

Delaware Recommended Curriculum

Unit Title: Purposes and Powers of Government

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Content Area: Social Studies

Grade Level: 6

Summary of Unit

The focus of this instructional unit is on understanding the need for governmental powers (the *why?*) and having a general knowledge of what these specific powers entail. The need for order and security within is addressed through the power to make and enforce laws and regulations. The need to promote national interests abroad, especially security and economic interests, is addressed by the power to conduct foreign policy. The power to make war arises primarily from the need for security. The power to levy taxes arises from the need to pay for it all.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- **Civics Standard One 6-8a:** Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.

Common Core Standards

- CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary source.
- CCSS.ELA-Literacy.W.6-8.1: Write informative/explanatory texts.
- CCSS.ELA-Literacy.W.6-8.9: Draw evidence from information texts to support analysis, reflection, and research.

Big Ideas

- Citizens give governments power to protect their natural rights
- Governments use powers to create order, national security, promote national interests, and maintain financial security
- Governments enforce their laws with special units (police force, guards, etc.) to maintain order rather than allow their citizens to be “free”
- Governments require their citizens to pay taxes to achieve financial security
- Governments participate in war to promote national interests

Unit Enduring Understandings

- Constitutional democracy is a structure of government developed from the tension between the need for authority and the need to constrain authority.
- Governments are structured to address the basic needs of the people in a society.

Unit Essential Questions

- Why do we have government?
- What needs does government address?
- Why does the government have power?

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task - The Purposes and Powers of Ancient Governments

Task: The students will create a mockup of a museum exhibit that explains the purposes and powers of government of three ancient societies. The three societies are Ancient Egypt, Ancient India, and Ancient China.

The student worksheets for the transfer task can be found on pages 29-37 of the [Student Resource Packet](#).

Prior Knowledge	Now that you have learned the purposes and powers of government in the United States and during Hammurabi's reign, you are ready to research some other societies to determine what needs their governments served.
Problem	The University of Pennsylvania is creating a new exhibit for their museum of archaeology and anthropology. The theme of the exhibit is "Governments in the Ancient World." The exhibit will be primarily used with elementary and middle school students to allow them to compare the governments of the past to governments today.
Role/Perspective	You have been hired to research three ancient civilizations to plan a museum display that explains the purposes and powers of government of each civilization and relate it to the government of the United States.
Product	You will be provided a template from the museum's curator to express exactly what your display will look like. The display should be visually appealing, so be sure to add pictures and drawings to your display.
Criteria for an Exemplary Response	Be sure to include: <ul style="list-style-type: none">• the purposes and powers of government of the three ancient civilizations.• a visual mockup of the museum exhibit.• a clear comparison of the purposes and powers of each ancient government to the United States government.• content-appropriate vocabulary

Rubric

Scoring Category The museum exhibit....	Score Point 3	Score Point 2	Score Point 1
Identifies the purposes and powers of government of Ancient Egypt.	Description includes accurate and relevant information about the purposes and powers of the government of Ancient Egypt.	Description includes mostly accurate and relevant information about the purposes and powers of the government of Ancient Egypt.	Description does not identify the purposes or powers or includes inaccurate or irrelevant information about the purposes and powers of the government of Ancient Egypt.
Identifies the purposes and powers of government of Ancient India.	Description includes accurate and relevant information about the purposes and powers of the government of Ancient India.	Description includes mostly accurate and relevant information about the purposes and powers of the government of Ancient India.	Description does not identify the purposes or powers or includes inaccurate or irrelevant information about the purposes and powers of the government of Ancient India.
Identifies the purposes and powers of government of Ancient China.	Description includes accurate and relevant information about the purposes and powers of the government of Ancient China.	Description includes mostly accurate and relevant information about the purposes and powers of the government of Ancient China.	Description does not identify the purposes or powers or includes inaccurate or irrelevant information about the purposes and powers of the government of Ancient China.
Compares the ancient governments and the U.S. government.	The comparison is thoroughly developed	The comparison is partially developed	The comparison is minimally developed
Uses content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is well developed and evident	Some evidence of content-appropriate vocabulary	Minimal evidence of content-appropriate vocabulary

Total Score: _____

Above the Standard: 13 to 15

Meets the Standard: 8 to 12

Below the Standard: 5 to 7

To ensure that the students collect all of the necessary research, have them use the Information Collection Graphic Organizer on page 31 of the [Student Resource Packet](#).

An Information Collection Graphic Organizer with suggested student answers is shown below. The students will use three texts to complete the task. Answers in the text have been underlined for teacher use. For students with special needs, the articles with the answers underlined could be used to scaffold their completion of the transfer task.

Society	Role of Government (purpose)	Duties of Government (powers)
Egypt	political and religious leader of the people	<ul style="list-style-type: none"> • ruler of Upper and Lower Egypt • owned all of the land • made laws • collected taxes • defended Egypt against foreigners • represented the gods on Earth • performed rituals and built temples to honor the gods • went to war when their land was threatened or when they wanted to control foreign lands
India	Center of power	<ul style="list-style-type: none"> • Public works development • Maintenance of army • Run state mine and industry • Provide grants • Collect intelligence
China	Ruler of the unified land	<ul style="list-style-type: none"> • Move former ruling families • Collect census • Standardize writing system, weights, and measurements • Run military • Defend territory

Document 1: Ancient Egypt¹

The most powerful person in ancient Egypt was the pharaoh. The pharaoh was the political and religious leader of the Egyptian people, holding the titles: 'Lord of the Two Lands' and 'High Priest of Every Temple.'

