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## **WHY ARE THERE DIFFERENT STRUCTURES OF GOVERNMENT?**

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**DELAWARE CONTENT STANDARD – CIVICS STANDARD 1:** Students will analyze the way in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

**BIG IDEA:** Different countries have different needs and therefore different government structures are necessary

**LEARNING INTENTION:** Students will understand that countries set up different structures of government based on their histories, cultures, values, and ideologies

**SUCCESS CRITERIA:**

- Identify different structures of government
  - Understand the costs and benefits of contrasting types of government
  - Argue effectively for a structure of government for citizens based on the group's history, culture, values, and beliefs
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# WHY ARE THERE DIFFERENT STRUCTURES OF GOVERNMENT?

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## LESSON 1 – KEY TERMS

**RATIONALE:** The first step in meeting our success criteria in learning the unique vocabulary of the unit.

**LEARNING OUTCOME:** Students will learn nine new key terms that will frame the unit RH.9 10-4

**PLAN:**

1. Warm-up: Discuss quote – “Democracy is the worst form of government, except all the others.” 5min
2. Introduce essential question and learning intention 5min
3. Handout list of key terms. Ask students to read through the key terms and have them mark a question mark on each key term that they would like to have explained more clearly. (ppt and handout) 10min
4. Have a student explain each key term for the class. Ask for specific examples and non-example of each. 10min **(Students spent the rest of period drawing terms)**
5. Groups of four. Give each group four terms so that every other group has different terms. Give them 10 minutes to decide who will draw what and to draw there terms. Have them quiz battle opposite groups. (key term card handout) 15-20min
6. Regroup and debrief – ask them to list which key terms are still confusing on scrap paper. Clarify confusing terms. 10-15min
7. Quiz – have them identify each term by matching the number and letter on the back-side of their scrap paper. Allow students to self-grade. Ask students how accurately they identified the terms they found confusing, and if the clarification allows them to identify the term correctly 10min
8. Explain Homework (hand out)
9. CNN Student News – Hunt for key terms.

## LESSON 2 – APPLYING NEW INFORMATION

**RATIONALE:** As a formative learning experience that will activate peers as learning resources and allow students to apply newly learned terms to a real-life scenario, this lesson will provide important support in advancing our success criteria.

**LEARNING OUTCOME:** Students will work in small groups to apply the correct key terms for their countries needs. RH.9 10-4

**PLAN:**

1. Warm-up: Key Term Quiz
2. Groups of 3 or 4
3. Circulate between groups challenging students on their choices
4. Presentations (Not enough time)

**LESSON 3 – GATHERING INFORMATION ON STRUCTURES OF GOVERNMENT**

**RATIONALE:** In order to assimilate our new terms, it will be helpful to see them in context and to explore examples. This lesson will also reinforce primary historical skills of research, and document processing.

**LEARNING OUTCOME:** Students will process primary source documents and use a graphic organizer to explore deeper and contextualized examples of the key terms RH.9 10-4

**PLAN:**

1. Warm-up: Set-up class in B shape. Check-in quiz – associate the correct key term with the corresponding picture (ppt) 10min
2. Hand out Frayer Model Graphic Organizer and primary source. Key word highlight and analyze doc as class and fill out Model as an example. 30min
3. Break into groups – highlight/complete G.O – 30min
4. Share out 10min
5. Explain Homework/Wrap-up 10min

**LESSON 4  
INSIDE NORTH KOREA – FILM**

**RATIONALE:** Many ideas are expressed best by viewing them in action and in context; as opposed to reading about them or having them explained. This being true, this film will serve as the center-piece for solidifying our success criteria.

**LEARNING OUTCOME:** Students will continue to explore deeper, contextualized examples of the key terms, which should result in measurable ability to meet the success criteria. RH. 9. 10-4

**PLAN:**

1. Warm-up-formative assessment 10min
2. Film - 70min
3. Wrap-up 10min

## **LESSON 5 - THE PROBLEM IN IRAQ**

**RATIONALE:** Games are a rich method for experiencing and advancing learning. Building a strong understanding of our key terms will now pay off, as those who understand the material well will be more likely to thrive during the game. It is also important that students have an opportunity to apply their learning to real-world scenarios, which this lesson provides.

**LEARNING OUTCOME:** Students will sharpen their skills of argument and consultation while transferring the knowledge of government to offer a solution to the problem in Iraq. RH. 9 10-4

**PLAN:**

1. Warm-up: What do you know about the Iraq War? 5min
2. Handout background info 10min
3. Explain consultation and task 5min
4. Small groups – become expert in your type of gov. prepare strategies/arguments for ambassador consultation 15min
5. Go over rules for consultation 2min
6. Ambassador group consultation – each member gets 2min to discuss the merits of their gov. selection – next, each group must consult to determine which makes the best sense -15min
7. Plenary consultation – now that each group has decided on a type that is best, we will attempt to reach a unanimous consensus 10min
8. Written Assessment – which type of gov. is best for Iraq? Why? 30min

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# WHY DO WE NEED GOVERNMENT?

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**DELAWARE CONTENT STANDARD – N/A - (This unit will serve as an introduction to civics and therefore support the unfoldment of the proceeding Delaware Content Standards.)**

**BIG IDEA: Governments and citizens are responsible for creating and enforcing a social contract**

**LEARNING INTENTION: Students will understand that governments exist to ensure that the social contract is upheld for all citizens**

**SUCCESS CRITERIA:**

- **Identify all key terms**
  - **Understand the mutually exclusive relationship between social contract and state of nature**
  - **Argue effectively for the purpose of government**
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# WHY DO WE NEED GOVERNMENT?

