

Name _____ Date _____

Scale of Learning for Lesson 1.1 (1 out of 3)

PRETEST: Circle the number of your proficiency in the following areas.

POSTTEST: Put an X on the number of your proficiency in the following areas.

- 0- I have no knowledge or understanding.
- 1- I have some knowledge but haven't made connections to why it is important.
- 2- I understand the basics and have begun to make connections and see the importance.
- 3- I have sound understanding and could apply to my life.
- 4- I could teach this to another person.

CG.1 Describe types of modern and historical governments that contributed to the development of American constitutional democracy.				
I can identify and compare types of modern and historical governments.				
0	1	2	3	4
I can explain how types of governments are related.				
0	1	2	3	4
High Impact Indicator- SSP.2.b: Describe people, places, environments, processes and events, and the connections between and among them.				
I can Identify historical documents that influenced American constitutional democracy.				
0	1	2	3	4
I can explain the relationships between these documents.				
0	1	2	3	4
CG.1.a. direct democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy CG.1.d. presidential democracy CG.1.e monarchy and other types				
I can clarify meaning from the vocabulary words with the identified level of accuracy. Vocabulary words include: autocracy, dictatorship, oligarchy, limited government, analyze, and amendment				
0	1= 40%	2 = 60%	3 = 80%	4=90+%

High Impact Indicator Lesson Plan

Subject	Government Unit, Lesson 1 of 3, <i>Types of Modern and Historical Governments</i> ; “Common Core Achieve, Social Studies” text
Standards Learning Goals Learning Questions	<p>CG.1 Describe types of modern and historical governments that contributed to the development of American constitutional democracy.</p> <p>CG.1.a. direct democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy</p> <p>CG.1.d. presidential democracy CG.1.e. monarchy and other types</p> <p>High Impact Indicator- SSP.2.b: Describe people, places, environments, processes and events, and the connections between and among them.</p> <p>Taken from Common Core Achieve text</p> <ol style="list-style-type: none"> 1. Identify and compare types of modern and historical governments. 2. Explain how types of governments are related. 3. Identify historical documents that influenced American constitutional democracy and explain the relationships between these documents. <p>These will be answered as you complete lesson 1.1, 1.2, and 1.3 (question 1 for this lesson)</p> <ol style="list-style-type: none"> 1. How is the US Government like the governments of other countries? 2. How was the American Government formed? 3. What documents still influence the US government today? 4. What are different forms of government and what specific characteristic does each form of government have?
Materials	<p>Copies of the evaluation pre and post tool</p> <p>Direct Instruction lesson plan</p> <p>Premade Vocabulary Cards (only pulling out the first 11 cards that correlate with this lesson)</p> <p>Vocabulary card sheet with definitions for student.</p> <p>video https://www.youtube.com/channel/UCF6P4oCJGjk7-qgcoueYWZw</p> <p>Word Decoding Sheet</p> <p>The Rubric for government form and purpose (1 per student)</p> <p>Learning Question hand out (1 per student, copied on color paper for easy distinction)</p> <p>Stop watch set up on smart board.</p>
Planning for Vocabulary	<p>amendment, dictatorship, oligarchy, autocracy, limited government, analyze, representative democracy, democracy, communism, socialism and capitalism</p>
Prep Activities and Materials	<p>Read entire lesson and have all components ready to proceed.</p> <p>materials:</p> <p>Teacher Set of Vocabulary cards with definitions on one card and the vocabulary word on another with a coordinating letter to show they go together (such a lowercase b on both cards in the lower right corner). Pre-select vocab cards from the first 11 words and definitions and randomly distribute student desks/tables, put enough out so every student has to search for at least 1 word and/or definition match.</p> <p>Printed out vocabulary sheets with definitions (1 per student) on tables</p>

