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GOVERNMENT ACTIVITIES

Volume 1: Basic Government Concepts

- Role of Government
- Origins of Government
- The Constitution
- Federalism

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Introduction

About This Book

The activities provided in this booklet are created to enrich government classes. They provide hands-on activities and lessons that engage students in exploring basic government concepts that are central to all government curriculums.

This volume introduces the basic concepts of the role of government, the origins of government, the Constitution, and Federalism. These activities clarify the terms, concepts, and structures that students learn about through class lectures and readings.

These government activities were created during the development of a reformatted government course at the high school level. The suggestions provided in textbooks and other supplemental material did not offer complete hands-on approaches sought by the course instructor. As the class was to be taught in a school utilizing block scheduling (ninety and seventy-five minute classes), lessons that kept students active and interested while demonstrating the key components of government were developed. The classroom lessons and materials were used and refined over a two-year period during which six sections of the new government course were taught.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key government concepts.

The topics covered in this booklet, and other *Government Activities* volumes, parallel general government textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic government concepts and allow students to work with material in ways that interest them.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. The Glossary, which concludes each booklet, defines government terms used throughout the lessons. Student handouts include all necessary instructions and directions as well as material to assist in grading. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the

classroom. *Government Activities* was created with this concept in mind. The hands on approach to Government that this booklet offers will spark and maintain student interest. Being involved in the lessons allows students to become an active part of their own learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of government an enjoyable experience for everyone!

About the Author

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor’s degree in Broad Field Social Studies and a minor in Psychology. She completed her Master’s of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, Experimental Psychology, and Government during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

While this material is copyright protected, purchasers do have permission to copy and distribute class sets of student handouts for instructional use.

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BEGINNING ACTIVITIES

LESSON 1: TWO-MINUTE KICKOFF ACTIVITIES

PURPOSE:

- Immediately engage students at the start of the class period
- Stimulate prior knowledge of the lesson topic
- Encourage active participation by making verbalization a constant part of the classroom experience

MATERIALS:

- List of kick off ideas (below)

PROCEDURE:

- Choose a kickoff idea to start every class period with.
- Fill in any blanks with a person or topic that is relevant to the day's lesson.
- Students can pair up to share responses, turn responses in, or volunteer to share responses.

KICKOFF IDEAS

1. If you could ask _____ three questions, what would they be?
2. What are three words you think of when you hear _____ ?
3. Around the room, starting with the letter A, go through the alphabet with words that describe _____ .
4. What is one way _____ influences or impacts your life today?
5. What are two things you would like to know about _____ ?
6. List three characteristics of _____ .
7. What is one thing you can tell us about _____ ? Go around the room until no one can think of anything to add. Keep track of the number of good responses and try to beat the score with a different topic next time.
8. Come up with two questions about _____ that you know the answer to. Find one person in the class who can answer each question.
9. How does _____ and _____ fit together. (For example, cooperation and the 13 colonies.)
10. Interview a fellow student about _____. There is a five-question minimum.

LESSON 2: SYMBOLS OF OUR GOVERNMENT

PURPOSE:

- Introduce students to various symbols of our government
- Allow students to move around and work in groups
- Stimulate prior knowledge of government concepts and functions

MATERIALS:

- Butcher paper
- Enlarged photocopies of the symbols on pages 3 and 4
- Copies of “Student Handout: Symbol Paragraph,” page 5
- Copies of “Symbol Paragraph: Grading Rubric,” page 6

PROCEDURE:

- Tape each enlarged symbol to a piece of butcher paper and hang the sheets around your room.
- Separate students into groups of three or four and assign them a symbol to begin with. Explain that one minute is to be spent at each symbol with each group writing down the importance and meaning of the symbol depicted.
- Allow groups to get set at the first symbol and begin timing one-minute intervals. Tell students when to rotate.

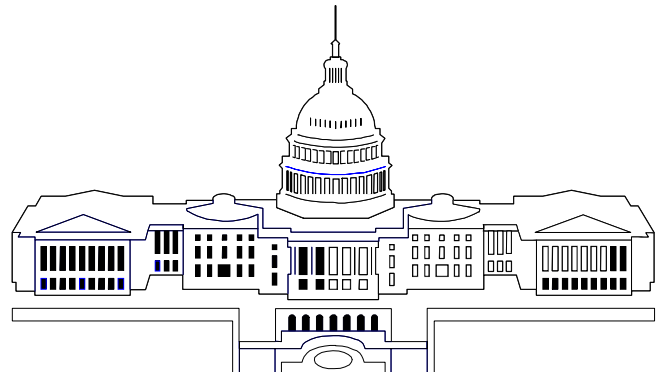
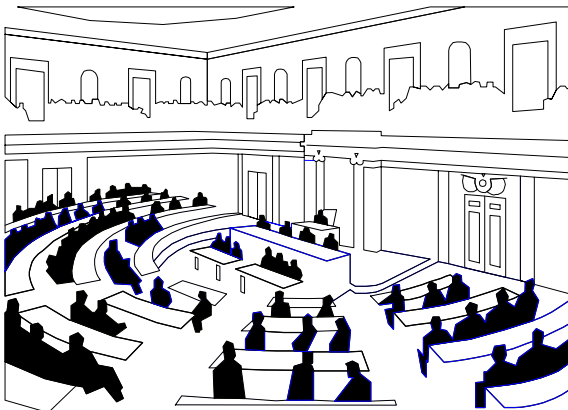
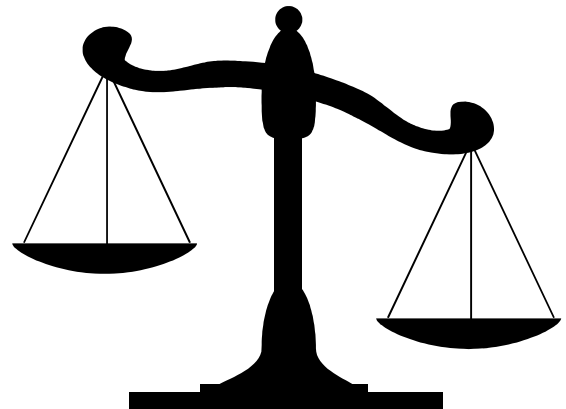
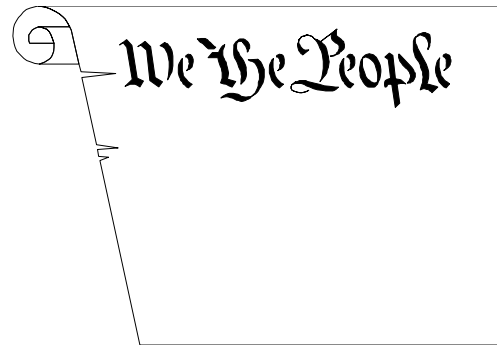