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## 1. KEY TERMS

**Rationale:** The first step in developing our ability to answer this complex question is to understand the essential terminology unique to this topic.

**Learning Outcome:** Students will be able to recognize the key terms of this unit.  
RH.9-10.4

### Plan:

1. Bell Ringer – In your notebook, create a definition for the word, “government.”
2. Introduce the following key terms and their definitions: Consent, State of Nature, Absolute Power, Social Contract, Philosopher, Natural Rights, Divine Right, Authority,
3. 4x4 sheet x2 - Definition on one side, Picture/Word on the other (See Keynote Slide and Print)
4. Closer – Finish Key Terms for Homework/Study for Quiz Battle Tomorrow

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## 2. KEY IDEAS – HOBBS VS. LOCKE

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**Rationale:** Many of the key terms of the previous unit are expressed in the debate between Thomas Hobbes and John Locke. Their ideas, and the ideas of other Enlightenment Thinkers, shaped the context of the American Revolution and greatly influenced the formation of our government. It is also beneficial that both figures provide different, yet convincing responses to our EQ.

**Learning Outcome:** Students will understand the difference in Hobbes’ and Lockes’ viewpoints and apply them to our EQ. RH 9-10.6

### 2 Day Plan:

1. Bell Ringer – Quiz Battle: choose three key terms to ask a classmate. Choose a classmate to battle. Each player asks one question until three are done. Keep track of the score for each game and your total score – you get one point for each correct answer, and you lose a point for each wrong answer. There will be three rounds of battle. Day 2 – Copy quote and discuss.
2. Prezi
3. Closer – Do you agree with Hobbes – why or why not? Day 2. Do you agree with Locke – why or why not?
4. Homework is to study notes on Hobbes/Locke. Day 2 homework is to answer the question, “Who was right, Hobbes or Locke?” You must use a quote from one author and explain why it is right or wrong.

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### 3. IDENTIFYING/DISCUSSING KEY IDEAS

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**Rationale:** William Golding's, *The Lord of the Flies* is often used to demonstrate the themes debated between Enlightenment Thinkers regarding the need for government. I will use the movie instead of the book, as it will be more accessible and less time consuming than the book.

**Learning Outcome:** Students will identify the key ideas of Hobbes' and Lockes' and apply them to our EQ. RH 9-10.2, WHST 9-10.1

#### 2 Day Plan:

1. Bell Ringer – Formative Assessment - All students have two cards, one with a large “H” and one with a large “L” I will display 10 sentences, one at a time. Students will use their cards to indicate if the sentence represents the thinking of Hobbes or Locke.
2. Opening Question – How does the opening scene of the movie create a “state of nature.” Day 2 – How does the movie demonstrate the need for strong leadership?
3. Movie with guided worksheet – explain that I will be grading how they watch the movie as part of our Habits of Mind development.
4. Closer – Find your key terms in your notebook. What key terms can you connect with the movie?
5. Homework – key terms sheet

#### Plan:

1. Bell Ringer – How will it end? In your notebook, predict how the film will end.
2. Finish movie
3. Introduce simple claim structure – statement+because...
4. Closer – Whose ideas influenced the story, *The Lord of the Flies* more, Thomas Hobbes, or John Locke? Cite a quote from Hobbes or Locke to support your claim.
5. Homework is to finish closer.

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### 4. WHEN PROTECTION FAILS

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**Rationale:** It's important to acknowledge that governments sometimes fail in their duties. In a healthy democracy, citizens are responsible for holding governments accountable. Normally, this is expected to happen through the election and even impeachment process, or through the legal system. But often time's governmental laws and protocols fail to establish justice. When this process breaks down, unrest, protest, riots, and revolutions result can result.

**Learning Outcome:** Students will examine specific examples of governments failing to protect their citizens. Students will be able to apply information from previous lessons in order to predict what might happen as a result of gov. failure. RH 9-10.3

**2 Day Plan Day:**

1. Bell Ringer – copy quote and discuss. Day 2 – Who is Rodney King?
2. Case study - Rodney King (Doc. And Videos) Group Read and Discuss
3. Closure – Exit Slip - What caused the Rodney King Riots? Day 2 – Are riots and effect way to change governments?
4. Homework: Interview parents about what they remember about the Rodney King Riots.

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**4. WHEN PROTECTION FAILS**

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**Rationale:** Continuing the theme of failed protection and its impact on the relationship between people and their government, we are now at an ideal point to conduct a small, independent research project.

**Learning Outcome:** Students will conduct a brief research project into the issue of governments failing to protect citizens thereby extending yesterday's learning outcome. WHST 9-10.7

**Plan:**

1. Bell Ringer – Copy quote and discuss
2. Intro to research
3. Provide several options if tech is not yet present – options might include: Black Lives Matter, European Immigration Crisis, War on Terror...
4. Target highlight and annotate sources
5. Continue into day 2 – answer guided questions
6. Closer – What do you recommend for the government to improve the condition?

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**5. WHY DO WE NEED GOVERNMENT RESPONSE**

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**Rationale:** We should now be able to answer this question with complex analysis.

**Objective:** Students will analyze the need for government using multiple sources. WHST 9-10.9

**Plan:**

1. Bell Ringer – Pull out all materials related to why we need government – Key Terms, Notes, RK Article, Ind. Research...
2. Students will construct a written response to the EQ – must use 4+ key terms, quotes from Hobbes and Locke, cite specific example from articles and research
3. Closer – Discuss the EQ