As 'Lord of the Two Lands' the pharaoh was the ruler of Upper and Lower Egypt. He owned all of the land, made laws, collected taxes, and defended Egypt against foreigners.

As 'High Priest of Every Temple', the pharaoh represented the gods on Earth. He performed rituals and built temples to honor the gods.

Many pharaohs went to war when their land was threatened or when they wanted to control foreign lands. If the pharaoh won the battle, the conquered people had to recognize the Egyptian pharaoh as their ruler and offer him the finest and most valuable goods from their land.

Document 2: Ancient India²

The Mauryan Empire was India's first empire. It was managed with remarkable organization in the years 322 to 185 BCE. The center of power in the Mauryan system was the king.

Other members of society also held governmental powers. Over time the priest held more power in the government, and soon became a chief minister. There was a council of ministers, and the king was expected to talk to them before making decisions.

The Mauryans were fair rulers, who paid attention to the important area of public works development. Public works included a variety of activities, like the construction and maintenance of roads, and irrigation projects. Looking after the army was also an important task, as was the running of the state mines and industries. Finally, the king sent grants to various institutions and individuals.

Another part of the Mauryan system was the use of intelligence information. The Mauryan kings posted spies throughout their kingdom, these spies would act as ordinary people in different professions. This was an important tool in governing such a gigantic empire. Information from spies allowed the king to hear public opinion and get information on possible outside attacks.

¹ Adapted from [The British Museum's Pharaoh: Lord of the Two Lands](#) Lexile: 990L

² **Adapted from** [The Mauryan Empire - Government](#) Lexile: 920L

Document 3: Ancient China³

Emperor Qin created the first Chinese empire in 221 B.C. The Qin Empire did not last long, but it left two lasting legacies: the name China and the structure of the empire.

The first Qin emperor was called Shihuangdi. The title of emperor was used for the first time in Chinese history to set the Qin ruler apart—as the ruler of the unified land—from the kings of the earlier, smaller states. The construction of massive palaces and the ceremony of the court are examples of the great power of the emperor.

The empire was divided into provinces and counties, which were governed by governors and justices that the emperor selected. One policy of the emperor was to move the ruling families from the past to live in the capital of Xianyang. Other policies of the government included census taking and standardization of the writing system and of weights and measures.

Led by the emperor, the Qin army led military campaigns to bring the empire together and expand its territory. The first emperor spent much of his time defending his territory from invaders. Finally, the emperor ordered the building of the famous Great Wall.

³ Adapted from [Britannica School, s.v. "China,"](#) accessed August 17, 2013. Lexile: 990L

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Preparing Students for the Unit

1. Complete the [Knowledge Rating](#), pp. 2-3 of the [Student Resource Packet](#)

The vocabulary knowledge rating is a before-reading strategy designed to evaluate students' prior or background knowledge of a topic or concept. Students are given a list of words related to the topic or concept and rate how well they know each term. Rating scales can help students to actively look at and be aware of new vocabulary and help to activate prior knowledge. By identifying terms students do not know well the teacher will be better able to prepare students for reading, viewing, listening and discussing the new topic or text.

2. Share the [KUD](#) with students, p. 4 of the [Student Resource Packet](#)

One of the keystones in the development of high-quality curriculum is that teachers clearly articulate what they want students to Know, Understand, and be able to Do as a result of a unit or lesson. These KUDs are the learning goals that guide curriculum development, frame lessons or units, and anchor the assessments and learning activities.

3. Pre-teach the Unit Vocabulary, pp. 5-6 of the [Student Resource Packet](#)

Use the vocabulary chart and definitions below to introduce the students to the core vocabulary for this unit. The chart can be taught at once in its entirety or when transitioning from one lesson to the next.

Lesson 1	
state of nature	no rules, no one in charge, and no way for people to protect their natural rights
natural rights	the right to life, liberty, and property
philosopher	a person who studies ideas about knowledge, truth, the nature and meaning of life, etc.
social contract	an agreement between the ruled and their rulers
Lesson 2	
law	a rule made by the government of a town, state, or country that citizens must obey
regulation	an authoritative rule dealing with details or procedure
law code	a group of laws or legal principles
empire	a group of countries or regions that are controlled by one ruler or one government
Lesson 3	

tax	an amount of money that a government requires people to pay according to their income, the value of their property, etc., and that is used to pay for the things done by the government
tribute	money or goods that a ruler or country gives to another ruler or country especially for protection
universal	existing or true at all times or in all places
power	the ability or right to control people or things
Lesson 4	
foreign	coming from or belonging to a different place or country
domestic	of, relating to, or made in your own country
policy	a definite course or method of action
constitution	the system of beliefs and laws by which a country, state, or organization is governed
clause	a separate part of a legal document

Lesson One: The Social Contract and the Development of Government

Essential Questions

- Why do we have government?
- What needs does government address?
- Why does the government have power?

Background for Teachers

The Social Contract⁴

The purpose of this lesson is to address the questions: what is power and why do individuals allow governments to have power? Several political philosophers worked to answer these same questions with their theories on the social contract. The social contract theory explains that early peoples lived in a state of nature without an organized social structure or government; people were free to do as they pleased. In this state, conflicts arose as individuals imposed on others. In order to achieve a better life, social-contract theory states that people choose to give up some of their personal freedoms and in return are able to live and work in an organized and secure society. So how does this relate to us? Or more importantly, how is this relevant to students?