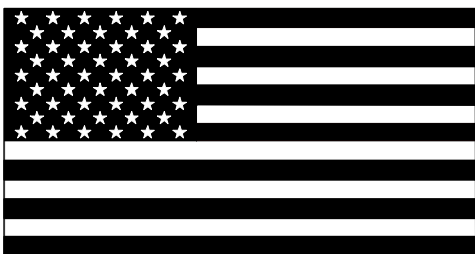
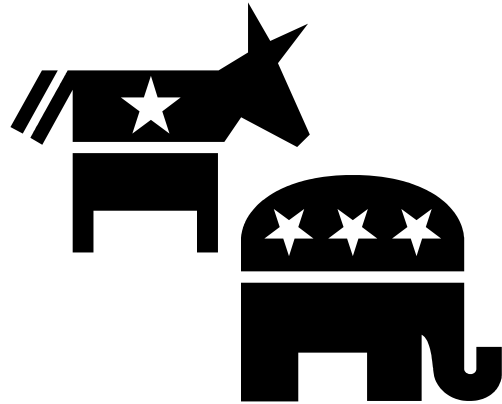
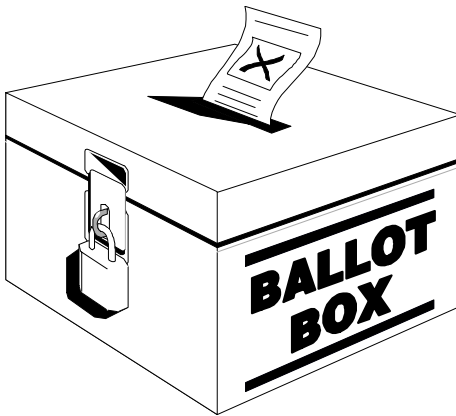
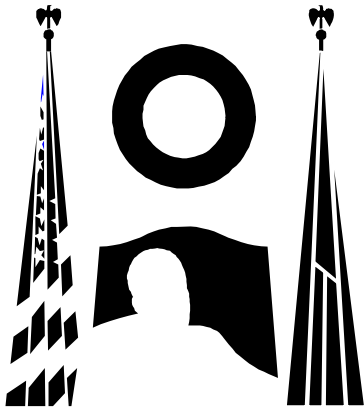
HINT: Students should not rotate through all of the symbols as they will reach a point where there is a lot written on the butcher paper and they will not have anything new to add. Student behavior will indicate when to move on in the procedure.

- When students return to their desks, go through their comments on the butcher paper. Allow for comments and discussion.
- Distribute the “Symbol Paragraph” handout (p. 5). Students should follow the directions on the handout and write one paragraph about the symbol that they find most interesting.
- Paragraphs can be collected and checked off as an assignment.



HINT: To stress the importance of writing, hand out the grading rubric for this assignment and explain to students how their paragraphs will be assessed. Paragraphs should then be graded accordingly instead of simply checked off.





Instructions: Of all the symbols posted around the room, choose the one that you find to be most significant as a symbol of our country. On the lines below, write one paragraph about why you feel this symbol is so significant.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

SYMBOL PARAGRAPH GRADING RUBRIC

Topic Sentence	Clear, complete 3	Complete 2	Attempted 1	Not done 0
Supporting Statements	6-8 supportive statements 6	6-8 statements, some support 5	3-5 supportive statements 4	3-5 statements, some support 2
Concluding Sentence	Clear, complete 3	Complete 2	Attempted 1	Not done 0
Spelling/Grammar	0-1 Errors 3	2 Errors 2	3 Errors 1	4+ Errors 0

TOTAL SCORE: _____/15

ROLE & ORIGINS OF GOVERNMENT

LESSON 3: DIRECT VERSUS REPRESENTATIVE DEMOCRACY

PURPOSE:

- Illustrate the difference between direct democracy and representative democracy
- Allow students to discuss current issues facing the government
- Actively engage students through discussion, voting, and election of representatives

MATERIALS:

- List of “Possible Law Proposals,” page 8
- Copies of “Student Handout: Letter Regarding A Proposed Law,” page 9
- Discussion Questions (below)

PROCEDURE:

- Break students into groups of 2-4. Assign, or allow them to pick, a law proposal. Make sure there is a pro and con for each proposal assigned to different groups.
- Allow appropriate time for students to discuss their proposed law and position.
- Distribute the student handout “Letter Regarding A Proposed Law,” page 9, and allow appropriate time for writing.
- Review the concept of direct democracy. Explain that each student will be secretly voting on whether the proposed laws should pass.
- One person from each group should read their letter out loud to the class.
- Students should secretly vote whether or not to pass the laws. This vote should be collected, but not announced to the class at this time.
- Review the concept of representative democracy. The class should elect 5 students to act as their representatives in voting on the proposed laws.
- Representatives should be given the opportunity to hear any letters over again if clarification is needed. Representatives should then re-vote on the proposed laws.
- The direct and the representative votes should be tallied and announced to the class.
- Proceed to the Discussion Questions (below).

DISCUSSION QUESTIONS:

- What would account for both votes being identical? What would account for the votes being different?
- Did the representatives, in fact, represent the will of the people?
- What are some flaws in a representative democracy? What are some benefits?
- Would a direct democracy be possible in the United States? Why or why not?
- Would the letters have been written differently if the intent was to sway the general public versus sway representatives?

POSSIBLE LAW PROPOSALS

- (1) Pro: Lower the voting age to 14 years old
- (2) Con: Lower the voting age to 14 years old

- (3) Pro: Eliminate jail time for drug offences
- (4) Con: Eliminate jail time for drug offences

- (5) Pro: Prevent people under 40 years of age from holding public office
- (6) Con: Prevent people under 40 years of age from holding public office

- (7) Pro: End government spending on AIDS research
- (8) Con: End government spending on AIDS research

- (9) Pro: Require a 3.0 grade point average to obtain a driver's license
- (10) Con: Require a 3.0 grade point average to obtain a driver's license

- (11) Pro: Prevent illegal immigrants from receiving emergency health care
- (12) Con: Prevent illegal immigrants from receiving emergency health care

- (13) Pro: Require a death penalty sentence for the crime of murder in all US cities
- (14) Con: Require a death penalty sentence for the crime of murder in all US cities

- (15) Pro: Require the American flag to be displayed in all public school classrooms
- (16) Con: Require the American flag to be displayed in all public school classrooms

Instructions: You are to write a letter supporting (pro) or opposing (con) your proposed law based on the position you have been assigned. Be persuasive and convincing – students will be voting on this law based on your arguments and reasoning.

[illegible]

LESSON 4: ROLE PLAYS FOR MAJOR FORMS OF GOVERNMENT

PURPOSE:

- Actively engage students in subject material through acting out role plays
- Provide a visual account of today's major forms of government
- Encourage comparison of different forms of government

MATERIALS:

- Copies of the government roles and scenarios, pages 11-15
- Copies of "Student Handout: Major Forms of Government Note Sheet," page 16

PROCEDURE:

- Cut roles apart and place in a hat/box. Students should pick roles from a hat so they are randomly assigned to a government group.
- Government groups should meet and read through their scenario.
- Allow appropriate time for groups to organize their role play. Encourage improvisation and expansion of the information given.
- Distribute the student handout "Major Forms of Government Note Sheet," page 16. Clarify expectations for note taking during/after presentation of the role-plays.
- Have students present the role-plays.
- Discuss any additional material regarding each major form of government at the conclusion of each role-play. Take time for questions and concepts that need clarification.



