synthesize information.

### ***Transition to Writing***

**IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**EDITING:** Ability to proofread and format a piece to make it more effective.

**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
20 mins	<p><b>TASK ENGAGEMENT:</b></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>1. DISCUSSION: OUR COMMUNITIES AND THE PURPOSE OF GOVERNMENT</b></p> <p>Learn about and discuss all of the communities you belong to and how these communities keep people safe and help people work together.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>participate the the discussion about our communities</li> <li>label each level of community they belong to</li> <li>discuss how classroom and school rules keep students safe and help them work together</li> </ul>	<ol style="list-style-type: none"> <li>Make a chart paper with concentric circles much like the one in the Our Communities powerpoint (slide 2). Start in the middle circle and tell students that they live in a number of different communities. Have students draw 7 concentric circles on a paper. In the middle they place their name. Help students label the circles and they move from the names of their school, their city, their county, their State, and finally, their nation - the United States. The purpose of this activity is to help students begin to label the different communities in which they live.</li> <li>Next (slide 3), talk about who is the leader and what rules need to be followed at each level of community.</li> <li>Have students view the purpose of government video. It is 8 minutes long and stresses the point that governments exist to keep people safe and help people work together. You may wish to post this in the room. We will see the three levels of government video in a future mini task.</li> <li>Bring the discussion back to the concentric circles and talk about the rules in the classroom and school that keep students safe and help them work together. Ask students to work together with a partner to discuss how the rules in the classroom and school help keep students safe and help them work together.</li> </ol>
<p>Standards:</p> <p><b>LAFS.3.SL.1.1.D.</b> : Explain their own ideas and understanding in light of the discussion.</p> <p><b>LAFS.3.SL.1.1.C.</b> : Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>LAFS.3.SL.1.1.</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SS.3.C.3.1.</b> : Identify the levels of government (local, state, federal).</p>				
<p>Additional Attachments:</p> <p> <b>Two videos on government.rev.docx</b></p> <p> <b>Our Communities.pptx</b></p>				
20 mins	<p><b>TASK ANALYSIS:</b></p> <p>Ability to understand and explain the task's prompt and rubric.</p>	<p><b>2. TASK BREAKDOWN CHART</b></p> <p>Discuss what will you need to know and to do to complete the task.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>generate words, phrases, or ideas that they know or need to know in</li> </ul>	<ol style="list-style-type: none"> <li>Students generate words, phrases, and ideas that they know, need to know, or actions that will take place for them to meet the task during the module.</li> <li>Students will share ideas with a shoulder partner.</li> <li>Create a classroom list to pull all important ideas together based on what students came up with.</li> </ol>

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			order to meet the task's expectations.	
Standards:				
<p><b>LAFS.3.RI.1.1</b> : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>				
Additional Attachments:				
<p> <b>Task_Breakdown.rev1.docx</b></p>				
30 mins	<p><b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>3. VOCABULARY LOG</b> List words and phrases essential to the texts on your Vocabulary Log and record a definition in your own words.</p>	<p>Students will meet expectations if the Vocabulary Log contains at least 8 definitions including the key terms identified below.</p>	<p>Provide each student with a Vocabulary Log handout. Explain how students will use it to collect words as they read the texts for the unit. Using the words local, state, national, federal, and government from the task engagement activity (Mini Task 1), model how students are to complete their logs. Identify the powerpoint and discussion as the text where the key vocabulary word was found. You will encounter these words later in other texts.</p> <p>Vocabulary Log will be an on-going activity for the duration of the Active Reading segment. Other key vocabulary words from the texts are:</p> <ol style="list-style-type: none"> <li>1. citizen</li> <li>2. city</li> <li>3. county</li> <li>4. local</li> <li>5. State</li> <li>6. nation</li> <li>7. federal</li> <li>8. government</li> </ol> <p>As these terms are encountered in their texts, provide time for students to add them to their logs. Because the logs will be a resource for completing the final product, circulate as the students build their logs and select students to share their definitions.</p> <p>Regardless of which delivery method you choose, before beginning the Transition to Writing component, include a Vocabulary Log review so that students can compare their logs to the target list and ensure they have captured the key terms.</p>
Standards:				
<p><b>LAFS.2.L.3.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>				
Additional Attachments:				
<p> <b>Vocabulary_Log.docx</b></p>				
<b>Reading Process</b>				
40 mins	<b>CONTENT</b>	<b>4. SORTING ACTIVITY:</b>	Students meet	1. Show the video <i>Kids Explain the Three Levels of</i>

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	<p><b>COMPREHENSION:</b> Ability to categorize information read to a new context.</p>	<p><b>SERVICES OF THE THREE LEVELS OF GOVERNMENT</b> Read a book and participate in a sorting activity about services provided by the three levels of government.</p>	<p>requirements if they</p> <ul style="list-style-type: none"> <li>• activity listen to the short video and <i>Three Levels of Government</i> book</li> <li>• Record services provided by different levels</li> <li>• participate in the sorting activity</li> </ul>	<p><i>Government</i>. It is short, but provides a good overview. The link can be found on the Two Videos on government handout in the Teacher Resources.</p> <ol style="list-style-type: none"> <li>2. Review the purpose of government from mini task 1 (to keep people safe and help them work together). Make sure students have filled this word in on their Vocabulary Log.</li> <li>3. Read the book <i>What are the Levels of Government?</i> book to students. The book contains good pictures for students to discuss. However, the book is sometimes vague and sometimes presents information that may not apply to your location (Port Authority in NYC or Chicago Transit Authority). So, you may wish to exclude some pages or explain that certain government structures apply to a location other than your own. Also, the pages on School Government apply to district government in Florida.</li> <li>4. Refer to the Services Provided for the Three Levels of Government Teacher Resource. This document is in word and you can make it bigger if you wish for a class or small group activity (use chart paper). Or you can copy it as it is and conduct it as an individual activity (use notebook paper).</li> <li>5. Cut the services and have students sort them into the appropriate level of government. Some items such as maintaining roads and collecting taxes may fall into more than one category.</li> <li>6. Have students work with a partner or another group to compare and discuss results of the sorting activity.</li> <li>7. Students can review this chart when filling out their organizer for writing in a later mini task.</li> </ol>
<p>Standards:</p> <p><b>LAFS.3.RI.1.2</b> : Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>SS.3.C.3.1</b> : Identify the levels of government (local, state, federal).</p> <p><b>LAFS.3.W.3.8</b> : Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>				
<p>Additional Attachments:</p> <p> <b>Two videos on government.docx</b></p> <p> <b>Services provided by 3 levels of governments.docx</b></p> <p> <b>What are the Levels of Government book</b></p>				
<p>40 mins</p>	<p><b>NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>5. TAKING NOTES: THE FLORIDA STATE GOVERNMENT AND CONSTITUTION</b> Read about how the state government is organized.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>• identify the Executive (Governor), Legislative (House of Representatives and Senate), and</li> </ul>	<p>Background for students: Today we will read about the State Government of Florida. You may notice that Florida's government (and every other state) has a parallel or similar structure to the federal or national government. You will note these three levels and record the responsibilities of each branch of government.</p> <ol style="list-style-type: none"> <li>1. Give students a copy of Florida's State Government.</li> </ol>

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			<p>Judicial (Courts) branches of state government and their roles.</p> <ul style="list-style-type: none"> <li>• add words to their vocabulary log</li> </ul>	<ol style="list-style-type: none"> <li>2. Have students skim the article independently and share their observations about the article. They will likely notice that just like the federal government, the state government has three branches. Or if they do not notice, point out that the State government has the same structure as the federal government.</li> <li>3. Ask students to highlight the important points in the article and compare their important points with a partner or small group. The most important point for students is that all states have a Constitution that spells out how the State is organized, the rights of citizens, and how the system of checks and balances works.</li> <li>4. Have students put a * next to any of the important points in the reading. Have students work in a small group to see if they can agree on the important points of the article.</li> <li>5. Have students put this notes page in their notebooks.</li> <li>6. Students should add any new vocabulary to their Vocabulary Log.</li> </ol> <p><b>Florida's State Constitution</b></p> <ol style="list-style-type: none"> <li>1. Show students the Florida State Constitution (project, find on the website) and skim over it. Point out that the State Constitution is similar or parallel to the federal or national Constitution.</li> <li>2. Ask students what they observe about the State Constitution and have them share their observations with others.</li> <li>3. Point out that every State has a Constitution that sets up the organization of the government and lays out the responsibilities of each branch to provide services to citizens.</li> </ol> <p><b>Extension Activity</b></p> <p>Attached in the Teacher Resources is <i>Florida's Senate Handbook for Kids</i> that has the State's symbols, flag, animals, and so forth. You may wish to run this off for students to have them explore more fun facts about their State.</p>
<p>Standards:</p> <p><b>LAFS.3.W.3.8</b> : Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>LAFS.3.RI.1.2</b> : Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>SS.3.C.3.3</b> : Recognize that every state has a state constitution.</p> <p><b>SS.3.C.3.1</b> : Identify the levels of government (local, state, federal).</p>				
<p>Additional Attachments:</p> <p> <b>Florida_s_Government_Handout.docx</b></p> <p> <b>Florida's State Constitution</b></p> <p> <b>Florida's Senate Handbook for Kids</b></p>				
30 mins	<b>NOTE-TAKING:</b> Ability	<b>6. LOCAL</b>	Students meet	Background for students:

