

Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709

Democracies, Dictatorships and Monarchies, Oh My! A comparative analysis of different forms of government.



5th grade Aligned to Ohio's New Learning Standards
Created by Mallory Wickham
Lake Local Schools
Lake Local Schools

Duration 3-4 Days

Overview

- The students will be able to identify the ways in which the Revolutionary War (4th grade standard) has shaped our Civic Participation and the roles of the government in America. They will then compare America's government to the government in parts of the world that we have previously learned about. Students will explain the relationship between those in power and the individual citizens in a democracy, a dictatorship, and a monarchy. Students will also analyze the pros and cons of each system of government, specifically from a citizen's point of view. In a democracy, the power of those in authority is limited because the people retain the supreme power. In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. Monarchy is a government in which authority over the people is retained through a trade of allegiance.
- All parts to this government unit can stand alone and can be taught as individual lessons. Lessons can be used to meet the individual needs of students as the teacher sees fit.
- While technology is encouraged to enhance student learning, lessons can be utilized and taught without having access to technology.

Ohio's New Learning Standards

- Government #12
 - Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Historical Background

The Constitution provides the framework for the government of the United States. After the Revolutionary War, which was fought from 1775-1783, the Americans needed to set up a system of government to protect the freedoms they had just won. The first system of government that the Americans set up was the Articles of Confederation. There was a flaw with this system, as it was too weak of a government to get a new country up and running. American's called another meeting to discuss the system of government. This was called the Constitutional Convention. The different states had different ideas of what the new government should do which led to many debates and discussions to come up with a plan that everyone could agree with. During a very lengthy process, the delegates were finally able to agree upon a new government with a document they called the Constitution.

This constitution was formed in order to have a strong national government. They did, however, create a system of checks and balances so that the government did not get too strong. They did this by creating three branches, each of which had different responsibilities. Throughout the years, the Constitution has changed and evolved as the United States has. Ultimately, this form of government has been valued and preserved by Americans and is the system of government we use to this day.

Enduring Understandings/ Essential Questions

- **Enduring Understanding:** Democracies must balance the need to establish and maintain order with the need to maintain and protect freedom of the individual.
 - **Essential Questions:**
 - How does governmental authority affect citizens' rights?
 - What role do citizens play in government?
-
-

Instructional Strategies

Lesson One: An Overview of Types of Government (60 minutes)

1. Introduce the topic of government by reading excerpts from picture books about democracy, monarchy and dictatorships. After reading clips from each book, students will immediately respond to how they would feel if they lived in that type of government run civilization using the reflection sheet. Brainstorm with students what type of role citizens would play in each of the different governments. A list of books to use can be found in *Appendix #1*. The reflection sheets are found in *Appendix #2*.

2. Students will be placed in pairs and rotate through 6 stations. At each station, students will have a card that either contains a scenario, a political cartoon, or a photograph. After analyzing their cards, they will discuss and answer the questions that go along with their cards. When finished, students will rotate to the next card, until they have completed all the cards. Cards for stations can be found in *Appendix #3*.

3. Share cards and discuss students' reactions to each station. Students' responses to each card may vary. This is okay as they are just starting to learn and digest the information.

4. Pass out Government Vocabulary to students. This can be found in *Appendix #4*. Have students create the vocabulary foldable by folding paper in half (hot dog style) and cutting along the black lines. The end result will be a flip-book with the definitions hiding under the vocabulary word. An answer key can be found in *Appendix #5*.

5. Have students use the website www.wordcentral.com to look up each of the vocabulary words. On the vocabulary cards, the correct definition to use is indicated after the word.

Lesson Two: A Deeper Look at Types of Government (60 minutes)

1. Have students complete an entrance ticket on their way into class. *Appendix #6*. Students will recap everything they have learned/recall from Day One lesson. Discuss what students remember.

2. Put students into groups of three and explain to students that they will be taking a closer look at different types of government while completing a web quest. Their task is to research the following three types of government: Democracy, Dictatorship, and Monarchy. They will then decide what form of government you want to have in their new community! Webquest can be found in *Appendix #7*.

3. When students are finished with web quest, each group will present to the class (informally) what type of government they chose and why.

Lesson Three: Putting it All Together (60-90 minutes)

1. Review what students have learned about Democracies, Dictatorships, and Monarchies using Government Smart Board, *Appendix #8*. While going through the smart board, have students take notes about each form of government, *Appendix #9*. These notes will be a helpful reference tool as they complete their tic-tac-toe assessment. An answer key for the notes can be found in *Appendix #10*.