Thomas Hobbes coined the influential phrase "state of nature," which he believed was actually a war-like state. He held the belief that humans are self-serving by nature and if left to their own devices, would lead lives that are "nasty, brutish, and short." Each person is working toward his or her own goals, working to meet his or her own needs. People think they have the right to everything, even things in the possession of others, including the body of others. In a state of nature, there were no property rights and no security. Hobbes believed people were motivated only by a fear of death, and this fear was the primary incentive for conforming to the rules of government.

In contrast to Hobbes, who thought a state of nature would be so unfavorable that people would immediately choose leadership over complete freedom, John Locke saw the state of nature as man living as he is supposed to and people being free to pursue their needs as they saw fit. Locke expressed the idea of protecting the natural rights of "life, liberty, or possessions." He believed that governments were created to keep society orderly and resolve conflict. His thoughts on separation of powers and protection of rights were integral in the writing of the Declaration of Independence. He stated that in a state of nature people can pursue their interests but are responsible to God.

In contrast to Hobbes and Locke, Jean-Jacques Rousseau believed that human nature is generally good and that it is society that corrupts the individual. Society puts people in chains, and getting back to a state of nature would allow people to

⁴ [Encyclopædia Britannica Online, s. v. "Jean-Jacques Rousseau," "John Locke," "social contract," and "Thomas Hobbes,"](#) accessed July 14, 2013.

truly be free. According to Rousseau’s theory, going back to a state of nature would correct many problems that societies are facing. Under the right conditions, people are good and will do the right thing. Rousseau believed that leadership changes over time in response to the needs of the society and that people will give themselves the laws they deem necessary.

In conclusion, the social contract is not visible; it is implied. One cannot see the social contract itself as if it were a thing. What we can see are the ways governments use their power to maintain the social contract. We see this as laws are made and enforced, as taxes are collected, as wars are waged, and as foreign policy is conducted. Even though styles and methods of leadership have developed drastically over human history, the need for leadership has remained constant as people desired to create a productive society. We were born into the social contract of today; we didn’t have a choice as it was established before our time. Only if we could go back to a state of nature could we see the behavioral changes that take place with the institution of government and the effects of the social contract involved in its creation.

Instructional Strategies

Strategy 1: Gathering Information **Brainstorming**

Divide the students into groups of 2-3 to imagine what life would be like without a government. Explain that political theorists call such a scenario a “state of nature.”⁵ Have students consider the following questions using Step 1 on the top of page 7 of the [Student Resource Packet](#).

- What might the advantages be to living in a state of nature? What might the disadvantages be?
- Do you think life in the state of nature would be good or bad? Why?
- What “natural rights” do people have in the state of nature? What might happen to these rights?

After approximately three minutes per question, discuss the students’ responses to the questions. Some typical answers are:

- What might the advantages be to living in a state of nature? What might the disadvantages be?
Advantages to living in a state of nature could be people have the right to do whatever they please and people could spend their time doing the things they enjoy most. Possible disadvantages to living in state of nature are stronger or smarter people might take away other peoples’ lives, liberty, and property, or weaker people might band together and take away the rights of other individuals of the society.
- Do you think life in the state of nature would be good or bad? Why?

⁵ [NC Civic Education Consortium: “State of Nature” v. Government](#)

Student answers will vary: some students may claim it would be good as people are free to do as they please, whereas others may state the dangers of living in a place without an organized government and system of laws.

- What “natural rights” do people have in the state of nature? What might happen to these rights?

In a state of nature people have the right to _____. These rights could be taken away by stronger or smarter members of society.

Check for Understanding

The exit ticket for the following question is on the top of page 25 of the [Student Resource Packet](#).

- Do you think we need government and laws to survive? Support your answer with an example from our community.

Rubric

2 – This response gives valid reasoning for or against having laws with an accurate and relevant example of a way laws impact the community.

1 – This response gives valid reasoning for or against having laws with an inaccurate, irrelevant, or no example of how this category has impacted their life.

Sample Student Response:

- I think we do need government and laws for survival. For example, if we didn't have laws to protect private property, people could take the belongings of others without any consequences.

Strategy 2: Extending and Refining Close Reading

Hook the students by leading a discussion using the following questions:

- What do you think driving would be like if there were no traffic laws?
Driving would be dangerous. People could drive at any speed they wanted. They could drive on people's property. Drivers would not have to take turns at an intersection which could cause an accident.
- What do you think life would be like if there were no laws to protect your private property?
Without any property laws people would be able to take whatever they wanted. People could enter your home or business and take things without any consequences. There would be less of an incentive to create nice homes and businesses because people would be afraid of others stealing and destroying their property.

Have the students record their ideas in step 2 on the bottom of page 7 of the [Student Resource Packet](#).

Explain to the students that they will be using the close reading technique. Tell the students that they will be working together and independently to carefully analyze the text. Explain that they will be reading the text several times and each time they

will be focusing on different aspects of it. Finally, instruct the students to independently read the text and fill in the following graphic organizer on page 8 of the [Student Resource Packet](#).

The Social Compact	Independent Reading Graphic Organizer
The words in the text that I do not understand are...	
Some questions or thoughts I have about the text are...	

After the students have independently read the text, give them a few minutes to share their graphic organizer with a partner. Then have the students share their remaining questions through a full class discussion.

Next, read the passage aloud. Before reading, tell the students, "As I read I want you to find the central idea of this text." After reading give the students time to compare what they identified in the passage as the central idea to what their classmates identified. **The students should explain that the central idea is the social compact, people give up some of their freedom in exchange for protection and security.** Have the students record their answer on page 9 of the [Student Resource Packet](#).