	<p>Decoding sheet (1 per student) on tables</p> <p>Index cards for student who may want to make vocabulary cards</p> <p>Either the Common Core Achieve Social Studies text or a print out of the chapter 1.1 P 16-21</p> <p>World map up n smart board</p> <p>Stop watch on Smart board on 60 seconds.</p> <p>Copies of the evaluation pre and post tool (1 per student) on tables</p> <p>Learning goals posted on chart paper or on the smart board.</p>
Planning for Differentiation	<p>Brainstorming - Briefly discuss with partner/table the question: How long ago, (come up with a number) do you think, evidence of some form of government become evident? Give them one minute to give a number and what the evidence might be).</p> <p>Vocabulary graphic organizer, Types of Government fill in chart, Decoding Chart, Power point, World Map,</p> <p>*Small group work- vocabulary activity, collaborative activity</p>
Formative Assessments- Monitoring for learning	<p>Verbal acknowledgment and praise when a vocabulary match is read out loud. Also take vocabulary words students struggled and include in the weekly Jeopardy review and in repeated vocabulary introduction activity for the next government lessons (1.2, 1.3 and the review).</p> <p>Observation in general and during guided learning leads to identifying and working with struggling students then pairing them with another student to reinforce concepts or simply to acquire the knowledge to proceed in group .</p> <p>Multiple organizers, decoding, vocab cards, rubric, learning questions</p> <p>Student Reflection and evaluation of learning tools used. (vocabulary organizer as an effective learning tool.)</p> <p>This is a repeated question reviewed and answered every time the activity is used in Science, Reading and/or Math when introducing vocabulary.</p> <p><i>What is the purpose of decoding a word?</i></p> <p>Answer: To build up my recognition of the sounds that belong to letters and groups of letters that will help me to strengthen my visual vocabulary. I may also recognize an unfamiliar word visually but when I put the sounds together, I recognize the word, understand what it means and now have a better or more clear picture of the text I am reading. That picture increases my comprehension and I am better prepared to answer questions related to the text.</p>
Summative Assessment	<p>Homework assignment P26-27</p> <p>Jeopardy Review - Include questions from text along with teacher made questions in the Social studies section of the Jeopardy review. This is a power point, set up to mimic the TV game show. The categories are the GED subject areas and one misc. The questions are from the weekly lessons and include all subject areas. (Power point example included)</p> <p>Completed Rubric</p> <p>Unit Review Test</p>

Lesson 1.1 Types of Modern and Historical Governments

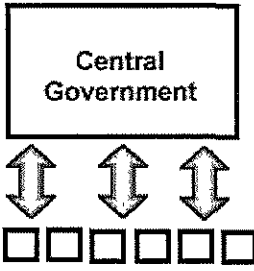
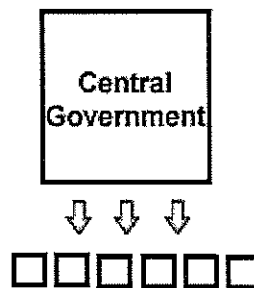
<p>Pre-evaluation 5 mins</p>	<p>Have students take a moment to complete the evaluation tool by circling the number that fits their proficiency (your know how) about the content of the question. Make sure everyone's name is on the form and collect them to return for the post evaluation.</p>
<p>Anticipatory Set/ The Attention Grabber AND Connections to Previous Learning/real world 15 mins</p>	<p><i>Brainstorming – Explain to students they have 60 seconds to discuss and answer 2 questions: 1. How long ago (number of years ago) did some form of government exist? 2. What evidence is there to support that number? Let them know they can use their phones to research if they want but the clock starts now. Walk around and encourage discussion if needed. Stop after timer goes off.</i></p> <p>Allow a few responses and then review:</p> <p>Forms of leadership and/or government have been around since the beginning of humans on Earth and has evolved from its primitive beginnings to complicated systems present today.</p> <p>Background Summarized: (Have a world map up to point to geographical locations)</p> <p>Forms of leadership and government can be traced back approximately 6000 years ago when geography was used to define power such as the Nile River in Egypt, Euphrates River and Tigris Rivers that run through southern Turkey, Syria and Iraq or an oasis in North Africa. The geographical boundaries guaranteed power because of the rich farming or agriculture that was available. Civilizations have been learning and incorporating aspects of previous civilizations ever since. Aspects and influences from these earliest forms of government were passed on to the next government formations. We can find the influence of early governments and their doctrines (policies) in forms of governments today. We will examine early influences on the US government today as we explore this chapter.</p>
<p>10 min.</p>	<p>Start the vocabulary activity. Have students take a card from their table so that every student has one, if there are extras on a table ask for volunteers to take 2 cards and/or the teacher usually has one. Explain to students they will have 2 mins to walk around the room to discover who has the definition or vocabulary word that matches their card. You may have a timer running on the smart board or on your phone. When time is up. Have students return to their seats. Ask students to identify what strategy they used to find their match. Did they know the definition, did they rely on someone else's information to find a solution, was it process of elimination, or did they use the lowercase numbers to make an inference or assumption that this was their match.</p>