2. Introduce Tic-Tac-Toe assessment to students, *Appendix #11*. Explain to students that they will have to complete THREE total activities, one from each category.

Classroom Materials

- Lesson One:
 - Excerpts from books
 - Copies of Student Reflection Sheet
 - Copies of Cards for Stations
 - Copies of Government Vocabulary
 - Government Vocabulary Answer Key
 - Student Computers
 - Internet
- Lesson Two:
 - Copies of Entrance Ticket
 - Copies of Web Quest
 - Student Computers
 - Internet
- Lesson Three:
 - Government Smart Board
 - Copies of Note Taking Sheet
 - Answers for Note Taking Sheet
 - Tic-Tac-Toe Assessment
 - Projector/Screen to display smart board

Resources

Declaration of Independence, (August 2, 1776) Miscellaneous Papers of the Continental Congress, 1774-1789; Records of the Continental and Confederation Congresses and the Constitutional Convention, 1774-1789, Record Group 360; National Archives. <http://research.archives.gov/description/301682> (accessed February 23, 2013).

“Declaration of Independence: A Transcript,” The National Archives. The Charters of Freedom. http://www.archives.gov/exhibits/charters/declaration_transcript.html (accessed March 29, 2013)

Political Cartoon

“The Horse American, throwing his Master,” (1777), Primary Source Learning: American Revolution Primary Source Set - TPS-Barat Primary Source Nexus. <http://primarysourcenexus.org/2012/08/primary-source-learning-american-revolution-primary-source-set/> (accessed February 23, 2013).

“The Horse American, throwing his Master,” (1777). Library of Congress. Prints and Photographs Online Catalog. <http://www.loc.gov/pictures/item/97514739/> (accessed, March 29, 2013).

Matthew Darly, “Poor old England endeavoring to reclaim his wicked American children,” (1777) Library of Congress. Prints and Photographs Online Catalog. <http://www.loc.gov/pictures/item/97514739/> (accessed, March 29, 2013).

Summative Assessment:

- Students will complete a tic-tac-toe project that shows students understand the differences between government systems and can explain how governmental authority affects citizens' rights. This assessment can be found in *Appendix #11*.

Assessment Rubric

- Rubric and scoring guidelines can be found in *Appendix #12*.
-
-

Appendices

- Can be found at the end of the lesson unit.
-
-

Appendix #1 -- List of picture books for Introductory Lesson

Appendix #2 -- Student Reflection Sheet

Appendix #3 – Cards for Stations

Appendix #4 – Government Vocabulary

Appendix #5 – Government Vocabulary Answer Key

Appendix #6 – Entrance Ticket

Appendix #7 -- Web Quest

Appendix #8 – Government Smart Board Slides

Appendix #9 – Note Taking Sheet

Appendix #10 – Answers for Note Taking Sheet

Appendix #11 – Tic-Tac-Toe Assessment

Appendix #12 – Rubric for Tic-Tac-Toe Assessment

Appendix #1

List of Possible Picture Books and Video Clips to use for Introductory Lesson

Monarchy:

- *Can't you Make Them Behave, King George?* by Jean Fritz
- *No More King!* Video by Schoolhouse Rock!
 - *Can be found on you tube*
 - <http://www.youtube.com/watch?v=PBBTF0Wg7dY>

Democracy Books:

- *D is for Democracy: A Citizen's Alphabet* By Elissa Grodin
- *The Journey of The One and Only Declaration of Independence* by Judith St. George
- *In 1776*, by Jean Marzollo
- *Democracy* Video by Brain Pop
 - Can sign up for a free trial of brain pop to view
 - <http://www.brainpop.com/socialstudies/worldhistory/democracy/preview.weml>

Dictatorship Books:

- *Yertle the Turtle* by Dr. Seuss
- *The Composition* by Antonio Skarmeta and Elis Amado
- *Dictatorship* Video by Brain Pop
 - Can sign up for a free trial of brain pop to view
 - <http://www.brainpop.com/socialstudies/famoushistoricalfigures/adolfhitler/preview.weml>

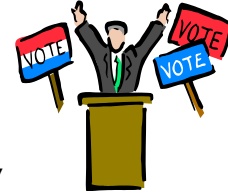
Name: _____

Student Reflections

Directions: After reading, discuss and answer these questions with your group.



#1 Democracy



- What are the advantages of this form of government?
- What are the disadvantages of this form of government?
- What role does a citizen have in this form of government?
- Who holds a majority of the power?



