

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government/Civics Social Studies Course.

<h2 style="margin: 0;">American Government/Civics - Unit Number 2- Foundations of American Government</h2>	
<p>Elaborated Unit Focus</p>	<p>This unit examines the various systems of government and develops student knowledge of the political philosophies that shaped the development of the United States constitutional government. Students will examine: the concepts of geographic distribution of power; autocracy, oligarchy, and democracy; presidential governments versus parliamentary governments; direct democracy, representative democracy, and republic; the Magna Carta, English Bill of Rights, and Petition of Rights; and the philosophies of Hobbes, Locke, Rousseau, and Montesquieu and their impact on the creation of the Declaration of Independence.</p>
<p>Connection to Connecting Theme/Enduring Understandings</p>	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"> • Philosophical Writing (SSCG2b) • Declaration of Independence (SSCG2c) <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.</p> <ul style="list-style-type: none"> • Forms of Government (SSCG1a and SSCG1d) <p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.</p> <ul style="list-style-type: none"> • Citizen Participation (SSCG1b) • Roles of Government Leaders (SSCG1c) <p>Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.</p> <ul style="list-style-type: none"> • Foundational Documents and Rule of Law (SSCG2a)
<p>GSE for Social Studies (standards and elements)</p>	<p>SSCG1: Compare and contrast various systems of government.</p> <ol style="list-style-type: none"> a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic. c. Determine how the rule of the executive differs in presidential and parliamentary systems of government. d. Differentiate between a direct democracy, representative democracy, and/or a republic. <p>SSCG2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.</p>

American Government Frameworks for the Georgia Standards of Excellence in Social Studies

	<ul style="list-style-type: none"> a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights. b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws). c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>This unit will utilize the following skills:</p> <ul style="list-style-type: none"> • L9-10RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • L9-10RHSS2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • L9-10RHSS6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • L9-10RHSS9 - Compare and contrast treatments of the same topic in several primary and secondary sources.
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 3. Identify issues and/or problems and alternative solutions 14. Formulate appropriate research questions. <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. Compare and contrast categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.

Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1: (Distribution of Power)</p>	<p>How does geography impact the distribution of power within a government?</p> <ul style="list-style-type: none"> • How is power organized in unitary, confederal, and federal government structures? • How does the level of citizen participation differ in an autocracy, oligarchy, and democracy? • How has the distribution of power in America evolved over time? • How do presidential and parliamentary governments compare with one another?
<p>Enduring Understanding 2: (Governance)</p>	<p>How does a government's complexity relate to the role of citizen participation?</p> <ul style="list-style-type: none"> • How do citizens participate in a direct democracy, representative democracy, and a republic? • What is the role of government leaders in various systems of government?
<p>Enduring Understanding 3: (Beliefs and Ideals and Rule of Law)</p>	<p>How does the rule of law in a government system reflect the beliefs and ideals of a society?</p> <ul style="list-style-type: none"> • How are the rule of law and limited government evident in the Magna Carta, the Petition of Rights, and the English Bill of Rights? • How have the ideas of Hobbes, Locke, Montesquieu, and Rousseau influenced government structures in various societies?

Sample Instructional Activities/Assessments

Concepts in American Government: Geographic Distribution of Power

Using the textbook and online sources, students will understand how the following governments differ in geographic distribution of power: unitary, confederal, and federal.

GSE Standards and Elements	<p>SSCG1: Compare and contrast various systems of government.</p> <p>a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS9 – Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>2. Organize items chronologically</p> <p>5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>7. Interpret timelines, charts, and tables</p> <p>13. Translate dates into centuries, eras, or ages</p> <p>15. Determine adequacy and/or relevance of information</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	Distribution of Power

ACTIVITY: After students have investigated the differences between a unitary, confederal, and federal type of government, ask them the following questions to check student understanding:

Different Governments. Imagine you are in charge of creating a government for a brand new country! Which system would you choose if...