Then ask the follow-up question: What distinct details convey the central idea of this piece? **The details conveying the central idea can be found throughout the second paragraph.**

Direct students to the text-dependent questions on page 9 of the Student Resource Packet. Tell the students, "Now you are ready to answer some text-dependent questions. We will complete the first question together as a class and then you will complete a couple more questions with a partner." Model the following process as you work through the first question with the students.

- a. **Re-read** the section of the text in the left column.
- b. **Take notes** to help you respond to the question.
- c. **Discuss** the question in a group of 2-3.
- d. **Write** what you think is the best answer to each question.

Teacher modeling question: What does the author mean when he/she says "their rights would not be protected and they would feel insecure"?

The students should explain that without leadership, in the form of a government, people would be living in a state of nature. Individuals would be free to act and do as they please. This would pose a problem as people's belongings and safety would not be protected. This would leave the people of this society feeling uneasy.

Where does government get its right to govern, according to the natural rights philosophers?

The students should explain that the government is given its right to govern by the people. The government's power comes from the consent of the governed.

How does the author help the reader understand the meaning of social compact? Use examples from the text in your analysis.

The students should explain that the author first gives an example of a social compact ("They should consent to follow some laws in exchange for the protection these laws would give them.") and then defines social compact in a sentence ("A social compact is an agreement people make among themselves to create a government to rule them and protect their natural rights.")

How does the text explain the difference between a state of nature and life with a social compact?

In a state of nature, people would be allowed to do as they please. With the institution of a social compact people would give up some of their freedom to create a more secure society.

Conduct a class discussion to ensure that the students understand the text-dependent questions and the process for answering them.

In a paragraph, with at least 5-8 sentences, have students answer the following questions using *The Social Compact* text.

- What problem does the author introduce in the text *The Social Compact*?
- What is one solution to the problem?
- Do you think it has been successful? Explain your answer with an example.

What should teachers see in student writing?

What problem does the author introduce in the text *The Social Compact*?

The students should identify the problem as living in a state of nature can cause a lack of security and protection.

What is one solution to the problem?

The solution to the problem was the formation of government.

Do you think it has been successful? Explain your answer with an example.

The answers to this portion of the prompt will vary. Students should state whether or not the institution of government has

had a positive impact on societies. They should provide an example such as improved relationships between individuals, property rights, and laws to protect people.

Check for Understanding

The exit ticket for the following question is on the bottom of page 25 of the [Student Resource Packet](#).

- What is one rule or concept you would include if you were to write a “social contract” for our school? Explain why your rule or concept is important.

Rubric

2 – This response gives a valid rule or concept with an accurate and relevant explanation.

1 – This response gives a valid rule or concept with an inaccurate, irrelevant, or no explanation.

Sample student response:

I would ensure that there was a “no bullying clause” in the social contract for our school. This concept is important because everyone should feel safe and comfortable in school so that they can learn.

Part 2: The Development of Government

Strategy 3: Application Simulation

Background for Teachers⁶

The purpose of this part of the lesson is for students to gain an understanding into the reason why governments were created in the first place. The institution of government was not immediate; the progress toward the complex governments around the world today took thousands of years. Basically the process was a natural response to the needs of growing populations. The first "political structure" was the nomadic hunter-gatherer family when the parents held the responsibility for the feeding and security of their children. As the children grew, they developed the skills to care for themselves and eventually left the family unit to start their own. Over time with technological advancements in farming, nomadic groups created permanent settlements, villages, with growing populations.

As economic activities developed in villages, a need for leadership outside of the family unit was required. The earliest village leaders were usually male, elder, religious figures who were believed to have obtained leadership status from the gods or a higher being. Leadership of the village usually took place at town hall meetings with discussions taking place between village elders and a village council or leader. The laws were typically passed from leader to subject orally and tended to change over time based on the needs of the group. Resource management became critical in sustaining a growing population and producing reserves of crops.

Small villages grew into cities and a more extensive form of governance was needed. This led to the creation of various governmental positions and leadership roles. As the city developed increasing divisions of labor, societies became more complex. With specialization of labor, advanced systems of exchange came into existence. People traded with other citizens living within close proximity. With greater transportation technology, economic activities became more abundant, and people were able to trade with other cities and villages. As villages obtained more resources, the threat of attack from outside nomadic groups and cities became a major concern. Wars broke out as groups battled in a desire to obtain greater amounts of resources. With protection being a crucial component of a functioning city, armies became an integral piece of society. The military played a critical role by intervening when barbarians attacked, when civil wars erupted, and when larger wars broke out. Eventually military leaders became revered as the most important members of society and began to hold leadership positions.

Cities grew into larger societies and eventually into civilizations. Larger populations necessitated a greater specialization of labor and leadership. This specialization eventually led to a division in social status, social classes began to emerge based upon occupation, wealth, and/or family name. A class of government officials, military leaders and personnel, artisans, professionals, and a working class emerged. To meet their economic desires, the use of slave labor developed in many ancient societies. The forms of government these early civilizations established can be categorized by the number of rulers. In short, leadership by one is a monarchy or dictatorship, leadership by a few is oligarchy, and rule by the people is democracy.

⁶ [Encyclopædia Britannica Online, s. v. "government" and "political system,"](#) accessed July 14, 2013.