HINT: To increase motivation for preparing and presenting role plays, allow students to vote on the best role play. Awards could also be offered for most believable character, best costume, best acting, role play that was easiest to follow and understand, best voice projection, most organized, best overall role play, and best expansion of role play.

ROLES AND SCENARIO FOR A MONARCHY

Monarchy Role #1: King Hiram

The King favors the passage of a national holiday for the recently deceased, Coline Babtis, to honor the work and accomplishments of this highly respected civic leader.

Monarchy Role #2: Pat - Head of Parliament

Pat, the Head of Parliament, does not favor passage of a national holiday for the recently deceased, Coline Babtis, because there are already too many national holidays and adding another day off of work for people would hurt businesses. He favors a day of recognition, but not a national holiday.

Monarchy Role #3: Sira – Citizen

Sira is the grand-daughter of Coline Babtis, the recently deceased civic leader. She feels that he deserves a national holiday in his honor, at a minimum. He was responsible for so many positive changes in this country that the entire country should have a day to remember him and praise his accomplishments.

Monarchy Role #4: Canta – Citizen

Canta is a citizen who was directly affected by one of the programs started by Coline Babtis, the recently deceased civic leader. His life has been so dramatically changed thanks to the work of Coline, that he fully supports the creation of a national holiday in his honor. He and a group of his friends have threatened to protest if a national holiday is not declared.

Monarchy Role #5: Louise – Citizen

Louise runs a business that employs 500 people and the production of their material is dependent on the hours that workers are able to put in on the job. While Louise is thankful for all of the accomplishments of Coline Babtis, the recently deceased civic leader, he does not support creating a national holiday in his honor.

Monarchy Scenario:

The citizens have requested that a national holiday be created in honor of a recently deceased civic leader, Coline Babtis. The King favors the creation of a national holiday but the Parliament has rejected the idea because many businesses have voiced concerns about losing another day of work. As a figurehead, the King does not have the authority to overrule the Parliament on this issue. A public hearing is scheduled to discuss the proposed holiday and a news conference by the head of parliament will then be held to proclaim the outcome.

ROLES AND SCENARIO FOR A DIRECT DEMOCRACY

Direct Democracy Role #1: Renate - Candidate

Renate is running for election because there are not enough programs for the working class. There are too many benefits and advantages given to the business owners while the workers are struggling for a living. Issues Renate supports: free health care, job placement programs, increase in minimum wage and childcare support.

Direct Democracy Role #2: Salame – Candidate

Salame is running for election because there is talk about increasing programs for the working class and this would greatly decrease the amount of money spent on defense and building industry. Salame feels that for all to succeed the economy must succeed and businesses need to maintain the advantages they have been given. Salame supports: increasing tax benefits to businesses, building the military, and maintaining minimum wage.

Direct Democracy Role #3: Susan – Citizen

Susan is a mother of three and is concerned because her job, which pays minimum wage, has not kept up with childcare costs. How is she supposed to work if her wages don't pay for childcare? What is either of these candidates going to do for her?

Direct Democracy Role #4: Joseph – Citizen

Joseph is a business owner who fears that whoever is elected may increase the demands placed on him as a businessman. He has heard rumors about having to pay more in minimum wage. He's barely making it as it is. Paying more in wages will mean cutting jobs and possibly going out of business. He does have kids of his own so he is interested in free childcare and health care. That would relieve some of his financial burden.

Direct Democracy Role #5: Numela – Citizen

Numela is a former member of the military. Through many years of service, he has seen the decline of the military force and fears an attack by neighboring countries would lead to the destruction of Allvote. Another leader who is not willing to put necessary funds into the military will surely be a detriment to this country. He feels this is the most important issue since it impacts everyone through the survival of the country.

Direct Democracy Scenario:

It is election time in the city of Allvote. There are two candidates running for election, Renate and Salame. They hold very different positions on several issues and the race is expected to be close. They are holding a debate where they will respond to three questions. Following the debate will be the vote to elect the leader.

ROLES AND SCENARIO FOR A REPRESENTATIVE DEMOCRACY

Representative Democracy Role #1: Jonah - Representative

Jonah is under the impression that the majority of the people he represents are against the death penalty and would like to see the law banning the sentence of death passed. Personally, he would like to see the proposal dismissed and not become a law. He feels that the death penalty sends a strong message about crime and has been a part of the judicial system in many areas of Electville for a long time. Voting against this law may hinder his political career at the national level.

Representative Democracy Role #2: Caroline – Representative

Caroline is under the impression that the majority of the people she represents are against the death penalty and would like to see the law banning the sentence of death passed. There is no evidence that the death penalty deters crime, and if it is not helping, why have it? She also fears innocent people being put to death. There is no way to reverse this type of error.

Representative Democracy Role #3: Charo – Representative

The people in Charo's district have indicated support for the death penalty. It has been a part of their sentencing options since the creation of the district. People feel very strongly about the nation making such a decision that would take power away from them. They feel it should be a local issue.

Representative Democracy Role #4: Miranda – Citizen in Jonah's district

Miranda was once falsely accused of murder, a crime punishable by death in other districts, only to later be found innocent after serving seven years in jail. She feels that the death penalty should be banned in all areas because those falsely convicted cannot get their life back. While she can't get her seven years back, she has her life. If her district had the death penalty, that too may have been lost.

Representative Democracy Role #5: Adam – Citizen in Charo's district

Adam feels that just because something has been a part of history doesn't mean it is right. His district may have had the death penalty but perhaps it is time for a change. He doesn't see many benefits of this sentence and feels there are enough errors in the system to make it questionable.

Representative Democracy Scenario:

There is a bill before Congress that would prevent the death penalty from being an option for sentencing in all areas of Electville. Currently, some areas allow the death penalty and some areas do not. There is a public hearing being held in the capital where citizens can voice their opinion to their local representative. Citizens can also ask representatives to explain their position. At the conclusion of the hearing, the representatives have to cast their vote for the proposed law.

ROLES AND SCENARIO FOR AN AUTOCRACY

Autocracy Role #1: Dictator Suzanne Oxford

Suzanne took control of this country by force and is not about to lose some of the most important oil producing land simply because the people want freedom. The country's military will be able to quash any rebellion and the government will place strict sanctions on the land to ensure compliance.

Autocracy Role #2: Robert – Citizen

Robert is a citizen of the independence seeking land. He represents the military forces and suggests a massive uprising will occur if independence is not granted. They have been in training and are ready to fight for freedom. They are tired of not having any influence in the government and on the direction of the country.

Autocracy Role #3: Chris – Citizen

Chris is a citizen of the independence seeking land. She feels that people are not given fair opportunities under the direction of the Dictator. They have no way to change anything or improve their lives. They are heavily taxed and receive little in return. She fears a war against the Dictator, but she thinks many in the country's military will refuse to fight against them.

Autocracy Role #4: Constantine – Citizen

Constantine is a member of the national military and fears he will have to fight against his neighbors if the Dictator doesn't grant them independence. He feels that they deserve independence, and wouldn't mind independence himself, but his sworn duty is to the Dictator and he will uphold his duty to the end.

Autocracy Role #5: Martin - Citizen

Martin is a citizen of an area not seeking independence. He feels that it doesn't really matter if this other area gets independence. He doesn't have a very good life under the Dictator and doesn't see how the loss of oil would affect him. If that area wants independence, let them go!

Autocracy Scenario:

There is a state in Autoland that would like to declare its independence. It has proven that it can sustain its own economy, military, and social structure. This area provides the country with a major source of oil which is key to the country's survival. Some of the people have gathered to voice their opinion to the leader, before she announces her decision.

ROLES AND SCENARIO FOR AN OLIGARCHY

Oligarchy Role #1: Christopher - Leader

Christopher is in favor of the proposal requiring families to pay for education after eighth grade. He has several personal projects that need funding and he feels the military needs financial support. Education of the common person is not a necessity in his opinion. Those who can't go to school will most likely join the military, and they need more soldiers.

Oligarchy Role #2: Rebecca – Leader

Rebecca is in favor of the proposal requiring families to pay for education after eighth grade. She is always looking for ways to cut costs, and if people really want an education, they will save up for it. Perhaps this will lower the number of people in schools who aren't "intellectually prepared" to be there.

Oligarchy Role #3: Mirah – Leader

Mirah fears that if families are forced to pay for education after the eighth grade, many kids won't receive higher education and will turn to crime. This is such a drastic change that there is a chance of rebellion which the military may not be willing to fight. She does not think this is a good way to cut costs.

Oligarchy Role #4: Sarah – Citizen

Sarah has three grandchildren who would be affected by this proposal and she fears having to choose which child will get the benefit of higher education as they can only afford to send one child on to school. Higher education has led to good jobs for her own children and she would hate to see her grandchildren not get the same opportunity.

Oligarchy Role #5: Harem – Citizen

Harem runs a business and is fearful of what the work force will become if many of today's young children aren't educated beyond eighth grade. If this country is to remain strong and have a good economy, it needs an educated work force. The leaders would be saving a few dollars on education, but end up spending a great deal more to keep the economy in shape and keep crime down.

Oligarchy Scenario:

The leaders are considering only providing public education for grades 1-8. After eighth grade, families would have to pay for education. It would save the leaders a lot of money in education expenses that they could then pocket for themselves or spend on other projects they feel need financial support. The majority of the public is against this proposal because higher education is crucial to obtain any kind of decent paying job. If families are forced to pay for education, many won't be able to send all of their kids on to school. The dictators will hear from some concerned citizens and then announce their ruling.

Name : _____

STUDENT HANDOUT: MAJOR FORMS OF GOVERNMENT NOTESHEET

Instructions: After the performance of each role-play, complete the following questions.

Monarchy

Who holds power in this form of government? _____

How are the people's views taken into account? _____

Explain one benefit: _____

Explain one drawback: _____

Direct Democracy

Who holds power in this form of government? _____

How are the people's views taken into account? _____

Explain one benefit: _____

Explain one drawback: _____

Representative Democracy

Who holds power in this form of government? _____

How are the people's views taken into account? _____

Explain one benefit: _____

Explain one drawback: _____

Autocracy

Who holds power in this form of government? _____

How are the people's views taken into account? _____

Explain one benefit: _____

Explain one drawback: _____

Oligarchy

Who holds power in this form of government? _____

How are the people's views taken into account? _____

Explain one benefit: _____

Explain one drawback: _____

Questions about any of the forms of government? Things you would like clarified?

LESSON 5: SOUND OFF AGAINST THE EXPERTS

PURPOSE:

- Encourage students to form and voice their opinions about government
- Provide a forum for discussing popular ideas about government
- Encourage comparison of different forms and roles of government

MATERIALS:

- Copies of “Student Handout: Government Quotes,” page 18

PROCEDURE:

- Distribute the student handout “Government Quotes,” page 18.
- Read through and clarify the instructions.
- Allow appropriate time for students to complete the handout.
- Read out loud, or have a student read, each of the quotes.
- After reading each quote, have those who agree with the quote stand. Choose, or randomly select, a few students to explain why they agree with the quote. Of the students who remain sitting, choose, or randomly select, a few students to explain why they disagree with the quote.
- Give students a minute to decide whether anything they have heard has caused them to change their mind.



HINT: Sometimes, relying on volunteers to give information leads to hearing from the same students over and over again while others remain silent. Even teachers can be unknowingly biased calling on certain students to give answers. Here are some ways to randomly select students to include all students in a discussion or activity:



Randomly pick a number from a hat. Starting in one corner of the room, count students up to that number and call on that person.



Call on one student, then have that student choose the next student to speak and so on.



Check students off on your roster as you call on them. Go in order, and only repeat names once all students have had the opportunity to participate.



Assign students a number 1-6. When it is time for students to participate, role a die and have students with that matching number respond.

Name : _____

STUDENT HANDOUT: GOVERNMENT QUOTES

Agree	Disagr	Changed Opinion	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. "Tyrants have not yet discovered any chains that can fetter the mind." – Charles Caleb Colton
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. "There is no liberation without labor...and there is no freedom which is free." – The Siri Singh Sahib
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. "The time to repair the roof is when the sun is shining." – John F. Kennedy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. "The philosophers have only interpreted the world in various ways; the point is to change it." – Karl Marx, The Communist Manifesto
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. "The best argument against democracy is a five-minute conversation with the average voter." – Winston Churchill
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. "People often say that, in a democracy, decisions are made by a majority of the people. Of course, that is not true. Decisions are made by a majority of those who make themselves heard and who vote -- a very different thing." – Walter H. Judd
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. "Democracy does not guarantee equality of conditions -- it only guarantees equality of opportunity." – Irving Kristol
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. "The merit of our Constitution was, not that it promotes democracy, but checks it." – Horatio Seymour
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. "Fear is the foundation of most governments." – John Adams
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. "If you put the federal government in charge of the Sahara Desert, in 5 years there'd be a shortage of sand." – Milton Friedman
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. "That government is best which governs the least, because its people discipline themselves." – Thomas Jefferson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. "The whole art of government consists in the art of being honest." – T. Jefferson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. "People constantly speak of 'the government' doing this or that, as they might speak of God doing it. But the government is really nothing but a group of men, and usually they are very inferior men." – H. L. Mencken
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. "Society in every state is a blessing, but government, even in its best state is but a necessary evil; in its worst state, an intolerable one." – Thomas Paine
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. "Every citizen should be a soldier. This was the case with the Greeks and Romans, and must be that of every free state." – Thomas Jefferson

LESSON 6: CREATE YOUR OWN GOVERNMENT

PURPOSE:

- Actively engage students in understanding how and why government is created
- Stimulate class discussion and opinion formation about the necessary functions of the government
- Encourage creativity and self-expression

MATERIALS:

- Copies of “Student Handout: Create Your Own Government,” page 20
- Copies of “Student Handout: Government Pros and Cons,” page 21

PROCEDURE:

- Distribute the student handout “Create Your Own Government,” page 20.
- Read through and clarify the instructions.
- Randomly assign students to groups of 3-5, or allow students to choose their own groups.
- Allow adequate class time for development of the government and for work on presentations.
- Students should present their government as other groups take notes on the student handout “Government Pros and Con,” page 21.
- After all groups have presented, lead a discussion on the ideas and concepts this activity provoked. The following questions may be used:
 - ✍ Were some concepts/ideas about government similar to or based on our current government?
 - ✍ Were some ideas presented unfair for the majority of people?
 - ✍ Which government presented would have the greatest chance of succeeding? Does that make it the best government?
 - ✍ Was it difficult to agree on concepts/rules/organization of your government?
 - ✍ What was the most difficult part of creating your government?
 - ✍ What was the easiest part of creating your government?
- After a thorough discussion, have students read through their list of pros and cons for the different presentations and vote on the best government by placing an X next to the group they are voting for on their Government Pros and Cons handout. They can not vote for their own group.



HINT: If students have a difficult time working in groups, create a scoring rubric for group work. Students could use a 1-4 rating scale to rate their group members' performance during the classroom activity. Students can give scores for participation, staying on track, organization, and an overall score. Teachers can set limits of how many scores of 4's, 3's, etc. can be given to avoid all group members giving each other all the same score. These ratings do not have to be figured into actual grades.

STUDENT HANDOUT: CREATE YOUR OWN GOVERNMENT

Instructions: Your group is responsible for creating your own government. The different components of your government are listed below and should be completed in the order listed. Check off each item as you complete it. You will be presenting your government to the class so the best government can be voted for. The presentation guidelines are also listed below.

GOVERNMENT CRITERIA

- ☐ Determine what form your government will take: democracy, autocracy, dictatorship, monarchy, parliamentary, other?
- ☐ Create a list of 10 principles to be the foundation for your government. For example, no taxation without representation.
- ☐ Determine the organization: A ruler/leader? Parliament? Congress? House of Representatives? Military? Law making body? Judicial body?
- ☐ Determine how positions will be filled: Election? (If so, how long are terms? What are the requirements for running?) Inheritance? Force?
- ☐ How will laws be determined?
- ☐ What are 5 basic laws that must be followed?
- ☐ How will the government be funded? Will there be taxes?
- ☐ Explain 3 features that make your government unique.
- ☐ Create a flag to symbolize your government.

PRESENTATION GUIDELINES

The following components should be included in your presentation: (The visual aids will also need a verbal explanation.)

Visual Aids:

- List of 10 principles
- Chart of organization
- List of 5 basic laws
- Flag

Verbal Explanation:

- Explain form of government
- Explain filling positions
- Explain law making
- Explain funding
- Explain unique features

General:

- Good eye contact
- Appropriate volume
- Good inflection/tone
- Appropriate behavior

Name : _____

STUDENT HANDOUT: GOVERNMENT PROS AND CONS

Instructions: During group presentations, note a minimum of three pros and cons about the government being presented. At the end of class, you will use your notes to vote for the best government.

**Group #1**Pros:

1.

2.

3.

Cons:

1.

2.

3.

**Group #2**Pros:

1.

2.

3.

Cons:

1.

2.

3.

**Group #3**Pros:

1.

2.

3.

Cons:

1.

2.

3.

**Group #4**Pros:

1.

2.

3.

Cons:

1.

2.

3.

When instructed, place an X in the box next to the Group presenting the best government.

LESSON 7: COMPROMISE YOUR RIGHTS

PURPOSE:

- Involve students in negotiations and illustrate the necessity of compromise
- Encourage students to express and debate values

MATERIALS:

- Copies of “Student Handout: Compromise Your Rights,” page 23

PROCEDURE:

- Distribute the student handout: “Compromise Your Rights,” page 23, and instruct students to list what they believe are their 5 most important rights.



HINT: If students have difficulty doing this on their own, a brainstorming session of individual rights can be done as a class prior to students creating their individual list.

- Randomly pair students.
- Instruct pairs that they will have a certain amount of time (10 minutes) to generate a new list of 5 most important rights that they can both agree on. They will have to come to a compromise if their lists are not identical to start with. If students do have identical lists from the beginning, instruct them to narrow their list and agree on the top 3 important rights.
- Periodically let students know how much time is left and remind them that they have to reach agreement by the end of the time limit. Setting a buzzer or timer to go off may add enthusiasm.
- When time is up, have students stop their discussion and complete the lower half of their handout.
- Proceed to the discussion questions below.

DISCUSSION QUESTIONS:

- Was it easy or hard to reach a compromise?
- Were you convinced that your new list was better than your first list or did you agree just for the sake of reaching agreement?
- In what areas of the government is compromise a key factor?
- What was the process you used for compromise?
- How do groups/individuals attempt to impact different sides when a compromise is at hand? (For example, lobbyists contacting Senators and Representatives, or foreign diplomats contacting the President.)
- What are the benefits to compromising?
- What are the drawbacks to compromising?
- Have there been any examples of compromises in the government in the news lately?

Name : _____

STUDENT HANDOUT: COMPROMISE YOUR RIGHTS**5 Most Important Rights:**

In your opinion, what are the 5 most important rights?

- 1.
- 2.
- 3.
- 4.
- 5.

Compromised Rights:

With your assigned partner, share your list from above and compromise to create a new list of the 5 most important rights.

- 1.
- 2.
- 3.
- 4.
- 5.

.....

The Art of Compromise:In the space below, describe how you and your partner came to a compromise.
What was the process you went through to settle your differences?

LESSON 8: FEDERALIST AND ANTI-FEDERALIST BINGO

PURPOSE:

- Review federalist and anti-federalist arguments
- Develop team/group work strategies
- Allow movement during content activity

MATERIALS:

- Slips of paper for groups to write down federalist and anti-federalist arguments, page 25
- Items to differentiate one student team from another (I.e. Yarn necklaces)
- Copies of “ANTI-FEDERALIST” and “FEDERALIST” tags, page 25

PROCEDURE:

- Randomly break students into groups of 3 or 4.
- Groups should be given federalist and anti-federalist strips of paper and instructed to write down arguments for or against signing the Constitution based on the views of each group.
- Slips should be collected and divided into usable (correct) federalist and anti-federalist views.
- Divide students into two groups to compete in human bingo.
- Directions for Human Bingo:
 - ✎ 25 desks or chairs should be arranged in five rows and five columns. Each desk or chair should be randomly labeled with an “ANTI-FEDERALIST” or “FEDERALIST” tag.
 - ✎ Each team lines up and provides one player per argument.
 - ✎ When the teacher reads an argument previously provided by one of the student groups, one student from each team decides if it is a federalist or anti-federalist viewpoint and finds the appropriate tag to stand next to.
 - ✎ Players from different teams can stand next to each other at the same spot, if more space is needed.
 - ✎ When a player goes to an incorrect spot he or she should be told of the error and return to the end of the line for another turn.
 - ✎ Each team tries to arrange their players so they have five players in a row, a column, or diagonally which gives them bingo. This ends the game.



HINT: Additional rules can be added with teacher discretion. For example, each team can get one free error or one free consultation with other team members.