#2 Monarchy



- What are the advantages of this form of government?
- What are the disadvantages of this form of government?
- What role does a citizen have in this form of government?
- Who holds a majority of the power?



#3 Dictatorship



- What are the advantages of this form of government?
- What are the disadvantages of this form of government?
- What role does a citizen have in this form of government?
- Who holds a majority of the power?

Appendix #3

Scenario 1:

A family is trying to determine how household chores will be shared. Mom decides that she will assign the chores to the kids because that is what her mother use to do when she was a kid.

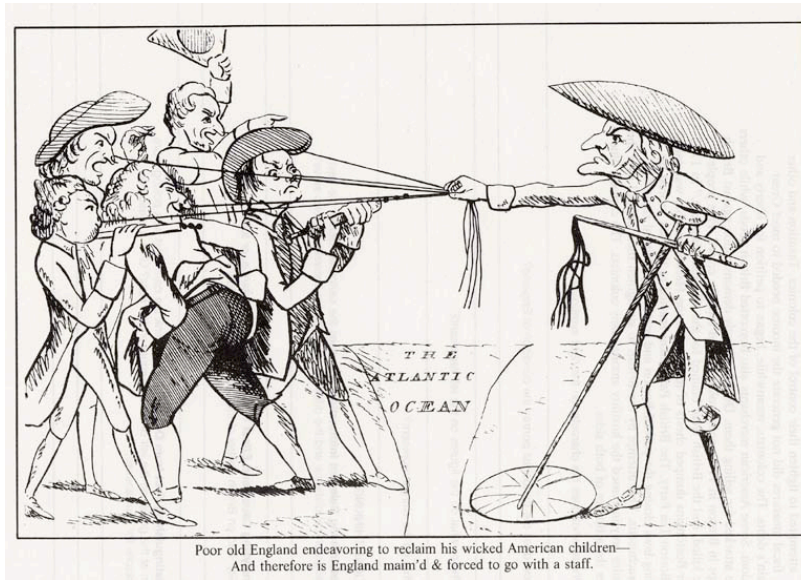
Type of Government	Who or what controls the decision making? Why?	What is the citizens' role?

Scenario 2:

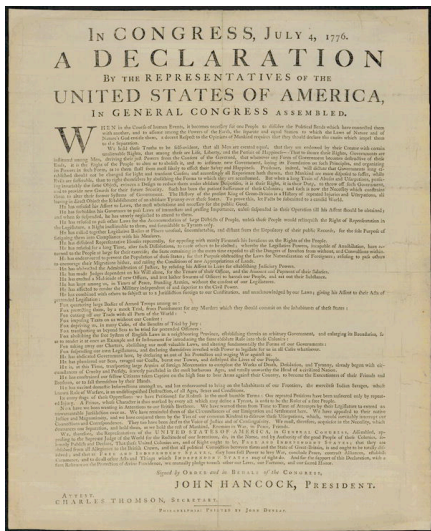
Lizzie, Jordan, and Marie are planning to do something together. Jordan likes to make the decision as to what they will do and doesn't give Lizzie or Maria time to make any suggestions.

Type of Government	Who or what controls the decision making? Why?	What is the citizens' role?

Scenario 3:



Type of Government	Who or what controls the decision making? Why?	What is the citizens' role?



Scenario 4:

The Declaration of Independence: A Transcription

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

Courtesy of the Library of Congress

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

Type of Government	Who or what controls the decision making? Why?	What is the citizens' role?

Scenario 5:

Adolph Hitler ruled over Nazi Germany with an “iron fist.” He controlled all the media and used his military and secret police to exterminate any opponents.

Type of Government	Who or what controls the decision making? Why?	What is the citizens' role?

Scenario 6:

In the ancient Greek city of Sparta a small group of elders who inherited the power from their fathers made all the decisions. They even would decide who citizens would marry.

Type of Government	Who or what controls the decision making? Why?	What is the citizens' role?