Divide the class into groups of four. Tell the students, "Hammurabi became the sixth ruler in the First Dynasty of Babylon in the 18th Century B.C. The success of Hammurabi's military operations expanded Babylon north along the Tigris and Euphrates and south to what is now called the Persian Gulf. The empire he created is known as Babylon, while the civilization is often referred to as Old Babylonia."

Further explain, "Each group will play the role of a council of advisors to King Hammurabi. You will meet to plan your advice to the king. Then, one or more representatives from each group will report your council's advice to the king. Keep in mind that Hammurabi is an absolute ruler and the consequences of a presentation that displeases the king could be severe."

Instruct the groups to silently read Hammurabi's speech on page 11 of the [Student Resource Packet](#).

Allow for two minutes of full class discussion to clarify the content of Hammurabi's speech.

Tell the students to work through the questions on page 11 of the [Student Resource Packet](#), keeping in mind their important role as a member of the council of advisors to King Hammurabi. Express the importance of making recommendations that are relevant and specific.

Allow time for the groups to present their recommendations to the rest of the class. To save time you could have each group focus on one question only. After each group presents their recommendations, conduct a brief discussion on the effectiveness of their plan.

Check for Understanding

The exit ticket for the following question is on the top of page 26 of the [Student Resource Packet](#).

- Describe a need of the citizens that Hammurabi's government worked to address. Support your answer with evidence from the lesson.

Rubric

2 – This response gives a valid need with an accurate and relevant evidence of a need that Hammurabi's government worked to address.

1 – This response gives a valid need with inaccurate or irrelevant evidence of a need that Hammurabi's government worked to address.

Sample student response:

Hammurabi worked to address the problem of crime in the empire. He created laws to ensure the strong could no longer harm the weak.

Lesson Two: Rule of Law

Essential Questions

- Why do we have government?
- What needs does government address?
- Why does the government have power?

Background⁷

According to the Law entry of Britannica School, "All the rules requiring or prohibiting certain actions are known as law. In the most general sense, there are two kinds of law—natural law and positive law. Natural law has been recognized since the ancient world to be a general body of rules of right conduct and justice common to all mankind. This concept grew from the observation of the operation of the laws of nature and their uniformity. Positive law, on the other hand, consists of regulations formulated by the heads of a country or society. In many cases, natural laws have been written into positive laws by governments. The prohibition against killing, for example, is common to virtually all of mankind, and most nations have enacted laws against it. This article is concerned primarily with the many aspects of positive law in Western society."

Instructional Strategies

Strategy 1: Gathering Information

Simulation

Announce that the class will be playing a game and will be prizes for winning team. Then count off students into groups of four or five and ask them to stand in rows. Give the first student in each row several paperclips.

Tell students to start playing when you so "go." Quickly say go!

Once the students ask for instructions – tell them to pass the paperclips to the back of the row and then back to the front, one at a time. The first team to finish wins.

Start students again, but quickly stop. Tell them they forgot to pass the clips over their left shoulders only. If they complain, don't respond.

Start again, but again quickly stop. Change the rule to passing over right shoulder. Stop and penalize one row for violating the rule by giving them an extra paper clip.

Start again, and then stop for some arbitrary reason (e.g. for having too many boys on their team). Give that row two additional paperclips to pass.

⁷ [Britannica School, s.v. "law,"](#) accessed October 27, 2013.

Start again and allow game to conclude. Announce the winners and celebrate their accomplishment.

Debrief the game using the following questions:

- How did the game make you feel? Was it unfair? Why?
- What could be done to make the game fair?
- Why do they think we played that game?
- Who makes laws? Who makes rules?
- Where do laws/rules apply?

Ask students what laws they encountered that day. Have the students record their answers on the top of page 12 of the [Student Resource Packet](#). Examples: Traffic laws, discrimination laws, consumer laws, environmental laws.

Next, brainstorm reasons for having laws: Examples: Promote order/stability -- prevent confusion/disorder; protect human rights; promote fairness; promote values; resolve conflicts; represent will of majority; protect rights of minorities; protect environment; govern relations between individuals/groups.

Finally, have the students brainstorm a definition of law: Examples: Rules and regulations made and enforced by government regulating the conduct of people within society; rules established by authority, society, or custom.

Check for Understanding

The exit ticket for the following question is on page 26 of the [Student Resource Packet](#).

- Why does the government need the power to make and enforce laws and regulations? Support your answer with an example from our community.

Rubric

2 – This response gives a valid reasoning with an accurate and relevant example from their community.

1 – This response gives valid reasoning with an inaccurate, irrelevant, or no example from their community.

Sample student answers:

The government needs the power to make an enforce laws to ensure the security of the nation. For example, the government requires that in airports the cargo of individuals is checked to ensure that no weapons or drugs are brought into the country.

Strategy 2: Extending and Refining⁸ Partner Reading

In pairs, have the students discuss the following question:

- What does the saying “an eye for an eye” mean?

After the students discuss their answers direct their attention to the definition of *lex talionis*:

lex talionis - (n) The legal principle of “an eye for an eye.” Laws based on *lex talionis* punish criminals by making them suffer exactly what their victims suffered. The words *lex talionis* are Latin for “the law of retribution.”

Next break the students into pairs to do a partner reading of [“The Empire Ruler,”](#)⁹ on pages 12-13 of the [Student Resource Packet](#).

Strategy 3: Application Simulation

Present the following three examples of Hammurabi’s laws to the class. In small groups, have the students discuss what the laws tell us about life in Hammurabi’s Empire. You can complete the first one as a class to give the students an idea of appropriate responses. Have the students record their answers on page 14 of the [Student Resource Packet](#).