FEDERALIST AND ANTI-FEDERALIST ARGUMENT SLIPS

Federalist constitution argument:

Anti-federalist constitution argument:

Federalist constitution argument:

Anti-federalist constitution argument:

FEDERALIST AND ANTI-FEDERALIST TAGS

FEDERALIST

ANTI-FEDERALIST

LESSON 9: CHECK AND BALANCE POWER

PURPOSE:

- Demonstrate the importance of keeping power balanced within a group
- Clarify the concepts of “separation of power,” “check,” and “balance”

MATERIALS:

- Overhead projector, transparencies, and overhead markers
- Transparency: Top Five Powers, page 28
- Copies of “Student Handout: Your Powers,” page 29
- Copies of “Student Handout: Checks on Powers,” page 30



HINT: Copies of the student handouts could be done directly on transparencies so students could quickly show their work to the class. If there are concerns about student participation, copies of the handout could be given to all students to complete and the teacher could transfer the material to a transparency for the rest of the class to see.

PROCEDURE:

- Divide the class into three sections: Executive, Legislative, and Judicial.
- Review the primary roles of each branch of government.
- Go through examples of how there are executive, legislative, and judicial responsibilities in a classroom. For example:
 - Executive – Deciding when there should be a test
 - Legislative – Deciding how tests should be given (orally/multiple choice/etc.)
 - Judicial – Deciding if test questions were fair
- Explain that while these are usually the teacher’s powers, today they are going to be student powers.
- Distribute the student handout “Your Powers,” page 29, and instruct each group to brainstorm classroom responsibilities that their group would have the power to oversee.
- Groups should present their brainstorming ideas to the class and through discussion, their top five powers should be determined and listed on an overhead. Groups should copy the top five onto their handout as well. (Space is provided.)
- Once all groups have their top five powers listed, groups should reconvene and determine which 2 of the other groups 5 powers they would like to have a say in.
- Groups should complete the student handout “Checks on Powers,” page 30, to explain their choices and detail the checks they propose.
- Groups present their proposals to check power to the class and the class votes on whether or not it is acceptable.
- Proceed to Discussion Questions, page 27.



HINT: These questions can be used for class discussion or as a homework assignment for individual reflection on the activity.

DISCUSSION QUESTIONS:

- What is fair about the balance of power the class created?
- What is unfair about the balance of power the class created?
- Does one branch seem to have more power than the others, even with the checks in place to balance things out? Why/how did this happen?
- Should every power that a branch has be checked by another branch? Why or why not?
- Is it right for any branch to have unchecked power?

EXECUTIVE BRANCH: TOP FIVE POWERS

1)

2)

3)

4)

5)

LEGISLATIVE BRANCH: TOP FIVE POWERS

1)

2)

3)

4)

5)

JUDICIAL BRANCH: TOP FIVE POWERS

1)

2)

3)

4)

5)

Name : _____

STUDENT HANDOUT: YOUR POWERS

Branch your group has been assigned: _____

Possible responsibilities your branch could oversee:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Top five responsibilities for your branch:

(Wait until you're instructed to complete this section as they will be determined through class discussion.)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Name : _____

STUDENT HANDOUT: CHECKS ON POWERS

You have the ability to check *two* of the other branches' powers. Complete the questions below to explain your choices.

First branch you are able to check: EXECUTIVE, LEGISLATIVE, JUDICIAL (circle one)

First power you would like to check: _____

Why would you like to check it? _____

How would you go about checking it? (What would your power be?) _____

Second power you would like to check: _____

Why would you like to check it? _____

How would you go about checking it? (What would your power be?) _____

Second branch you are able to check: EXECUTIVE, LEGISLATIVE, JUDICIAL (circle one)

First power you would like to check: _____

Why would you like to check it? _____

How would you go about checking it? (What would your power be?) _____

Second power you would like to check: _____

Why would you like to check it? _____

How would you go about checking it? (What would your power be?) _____

LESSON 10: AMENDMENT PUZZLE

PURPOSE:

- Clarify the purpose of constitutional amendments
- Increase understanding of amendments through categorization

MATERIALS:

- Copies of “Student Handout Amendment Summaries,” page 32
- Copies of “Puzzle Pieces,” pages 33 & 34

PROCEDURE:

- Distribute student handout “Amendment Summaries,” page 32, and instruct students to review the amendments.
- Depending on how you wish to run this activity, students can work in groups or work as a class.
- To have students work as a class:
 - Distribute one puzzle piece to each student.
 - Explain that the puzzle pieces form four different puzzles based on the category of the amendment. One puzzle has two pieces, one has six pieces, one has seven pieces, and one has eleven pieces. All puzzles form a square.
 - Instruct students to walk around and talk to each other about their amendments trying to complete their “puzzle.”
 - Students should label the category of their amendments once all the pieces have been found.
 - Students should share their puzzle and their category with the class.
- To have students work as a group:
 - Break students into groups of 4-5.
 - Distribute one set of puzzle pieces to each group.
 - Explain that the puzzle pieces form four different puzzles based on the category of the amendment. One puzzle has two pieces, one has six pieces, one has seven pieces, and one has eleven pieces. All puzzles form a square.
 - Give students time to arrange the pieces and find which ones go together or are in a similar category.
 - Instruct students to label the category of each puzzle.
 - Students should share their category names with the class.



HINT: Ways to make this activity easier:

- Color code the puzzles so that the main object is to fit the pieces together and determine the category name
- Give students the names of the four categories for the puzzles so they have a general idea which amendments go together.

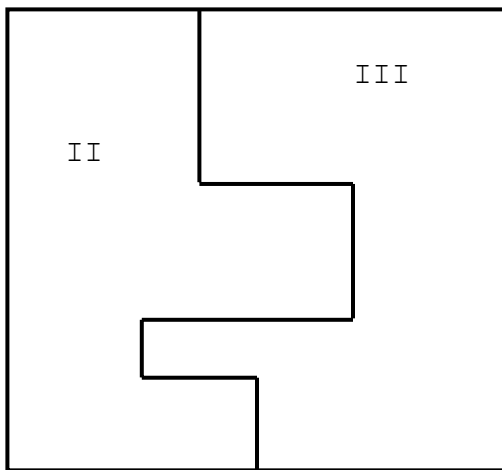
STUDENT HANDOUT: AMENDMENT SUMMARIES

The following list is a brief summary of each constitutional amendment. Use this as a reference guide when completing your puzzle.