- _C_ 1. You want the central government to have the most power?
- _C_ 2. You want laws to be the same throughout the country?
- _B_ 3. You want the central government to have the least power?
- _B_ 4. You want individual states to keep as much independence as possible?
- _A_ 5. You want both national laws and state laws to exist?
- _C_ 6. You don't care whether individual states have any power?
- _A_ 7. You want a balance between power in the states and the central government?

A. Federal

B. Confederal

C. Unitary

www.icivics.org

Sample Instructional Activities/Assessments

Concepts in American Government: Autocracy, Oligarchy, and Democracy

Using online sources, online discussion board activities, and mapping activities students will understand the similarities and differences between an autocracy, oligarchy, and democracy in regards to the level of citizen participation.

GSE Standards and Elements	<p>SSCG1: Compare and contrast various systems of government.</p> <ol style="list-style-type: none"> a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS9 – Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevance of information 17. Interpret political cartoons.
Enduring Understanding(s)	Distribution of Power

ACTIVITY #1: Students will use online research to investigate the similarities and differences between an autocracy, an oligarchy, and a democracy. They will then post an online discussion board question using Schoology or some other platform. Once they post their question, they are to respond to 5 classmates. Each response should be thoughtful, use examples from research, and should be a minimum of 150 words.

ACTIVITY #2: Using the map below, students will locate countries that are autocracies, oligarchies, and democracies. This activity will help them geographically visualize how certain regions tend to be autocracies, while other regions operate as democracies. These observations should be discussed.

Autocracies: North Korea, Cuba, Kingdom of Saudi Arabia

Oligarchies: Russia, China, India

Democracies: United States, Norway, Canada, Sweden, Germany, France



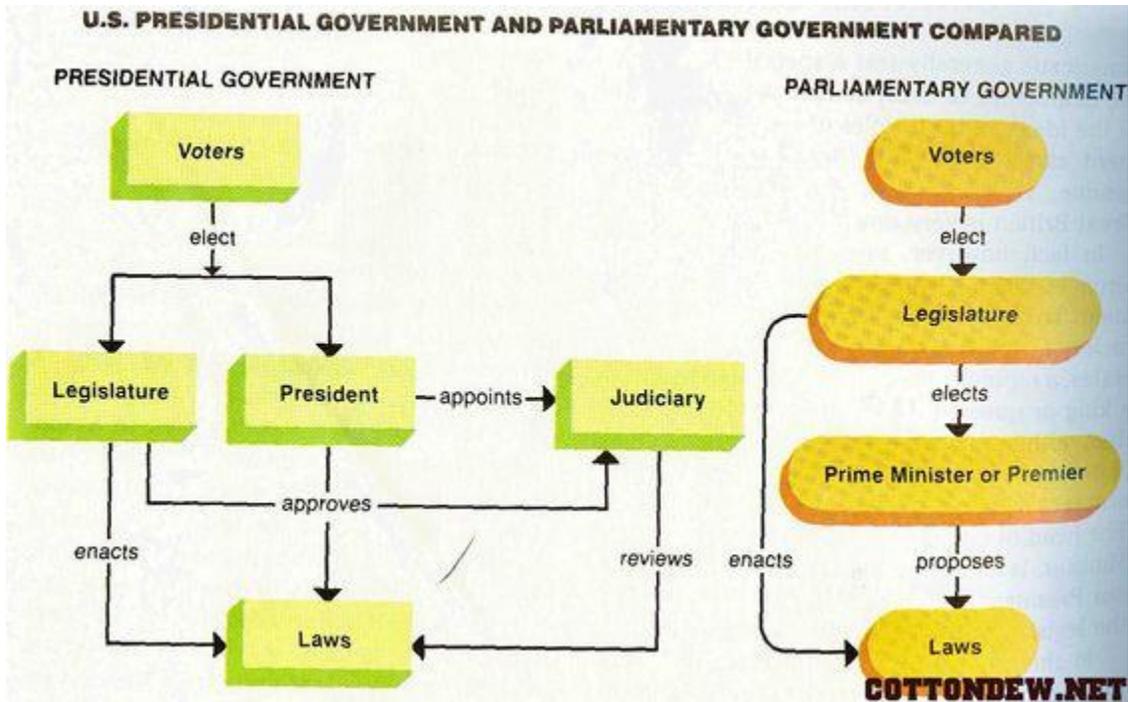
Georgia Department of Education

Sample Instructional Activities/Assessments

Concepts in American Government: Presidential versus Parliamentary

Using the textbook and online sources, students will understand how presidential and parliamentary forms of government differ.

