

# Local Responsibilities in Levels of Government

## Enduring Understanding

In a democracy, citizens have the responsibility to be involved in each level of government to insure that each level of government acts responsibly toward its citizens.

## Essential Questions

What are the purposes, functions, and responsibilities of each level of government?

How do citizens act responsibly in a democracy?

## Students will be able to:

- G.3.4.4 — Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, industry, transportation, communication, acid rain, global warming, ozone depletion)
- G.3.4.5 — Describe the social impact of extreme natural events on human and physical environments (e.g., fires, volcanoes, earthquakes, floods, hurricanes, tornados, tsunamis).
- G.3.4.6 — Research ways in which the school and community can improve the physical environment by practicing conservation
- C.4.4.1 — Compare and contrast the purpose and function of government at the local, state, and federal levels
- C.4.4.2 — Compare responsibilities of local, state, and federal government officials
- C.4.4.4 — Describe how United States citizens apply fundamental principles of *democracy* (e.g., people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected officials)
- C.5.4.4 — Examine characteristics needed for active citizenship

## Materials Needed/Attachments

*Art supplies*

## Vocabulary

*local government*

*natural disaster*

*tsunami*

*state government*

*federal government*

## Teaching Strategies

1. Students complete a pre-assessment K-W-L chart about the three levels of government (federal, state, local). Teachers will need to guide students in determining what they need to learn about the three levels of government.
2. Construct a chart that compares the functions of the three levels of government. Specify the responsibilities of officials at each level of government (President – Governor – Mayor).
3. Students brainstorm examples of natural disasters and discuss how each level of government might respond. (flooding: local—street or neighborhood [caused by flash flooding]; state—highway or small community [caused by a river flooding]; federal—all roadways or metropolitan area [caused by levees or dams collapsing/ hurricane flooding])
4. Discuss the responsibilities of citizens during a natural disaster.
5. Each student writes a letter to a school or local official asking them to identify concerns about the environment. From the data collected, select an appropriate service project for the class to implement.

## Assessments/Rubric

Teacher-created rubric for grading the letter (opt. one page state writing rubric; see the Arkansas Department of Education website)