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	<p>to select important facts and passages for use in one's own writing.</p>	<p><b>GOVERNMENT ORGANIZATION</b> Learn about how local governments are organized in Florida and the services they offer.</p>	<p>expectations if they</p> <ul style="list-style-type: none"> <li>• read and highlight the article</li> <li>• answer the questions at the bottom of the page.</li> <li>• explore websites for local governments and record the services they offer.</li> <li>• add any new words to the vocabulary log.</li> </ul>	<p>Today we will read about the local government in Florida. You may notice that Florida's local government is similar in some ways to structure to the federal and state government. You will note the organization and record the responsibilities of county and municipal (city or town) government.</p> <ol style="list-style-type: none"> <li>1. Give students a copy of Florida's Local Government.</li> <li>2. Have students skim the article independently and share their observations about the article.</li> <li>3. Ask students to highlight services provided by the city or county government and answer the four questions at the bottom of the page.</li> <li>4. Make sure students put this notes page in their notebooks for use later.</li> <li>5. Students should add any new vocabulary to their Vocabulary Log.</li> <li>6. Have students explore a website for a city or county and write down what they noticed about the website. Did the website mention any of the services they offer? What were they?</li> </ol>
<p>Standards:</p> <p><b>LAFS.3.W.3.8</b> : Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>LAFS.3.RI.1.2</b> : Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>SS.3.C.3.2</b> : Describe how government is organized at the local level.</p>				
<p>Additional Attachments:</p> <p></p>				
<p>40 mins</p>	<p><b>MAKING INFERENCES ABOUT IMAGES:</b></p>	<p><b>7. REFLECTION ON IMAGES</b> View several images and discuss the services provided by different levels of government and why volunteering in a community is important.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>• write brief reflections about each image.</li> <li>• discuss their interpretations with their small group.</li> <li>• participate in the group discussion.</li> </ul>	<p><b>Teacher note:</b> If students are not familiar with the term "reflection," you may need to explain it and give examples. (A reflection can be your image in a mirror or it can be what you think about something you see or hear.)</p> <p><b>Whole Group Introduction</b></p> <p>Before you begin this mini-task, review the term "services" with the students. Then talk about the term "Volunteer."</p> <p><b>Say:</b> <i>Information is often captured in photographs. Even if we don't know exactly what's going in the photo, we can make inferences or guesses about what is happening in the photograph. Today you will view 9 slides showing people in their communities. You'll have two minutes to write your initial impression of the slide and what you think is occurring (this can be adapted to a turn and talk following each slide depending on the writing skill of the group). Next, you will meet in small groups to share these impressions and to come to a consensus on what's happening in the photograph. Finally, we will share together as a class. To complete these activities, you'll have to be a careful observer and recorder.</i></p>

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				<p><b>Modeling/ Activity (15 minutes)</b></p> <p>Show each of the slides for 1-2 minutes and give students time to write their initial impression on their Reflection Sheet. These should be recorded under the "First Reflection" column. The first four slides include the service provided and what level of government provides those services. The last 5 slides asks the question why that particular volunteering event helps people. Students may need more time for this part.</p> <p>Depending on the needs of your students, you may want to model this for the first picture. You may also want to provide students with a set of sentence starters such as:</p> <ul style="list-style-type: none"> <li>● I notice...</li> <li>● I can see...</li> <li>● The thing that jumps out at me in this picture is...</li> <li>● When I see ____, it makes me think that....</li> <li>● The person or people in the photograph look...</li> <li>● I think the people in this photograph are...</li> </ul> <p><b>Small Group (15 minutes)</b></p> <p>Group 2-3 students together.</p> <p>Display the photographs 5 through 9 again and give groups 2-3 minutes to discuss each photograph and their interpretations. Encourage them to come to agreement on what each represents and look for specific evidence in the photo to support their ideas.</p> <p><b>Share Out (5-7 minutes)</b></p> <p>As you display each photograph for the third time, invite groups to share out their interpretations of each. In the case of disagreement, give students time to work out their opinions and encourage them to use evidence from the photo to support their ideas. Encourage respectful disagreement.</p>
<p>Standards:</p> <p><b>SS.3.C.2.1</b> : Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p><b>LAFS.3.SL.1.1.</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>LAFS.3.SL.1.1.D.</b> : Explain their own ideas and understanding in light of the discussion.</p>				
<p>Additional Attachments:</p> <p> <b>Volunteers.pptx</b></p> <p> <b>Reflection on Images.docx</b></p>				
30 mins	<p><b>ENHANCING COMPREHENSION:</b> Ability to synthesize information.</p>	<p><b>8. GRAPHIC ORGANIZER: SYNTHESIZING INFORMATION</b> Create a Graphic Organizer that synthesizes the three</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● identify relevant elements for the Graphic Organizer</li> <li>● include</li> </ul>	<p>1. <b>List services:</b> Give students the Graphic Organizer that has all three levels along with the name of your local, state, and national government, the leader, and services provided by each level of government.</p> <ul style="list-style-type: none"> <li>○ The second page of the handout lists the sources used in this module. Have students list</li> </ul>

