

Title: Who's Who in Local Government?

Theme: How are local governments organized and what role do they play?

GLCE:

2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.

Materials needed: Materials are listed under each lesson.

Methodological procedures: These five lessons were designed for 45-50 minute class periods.

Day 1 Creation of class mobile depicting the layered structure of local government

Materials for Day 1:

1. Mobile materials
 - a. Three branches of government clip art illustrations (Worksheet G)
 - b. Hanger
 - c. Yarn or String
 - d. Construction paper
2. Government Flow Chart (Worksheet A) for students to complete while teacher builds model
3. Government Flow Chart (Worksheet B) for the teacher to use while constructing the model.

Procedure:

1. BRIEFLY define the three branches of government for the students.
 - a. Executive Branch – Enforces the laws
 - b. Legislative Branch – Makes the laws
 - c. Judicial Branch – Interprets the laws

Enrichment suggestions:

School House Rock - America Rocks There is a section of this video that is entitled “Three Ring Government” that explains the three branches of government in a fun, entertaining way. 😊

Branches Design – Give the students an opportunity to illustrate the three branches of our government in their own unique way.

2. Ask the students who they think fills these three roles in the national government and

in the state government.

3. Begin building the mobile by connecting the United States of America and the Michigan pieces at the top of the mobile. (See Worksheet B) The students should also write these two words on worksheet “A.”
4. Explain that these three branches of government also exist at the local level of government as well. Explain that the four basic types of local government are: county, city, village, and township and that no matter in which entity they live, the three branches of government are present. Have students fill in those words on their worksheet as you attach them to the class mobile.
5. Attach the “Special Authorities and Districts” piece to the class mobile and explain to the students what those are. The students should write this on worksheet “A”. The students should also write in what those “Special” areas are in the boxes on their worksheet (Schools, Airports, Water and Sewer, Parks, Police Department, Fire Department, and Waste Management) as well as draw an example of one task that each of those entities carries out. This is where the connection between what students will see as the “jobs” or “roles” of each entity can be made to the branches of government.
6. Hang the completed class mobile in the front of the class and have the students review the different levels of government and the branches that are in each one.

Days 2-5 may be used as extension activities:

Day 2 “State Map Activity”

Materials

1. State of Michigan Maps
 - a. Web Sites www.michigan.gov/documents/mcd-city-vill_lp_20154_7.pdf
www.michigan.gov/documents/mcd-city-vill_up_20150_7.pdf
 - b. Wipe off Laminated maps
 - c. Road Maps
2. Student Worksheet “C”

Procedure:

1. Review
 - a. Three branches of government
 - b. Four basic types of local government
2. Put your county map on a bulletin board. Ask the students to find where they live and place a push pin in that spot. Discuss if the students live in a city, village, or a township.
3. Divide the students into pairs and give each group a map of Michigan.

4. Have the students find the county that they live in.
5. Ask the students to write the county on the top of worksheet “C”. Have the students find the townships that are in their county and name two of them on their worksheet. Have the students also find the cities and the villages in their county and name one or two of them on the worksheet. (If you are using the map on the web, the key shows which locations are villages and which ones are cities. If you are using a road map the teacher will have to find out that information independently)
6. Have each student pair choose a county in Michigan and complete the same information that they found with you for your county.
7. If there is time have each group share their county and the rest of the information that they recorded.

Day 3 “Michigan Cities”: Mobile Construction

Materials needed:

1. Access to a computer for each student group or information printed from the website: www.infomi.com/city by the teacher if computer lab time is not possible.
2. Student worksheet “D” for each group of students
3. Construction paper, yarn, markers, colored pencils to construct the mobiles.

Procedure:

1. Complete worksheet “D” for the city, village, or township in which the school is located. The teacher should make an example mobile using this information. (See city, village, and township model)
2. Students will work with a partner and select a city, village, or township from the website: www.infomi.com/city or the teacher may print out and assign a city, village, or township if computers are not available for the students.
3. The student pairs will fill out worksheet “D” that lists what form of government the city, village, or township has. They will also list the people who make up that local government and what branch of the government they are associated with. (Executive, Legislative, or Judicial) The students can also make a list of people that serve in the special authorities / districts.
4. Students may refer to the model of government that was constructed on Day 1 when deciding where the different government jobs should be placed.
5. The teacher should check each group’s worksheet “D” and have them support the answers that they have given.

6. Students will create a mobile that represents their city, village, or township. Layer one should include the name of the city, village, or township, layer two should include the type of government it has and where those government jobs fit into the three branches of government, and finally the third layer should include the special authorities and districts that they have.

Day 4 “Share / Present / Sort”

Materials needed:

1. Student-created mobiles from Day 3.
2. A space in the classroom where student-created mobiles can be displayed. 😊

Procedure:

1. Have each group share their mobile by describing what type of government the city, village, or township has, who serves the community in each branch of government, and what special districts / authorities are present in each entity.
2. As students are listening to other groups present, have them listen for the ways that their city, village, or township are the same and how they are different. Let them know that when they present they only need to share the ways that their model is different.
3. Have students display their mobiles throughout the room under the appropriate category of village, city, or township. (This area should be predetermined by the teacher prior to student classification and display.)

Day 5 “Review / Assessment”

Materials needed:

1. Whiteboard or Large Paper and markers to make a class Venn Diagram.
2. Construction paper for the students to make their Venn Diagrams.
3. Markers and colored pencils to create the Venn Diagrams.
4. Lined paper for the writing project.

Procedure:

1. Have student groups meet with their counterparts - other groups that made a mobile like theirs. (City, Village, Township) Give them ten minutes to share with their group how they were alike and how they were different. Create a Venn Diagram that illustrates those similarities and differences.
2. As a class construct a Venn Diagram on the board or on a sheet of chart paper that compares the city, village, and township governments. At the end of this discussion students should realize that all three have two basic things in common. First: all three types of local government include the three branches of government. Second: each

government official has different duties, but they are all in office to serve the people of that entity (village, city, township, etc.)

3. Have the students write a short paper that describes the similarities and the differences between two of the three types of local government that have been discussed.
4. Use the Writing Rubric Worksheet “E” to assess student’s knowledge of local government.

Author’s notes:

Two other lessons on this site that would be great follow-ups to this one are, “Service with a Smile” and “What do we do with our Poo”. These lessons will provide the students with additional information and opportunity to explore local government.

Assessment strategies:

1. Completed city, village, or township mobile
2. Completed comparison paper from day 5

Available downloads:

Government Flow Chart Filled (Worksheet “A”)
Government Flow Chart Blank (Worksheet “A”)

Michigan Search (Worksheet “B”)

Local Government Forms (Worksheet “C”)

Local Government Model (Worksheet “D”)

Writing Rubric (Worksheet “E”)

Clip Art Illustrations (Worksheet “F”)

Suggested web sites:

State Maps

www.michigan.gov/documents/mcd-city-vill_lp_20154_7.pdf
www.michigan.gov/documents/mcd-city-vill_up_20150_7.pdf

City, Village, Township Information
www.infomi.com/city