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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | Formation of Government Throughout History/Political Ideology |
| **TEKS Student Expectations** | **§130.203 (c) Knowledge and Skills**(2) The student explores historical origins of government. The student is expected to:(A) describe the features of different types of government such as democracy, theocracy, republic, monarchy, dictatorship, communism, and socialism;(B) use a map to label where each form of government is currently practiced or has been practiced in the past;(C) explain how each form of government arose throughout history;(D) develop a logical argument for the origin of different types of government; and(E) hypothesize why some forms of government became obsolete. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The students will be able to:1. Identify the major types of governmental systems around the world.
2. Locate countries around the world with these types of governmental systems.
3. Analyze the major historical events that led to the creation of certain governmental systems.
4. Explain why certain governmental systems are now obsolete.
5. Identify career opportunities available within certain governmental bodies.
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| **Rationale** | This lesson introduces students to how governments have been created and changed throughout history and to career opportunities in different governments within the US. |
| **Duration of Lesson** | 5 to 7 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Capitalism
* Communism
* Democracy
* Dictatorship
* Fascism
* Monarchy
* Republic
* Socialism
* Cold War
* Theocracy
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| **Materials/Specialized Equipment Needed** | * Formation of Government Throughout History Key Terms
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | How has government changed throughout history? |
| **Direct Instruction \*** | **Engage**Discuss the students’ prior knowledge of the attachés on the US Embassy in Benghazi, Libya, one September 11, 2012. After discussing the events that took place at the embassy and the state of the Libyan government during that time, show a video of a news conference from President Barack Obama (to find a video, search the Internet for the following key words: NY times President Obama Benghazi attack). After watching the video, continue the discussion about the attacks. Have the students create and share their opinions about this historical event. Use the Discussion Rubric for assessment. Present Key Points – Lesson Notes*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** For reinforcement, students will create flashcards to help distinguish the characteristics of the different governmental systems. On the front of the flashcard, the students will identify the type of government and on the back, they will identify three characteristics of that governmental system. Use the Individual Work Rubric for assessment.
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| **Guided Practice \*** | **Government Propaganda**Select one propaganda poster from each of the following countries: The United States, Great Britain, and Russia. Have the students evaluate each of the selected images, compare and contrast the posters, and identify which form of government is depicted in each poster. The posters can be from different periods in history, such as World War II, The Cold War, or the Iraq War. After the students identify each of the forms of government, have them imagine that they are volunteers for the United Nations and create their own propaganda poster. Use the Individual Work Rubric for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Newspaper, Circa 1962**Have students write a newspaper article for each day of the 13-day conflict known as the Cuban Missile Crisis. The articles should capture the events that took place on that day and the response of the US and the Soviet Union/Cuba. After the students complete a newspaper entry for each day of the conflict, have the students write an“op-ed” (opinion) article in which they speculate what world events could have taken place if the Soviet Union or Cuba had launched missiles against the US during the Cuban Missile Crisis. Use the Individual Work Rubric or the Research Rubric for assessment.Response to President Kennedy. Have the students read the letter which was written by President John F. Kennedy to Nikita Khrushchev (Chairman of Council of Ministers in the Soviet Union) on October 22, 1962, about the Soviet Union’s involvement with Cuba. A copy of the letter may be found at http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-negotiate/. Then have the students respond to the letter as if they were Nikita Khrushchev writing on behalf of the Soviet Union in 1962. Use the Individual Work Rubric for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \***  | * Formation of Government Throughout History Quiz and Key
* Discussion Rubric
* Individual Work Rubric
* Research Rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:***Accommodations for Learning Differences:** For reinforcement, students will create flashcards to help distinguish the characteristics of the different governmental systems. On the front of the flashcard, the students will identify the type of government and on the back they will identify three characteristics of that particular governmental system. Use the Individual Work Rubric for assessment.  |
| **References/Resources/****Teacher Preparation** | * Bertram, Christopher, *"Jean Jacques Rousseau"*, The Stanford Encyclopedia of Philosophy (Winter 2012 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/win2012/entries/rousseau/
* Bose, Meena, John Dilulio, and James Wilson. *American Government: Institutions and Policies. 13th.* Boston: Wadsworth Cengage Learning, 2013. Ch. 4. Print
* Edwards, George, Robert Lineberry, and Martin Wattenberg. *Government in American: People, Politics and Policy. 15th*. New York City: Pearson Education, 2011. Ch. 1, Ch. 11. Print
* Harrison, Brigid, and Jean Harris. *American Democracy Now. 2nd*. New York City: McGraw Hill, 2011. Ch. 1, Ch. 9. Print
* Hauss, Charles, and Melissa Haussman. *Comparative Politics: Domestic Responses to Global Challenges. 8th.* Boston, MA: Wadsworth Cengage Learning, Ch 4. Print
* O'Conner, Karen, Larry Sabato, and Alixandra Yanus. *American Government: Roots and Reform. 11th.* New York City: Pearson Education, 2011. Ch. 1. Print
* Patterson, Thomas. *The American Democracy. 9th*. New York City: McGraw-Hill, 2009. Ch 1. Print
* Soucy, R. (2013). *Fascism.* In Encyclopedia Britannica Online. Encyclopedia Britannica.
* Wolff, Jonathan, *"Karl Marx"*, The Stanford Encyclopedia of Philosophy (Summer 2011 Edition), Edward N. Zalta (ed.),
* <http://plato.stanford.edu/archives/sum2011/entries/marx/>
* Do an Internet search for the following: NY Times President Obama Benghazi attack.
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies Standards I. Interrelated Disciplines and Skills E. Change and continuity of social groups, civic organizations, institutions, and their interaction 4. Identify and evaluate the sources and consequences of social conflict. IV. Analysis, Synthesis, and Evaluation of Information A. Critical examination of texts, images, and other sources of information 1. Identify and analyze the main idea(s) and point(s)-of-view in sources. 2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural). 3. Evaluate sources from multiple perspectives. |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For enrichment, students will write a 3–5 page research paper about the overthrow of the Shah of Iran. The paper should also include the effects of the overthrow and how it affected the US. Use the Research Rubric for assessment |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)