GSE Standards and Elements	<p>SSCG1: Compare and contrast various systems of government..</p> <p>c. Determine how the rule of the executive differs in presidential and parliamentary systems of government.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS9 – Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>2. Organize items chronologically</p> <p>5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>7. Interpret timelines, charts, and tables</p> <p>13. Translate dates into centuries, eras, or ages</p> <p>15. Determine adequacy and/or relevance of information</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	Governance



ACTIVITY #1: Students should be given a graphic organizer to fill out, such as the example above.

ACTIVITY #2: View the following documentary aired on PBS called “Secrets of Westminster”.

<http://www.pbs.org/program/secrets-westminster/>

The documentary explores the London House of Commons, the House of Lords, and Westminster Abbey.

Sample Instructional Activities/Assessments

Concepts in American Government: Direct Democracy, Representative Democracy, and Republic

Using small group activities and simulations, students will investigate the differences between direct and representative governments.

GSE Standards and Elements	<p>SSCG1: Compare and contrast various systems of government.</p> <p>d. Differentiate between a direct democracy, representative democracy, and/or a republic.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS9 – Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>2. Organize items chronologically</p> <p>5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>7. Interpret timelines, charts, and tables</p> <p>13. Translate dates into centuries, eras, or ages</p> <p>15. Determine adequacy and/or relevance of information</p> <p>17. Interpret political cartoons.</p>
Enduring Understanding(s)	Governance

ACTIVITY #1: Students will participate in a simulation of what direct democracy looked like in ancient Athens. Create a handout with the following information and hand out to all students for them to review. After students have read the handout, tell them that they will all be citizens of ancient Athens. The teacher will then give the students topics to make decisions on, using direct democracy. Some topics may include: taxes, going to war to protect Athens, medical care, and education.

Democracy in Ancient Athens

Who were the citizens?

- Men who were born free (not slaves)
- Men whose parents were also from Athens

Assembly

- All citizens had the right to speak and vote at the Assembly.
- There had to be at least 6,000 citizens to hold a meeting.

In a population of no more than 45,000 citizens every citizen *could* have *his* say. We call the Ancient Athenian system *direct democracy* because every citizen had a direct say in making the laws.

Citizens of Athens were freeborn men who had Athenian parents. They had power and rights, but along with these came duties.

Rights

- To participate in the government of Athens
- To take turns to lead the Council of 500, which thought up laws
- To vote on those laws, talking over any changes they wanted to make to them

Duties

- To participate in the government of Athens
- To volunteer to be judges and jury in the law courts
- In times of war, to fight for Athens

Discovering Democracy - Stories of the People and Rulers © Commonwealth of Australia 2002

<http://www1.curriculum.edu.au/ddunits/units/mp1fq3acts.htm#act2>

ACTIVITY #2: Political cartoon interpretation. Students will examine the cartoon below, and interpret the meaning as it relates to direct democracy. This can be completed on a discussion board post online.



ACTIVITY #3: Students will take part in a simulation comparing direct democracy to representative democracy:

Procedure: Outline the following components of your lesson. You do not need four activities, but you should have more than one.

Activity Element & Time (in minutes)	Procedures and management	Students
	<i>Step-by-step procedures including guiding questions, directions and main points.</i>	<i>Describe what the students will be doing as a result of your instructions.</i>
Introduction: What is Democracy? 5 min	Open the class with a short discussion of what Democracy is and how our government relates to democracy.	Discuss their prior knowledge of democracy.
Activity 1 Splitting the class	Students will be separated into two groups with roughly equal numbers in each.	Students will break into two groups and create a country name for each side.

