

When I Discover Who I Am, I'll Be Free?

American Government

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Grade Level	11th – 12th Grade	**Time Frame**	3- class period(s)
Subject	Social Studies	**Duration**	180 minutes
Course	U.S. Government		

Essential Question

Do governments truly protect freedom?

Summary

This is lesson #1 of a mini unit exploring the ideas of government structure, freedom, and whether governments truly protect our freedom. The student will assess the value of government by analyzing the structures of ruling bodies and how they influence the lives of citizens. Learners will have opportunities to participate in multiple activities to help define the meaning of limited and unlimited governments, classify characteristics, provide examples and non-examples of each, and extend this knowledge into a deeper understanding of both historical and contemporary worlds.

Snapshot

Engage

Students engage in a card sort to differentiate between characteristics of limited and unlimited governments.

Explore

Students explore the differences between limited and unlimited governments, as well as classifications of freedom.

Explain

Students explain their reasoning for the question: does "x" country protect freedom?

Extend

Students extend their understanding of limited and unlimited governments by completing a CSI (Color, Symbol, Image) activity representing each.

Evaluate

Evaluate students as you listen to discussion and question them on their reasoning and understanding of the topic.

Standards

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.1.1: Compare the essential characteristics of limited versus unlimited governments.

Attachments

- Chain Notes - Spanish.docx
- Chain Notes Final.pdf
- Chain Notes.docx
- Chain NotesEXFinal.docx
- Chain NotesEXFinal.pdf
- GovernmentCardSortFinal.pdf
- GovernmentCardSortOutline - Spanish.docx
- GovernmentCardSortOutline.docx
- GovernmentTypeTChart - Spanish.docx
- GovernmentTypeTChart - Spanish.pdf
- GovernmentTypeTChart.docx
- GovernmentTypeTChart.pdf
- GovernmentTypeTChartKey.docx
- GovernmentTypeTChartKey.pdf
- Limited-Unlimited Rubric - Spanish.docx
- Limited-Unlimited Rubric - Spanish.pdf
- Limited-Unlimited Rubric.docx
- Limited-Unlimited Rubric.pdf

Materials

- Student devices with internet access
- T-Chart handouts for each student (attached)
- Chain Notes Handouts for each class (attached)
- Rubric for Final Assessment (attached)
- Poster board, blank copy paper, or colored paper for final posters, depending on personal preference
- Colored pencils, markers, rulers, etc.
- Sticky notes in at least two colors.
- Standard 52-card deck of playing cards.

30 minutes

Engage

Instruct students as individuals or in groups to choose their own method to sort government description cards using prior knowledge and their own criteria. (11 minutes)

During the last 5 minutes, hand out limited and unlimited category cards. Ask students to change their sort putting everything under those two categories to see if it changes their reasoning or clears up the desired classification.

Allow groups or individuals the opportunity to share the classification they chose, provide reasoning for their decisions, and elaborate on how the addition of the category cards altered their thinking.

When students are finished, ask them to separate out limited and unlimited cards and shuffle remaining cards for the next class. (1 minute)

Card Sort Tip #1

Prior to class, the teacher will need to do the following according to the number of groups they will have participating in the Card Sort: 1. Print necessary sets of cards (Print a couple of extra just in case) 2. Laminate cards (optional, however doing so will extend the life of the cards) 3. Rubber band or place sets in a plastic bag for organization and future usage.

Card Sort Tip #2

Asking students to shuffle the decks at the end of the activity will increase the likelihood that patterns will not be seen by students in the next class. Also remember to remove the limited and unlimited category cards.

30 minutes

Explore

Lead students in a discussion about the characteristics of a limited and unlimited government, taking notes using a T-Chart, the Prezi Presentation and the provided Note Key. As students share characteristics for each type of government, have them separate and list in the appropriate columns. I would begin each column with the definition of each type of government.

T-Chart Tip #1 - Prezi

I would first go through the Prezi with students and allow them to begin filling in details for each form of government. It is important to flush out the meaning behind some of the characteristics and point students towards thinking about how these characteristics would impact people.

T-Chart Tip #2 -Elaborate

Next, I would use the T-Chart Key and allow students to discuss what the characteristics listed mean and how they would influence the rights and freedoms of citizens. For example, in an unlimited government the media is restricted and people are not free to say what they believe. How could this affect the citizens of a country? Citizens in this country may be imprisoned or put to death for sharing their opinions and beliefs. Likewise, a restricted press would result in the people not knowing the truth about, potentially, many political things. There are a couple of presentations attached below that will help familiarize the concepts of limited and unlimited governments.

Encourage students to begin to put themselves in the place of teens living within the characteristics of the discussion. To determine what it seems life would be like in these situations. Doing so will help students connect the content to their own worlds.