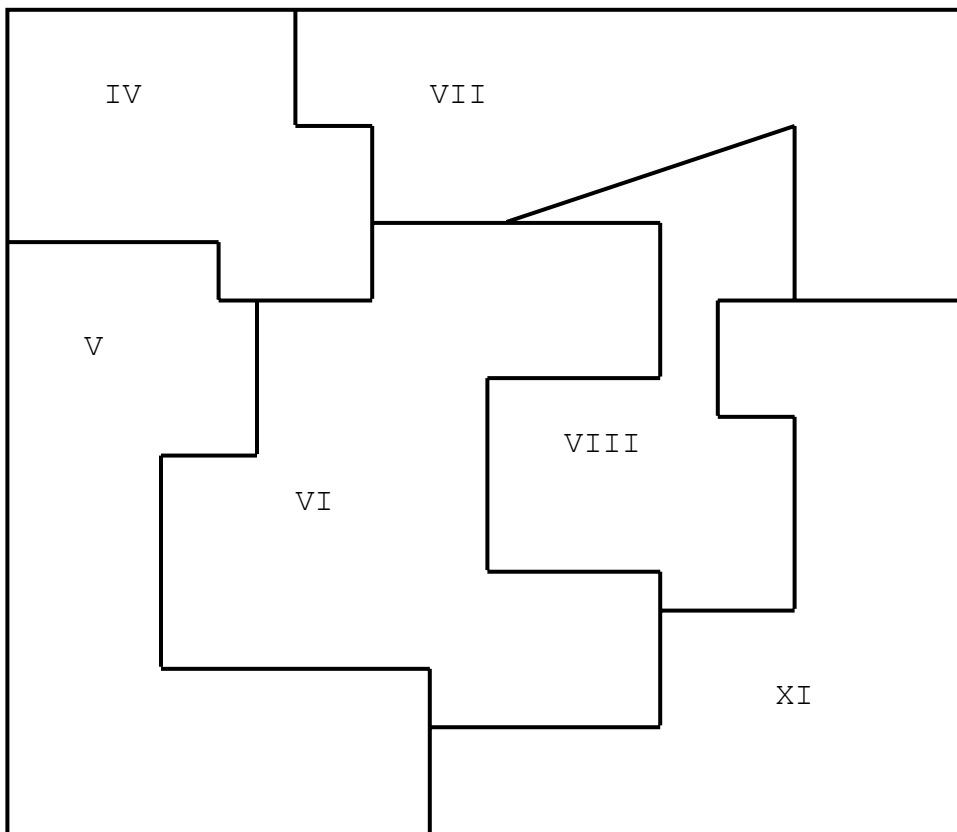
- Amendment I: Government may not create an official church or create laws limiting speech, freedom of religion, press, assembly, and petition.
- Amendment II: States may maintain a volunteer armed force. Government may regulate possession of firearms by individuals.
- Amendment III: Military troops may not take over civilian homes during peacetime.
- Amendment IV: People are protected from unreasonable search and seizure. Probable cause is needed.
- Amendment V: Grand juries determine if there is sufficient reason to bring a case to trial. You can only be tried for a crime once and you cannot be forced to give evidence against yourself.
- Amendment VI: You have a right to a fair, speedy trial by a jury of your peers with legal representation. You can call witnesses in your defense.
- Amendment VII: A jury trial can be requested in cases involving more than twenty dollars unless both parties agree to a trial by a judge.
- Amendment VIII: There shall be no excessive bail or cruel and unusual punishment.
- Amendment IX: People have many civil rights that are not specifically mentioned in the Constitution.
- Amendment X: Powers not given to the federal government and not denied to the States belong to the States and the people.
- Amendment XI: States cannot be sued in federal court by one of its citizens, a citizen of another state, or by a foreign country.
- Amendment XII: President and Vice-President shall be voted for on separate ballots.
- Amendment XIII: Slavery shall be abolished.
- Amendment XIV: States cannot discriminate against people or create laws that infringe on rights given by the federal government.
- Amendment XV: No citizen shall be refused the right to vote because of race.
- Amendment XVI: Congress can collect taxes without sharing with states based on their population.
- Amendment XVII: People directly elect 2 Senators for their state.
- Amendment XVIII: It is illegal to manufacture, sell, and transport alcoholic beverages.
- Amendment XIX: Women are given the right to vote.
- Amendment XX: The President shall take office January 20th (rather than March 4 as stated in the Constitution. Congress shall begin its term January 3rd).
- Amendment XXI: Repealed the Eighteenth Amendment making alcoholic beverages in most areas. (Some counties still remain “dry.”)
- Amendment XXII: The President shall not serve more than two terms.
- Amendment XXIII: Gives the District of Columbia the right to vote in presidential elections and have presidential electors.
- Amendment XXIV: Government shall not require a person to pay a poll tax in order to vote.
- Amendment XXV: When the President dies, the Vice-President takes office. When the Vice-President dies, the President can appoint someone with Congressional consent.
- Amendment XXVI: No one over eighteen can be denied the right to vote by virtue of age.
- Amendment XXVII: A Congressional election is required before any changes in congressional compensation may be instituted.