Government
Vocabulary:

Govern #1

Democracy #1B

Monarchy #1

Dictatorship #2

Citizen #2B

Power #1A

Government Vocabulary Answer Key

Govern: To exercise authority over

Democracy: Government in which the supreme power is held by the people and used by them directly or indirectly through representation

Monarchy: Total rule by one person

Dictatorship: Rule, control, or leadership by one person with total power

Citizen: A person who owes allegiance to a government and is protected by it

Power: Possession of control, authority, or influence over others

Government Entrance Ticket Name: _____

List everything you can recall about each of the following:

★ **Democracy:**

★ **Dictatorship:**

★ **Monarchy:**



Government Entrance Ticket Name: _____

List everything you can recall about each of the following:

★ **Democracy:**

★ **Dictatorship:**

★ **Monarchy:**

Democracies, Dictatorships and Monarchies, Oh My!
An Inquiry Based Webquest



Imagine this:

You and your friends are on a great cruise ship, when SMASH! Your cruise ship has hit an iceberg and it is sinking fast. The only option you and the people on the ship have is to swim one mile to shore. You and around 20 people are all stranded on an island with no food or water. All the people are tired and upset. Someone needs to step up and lead the group. Who will it be? How will they lead?

Your Task:

Your task is to research the following three types of government: Democracy, Dictatorship, and Monarchy. You will then decide what form of government you want to have in your new community! Think about what the pros and cons of each type of government might be.

Step #1:

- You will be assigned to a group of three.
- Within that group, each member will be responsible for researching a type of government: Democracy, Monarchy, or Dictatorship.

Step #2

- Once each member has a topic, use the links on my porta portal page to begin your research. You can ONLY use links on my website!
 - Go to www.lakelocal.org and click on "Staff"
 - Click on "Blogs and Teacher Sites"
 - Click on "Mr. Conley and Mrs. Wickham"
 - Click on "Social Studies"
 - Then click the link to "Mrs. Wickham's Porta Portal"
 - Once you are on my porta portal, look for the **Government** Tab

Step #3

- Each person needs to fill out this research chart for their government. You must have at least 6 facts about your government. Then, exchange information about the other two types of government with your partners.

Democracy	Monarchy	Dictatorship
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

Step #4

- Once everyone has the information in the charts, your group will decide which type of government you would want to implement on your new island and state two reasons why you chose that form of government.

Our Choice of Government: _____

Island Slogan: _____

Reason #1 _____

Reason #2 _____



Appendix #8

List of Websites to use with Webquest:

Democracies, Dictatorships and Monarchies, Oh My!

(Books can also be used for research if internet access is not available)

Democracy Websites:

- <http://en.wikipedia.org/wiki/Democracy>
- <http://pbskids.org/democracy/>
- <http://www.state.gov/j/drl/democ/>

Dictatorship Websites:

- <http://en.wikipedia.org/wiki/Dictatorships>

Monarchy Websites:

- <http://en.wikipedia.org/wiki/Monarchy>

Different Types of Governments:

- <http://www.kidcyber.com.au/topics/govtforms.htm>
- http://www.historyguy.com/nations/government_types.html#.US_88KVwo6U
- <http://kids.britannica.com/>
- <http://www.scholastic.com/teachers/article/government>

Slide #1



Forms of Government

Students will compare and contrast characteristics of the government systems in the Western Hemisphere

Slide #2

Introduction to Citizenship & Government

Citizens are: legal members of any country



What are the purposes of Government?

- ✓ Help People Cooperate
- ✓ Provide Services: Education, Roads, Protection
- ✓ Provide laws which guide and protect citizens
- ✓ Guarantee freedoms of citizens.



1. What does it mean to be a citizen in the United States?
2. Think about how being a citizen might mean something different in another country.

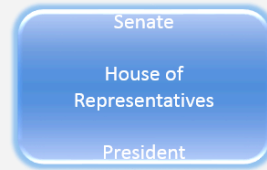


Slide #3

Representative Government (Democracy)

Description:

- Ruled by a 3 branch system
- Leader has limited power
- Citizens elect leaders



Pros:

- Individual Rights are protected
- Freedom



Cons:

- Takes longer to make decisions
- Citizens have to be active participants



Slide #4

Dictatorship

Description:

- Ruled by one person
- Leader has unlimited power
- Leader claims power by force



Pros:

- Decisions can be made quickly

Cons:

- Rights aren't protected
- Limited freedom



Slide #5

Monarchy



Kings, Queens, Emperors

Description:

- Ruled by one person
- Power is inherited and passed down within one family

Pros:

- Decisions can be made quickly

Cons:

- People do not get any say in decisions made
- Limited freedom



Slide #6

Use the words in the word bank to complete chart:

Democracy	Monarchy	Dictatorship

Vote for all leaders	Do not vote for leader directly	President	Limited rights
Kings, Queens, Emperors	Unlimited Power	Limited rights	Individual Rights
Unlimited Power	Do not vote for leader directly	Limited Power	
		Dictator	



Slide #7

Use the words in the word bank to complete chart:

Answer Key

Democracy	Monarchy	Dictatorship
Vote for all leaders	Kings, Queens, Emperors	Do not vote for leader directly
Individual Rights	Limited rights	Dictator
President	Do not vote for leader directly	Limited rights
Limited Power	Unlimited Power	Unlimited Power



Slide #8

Stop and Think:

- How might a citizen's role be different in different government systems?
- What would your live be like if you lived in a Monarchy? A Dictatorship?

Discuss both questions with your partner for a few minutes. Be ready to discuss your thoughts!



Government Notes		
Democracy	Dictatorship	Monarchy
<u>Describe</u>	<u>Describe</u>	<u>Describe</u>
<u>Pros</u>	<u>Pros</u>	<u>Pros</u>
<u>Cons</u>	<u>Cons</u>	<u>Cons</u>
Citizen's Role in	Citizen's Role in	Citizen's Role in

Government Notes Answer Key

Democracy	Dictatorship	Monarchy
<p style="text-align: center;"><u>Describe</u></p> <ul style="list-style-type: none"> • 3 Branches • President in Charge 	<p style="text-align: center;"><u>Describe</u></p> <ul style="list-style-type: none"> • Ruled by one person • leader claims power by force 	<p style="text-align: center;"><u>Describe</u></p> <ul style="list-style-type: none"> • Ruled by one person • Power is inherited and passed down within
<p style="text-align: center;"><u>Pros</u></p> <ul style="list-style-type: none"> • Individual Rights are protected • freedom 	<p style="text-align: center;"><u>Pros</u></p> <ul style="list-style-type: none"> • Decisions can be made quickly 	<p style="text-align: center;"><u>Pros</u></p> <ul style="list-style-type: none"> • Decisions can be made quickly
<p style="text-align: center;"><u>Cons</u></p> <ul style="list-style-type: none"> • Takes longer to make decisions • Citizens have to be active to get things done! 	<p style="text-align: center;"><u>Cons</u></p> <ul style="list-style-type: none"> • limited rights are protected • limited freedom 	<p style="text-align: center;"><u>Cons</u></p> <ul style="list-style-type: none"> • limited freedom • People do not get to make decisions
<p style="text-align: center;">Citizen's Role in</p>	<p style="text-align: center;">Citizen's Role in</p>	<p style="text-align: center;">Citizen's Role in</p>
<ul style="list-style-type: none"> • Elect leaders • freedom to make change in government 	<ul style="list-style-type: none"> • Very limited role • Must follow leader 	<ul style="list-style-type: none"> • Very limited role • Must follow leader

Government Tic-Tac-Toe Project

Directions:

1. You must choose **one activity** from **each category**.
2. You are not limited to just paper/pencil--Remember your technology options-Word, Publisher, Prezi, Power Point, Video camera, etc.
3. Your project must reflect **quality** and **time well spent**.

<p style="text-align: center;"><u>What's Your Opinion?</u></p> <p>Write a <u>paragraph</u> explaining the type of government you think is the best <u>with two examples</u> to support your conclusion.</p> <p style="text-align: right;">4 points</p>	<p style="text-align: center;"><u>What's Your Opinion?</u></p> <p>Make a chart explaining <u>two pros and two cons</u> for your choice of government.</p> <p style="text-align: right;">4 points</p>	<p style="text-align: center;"><u>What's Your Opinion?</u></p> <p>Write a <u>letter</u> to another country explaining <u>two reasons</u> why your government is the best.</p> <p style="text-align: right;">4 points</p>
<p style="text-align: center;"><u>Citizen's Role:</u></p> <p>Create a <u>comic strip</u> that illustrates the role of a <u>citizen</u> in one of the following types of governments:</p> <ul style="list-style-type: none"> ★ Democracy ★ Dictatorship ★ Monarchy <p style="text-align: right;">5 Points</p>	<p style="text-align: center;"><u>Citizen's Role:</u></p> <p>Write a <u>journal entry</u> that describes <u>one day in the life</u> of a citizen in one of the following types of government:</p> <ul style="list-style-type: none"> ★ Democracy ★ Dictatorship ★ Monarchy <p style="text-align: right;">5 Points</p>	<p style="text-align: center;"><u>Citizen's Role:</u></p> <p>Create an <u>advertisement</u> that would <u>encourage</u> people to live in an area with one of the following types of government:</p> <ul style="list-style-type: none"> ★ Democracy ★ Dictatorship ★ Monarchy <p style="text-align: right;">5 Points</p>
<p style="text-align: center;"><u>Compare/Contrast</u></p> <p>Create a <u>triple Venn diagram</u> comparing and contrasting the three types of government. Using your Venn diagram, <u>write two paragraphs</u> explaining the <u>similarities and differences</u> for each type of government</p> <p style="text-align: right;">6 Points</p>	<p style="text-align: center;"><u>Compare/Contrast</u></p> <p>Create a <u>power point</u> that <u>showcases</u> each of the three types of government. Be sure to include <u>similarities and differences</u> for each type of government.</p> <p style="text-align: right;">6 Points</p>	<p style="text-align: center;"><u>Compare/Contrast</u></p> <p>Create a <u>poem, song, or rap</u> that can <u>help</u> someone remember the three types of government. Be sure to include <u>similarities and differences</u> for each type of government.</p> <p style="text-align: right;">6 Points</p>

