|  |
| --- |
| **Title of Today’s Lesson** |
| **Your Name** | Hilary Lindauer | **Date** | 7/21/2016 |
| **Subject/ Course**  | Social Studies | **Grade** | 6th |
| **ONLS Theme** | Regions and People of the Eastern Hemisphere | **# of Students** | 25 |
| **ONLS Strand** | Government | **Class Length** | 60 minutes |
| **ONLS Topic** | Roles and Systems of Government | **Day:** 1 | **of Day:** 1 |
| **Central Focus/Concept, Essential Question, or Enduring Understanding**  |
| **Central Focus:** Types of government and defining characteristics**Essential Question:** How does governmental authority affect citizens’ rights? |
| **Lesson Rationale and Summary** |
| The purpose of this lesson is to allow students to discover characteristics of four types of government, monarchies, theocracies, dictatorships, and democracies and make educated decisions based on well-calculated pros and cons on which government they would most like to be goverened by. Through research they will also discover similarities and differences between these four types of governments and begin to understand that often times they overlap with one another. Students will be introduced to their role as a selected team member in charge of researching and choosing a government to run their classroom community as they have been stranded on a deserted island. They will be grouped by the teacher into teams of 4 and then charged with the task to research the types of government, take adequate notes, make a list of pros and cons for each and then make a decision on which would be most beneficial to their island community. Each group will create a presentation of their choice to explain which government they chose and why before the class takes a vote on their final decision. The teacher will lead the class in a discussion about what they learned through their research and decisions they made.  |
| **ONLS Content Statement** |
| 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority. |
| **Learning Objectives** |
| * SWBAT identify four types of government, monarchies, theocracies, dictatorships, and democracies
* SWBAT identify similarities and difference between types of government
* SWBAT describe how government authority affects citizens’ rights
 |
|  |
| **Academic Language** |
| * Government
* Monarchy
* Theocracy
* Dictatorship
* Democracy
 |
|  |
| **Planned Assessments** |
| Indicate the types of assessments you plan to utilize in your lesson, & then indicate within your plan where each will be implemented. (Not all are needed in each lesson.) Be sure assessments are clearly aligned with lesson objectives. Consider these three types:* Pre-Assessment: Students will be assessed informally through observation of class discussion at the beginning of class. Observations will be recorded on the data sheet.
* Formative Assessment: Student participation in class discussion and group work during the Webquest will be recorded on the data observation sheet. Students who seem to need extra help will be provided with extra guidance during the following days of small group intervention. Students who seem to grasp the concepts quickly will receive differentiated work the following days to challenge them.
* Summative Assessment:: Students will be scored on a scaled rubric based on their group presentations that will explain which government they chose and why.
 |
|  |
|  |
|  |
|  |
| **List Resources** |
| * Data Collection Form
* Chromebooks (one per student)
* Link to Webquest
* Materials for presentations (poster boards, markers, etc.)
* Rubric for presentations
 |

|  |
| --- |
| **THE LESSON PROCEDURES** |
| **1. READINESS (also called “Motivation” or the “Engage” segment) Allotted Time:\_\_\_5\_\_\_\_\_*** Point out the essential question for today’s lesson: How does governmental authority affect citizens’ rights?
* Ask students to turn and talk with their shoulder partners how they might answer this question with background information, if any, that they have on this topic.
* Ask the students to think about and brainstorm different types of government (make a list on the board) and how the answer to the essential question might change with each type.
* Explain that today, the students will be participating in a Webquest to further explore and answer these questions.
* ASSESSMENT: Students will be assessed informally through observation of class discussion during the reading activity and refresher problems. Observations will be recorded on the data sheet.

