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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | Types of Government Systems/Political Ideology |
| **TEKS Student Expectations** | **§130.203 (c) Knowledge and Skills**  (3) The student explores historical origins of government.  (A) The student is expected to describe the features of different types of government such as democracy, theocracy, republic, monarchy, dictatorship, communism, and socialism  (C) The student is expected to explain how each form of government arose throughout history  (D) The student is expected to develop a logical argument for the origin of different types of government |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able:   1. Analyze the seven different governmental systems in the world. 2. Understand how governmental systems affect foreign policy. 3. Identify governmental organizations that facilitate relations between different countries. 4. Examine the causes for conflict between differing governmental systems. 5. Examine career opportunities within governmental systems. |
| **Rationale** | Different governmental systems are present all over the world today. Students should identify the foundations of each governmental system and then compare and contrast the foundations to those of the United States of America (USA). An awareness of these systems and how they operate is imperative for persons working in politics. |
| **Duration of Lesson** | 10 to 15 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Bureaucracy – any organization with a hierarchical structure; most commonly used to designate a government agency or the collection of all national executive branch organizations * Constituent – an individual who lives within the geographical area represented by an elected official; more narrowly, the body of citizens eligible to vote for a representative * Containment doctrine – a foreign policy strategy to oppose expansion of Soviet power, particularly in Western Europe and East Asia, with military power, economic assistance, and political influence * Democracy – government in which supreme power of governance lies in the hands of its citizens * Joint Chiefs of Staff – the commanding officers of the armed services who advise the President on military policy * Popular Sovereignty – the theory that government is created by the people and depends on the people for the authority to rule * Sanctions – penalties that halt economic relations between countries * Treaty – an agreement or arrangement between political authorities made by negotiation and formally signed by the lawmaking representatives of that state * Tyranny – oppressive power exerted by the government * Unilateral– an action done or undertaken by one country |
| **Materials/Specialized Equipment Needed** | * Types of Government Systems Key Points Handout * Types of Government Systems Key Terms * Types of Government Systems Quiz and Key * Cooperative Teams Rubric * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Research Rubric * Role Play Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | What are the functions and foundations of the seven different types of governmental systems? |
| **Direct Instruction \*** | **Engage**  Lead a class discussion in which students use prior knowledge to discuss a recent current event in which the US government has been involved with the government of a foreign nation. The discussion should consist of both the causes and effects of the United States’ international involvement. Use the Discussion Rubric for assessment. (To find a video to spark the discussion do an Internet search for the following: how-dangerous-is-north- koreas-nuke-capability.)  **Key Points** – See Lesson Notes Handout  *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 a model of the “iron triangle” in which they illustrate the relationship between interest groups, bureaucratic agencies and congressional committees/subcommittees. The model should illustrate the mutual dependency in which each element provides key services, information, or policy for others. Use the Individual Work Rubric for assessment. |
| **Guided Practice \*** | *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 \*** | 1. UN Role Play. Divide students into groups and simulate the functions of the UN. Have each student represent one of the UN member countries. The students must discuss current event topics relating to international relations, diplomacy and the UN agenda. Use the Cooperative Teams Rubric and/or the Presentation Rubric for assessment.  2. Federal Career Research and Interview. Assign students a federal career to research and outline the career qualifications. The project information should include salary, educational requirements, training requirements, qualifications, application process, and job responsibilities. After the research is complete, have the students conduct peer interviews in which they apply for their designated position. Students will interview peers based on careers similar to their designated careers. Use the Individual Work Rubric and the Interview Rubric for assessment.  3. A day in the life. Select some countries with different types of governmental structures. Assign students one of the countries. Have the students keep a journal as if they were a teenager living in that particular country. This requires the student to study the governmental structure of that particular country and write their journal entries based on the typical day-to-day activities of the citizens in that country. Have the students complete seven journal entries and then write a comparison of their assigned country’s governmental structure to that of the US. Use the Role Play Rubric and the Individual Work Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Types of Government Systems Quiz * Create Model of the “Iron Triangle” |
| **References/Resources/**  **Teacher Preparation** | Edwards, George, Martin Wattenberg, and Robert Lineberry. *Government in America: People. Politics and Policy*. 14th. New York City: Pearson Education, Inc, 2009. Ch. 1, 15, 20 & 21. Print.  Harris, Harrison. *American Democracy Now. 2nd.* New York City: McGraw Hill, 2011. Ch. 2, 16, 17 & 18. 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, and Larry Sabato. *American Government: Roots and Reform. 10th*. New York City: Pearson Education, 2009. Ch. 2, 4, 17 & 19. Print.  Patterson, Thomas. The American Democracy. 9th. New York City:  McGraw Hill Higher Education, 2009. Ch. 2, 17 &18. Print.  Do an Internet search for the following: how-dangerous-is-north-koreas-nuke-capability |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts Standards   1. Research   B. Select information from a variety of sources.   * + 1. Synthesize and organize information effectively. |
| **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 on one of the UN member countries. The paper should include key points such as, the date of the country’s acceptance, the role of the country in the UN, and the name of the country’s UN representative. 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)