Government Tic-Tac-Toe Project Grading Rubric

<p style="text-align: center;"><u>What's Your Opinion?</u></p> <p><i>Paragraph:</i> <input type="checkbox"/> Explained type of government <input type="checkbox"/> Gave 1 Example <input type="checkbox"/> Gave 1 Example <input type="checkbox"/> Gave support for opinion</p> <p style="text-align: right;">____/4 pts. possible</p>	<p style="text-align: center;"><u>What's Your Opinion?</u></p> <p><i>Chart:</i> <input type="checkbox"/> Listed 1 Pro <input type="checkbox"/> Listed 1 Pro <input type="checkbox"/> Listed 1 Con <input type="checkbox"/> Listed 1 Con</p> <p style="text-align: right;">____/4 pts. possible</p>	<p style="text-align: center;"><u>What's Your Opinion?</u></p> <p><i>Letter:</i> <input type="checkbox"/> Explained type of government <input type="checkbox"/> Listed 1 reason <input type="checkbox"/> Listed 1 reason <input type="checkbox"/> Gave support for opinion</p> <p style="text-align: right;">____/4 pts. possible</p>
<p style="text-align: center;"><u>Citizen's Role:</u></p> <p><i>Comic Strip:</i> <input type="checkbox"/> Highlighted 2 positives of living in area (2 points) <input type="checkbox"/> Highlighted 2 negatives of living in area (2 points) <input type="checkbox"/> Described role of Citizen</p> <p style="text-align: right;">____/5 pts. possible</p>	<p style="text-align: center;"><u>Citizen's Role:</u></p> <p><i>Journal Entry:</i> <input type="checkbox"/> Highlighted 2 positives of living in area (2 points) <input type="checkbox"/> Highlighted 2 negatives of living in area (2 points) <input type="checkbox"/> Described role of Citizen</p> <p style="text-align: right;">____/5 pts. possible</p>	<p style="text-align: center;"><u>Citizen's Role:</u></p> <p><i>Advertisement:</i> <input type="checkbox"/> Highlighted 2 positives of living in area (2 points) <input type="checkbox"/> Highlighted 2 negatives of living in area (2 points) <input type="checkbox"/> Described role of Citizen</p> <p style="text-align: right;">____/5 pts. possible</p>
<p style="text-align: center;"><u>Compare/Contrast</u></p> <p><i>Venn Diagram:</i> <input type="checkbox"/> 4 Similarities given (2 points) <input type="checkbox"/> 4 Differences given (2 points) <input type="checkbox"/> 1 Paragraph citing similarities <input type="checkbox"/> 1 paragraph citing differences</p> <p style="text-align: right;">____/6 pts. possible</p>	<p style="text-align: center;"><u>Compare/Contrast</u></p> <p><i>Power Point:</i> <input type="checkbox"/> 4 Similarities given (2 points) <input type="checkbox"/> 4 Differences given (2 points) <input type="checkbox"/> Explains each type of government (2 points)</p> <p style="text-align: right;">____/6 pts. possible</p>	<p style="text-align: center;"><u>Compare/Contrast</u></p> <p><i>Poem, Song, or Rap:</i> <input type="checkbox"/> 4 Similarities given (2 points) <input type="checkbox"/> 4 Differences given (2 points) <input type="checkbox"/> Explains each type of government (2 points)</p> <p style="text-align: right;">____/6 pts. possible</p>

Total Score: _____/15 points