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<p>Transition Explanation of simulation</p>	<p>Students will be told which democracy they represent either direct or representative and what the characteristics of them are.</p>	<p>Students will discuss the differences between the two democracies and take note of their benefits and drawbacks.</p>	
<p>Activity 2 Simulation</p>	<p>Students will be assigned either Direct Democracy or Representative Democracy. Once assigned the Direct democracy group will be allowed to talk amongst themselves while the representative democracy will be forced to choose two representatives. After this there will be a series of votes called by the teacher on issues important to students. (Being allowed to use cell phones in class, delaying the start of school, eliminating homework.)The two student representatives will be given passes to the library or other distant site and will be instructed to listen to the walkie talkie for not only what their peers want but also to the instructor who will entice them to vote differently. The Direct Democracy group will be given instructions that they must walk to the library every time there is a vote and fill out slips of paper then walk back to the class and this will continue for all the votes.</p>	<p>Students will receive their group identity and then will begin to practice their respective forms of democracy. The Representative democracy will elect two people to represent them while the direct democracy group will be allowed to talk amongst themselves to show how the direct group does not have to go through the initial voting process. Then the representative group will send their elected officials to the library to vote in their stead. Then the student from both groups will be given issues to vote on. The Representative group will be told to send their opinions to their reps via walkie talkies (or other communicative device) then the reps will talk to the reps and “bribe” them to vote certain ways. Meanwhile, the direct group will be required to walk down to the voting location and will vote on the issues. This will be repeated multiple times until the instructor believes the points were received.</p>	
<p>Transition</p>	<p>Bring students back and let them know that the simulation is over.</p>	<p>Students will return to their seats</p>	

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Activity 3 End Assignment	Students will write a short one paragraph essay on what they had learned from the simulation for the instructor to assess the information gained from the simulation.	Students will use the information and experiences learned to write a paragraph describing both forms of democracy and their opinions on it.	
Conclusion:	Students will turn in their assignment as they leave.		

<https://thefacultyounge.wikispaces.com/file/view/Democracy+Simulation.docx>

Assessment: Students will be responsible to complete a short essay on a description of both Direct Democracy and Representative Democracy. Then the students will write about the pros and cons of both and which they would prefer and why. This will be graded based on the students understanding of the content and the thoughtfulness and reasoning behind their opinion of the topic.

Sample Instructional Activities/Assessments

Concepts in American Government: Magna Carta, English Bill of Rights, Petition of Rights

Using primary documents and online research, students will determine the significance of these historical documents as it pertains to the rule of law and the creation of the Declaration of Independence.

GSE Standards and Elements	<p>SSCG2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.</p> <p>a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS9 – Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p>
Enduring Understanding(s)	<p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>2. Organize items chronologically</p> <p>5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>7. Interpret timelines, charts, and tables</p> <p>13. Translate dates into centuries, eras, or ages</p> <p>15. Determine adequacy and/or relevance of information</p> <p>17. Interpret political cartoons.</p> <p>Rule of Law</p>

ACTIVITY: The following links are for the following primary documents:

Magna Carta - <https://www.loc.gov/exhibits/magna-carta-muse-and-mentor/>

Petition of Rights - <http://www.constitution.org/eng/petright.htm>

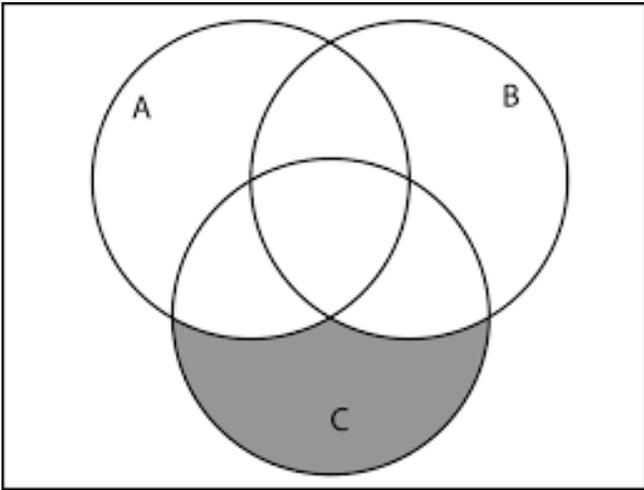
English Bill of Rights - <https://www.landofthebrave.info/bill-of-rights-1689.htm>

Students will be given a paper copy of each of the 3 documents. They will then annotate each of the documents. Once that portion of the assignment is complete, they will break into small groups of 3 or 4. The teacher will hang graphic organizers around the room (1 per group). It should look similar to the one below:

<u>Magna Carta</u>	<u>English Bill of Rights</u>	<u>Petition of Right</u>

The small groups will work together to identify the main elements of each of the primary documents. This portion of the activity should take 15 minutes. After the groups have completed the chart, the teacher will lead a discussion on similarities and differences between the three documents.