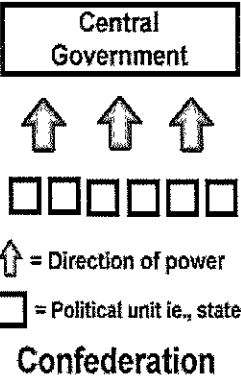
	<p>After a few have shared, explain they will need to use all of these strategies to pass the GED. They will not always know the answer however they can use multiple strategies to make the best selection.</p> <p>Now ask students to look at the vocabulary definition sheets on their table. Ask a student to read their vocabulary word on their card. Have the students find the word on the vocabulary sheet. Ask who has the definition for this word. Let them read the definition. Proceed with as many words as time allows (about 2 or three) Point out the students can make vocab cards with the sheets and index cards provided.</p>
Direct Instruction 3 mins	Identify (pull up on smart board or point to chart that is pre made) and state the learning goals so students know what they will be expected to learn.
Decoding 5 mins	Ask student to take a decoding sheet from the table. Have students write Oligarchy in the first word box.
25 minutes	<p>State to students: Decoding or taking apart a foreign or unknown word helps us recognize, understand and connect to a word.</p> <p>Model with student as you input each of the decoding categories. Follow the chart to decode the word. Make sure names are on the decoding sheet, have students put in pile for each table. Collect these later to be distributed and used again at the beginnings of other lessons in this Government Unit.</p>
8 mins	<p>Ask students to find the rubric for Government forms as we prepare for a video. Prep the students that the video will provide information they will use to fill in the rubric with valuable information to assist them in strengthening their understanding of the material in preparation for the Social Studies GED test.</p> <p>Play the video, https://www.youtube.com/channel/UCF6P4oCJGjk7-qgcoueYWZw</p> <p>Be prepared to stop frequently and discuss with the students the places where they need further clarification. Have the students complete the post evaluation tools and collect.</p>
8 mins	<p>Learning Questions review, discuss and record on learning question sheet. Identify the questions not covered in today's lesson and let students know those questions will be answered as we continue to study and understand this GED Social Studies unit on government.</p> <p>Walk around and a put a +10/ sticker /or check mark on student's sheet acknowledging effort. Remind the student's they will be able to use this sheet and other notes/rubric for final evaluation test on this unit.</p>

5 mins	Have students complete the post evaluation from and collect.
12 minutes	Give student homework assignment to complete the vocabulary chart, using the <i>vocab card sheets</i> and then <i>complete the reflection evaluation tool</i> to provide feedback about the value of the vocab chart as a learning tool. If time allows you can let student begin working on vocabulary assignment.
1.5 hours total	

Name _____ date _____



Watch <https://www.youtube.com/watch?v=YNWVM3liOK0> Mr. Raymond's Civics and Social Studies Academy, *Systems of Government* video (8.39 minutes)



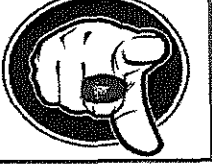
Government Systems	Vocabulary	Definition	Who has the power?	Identify a country with this type of Government System. What are the pros and Cons of this system?	I'd want to live here (Yes/No)
Federal	Power is shared by a powerful central government and states or provinces that are given considerable self-rule, usually through their own legislatures.	 <p>↑↓ = Direction of power □ = Political unit i.e., state</p> <p>Federal System</p>		Examples: The United States, Australia, the Federal Republic of Germany.	
Unitary	One central government controls weaker states. Power is not shared between states, counties, or provinces.	 <p>↓ = Direction of power □ = Political unit i.e., state</p> <p>Unitary System</p>		Examples: China, United Kingdom (although Scotland has been granted self-rule).	