Once you have covered the material from the Prezi and discussed the meanings of the characteristics, students need to compare T-Charts and fill in any material they may have missed.

60 minutes

Explain

As students begin working on the extend activity listed below, have them also work on a Chain Notes activity.

Have students create chain notes on the following questions:

Question 1

What are the advantages of living in an unlimited government country?

Question 2

What are the advantages of living in a limited government country?

Question 3

What are the disadvantages of living in an unlimited government country?

Question 4

What are the disadvantages of living in a limited government country?

Split the students into 4 groups. Students will need to be grouped with others whom they are working on the final poster. Have each group start out circulating 1 question within the group. When everyone in the group has had input, rotate the 4 questions between the 4 groups until each participant in each group has had a chance to provide input for each question.

Chain Notes Tip #1

Students only need a couple of minutes to add to each question, however, you may want to have each students answer only 2 questions per class period in order to allow time for everyone to participate.

Chain Notes Tip #2

Students will be free to work on the Extend (C.S.I.) activity when they are not adding to the Chain Notes.

Extend

Place students in groups of 2-3 people. Assign each group a country for which to create a Color, Symbol, Image representation.

C.S.I. Tip #1

Use the C.I.A. World Fact Book to find profiles for different countries. If you do not have access to internet for your classroom, you can also check with your library to see if they have a copy of CultureGrams.

Examples Of Limited Government

United States England Canada Denmark Germany Mexico Australia Japan

Examples Of Unlimited Government

China Burma North Korea Iran Saudi Arabia Cuba Laos Vietnam

C.S.I. Tip #2

As students enter the classroom, sort them into groups by giving them playing cards from a standard 52-card deck. For example, red cards will focus on unlimited government while black cards focus on limited ones. This will help them with a jumping off point. Students may then choose to work with partners who have similar colored cards (up to the limit that you choose for the class).

Encourage students to use creative ideas to represent their countries, while also illustrating the characteristics of limited and unlimited governments.

When all students have completed their C.S.I. activity, set up a Gallery Walk, allowing students to see other's work.

Gallery Walk Tip #1

Students will walk through the gallery walk a minimum of two times. The first time they are focusing on deciding which category the poster fits in. They should not share their opinions with other students at this time. The second time, they are focusing on commenting with questions or critiques based on their prior knowledge and characteristics of the poster. During this time, discussion between students is necessary and expected. It is important for the teacher to be circulating and observing conversation between students at this time.

Gallery Walk Tip #2

As students walk the room, have them choose which of the two categories they believe the poster represents. Have them cite evidence from their understanding and the poster to justify the reasoning for their belief.

Gallery Walk Tip #3

Place two different colors of sticky notes at each C.S.I. Presentation. The colors used at each station should mirror the colors at all other stations. Choose 1 color to represent the unlimited government category and the other to represent the limited government category. As students circulate through the room, encourage them to write questions and/or critiques on the sticky notes and place them on the wall around the posters. Make sure that students do not cover the poster. Each student should post a question and/or critique for each poster. The color of sticky note they choose should correspond with the color of the government category they believe the poster represents based on the key that you, as the instructor, provides.

When each group has rotated back to their own poster the second time, have each group explain their poster and reveal the country and government type that it represents.

Gallery Walk Tip #4

Groups may retain sticky notes and do a free-write journal response to close the current class or open the next class. This could be done by using the Two-Minute Paper Strategy from the LEARN K 20 Center site.

Evaluate

As students are circling the room for the gallery walk, circulate through the room and listen to discussion between students and question them on their reasoning and understanding of the topic. Use the attached rubric to assess their understanding.

Gallery Walk Tip #3

As you circulate, ask students to prove their beliefs by showing evidence.

Evaluation Tip #1

Monitoring students' understanding throughout the entire lesson by questioning their stances and redirecting any misconceptions they may have is required.

Evaluation Tip #2

Do not assess students with the rubric until the end of the lesson in order to allow students the opportunity to grasp the concepts.

Resources

- K20 Center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Chain Notes. Strategies. https://learn.k20center.ou.edu/strategy/52
- K20 Center. (n.d.). Color, Symbol, Image. Strategies. https://learn.k20center.ou.edu/strategy/161
- K20 Center. (n.d.). Gallery Walk / Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Two-Minute Paper. Strategies. https://learn.k20center.ou.edu/strategy/152
- C.I.A. World Factbook : Central Intelligence Agency. (2016) Retrieved from https://www.cia.gov/library/publications/the-world-factbook
- CultureGrams: Concise, reliable, and up-to-date country reports on 200 cultures of the world. Copyright 2010 ProQuest LLC and Brigham Young University. Retrieved from http://www.culturegrams.com/
- Canon, Clayton. (2016, July 1). prezi.com presentation. Retrieved from https://prezi.com/a2barplykax8/characteristics-of-limited-and-unlimited-governments/