AMENDMENT PUZZLE PIECES

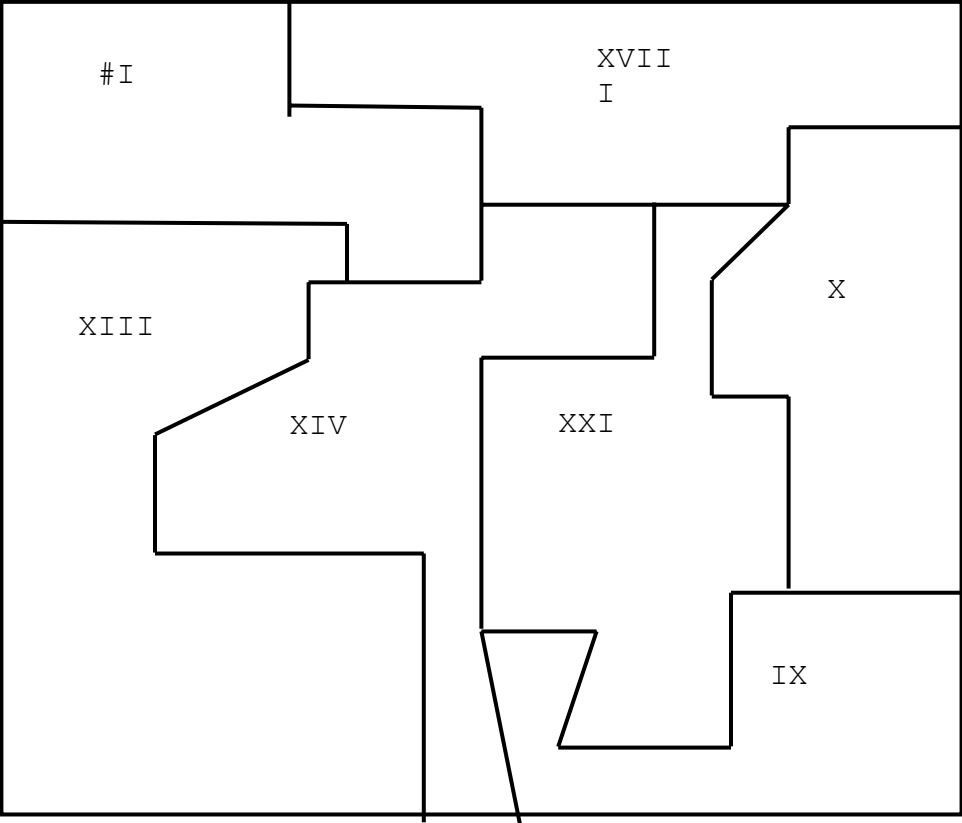
Military Amendments



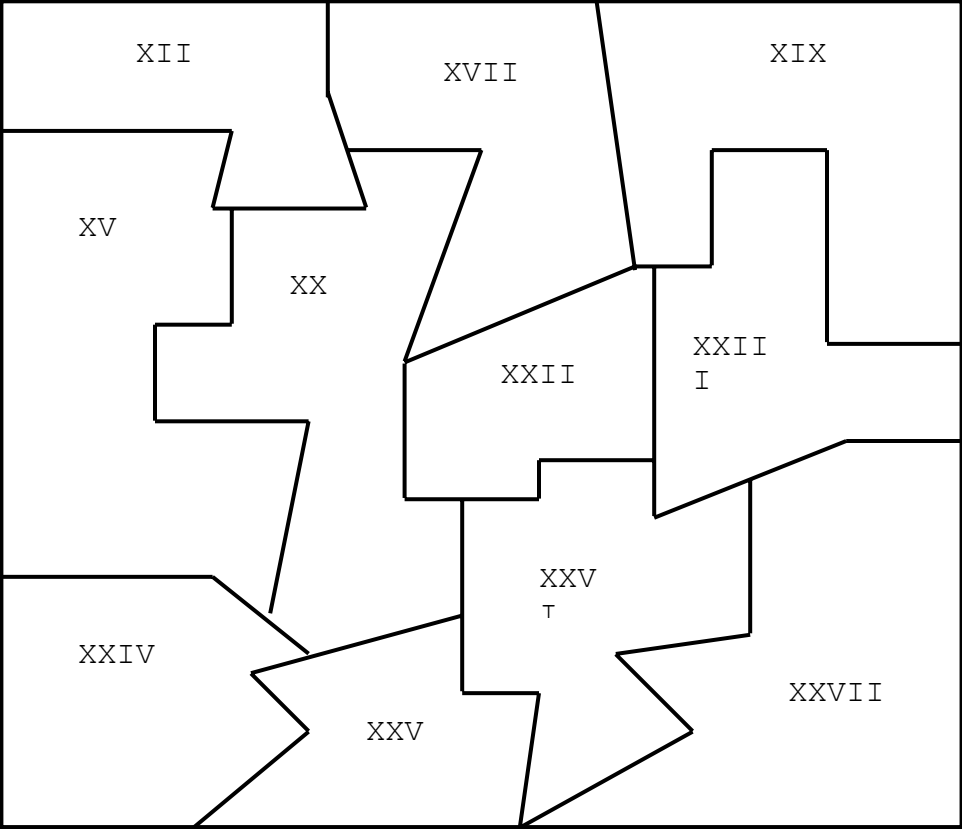
Protecting the Accused Amendments



Individual Liberties Amendments



Voting/Election Amendments



CONCLUDING ACTIVITIES

LESSON 11: REVIEW BINGO

PURPOSE:

- Review important government terms and concepts
- Provide a fun and engaging closure activity

MATERIALS:

- Transparency of “BINGO! Terms,” page 36



HINT: All of the terms listed on this sheet may not apply to your class. Cross out the terms your students are not responsible for and add missing terms on the lines provided.

- Copies of “Student Handout BINGO!” page 37
- Markers for the BINGO! cards (pieces of paper, coins, paper clips, etc.)

PROCEDURE:

- Show the transparency “BINGO! Terms,” page 36, and explain to students that they are responsible for understanding the terms and concepts being shown. In order to review their meanings, the class is going to play BINGO!
- Distribute the student handout “BINGO!” page 37, and instruct students to fill in each box on their Bingo card with a term from the transparency. Not all of the terms will fit so they should pick some they know and some they need to learn.
- To play BINGO!:
 - Randomly select a term and read only its definition (do not say the term).
 - Students with the selected term mark it off on their sheet.
 - When a student has marked off a complete column or row they say “BINGO!” The teacher should have them read off their terms to make sure the terms match the definitions that were read.
 - If there is a correct BINGO!, students clear their cards and play again. If the student who had BINGO! made an error, the game continues.



HINT: Students can switch cards when playing multiple games so students are not always looking at the same terms.




HINT: Teachers have to keep track of the definitions they have read off so BINGO! can be accurately checked.

BINGO! TERMS

Autocracy
Dictatorship
Monarchy
Democracy
Totalitarian
Amendments
Separation of Power
Oligarchy
Federalist
Anti-Federalist
Magna Carta
Bicameral
Representative Democracy
Minority rights
Government
Politics
Citizen
Great Compromise
Executive Branch
Unconstitutional

Stamp Act
Check and Balance
English Bill of Rights
Parliamentary System
3/5 Compromise
Articles of Confederation
Declaration of Independence
Constitution
Federalism
Veto
Mayflower Compact
Direct Democracy
Majority rule
Presidential System
Social Contract
Vote
Sovereignty
Legislative Branch
Judicial Branch
Bill of Rights

REVIEW BINGO!

LESSON 12: MY VIEWS ON GOVERNMENT






PURPOSE:

- Allow students to reflect on what they have learned about the government
- Encourage movement within the classroom

MATERIALS:

- 5-7 Sheets of butcher paper or poster board
- Markers for students to write with

PROCEDURE:

- Write each following phrase on a sheet of butcher paper:
 -  Most important thing the government does for me as a teenager
 -  One thing I would change about the government
 -  One thing the government does for the public good
 -  Most confusing thing about the government
 -  Most important thing the government does overall
- Add additional phrases that would be relevant to your class on the remaining paper.
- Hang the sheets of paper around the room.
- Give each student a marker to write with.
- Read the phrases to the students and allow for quiet reflection after each.
- Explain to students that they are going to write a response to each phrase on the paper around the room.
- Break students into 5-7 groups (depending on the number of sheets you have).
- Start the groups at different sheets and give them time to write their responses. When enough time has passed, play music to indicate it is time to rotate to the next sheet.
- When all groups have gotten to each sheet, students should return to their desks.
- Ask for volunteers to stand by each sheet and read through the responses.
- Discuss responses as needed.

GLOSSARY

Glossary

Amendments:

An addition to the constitution.

Autocracy:

Type of government in which one person, a dictator, has unlimited political power.

Checks and Balances:

Limitations placed on a branch of government's political power by giving the other branches some influence in its affairs.

Constitution:

The political and legal structures under which a government operates.

Direct Democracy:

Type of government where decisions are made directly by the people rather than by elected representatives.

Executive Branch:

Refers to Presidential responsibilities.

Government:

An institution that determines and enforces the laws of a society.

Judicial Branch:

Refers to judges and their responsibilities.

Law:

A set of rules, created by a government, that must be followed by all members of society.

Legislative Branch:

Refers to a lawmaking body and their responsibilities.

Lobbyists:

People who seek to influence government policy.

Monarchy:

Type of government in which the head of state, usually a royal figure, is a hereditary position.

Oligarchy:

Type of government in which a small group of people control political power.

Parliamentary System:

Type of government in which power is concentrated in a legislature.

Representative Democracy:

Type of government where people choose representatives to make political decisions on their behalf.

Separation of Powers:

The distribution of political powers among branches of government.

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5. Format was teacher-friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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