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	levels of government and the services that each offer.	<p>information to support accurate citation</p> <ul style="list-style-type: none"> <li>● complete the Venn diagram comparing the three levels of government</li> <li>● answer the question about conclusions drawn about services at the three different levels of government</li> </ul>	<p>the number of the source by each service provided so that they can cite the evidence in their writing.</p> <ul style="list-style-type: none"> <li>○ Have students work in partners or small groups to complete the chart using all of their notes and the Vocabulary Log. They will use this completed chart to write their draft of the final task.</li> </ul>	<p>2. <b>Triple Venn Diagram:</b> Have students work in groups with a piece of chart paper.</p> <ol style="list-style-type: none"> <li>1. Have students draw a triple Venn diagram on the chart (there is a sample in Teacher Resources).</li> <li>2. Have students label one circle "local government," another "state government," and the third circle "federal government."</li> <li>3. Have students work together in a group to list the services in each segment of the Venn diagram.</li> <li>4. Have groups share their Venn diagrams with other groups and compare their answers.</li> </ol> <p>3. <b>Drawing Conclusions:</b> Have students in the group answer and share the answer to the question: What conclusions can you draw about the different roles of the local, state, and federal government?</p>
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Standards:

**LAFS.3.W.3.8 :** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**SS.3.C.3.1 :** Identify the levels of government (local, state, federal).

Additional Attachments:

 [Triple Venn Diagram.docx](#)

 [3LevelsofGovernmentOrganizer.doc](#)

#### Transition to Writing

30 mins	<p><b>IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.</p>	<p><b>9. SOCRATIC SEMINAR ABOUT LOCAL, STATE, AND FEDERAL GOVERNMENTS</b></p> <p>Participate in a Socratic Seminar to deepen understanding about federal, local, and state government.</p>	<p>Students will meet expectations for completing this Socratic Seminar if they</p> <ul style="list-style-type: none"> <li>● speak to add a new thought or extend someone else's thought process.</li> <li>● add new information they learned to their notes pages.</li> </ul>	<p><b>Note to Teacher:</b> <i>The Three Levels of Government Graphic Organizer in the last mini-task may have been enough of a transition to writing for your students. If so, you can skip this Socratic Seminar. If students need more discussion of the three levels of government and the services they offer, you might want to go through this mini task.</i></p> <p><i>(Students should be taught how to be attentive to a speaker, to spark questions when appropriate, and other discussion techniques before participating in this Seminar. Otherwise, teachers will need more time practicing how a Seminar is run, which is typically student-led to a certain degree.)</i></p> <ul style="list-style-type: none"> <li>● Have all students gather their notes pages and pencils.</li> <li>● Arrange the classroom so all students can see and hear one another. Some teachers use a large</li> </ul>
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### 3B. Comparing Three Levels of Government