1. If a son has struck his father, the son’s hands shall be cut off.
Suggested answers: Babylonians believed fathers were more important than sons; fathers were heads of households; the father’s authority should not be questioned; they valued obedience to fathers and punished disobedience severely.
2. If a man has hired a boat and boatman and loaded the boat with corn, wool, oil, dates or anything else, and the boatman is careless and sinks the boat, the boatman shall restore the boat and whatever was lost that was in it.
Suggested answers: Babylonians knew how to build/use boats; people could rent boats and hire the service of others to run the boats; they traded in goods (corn, wool, oil, and dates); they believed that the person who operated the boat was responsible for safeguarding the property of the person who rented the boat; people could individually own property (like

⁸ This strategy was adapted from: Suter, Coral, and Marshall Croddy. 1983. *Of codes and crowns: the development of law*. Los Angeles, Calif. (1510 Cotner Ave., Los Angeles 90025): Constitutional Rights Foundation.

⁹ Lexile: 800L

the boat or merchandise); they thought carelessness was an important factor to take into consideration when deciding the cause of an accident.

3. If a life has been lost, the city or district governor shall pay one mina (a measurement) of silver to the dead person's relatives.

Suggested answers: Babylonians believed that government officials were responsible for the lives of citizens in their districts; silver was measured in minas; fines could be paid in silver; areas of the empire were divided into cities or districts; the empire was run by officials; people acknowledged family relationships of some kind; the individual was considered important to the family since his/her loss had to be compensated; an individual's life was worth one mina of silver.

Set the scene for the students by saying, Imagine you are the governor of Lasha, a city at the edge of the empire. Hammurabi sent you a copy of his code. You are determined to see that Hammurabi's laws are obeyed in your city. Two cases are brought before you this morning. The same law was broken in each case:

If a son has struck his father, the son's hands shall be cut off.

Read the facts of each case and state your judgment of each case with at least two reasons why you reached that decision. Remember, the purpose of Hammurabi's Code is to establish "truth and justice throughout the land." Your judgments should also establish truth and justice.

Allow the students to read each case and determine if the punishment should be administered according to the law code. Have the students to explain their reasoning.

Have the students record their answers on the bottom of page 14 of the [Student Resource Packet](#). After allowing time for discussion, inform the students that under Hammurabi's Code of Law both cases would be punished in the same way.

Check for Understanding

The exit ticket for the following question is on page 26 of the [Student Resource Packet](#).

- Write a one-sentence hypothesis explaining the purpose of Hammurabi's Code. Explain why you came to this conclusion.

Rubric

2 – This response gives a valid hypothesis with an accurate and relevant explanation.

1 – This response gives a valid hypothesis with an inaccurate, irrelevant, or no explanation.

Sample student response:

Hammurabi may have had his code written and placed near temples because he wanted to create law and order in his growing empire. I know this is true because many of

Hammurabi's law codes were created to settle disputes between citizens. People would no longer fight with each other, they had a solutions to their problems through the law code.

Lesson Three: Taxes

Essential Questions

- Why do we have government?
- What needs does government address?
- Why does the government have power?

Background¹⁰

Taxes are collected to fund government activities and programs. The expenditures include interest payments and program spending. Interest payments are the result of government borrowing, usually in the form of bonds, securities, and bills. Individuals or other governments can buy bonds and securities from governments. The benefit to buying bonds and securities is the interest payments that are paid to the bondholder over an agreed upon length of time.

Taxes in the Modern World

Program spending includes transfer payments and direct government production. Transfer payments involve the shifting of money from one sector of society to another. A transfer payment does not involve goods or services, it is simply a transfer of funds. Examples of transfer payments in the United States include welfare, social security, and subsidies. Government production is comprised of public consumption and public investment. Unlike transfer payments, government production involves the government providing a service either directly through a government agency or with the hiring of a private agency. Government production includes the public goods and services consumed by taxpayers without a direct payment, they are entitled to these public goods or services due to their citizenship of a country. Another component of government production is public investment. Public investment usually involves the government's investment in public projects to improve the infrastructure of cities and states.

To fund these expenditures, tax revenue must be collected. Taxes are levied in a variety of ways including income, sales, payroll, wealth, and environmental. Individuals and businesses pay income tax as a portion of their earnings. Income taxes come in the form of progressive taxes or flat-rate taxes. The tax rate under a progressive tax increase as the amount of income increases. On the other hand, a flat-rate tax is a constant rate regardless of the level of income. Sales taxes are collected upon the sale of a good or service, when an individual makes a purchase the tax is added in addition to the final cost. Payroll tax is related to the wages earned by a worker. The tax burden is typically shared between the employee and employer. Wealth taxes are levied on the accumulated wealth of an individual. They include all assets an individual accumulated over their lifetime. Environmental taxes are used to encourage environmentally-friendly actions and provide a disincentive for actions that are environmentally damaging.¹

¹⁰ References:

- Bertman, Stephen. *Handbook to life in ancient Mesopotamia*. New York: Facts on File, 2003. Print.
- *Delaware, a guide to the first state*. New and rev. ed. St. Clair Shores, Mich.: Scholarly Press, 1976. Print.
- White, Donald. [4/2/2002, Taxes in the Ancient World - Almanac, Vol. 48, No. 28](#). Penn: University of Pennsylvania. N.p., n.d. Web. 21 Oct. 2013.