ACTIVITY #2: Students will use a Venn Diagram to identify similar principles between the Magna Carta and the English Bill of Rights. In addition, you can use the Venn Diagram to compare the early English documents with the Declaration of Independence.



Sample Instructional Activities/Assessments

Concepts in American Government: Hobbes, Locke, Rousseau & Montesquieu: Early Philosophers and Their Impact on the Declaration of Independence

Using primary documents and online research, students will investigate the significance of these historical documents as they pertains to the rule of law and the creation of the Declaration of Independence.

GSE Standards and Elements	<p>SSCG2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.</p> <ol style="list-style-type: none"> a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights. b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws). c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p> <p>L9-10RHSS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS9 – Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 7. Interpret timelines, charts, and tables 13. Translate dates into centuries, eras, or ages 15. Determine adequacy and/or relevance of information 17. Interpret political cartoons.
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: Students will use primary documents to investigate the influence of early political and moral philosophies on the contents of the Declaration of Independence. The Declaration of Independence was influenced by early philosophers and their thoughts on the rule of law. First, students will annotate the Declaration of Independence. Next, students will read excerpts from the titles listed below and compare the philosophers' theories to the Declaration of Independence using a T-chart.

Thomas Hobbes - <http://www.iep.utm.edu/hobmoral/>

John Locke - <https://plato.stanford.edu/entries/locke-political/>

Jean-Jaques Rousseau - http://www.philosophybasics.com/philosophers_rousseau.html

Baron de Montesquieu - <https://plato.stanford.edu/entries/montesquieu/>

Declaration of Independence - <https://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>

Philosopher	Declaration of Independence

ACTIVITY #2: Students will receive a copy of the image below. This image is from Thomas Hobbes' *Leviathan*. The students will interpret the meaning of the image as it relates to *Leviathan*.



in.rbth.com

Culminating Unit Performance Task

Founding Fathers Social

Students will use the knowledge they have gained about various forms of government, the influence of early philosophers, and historical documents on the creation of the Declaration of Independence to complete a Culminating Project. In this project, students will create a multimedia presentation using Power Point or Prezi with a minimum of 10 slides. The following writings must be included: *Leviathan* by Hobbes, *Second Treatise on Government* by Locke, *The Social Contract* by Rousseau, and *The Spirit of the Laws* by Montesquieu.

<p>GSE Standards and Elements</p>	<p>SSCG1: Compare and contrast various systems of government.</p> <ol style="list-style-type: none"> a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic. c. Determine how the rule of the executive differs in presidential and parliamentary systems of government. d. Differentiate between a direct democracy, representative democracy, and/or a republic. <p>SSCG2: Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.</p> <ol style="list-style-type: none"> a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights. b. Analyze the impact of the writings of Hobbes (<i>Leviathan</i>), Locke (<i>Second Treatise on Government</i>), Rousseau (<i>The Social Contract</i>), and Montesquieu (<i>The Spirit of the Laws</i>). c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L11-12WHSS7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Information Processing Skills-</p> <ol style="list-style-type: none"> 11. Draw conclusions and make generalizations 14. Formulate appropriate research questions <p>Distribution of Power Governance Rule of Law</p>

Culminating Activity: Students will use the knowledge they have gained about the influence of early philosophers and historical documents on the creation of the Declaration of Independence. In this project, they will focus on the famous writings of these philosophers by researching online and creating a multimedia

presentation using Power Point or Prezi. It should be a minimum of 10 slides. The following writings must be included: *Leviathan* by Hobbes, *Second Treatise on Government* by Locke, *The Social Contract* by Rousseau, and *The Spirit of the Laws* by Montesquieu.