				<p>circle with chairs all around the room.</p> <ul style="list-style-type: none"> <li>● Introduce the rules and expectations for the seminar.</li> <li>● Review seminar bookmarks so students can see what types of questions you will be expecting them to use to help other students elaborate on and/or further explain their vein of thought.</li> <li>● Choose student facilitators who will aid in furthering the discussion. (Depending on your class size this may vary.)</li> <li>● Begin discussion on the description of the organization and responsibility of each level of government.</li> <li>● You may use <b>Whose Line is it Anyway</b> Teacher resource if you are in need of questions that guide students back to helping answer the teaching task.</li> <li>● Review with students in closing. Be sure they added any new information or thought processes to their notes pages so everyone is prepared to write.</li> </ul>
<p>Standards:</p> <p><b>LAFS.3.SL.1.3.</b> : Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>LAFS.3.SL.1.1.D.</b> : Explain their own ideas and understanding in light of the discussion.</p> <p><b>LAFS.3.SL.1.1.C.</b> : Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>LAFS.3.SL.1.1.B.</b> : Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>LAFS.3.SL.1.1.</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Socratic Questioning Resource Website (Paideia)</a></li> <li>📄 <a href="#">Socratic Seminar Bookmarks.docx</a></li> <li>🔗 <a href="#">Socratic Seminar Rules Website (Paideia)</a></li> <li>📄 <a href="#">Whose Line is it Anyway?.docx</a></li> </ul>				
<p><b>Writing Process</b></p>				
<p>20 mins</p>	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><b>10. OPENING PARAGRAPH</b> Write an opening paragraph that includes a controlling idea and sequences the key points</p>	<p>Students meets expectations if they</p> <ul style="list-style-type: none"> <li>● write an opening statement that engages the reader.</li> <li>● provide direct answer to main prompt requirements.</li> <li>● establish a controlling idea.</li> <li>● identify key points that support development of argument.</li> </ul>	<ol style="list-style-type: none"> <li>1. Offer several examples of opening paragraphs. See the attachment listed in Teacher Resources.</li> <li>2. Ask class to discuss what makes them strong or weak.</li> <li>3. Review the list that students created earlier to identify needed elements (from Mini-Task 2).</li> </ol>

### 3B. Comparing Three Levels of Government

Standards:				
<p><b>LAFS.3.W.2.4</b> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>LAFS.3.W.1.2.A</b> : Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
Additional Attachments:				
🔗 <b>Powerpoint on Opening Paragraphs</b>				
40 mins	<p><b>BODY PARAGRAPHS:</b></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>11. INITIAL DRAFT</b></p> <p>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<p>Students meets expectations if they</p> <ul style="list-style-type: none"> <li>provide complete draft with all parts.</li> <li>support the opening in the later sections with evidence and citations.</li> </ul>	<ol style="list-style-type: none"> <li>Have students refer to the Three Levels of Government Graphic Organizer.</li> <li>Share a student-written exemplar so that students can see what their finished product might look like.</li> <li>Encourage students to re-read the prompt partway through the writing, to check that they are on track.</li> <li>Move around the room to help students with their drafts, as needed.</li> <li>If needed for added support, allow students to work with a partner.</li> </ol>
Standards:				
<p><b>LAFS.3.W.2.4</b> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>LAFS.3.W.1.2.D</b> : Provide a concluding statement or section.</p> <p><b>LAFS.3.W.1.2.B</b> : Develop the topic with facts, definitions, and details.</p> <p><b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
40 mins	<p><b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>12. FEEDBACK ON DRAFT</b></p> <p>Participate in a peer editing group to give and receive constructive feedback on first drafts.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>participate actively in a peer editing group</li> <li>revise draft based on peer editing group feedback</li> </ul>	<ol style="list-style-type: none"> <li>Assign students to a small peer editing group (3-4 students)</li> <li>Discuss useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Have each student in the group read each draft and write comments that balance support for strength and gentle clarity about weaknesses. Peer editors should look for <ul style="list-style-type: none"> <li>a clear controlling idea</li> <li>parts of the essay that are confusing</li> <li>support for the controlling idea, including detail, evidence, and textual support</li> <li>what is good about the writing</li> <li>suggestions for improvement</li> </ul> </li> </ol>
Standards:				
<p><b>LAFS.3.W.2.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>				
30 mins	<p><b>EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>	<p><b>13. REVISED DRAFT</b></p> <p>Revise draft to respond to the peer editing and check for sound spelling, capitalization,</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>provide a revised draft free from</li> </ul>	<ol style="list-style-type: none"> <li>Give students time to revise their drafts, offering help as needed.</li> <li>Briefly review selected mechanical skills that many students need to improve.</li> <li>Assign students to proofread each other's texts a</li> </ol>

### 3B. Comparing Three Levels of Government

		punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	distracting surface errors. <ul style="list-style-type: none"> <li>use a format that supports the purpose.</li> </ul>	second time. 4. Have students make corrections as needed.
	Standards:			
	<b>LAFS.3.W.2.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
10 mins	<b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>14. FINAL DRAFT</b> Turn in your complete set of drafts, plus the final version of your report.	Meets expectations if student <ul style="list-style-type: none"> <li>Fits the “Meets Expectations” category in the LDC rubric for the teaching task.</li> </ul>	None
	Standards:			
	<b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			