Taxes in Delaware

State funds come from business and corporation taxes, income tax, inheritance tax, and estate tax. Local funds are derived from real estate taxes and gas tax. There is no statewide real estate, sales, or corporate income tax. Income taxes are the basis of school funding and the gas tax and automobile fees support the roadways.

Taxes in Hammurabi's Empire

The government of Mesopotamia was based around a divine king acting on the behalf of the gods. The connection the kings held to the gods gave them greater power as the people wanted to please the gods. Compliance to the king was based on the people's moral desire to be obedient to the will of the gods.

Tax collection in Mesopotamia was a major function of the government. Taxes were levied as goods moved through different regions along trade routes. Civil servants traveled across the empire to collect taxes. Regions that refused to pay would be subject to military actions. Citizens paid taxes for the maintenance of irrigation systems, for land use, and construction of government building projects like temples and palaces. Merchants played an important role in Mesopotamian society. They conducted trades internationally. They played the role of "bankers" as they made loans and took deposits. Farmers could receive advances of farming materials for a fee in the form of land and supplies after a successful harvest. The merchant would also store the harvested crops for farmers for a fee.

In Mesopotamia taxes were levied on most goods. The Mesopotamians paid their taxes through service or goods such as livestock and crops. Taxes were levied on traders and travelers. Taxes in the form of physical labor were also levied, the male, head of household had to perform the physical tax payments such as farming, maintenance of canals, military service, and foreign battles. Sometimes wealthier men would send slaves or pay another to perform their service obligation.

Instructional Strategies

Strategy 1: Gathering Information Anticipation Guide and Jigsaw

Have the students circle "thumbs up" for true and "thumbs down" for false in response to the statements in Step 1 on page 15 of the [Student Resource Packet](#). Tell the students that they will revisit this information at the end of the period to make any necessary changes.

Have the students jigsaw read the article on pages 16-17 of the [Student Resource Packet](#). With this strategy, the students have the opportunity to become an expert in one aspect of the article and share what they learn with their classmates. Each student is responsible for a piece of the "puzzle." Each student is assigned his or her part and given time to independently read and/or do research.

When students are finished gathering information on their section, the groups will be restructured so that "expert" groups are formed. The teacher will organize the students in groups according the section they studied to discuss the information,

clarifying any questions or concerns they may have. Then the students will devise a plan for sharing the information with their classmates. The students should be given time to practice their presentation with their expert group to ensure its accuracy.

The final step is when the original group meets again and each student presents his or her section, have the students record their classmate's responses on the bottom of page 15 of the [Student Resource Packet](#). Each student is responsible for a portion of the information. Throughout the activity, the teacher acts as a facilitator, periodically checking in on students to keep them focused and to answer questions.

Check for Understanding

The exit ticket for the following question is on the top of page 27 of the [Student Resource Packet](#).

Which tax is it? Match each scenario with the tax it is describing.

1. Yvonne buys gloves that cost \$10.00. At the register, she must pay \$10.80.
sales tax
2. Sasha bought a townhouse last year. She just got a bill from the county showing the value of her house and the amount of tax she owes. **property tax**
3. Bigmart sells boots that are made in China and boots made in the United States. Bigmart must pay 27% tax on each pair made in China, but not on the ones made in the United States. **tariff**
4. State citizens voted to add a 75 cent tax to each pack of cigarettes to pay for programs to help people quit smoking. **excise tax**
5. Jake got his paycheck today. He worked 40 hours at \$20 per hour. His gross pay was \$800, but the amount of his paycheck was only \$623.15.
income/Social Security/Medicare taxes
6. Clyde Cash owned two houses, three office buildings, a Bugatti Veyron, antiques, stocks, and a jet, all worth \$25 million. He passed away. His heirs owe the government \$9 million in taxes. **estate tax**

Strategy 2: Extending and Refining Close Reading

Explain to the students that they will be using the close reading technique. Further explain that they will be working together and independently to carefully analyze the text. The text can be found on page 18 of the [Student Resource Packet](#).¹¹

Tell the students that they will be reading the text several times and each time they will be focusing on different aspects of it. Then instruct the students to independently read the text and fill in the following graphic organizer in Step 2 on page 18 of the [Student Resource Packet](#).

¹¹ Text adapted from [Ancient Mesopotamia](#). It has a Flesch-Kincaid Reading Level of 8.4.

The words in the text that I do not understand are...

Some questions or thoughts I have about the text are...

After the students have independently read the text, give them a few minutes to share their graphic organizer with a partner. Then have the students share their remaining questions through a full class discussion.

Next, read the passage aloud. Before reading tell the students, "As I read I want you to find the central idea of this text." After reading give the students time to compare what they identified in the passage as the central idea to what their classmates identified. **The students should explain that the central idea is the early writing system of Mesopotamia and its uses.**

Have the students record their answer on the top of page 19 in the [Student Resource Packet](#). Then the teacher will ask the follow-up question:

- What distinct details explain the central idea of this piece?

The details conveying the central idea can be found in the second sentence of the first paragraph and the first sentence of the second paragraph.

Direct students to the text-dependent questions on pp. 19-20 of the [Student Resource Packet](#). Tell the students, "Now you are ready to answer some text-dependent questions. We will complete the first question together as a class and then you will complete a couple more questions with a partner."

Model the following process as you work through the first question with the students.

- a. **Re-read** the section of the text in the left column.
- b. **Take notes** to help you respond to the question.
- c. **Discuss** the question in a group of 2-3.
- d. **Write** what you think is the best answer to each question.