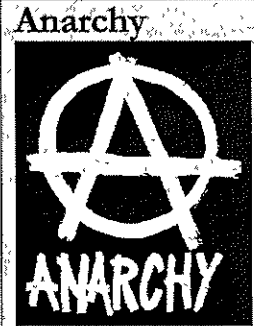
<p>Confederal</p>	<p>Weak or loose organization of states agrees to follow a powerful central government. Nations can choose to follow or not follow the lead of the weak central government.</p>	 <p style="text-align: center;">Confederation</p>		<p>Examples: The Commonwealth of Independent States (CIS), formerly known as the Soviet Union. Also, Switzerland's canton system and the Confederate States of America (1861-1865).</p>	
<p>Parliamentary</p>					

Watch Mr. Raymond's Civics and Social Studies Academy video *Types and Forms of Government* (12.51 minutes) to complete the chart

<https://www.youtube.com/watch?v=tfz1J7yGOnQ>

Type of Government	Circle the system that goes with the type of government	Definition?	Who has the power?	Identify a Country with this type of Government What are some pros and cons to this system?	I'd want to live here (Yes/No)
Absolute Monarchy 	System Federalism Parliamentary Unitary Confederation	A government where	Who has the most power? How do they gain power?	Identify a Country with Absolute Monarchy: Pros: Cons:	
Constitutional Monarchy 	System Federalism Parliamentary Unitary Confederation	Kings and Queens are only...	Who has the most power? How do they gain power?	Identify a Country with Constitutional Monarchy: Pros: Cons:	

<p>Representative Democracy</p> 	<p>System</p> <p>Federalism Parliamentary Unitary Confederation</p>	<p>People vote for...</p>	<p>Who has the most power?</p> <p>How do they gain power?</p>	<p>Identify a Country with Representative Democracy:</p> <p>Pros:</p> <p>Cons:</p>	
<p>Direct Democracy</p> 	<p>System</p> <p>Federalism Parliamentary Unitary Confederation</p>	<p>People vote on ..</p>	<p>Who has the most power?</p> <p>How do they gain power?</p>	<p>Identify a Country with Direct Democracy:</p> <p>Pros:</p> <p>Cons:</p>	
<p>Autocracy / Dictatorship</p> <p>YOU WILL DO AS YOU ARE TOLD</p> 	<p>System</p> <p>Federalism Parliamentary Unitary Confederation</p>	<p>A form of government where one person...</p>	<p>Who has the most power?</p> <p>How do they gain power?</p>	<p>Identify a Country with Autocracy/Dictatorship:</p> <p>Pros:</p> <p>Cons:</p>	



System
Federalism
parliamentary
Unitary
Confederation

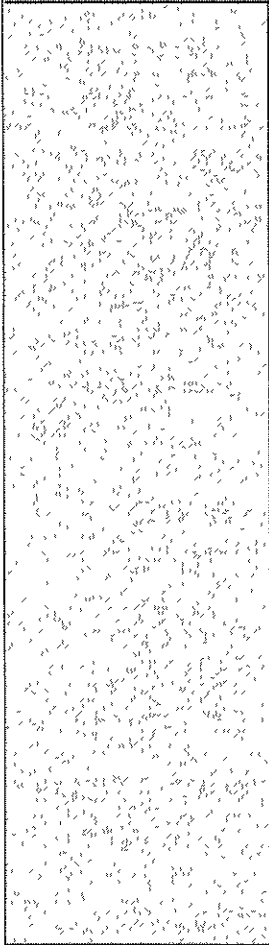
Who has the most power?

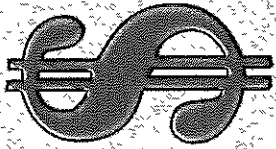
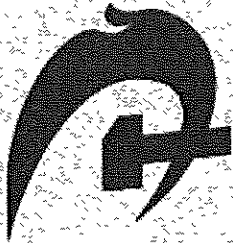
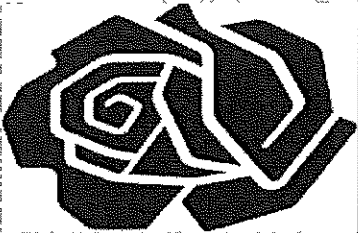
How do they gain power?

Identify a Country with Anarchy:

Pros:

Cons:



<p>Economic \$ Systems</p>	<p>Capitalism</p> 	<p>Communism</p> 	<p>Socialism</p> 	
<p>Capitalism, also known as laissez-faire Capitalism means</p>		<p>Communism, also known as Command Economy means</p>	<p>Socialism, also known as State Socialism means</p>	
	<p>Country: Pros: Cons:</p>	<p>Country: Pros: Cons:</p>	<p>Country: Pros: Cons:</p>	

Name	NOTES			
Date				

autocracy	a form of government where one person has unlimited power
absolute monarchy	a form of autocracy where a person becomes the sole leader of a country by being born into a family of rulers
direct democracy	a form of government in which the power to govern lies directly in the hands of the people rather than through elected representatives

monarchy	a form of government headed by a king or queen who inherits the position, rules for life, and holds power that can range anywhere between limited to absolute
oligarchy	a form of government in which a small group has total control and power
dictatorship	a form of autocracy where a military leader becomes the leader of a country often through violent means
anarchy	the absence of any form of government

republic also known as a representative democracy	a system of government in which the people elect representatives to make policies and laws for them, also known as a republic
socialism	an economic system in which the government owns the primary means of production
parliamentary	a system of government where power lies with the legislative body and the leader of the country is part of the legislature
democracy	a system of government in which political power resides with the people
federalism	a system of government in which power is divided and shared between national, state, and local government

amendment	a change to the U.S. Constitution
branch of government that is headed by the president and carries out the nation'	Executive Branch

Legislative Branch	The branch of government that makes the laws
Judicial branch	The branch of government made up of the court system and upholds the constitutional law
Separation of powers	Division of central government

Information that is connected to information you already know	relevant
bicameral	Two houses
referendum	Allows citizens to overturn legislature that was passed by legislature or by voters
veto	Power of the president to refuse a law
House of Representatives	Federal body of representatives voted into office for a 2 year term that protect the rights of the people especially in large states

Senate	Federal body of representatives voted into office for a six year term to protect the rights of the people especially in small states
Determine	identify
Author's point of view	<p>is the angle of considering things, which shows us the opinion, or feelings of the individuals involved in a situation.</p> <p>In literature, point of view is the mode of narration that an author employs to let the readers "hear" and "see" what takes place in a story, poem, or essay.</p>

Vocabulary list for Lesson 1.1 Types of Modern and Historical Governments

Name _____ date _____

Vocabulary Word	Synonym	Picture	Definition	Connection to movie, story life experience
amendment				
dictatorship				
autocracy				
Limited government				
oligarchy				
democracy				
communism				

Representat ive democracy				
analyze				
democracy				
socialism				
capitalism				

Vocabulary Chart

Rating scale: Did this tool help increase your comprehension for the identified word?

1 not effective 2 somewhat effective 3 effective 4 above average effectiveness

Unit Learning Questions:

These will be answered as you complete lesson 1.1, 1.2, and 1.3 (question 2 and 3)

1. How is the US Government like the governments of other countries? 1.1
2. How was the American Government formed? 1.1
3. What documents still influence the US government today? 1.1
4. What are different forms of government and what are the specific characteristics each form of government has? 1.1
5. What led the Founders of the United States to create the Constitution? 1.2
6. What role does the Constitution play in US government? 1.2
7. Who what where when and why was the Constitution created? 1.2
8. How does the Constitution change? 1.2
9. What are the roles and duties of government leaders? 1.3
10. What keeps government from becoming too powerful? 1.3
11. What are the branches of government and what roles do they each play? 1.3
12. What are the roles of federal and state governments? 1.3