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**LESSON / UNIT TITLE: Structures and Forms of Government**

**Teacher Name(s):** Russell Hons and Robert Moore

**School District:** Northeast Bradford School District

**Building:** High School

**Grade Level:** Ninth

**Subject:** American Government and Civics

 **Time Required: Three Days**

**Lesson/Unit Summary *(2-3 sentence synopsis)*:** The lesson will provide the students with knowledge about why we need government. The lesson will include the foundations, historical background, economic systems, and types of governments.

**Essential Questions for Lesson/Unit**

**What is the meaning of government?**

**What is the structure of government?**

**What are the political/economic systems that make up government?**

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

**5.1.9. B:** Analyze the major arguments advanced for different systems of government.

**5.3.9. J:** How are systems of government compared and contrasted (Federal, State, Local)?

**5.3.8. I:** What are the various types of projects and services provided through the local state and

 national taxes?

**5.3.9. I:** What is the purpose of taxes? What are various types of taxes?

**Lesson/Unit Objectives**

At the conclusion of this lesson, students will be able to:

1. Explain why we have government and what it does.

2. Describe different forms of government.

3. Discuss how power and authority are organized in political systems.

4. Describe different kinds of economic systems.

**Vocabulary/Key Terms for Lesson/Unit**

Nation-State, Sovereignty, Unitary Government, Federal Government, Federalism, Confederate Government, Direct Democracy, Political Systems, Democracy, Representative Democracy, Parliamentary Democracy, Residential Democracy, Monarchy, Dictatorship, Totalitarianism,
Fascism, Communism, Economic System, Capitalism, Socialism, Laissez-Faire

**Historical Background for Teachers / Research Narrative**

(***Insert a 1-2 page abstract that details your research on the lesson/unit topic. This is where you get to share your scholarship with your peers. You should provide enough information that a teacher could potentially teach the lesson/unit and answer general questions based on studying your narrative.)***

Throughout history most governments have been failures. They have been overthrown, conquered, or merely collapse on their own. One government has lasted for over two hundred and twenty years. That being the government of the United States, why might this be you ask?

Since the settlement of Jamestown in 1604, the foundations of government have been laid here in the United States. In 1776, a new nation was born. But we had no government. It took the Revolution from England and eleven years for it to happen. Forty men signed the new Constitution in 1787. How were we able to create a document that has lasted for 220 years?

We chose a system of government called Democracy. The idea of Democracy came from ancient Athenians. The Romans also gave us the concept of Republic form of government. We got ideas from some philosophers of the day such as Locke and Hobbes. Native Americans also had simple government from which we pulled ideas.

The biggest influence on the United States government was Great Britain. In 1215, the Magna gave Great Britain the first step toward representative government. The passing of the English Bill of Rights in 1689 gave the people more freedom and rights. These are concepts that we wanted in our government.

With the founding of the colonies in America, the people had three forms of government. They were charter, proprietary, or royal. Depending on what colony you lived in was the style of government you had. All three forms gave colonists freedoms and opportunities. The colonists became accustomed to these certain rights and privileges. When the Constitutional Convention met, they kept all these concepts.

These are the basics of the foundation of U.S. government. In this Unit you will learn more about why and how all these principles formed our government we have today.

**Instructional Prodedures and Activities**

***(List/describe the step-by-step sequence of procedures and learning activities.)***

**Day 1: (Teacher Guided/Student Practice)**

1. Look at student learning map.
2. Write UEQ on the student learning map.
3. Write LEQ on the student learning map.
4. Give Activating Strategy on textbook reading.
5. Write vocabulary for the section on student learning map.
6. Write vocabulary for section on word wall in classroom.
7. Power point presentation and discussion
8. Assignment of Supplemental reading1 for Day 2

**Day 2: (Teacher Guider/Student Centered activities)**

1. Activating Strategy 1
2. Discussion of Supplemental Reading 1
3. LEQ for lesson
4. Power point notes on structures of government
5. Vocabulary for word wall put in notebook.
6. Worksheet on structures of government
7. Assignment of Supplemental Reading 2

**Day 3: (Student practice)**

1. 3-2-1 strategy on Supplemental Reading 2
2. LEQ for lesson
3. Power point presentation
4. Students get in collaborative pairs to discuss forms of government.
5. Students then have open discussion about the forms of government.

**Suggested Strategies for Differentiating Instruction**

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|  | 1. Accommodated notes on Power Points
2. Accommodated notes on Graphic Organizers
3. Student Learning Map
4. Accommodated Study Guides
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**Assessment of Student Learning (Formative and Summative)**

**Formative:**

1. Teacher observation/discussion
2. Evaluation of assignments
3. Evaluation of Supplemental Readings
4. Section Review questions

**Summative:**

1. Unit 1 Exam
2. Final Exam of American Government and Civics

**Materials and Resources**

***(Include text, supplementary resources, primary source documents, websites, handouts, charts, maps, etc.)***

1. *American Government*, Glencoe/McGraw-Hill, Turner-Switzer-Redden, 1999
2. *We the People*, The Citizen and the Constitution Center of Civic Education, 1997
3. Learning Focused Schools Graphic Organizers

**Author(s) of Unit/Lesson Plan**

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