## Instructional Resources

### Student Handout

-  [Task\\_Breakdown.docx](#)
-  [Vocabulary\\_Log.docx](#)
-  [Reflection on Images.docx](#)
-  [3LevelsofGovernmentOrganizer.doc](#)
-  [Socratic Seminar Bookmarks.docx](#)
-  [Text Set Collection \(Options\).docx](#)
-  [Text Active Reading Checklist.docx](#)

### Teacher Resource

-  [Our Communities.pptx](#)
-  [Services provided by 3 levels of governments.docx](#)
-  [Volunteers.pptx](#)
-  [Paideia's Socratic Seminar Description](#)
-  [Paideia's Socratic Questioning Guide](#)
-  [Powerpoint on Opening Paragraphs](#)
-  [Two videos on government.rev.docx](#)

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Approaches Expectations***

 [About the Writing Samples for 3B.docx](#)

#### ***Meets Expectations***

 [Writing Sample Medium2.pdf](#)

#### ***Emerging***

 [Writing Sample Low3.pdf](#)

#### ***Advanced***

 [3B.WritingSample.High1.pdf](#)

#### ***Teacher Reflection***

Not provided

## All Attachments

- 🔗 What are the levels of government book : <https://s.ldc.org/u/21lv25dweqhm0ekyufa6guzsd>
- 📄 Florida\_s\_Government\_Handout.docx : <https://s.ldc.org/u/1h4n7k69kkg3fudpx0bl61tlw>
- 📄 Local\_Government..docx : <https://s.ldc.org/u/boy4nchyqq035rmifam4vy9lr>
- 🔗 Florida's Senate Magazine for Kids : <https://s.ldc.org/u/15s6vqk8vlcxa38vn8zod9hkb>
- 📄 About the Writing Samples for 3B.docx : <https://s.ldc.org/u/e4u44a0k7v21seln4m6wmw14j>
- 📄 Writing Sample Medium2.pdf : <https://s.ldc.org/u/1nh02kjjwg6kmpa3qoboi1ehh>
- 📄 Writing Sample Low3.pdf : <https://s.ldc.org/u/dqp4pfrv74bnmft9ua6j7atc>
- 📄 3B.WritingSample.High1.pdf : <https://s.ldc.org/u/c0kfb9mhxx9nx65vjklzyncf>
- 📄 Task\_Breakdown.docx : <https://s.ldc.org/u/bngat162jnbqv7utvj6vsh0u6>
- 📄 Vocabulary\_Log.docx : <https://s.ldc.org/u/5e33ywwzff26ot9r42tuu2799t>
- 📄 Reflection on Images.docx : <https://s.ldc.org/u/blini0uza1tkgtihhiwiglb78>
- 📄 3LevelsofGovernmentOrganizer.doc : <https://s.ldc.org/u/2tdzfslypqshrgiqr7fd7wj64>
- 📄 Socratic Seminar Bookmarks.docx : <https://s.ldc.org/u/bw9y9oztqnrxuq3v6xad97an8>
- 📄 Text Set Collection (Options).docx : <https://s.ldc.org/u/2boi8nju70cqf7k2zv8rbafc8>
- 📄 Text Active Reading Checklist.docx : <https://s.ldc.org/u/8u7eowskod6rr50o2ded6ylc3>
- 📄 Our Communities.pptx : <https://s.ldc.org/u/a2vkgqyr6famk5woheeacy6t4>
- 📄 Services provided by 3 levels of governments.docx : <https://s.ldc.org/u/1zurs2ft1wjpp2u0p8hn9edmj>
- 📄 Volunteers.pptx : <https://s.ldc.org/u/8kr8kz1cn70uz47mii4eejf3a>
- 🔗 Paideia's Socratic Seminar Description : <https://s.ldc.org/u/ebw0jj5l6f6n139hasc1tm3qn>
- 🔗 Paideia's Socratic Questioning Guide : <https://s.ldc.org/u/b8f069aza5bmu7qm4tg81211>
- 🔗 Powerpoint on Opening Paragraphs : <https://s.ldc.org/u/doy4le7tchrz65exgvpnyrxn3>
- 📄 Two videos on government.rev.docx : <https://s.ldc.org/u/9m2st065c9zwwap0brfgx1oc>