What does the author mean in the sentence, "Records of taxes, tithes, and tributes pre-date even the most ancient of stories and religion."?

The author is explaining how tax records existed even before religious writings and written stories.

What does the word “universal” mean in this selection?

The word universal means it was the same. No matter what language the people were speaking, the written language was the same for everyone.

How did the people of Lagash keep record of the taxes people paid?

Tax records were kept on pieces of soft clay that were later baked. People used the pieces of clay as receipts.

What do you infer the tax rate would be when a crisis or war was not going on? What led you to that conclusion?

During times of peace and stability the tax rate would probably be below 10% or only on a few goods, not all goods. Answers will vary.

Check for Understanding

The exit ticket for the following question is on page 27 of the [Student Resource Packet](#).

- Why do governments need the power to collect taxes? Explain your answer with an example.

Rubric

2 – This response gives valid reasoning with an accurate and relevant example of a reason why governments have the power to collect taxes.

1 – This response gives valid reasoning with an inaccurate, irrelevant, or no example of a reason why governments have the power to collect taxes.

Sample Response

Governments need the power to collect taxes in order to fund government programs. For example, taxes are collected to pay for the maintenance of the highways.

Lesson Four: Foreign Policy

Essential Questions

- Why do we have government?
- What needs does government address?
- Why does the government have power?

Background¹²

According to the article *International Affairs* from Britannica School, "All the complex devices and attitudes that a nation develops to use in its interactions with other nations make up its foreign policy. Policy formulation is the responsibility of specific government agencies—the United States Department of State or the British Foreign Office, for example. In the United States the direction of foreign policy is the task of the president, though in many matters he must have the approval of the United States Senate. Other agencies also contribute to formulation of policy. Among them are the National Security Council, the Department of Defense, and the Central Intelligence Agency. Since foreign policy can be quite complex, other agencies may also contribute information. The World Bank and the International Monetary Fund, for instance, keep abreast of economic conditions in most countries and play a major role in offering foreign aid."

Instructional Strategies

Strategy 1: Gathering Information¹³

Concept Development

Pre-teach the vocabulary for this lesson by having the students discriminate between the terms "foreign" and "domestic." Share the following definitions with the students:

- Foreign - coming from or belonging to a different place or country
- Domestic - of, relating to, or made in your own country

Have the students complete Step 1 on page 21 of the [Student Resource Packet](#) where they are to select either "foreign" or "domestic."

¹² [Britannica School, s.v. "international relations,"](#) accessed October 27, 2013.

¹³ [Adapted from iCivics-War, Peace, and Everything In-Between](#)

Strategy 2: Extending and Refining Concept Development

In small groups have the students decide if each statement is an example of domestic policy — addresses issues at home — or a foreign policy — addresses issues around the world. The statements are on page 21 of the [Student Resource Packet](#).

Check for Understanding

The exit ticket for the following question is on page 28 of the [Student Resource Packet](#).

- What is the difference between a foreign policy and a domestic policy? Explain your answer with examples of each.

Rubric

2 – This response gives a valid difference with an accurate and relevant examples of a foreign policy and a domestic policy.

1 – This response gives a valid difference with inaccurate, irrelevant, or no examples of a foreign policy and a domestic policy.

Sample student response:

A domestic policy is a procedure the government uses to address issues in their own country like determining how much in federal taxes the citizens will pay. A foreign policy is a procedure the government uses in dealings with other countries. For example, a foreign policy could be when the government makes trade agreements with neighboring countries.

Strategy 3: Extending and Refining Cooperative Learning

Direct the students' attention to the clauses of Article One, Section Eight of the United States Constitution on page 22 of the [Student Resource Packet](#). Have the students work in pairs to analyze a clause. The students may need dictionaries or computers due to the difficult vocabulary. Have the students answer the following questions:

- What does your clause mean?
- Why is this clause important?
- What could happen if this clause was not included in the Constitution?

Have the students record their answers on page 23 of the [Student Resource Packet](#), then have them share their answers with the class.

Check for Understanding

The exit ticket for the following question is on page 28 of the [Student Resource Packet](#).

- Why does the government need the power to conduct foreign policy? Support your answer with an example.

Rubric

2 – This response gives valid reasoning with an accurate and relevant example.

1 – This response gives valid reasoning with an inaccurate, irrelevant, or no example.

Sample student response:

The government needs the power to conduct foreign policy to insure national security. For example, Clause 15 gives the government the power to call forth the militia to repeal invasions. This power gives our country the ability to protect ourselves.

Strategy 4: Application Building Academic Vocabulary¹⁴

Some of Hammurabi's law codes discussed policies related to trade and movement between parts of the empire. Break the students into small groups and give each group a large die worksheet. For each of the laws found on page 23 of the [Student Resource Packet](#), have the students roll the die and then complete the appropriate activity. The students will record their answers in the right column on page 23.

On page 24 of the [Student Resource Packet](#) there is a die template for the students to cut out and fold together for use in this lesson. Using die can be a great active learning strategy for students as it encourages active processing and personalization of concepts. For each side of the die, there is a different task such as *write a sentence, act it out, draw a picture, and make a diagram*. Students can take turns rolling the dice and then complete the corresponding tasks.

¹⁴ Townsend, Dianna. 2009. "Building Academic Vocabulary in After-School Settings: Games for Growth with Middle School English-Language Learners". *Journal of Adolescent & Adult Literacy*. 53 (3): 242-251.