The following rubric may be used for this multimedia presentation:

Rubric for Multimedia Presentation

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exemplary	Admirable	Acceptable	Attempted
Research of Topic	20%	<input type="checkbox"/> Use of three or more sources, including at least two Internet and one print source; use of two search engines <input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net) <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Narrow focus of topic	<input type="checkbox"/> Use of two sources, including, including at least one Internet source; use of one search engine <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic could be more narrowly focused	<input type="checkbox"/> Use of one Internet source <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad	<input type="checkbox"/> Use of only one source <input type="checkbox"/> Numerous errors in information <input type="checkbox"/> Topic too general
Organization (Outline or Storyboard for Planning)	15%	<input type="checkbox"/> Logical sequencing <input type="checkbox"/> Menus and paths are clear <input type="checkbox"/> Original; inventive; creative	<input type="checkbox"/> Somewhat logical sequencing <input type="checkbox"/> Menus and paths are mostly clear <input type="checkbox"/> Original	<input type="checkbox"/> Sequencing is poorly planned <input type="checkbox"/> Menus and paths are sometimes confusing <input type="checkbox"/> Little originality	<input type="checkbox"/> Sequencing is confusing <input type="checkbox"/> Menus and paths are confusing <input type="checkbox"/> Inconsistent <input type="checkbox"/> Rehash of other people's ideas
Content	20%	<input type="checkbox"/> Covers topic completely and in depth <input type="checkbox"/> Content is readily understandable <input type="checkbox"/> Media used contributes to understanding of topic	<input type="checkbox"/> Covers topic <input type="checkbox"/> Content is mostly understandable <input type="checkbox"/> Media used mostly contributes to understanding of topic	<input type="checkbox"/> Barely covers topic <input type="checkbox"/> Content is somewhat understandable <input type="checkbox"/> Media used somewhat contributes to understanding of topic	<input type="checkbox"/> Does not adequately cover topic <input type="checkbox"/> Content is confusing <input type="checkbox"/> Media used does not contributing to understanding of topic

American Government Frameworks for the Georgia Standards of Excellence in Social Studies

<p style="text-align: center;">Graphic Design</p>	<p style="text-align: center;">25%</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Effective combination of multimedia and persuasive design elements <input type="checkbox"/> Excellent use of navigational tools and buttons <input type="checkbox"/> Graphics effectively entice audience; accurately convey message 	<ul style="list-style-type: none"> <input type="checkbox"/> Good combination of multimedia and design elements <input type="checkbox"/> Adequate navigational tools and buttons <input type="checkbox"/> Visuals and images are attractive; adequately conveys message 	<ul style="list-style-type: none"> <input type="checkbox"/> Some use of multimedia and design elements <input type="checkbox"/> Some buttons and navigational tools work properly <input type="checkbox"/> Use of visuals and images is limited; message is conveyed 	<ul style="list-style-type: none"> <input type="checkbox"/> 0-1 media used <input type="checkbox"/> Buttons and navigational tools are absent or confusing <input type="checkbox"/> Use of visuals and images is confusing or absent; message is confusing
<p style="text-align: center;">Mechanics</p>	<p style="text-align: center;">10%</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Correct grammar, usage, mechanics, and spelling <input type="checkbox"/> All sources are correctly cited 	<ul style="list-style-type: none"> <input type="checkbox"/> Few grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Most sources are correctly cited 	<ul style="list-style-type: none"> <input type="checkbox"/> Several grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Some sources are incorrectly cited 	<ul style="list-style-type: none"> <input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Sources are not cited
<p style="text-align: center;">Teamwork (optional)</p>	<p style="text-align: center;">10%</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work load is divided and shared equally 	<ul style="list-style-type: none"> <input type="checkbox"/> Some members contribute 	<ul style="list-style-type: none"> <input type="checkbox"/> Few members contribute 	<ul style="list-style-type: none"> <input type="checkbox"/> One or two people do all of the work

Final Score _____