*Now that we have begun thinking about different types of government and their influences on their citizens let’s start our own exploration.* **2. CENTRAL LESSON OR ACTIVITY (Explore, Explain, Extend) Allotted Time:\_\_\_\_45\_\_\_\_*** Remind students what a Webquest is and ask them to get out their chromebooks and go to the following link: <https://sites.google.com/site/wellerville/>
* Review the Home Page, Introduction, and Task as a class.
* Once students have been given their group assignments (pre-assign with an equal mix for each group based on reading level, willingness to participate and work in groups, personality, etc.)
* Observe students as they complete the Webquest process, taking nots on the data observation sheet.
* ASSESSMENT: Student participation in class discussion and group work during the Webquest will be recorded on the data observation sheet. Students who seem to need extra help will be provided with extra guidance during the following days of small group intervention. Students who seem to grasp the concepts quickly will receive differentiated work the following days to challenge them.

**3. CLOSURE Allotted Time:\_\_\_\_10\_\_\_\_*** Students share their group presentations
* Take a class vote after all groups have presented to decide which type of government the class thinks would be most beneficial for Wellerville
* Hold a class discussion using the following questions and any others that may arise/that you feel necessary to student understanding:
	+ Were there any similarities between these four types of government?
	+ Would you make any improvements to any of them?
	+ Did you learn anything that was surprising to you?
	+ Finally, how does governmental authority affect citizens’ rights?

Homework: None**4. ASSESSMENT*** Students will be scored on a scaled rubric based on their group presentations that will explain which government they chose and why.
 |
|  |

|  |
| --- |
|  |
|  |
| **REFLECTION** |
| Leave this blank for now, so that you can write in here at the end of each day you teach. After having taught it, include here a short paragraph about how things went, and what you would keep or do differently if you had to do it again. Or, if you did make changes as the day proceeded, note those changes.Attach notes, handouts, etc., and save for the next year, so you can see what worked and what didn’t. |

 Data Collection Form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s Name | Procedural Understanding(Procedures) | ConceptualUnderstanding(Concepts) | Discussion | Participation | ProblemSolving | Argument and CritiqueStrategies | Notes About Student |
| Joseph |  |  |  |  |  |  |  |
| Julie |  |  |  |  |  |  |  |
| Jamie |  |  |  |  |  |  |  |
| Javier |  |  |  |  |  |  |  |
| Jasmine |  |  |  |  |  |  |  |
| Jamal |  |  |  |  |  |  |  |

**Government Notes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Monarchy****Member:\_\_\_\_\_\_\_\_** | **Theocracy****Member:\_\_\_\_\_\_\_\_** | **Dictatorship****Member:\_\_\_\_\_\_\_\_** | **Democracy****Member:\_\_\_\_\_\_\_\_** |
| **Who Holds the Power** |  |  |  |  |
| **How Power is Attained** |  |  |  |  |
| **Relationship bw Those Governing and Those Being Governed** |  |  |  |  |
| **Other Characteristics** |  |  |  |  |

**Government Pros/Cons**

|  |  |  |
| --- | --- | --- |
|  | **Pros** | **Cons** |
| **Monarchy** |  |  |
| **Theocracy** |  |  |
| **Dictatorship** |  |  |
| **Democracy** |  |  |

**Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning****1** | **Developing****2** | **Accomplished****3** | **Exemplary****4** | **Score** |
|  Research  | Some forms of government researched with no analysis done | Most forms of government have been researched with little analysis done | All forms of government have been researched and partially analyzed | All forms of government have been fully researched and fully analyzed |  |
|  Presentation Requirements   | Some of the presentation requirements have been completed | Most presentation requirements have been completed | All presentation requirements have been completed | All presentation requirements have been completed with additional content that enriches assignment |  |
|  Presentation Content   | Content shows little understanding of forms of governement and does not provide choice for new government and has no discussion about other forms of government | Content shows some understanding of forms of government with some misconceptions or misunderstandings and provides a choice for new government. Little or no discussion about other forms of government | Content shows basic understanding of forms of government and provides a choice for new governement with some reasons for not choosing other forms of government | Content shows complete understanding of forms of government and provides a well-argued choice for new government as well as reasons not to choose other forms of government |  |
|  Presentation Execution  | Not rehearsed with a delivery that is not smooth and can't keep attention of audience | Does not appear to be rehearsed and delivery is not smooth in parts | Rehearsed with smooth delivery | Well rehearsed with smooth delivery and holds the audiences attention |  |