

University of Mary Division of Education

Lesson Plan Format

Grade Level: 9-12

Subject(s) Area: Government

Materials Needed:

SStandards:

- 9–12.4.4 Evaluate the effectiveness of structures, operations, and influences of political systems and constitutional governments (e.g., federalism; separation of powers; checks and balances; media and special interest groups)

Objectives:

- The students will be able to understand the differences between certain types of governments
- The students will be able to explain positive characteristics of a certain government
- The students will be able to explain poor characteristics of a certain government
- Students will be able to draw their own conclusions on political structures within a government

Learning Activities:

- To start the class, the instructor will initiate a turn and talk strategy where students will discuss a current event within political topic in the United States. I.e. The presidential election. (Remind students to be respectful of other student's opinions and remind them to speak to each other professionally.)
- After bringing the class back together, inform the students that the current event at the time relates to the political system in action before their eyes and relate that example to other political systems. (Democracy, monarchy, Etc.)
- Following, the instructor will provide examples via handout that include the characteristics of 3 types of government
 - Democracy (Example #1)
 - Monarchy (Example #2)
 - Anacracy – This government is not real, and is used to distinguish between a nonexistent forms of government. (Non-example)
- Students will then be instructed to get in small groups to discuss the characteristics of each given government and form an understanding of the effects that government would have on a country.
- The instructor will then ask for students to provide the best characteristics of each form of government and display them on the front board.
- The entire class will create an imaginary form of government that they believe has the best characteristics of each known government (Democracy/ Monarchy) and also the fake form of government (Which is a non-existent government- Anacracy)
- In their already formed groups, students will begin to form their own country. On a separate piece of students will draw the figure of their country and give information on their government. (Name of country, type of leadership (how to become a leader), population, and types of laws and how it is enforced)
- Groups will present their country and why they choose the characteristics they did, providing informative reasoning to back their characteristics
- This lesson activity will be used further on in a complete unit of political systems.

Assessment:

- Students will be assessed on their descriptive reasoning with their formed country will thoughtful information that supports their political system
- Students will be assessed on their contribution to their particular group and in class discussion
- Students will be assessed on their group project. (completion, uniqueness, neatness, thoughtful and relatable characteristics)

Reflection: