

Unit 4: Structures of Government

7th Grade Social Studies

21 Class Meetings

Updated June 2022

Essential Questions

- Why do we need laws and government regulations?
- Who should control our economic decisions??

Enduring Understandings with Unit Goals

EU 1: Different theories of government result in different government structures

- Analyze the primary roles of government and their manifestation in the lives of citizens
- Critique fundamental disagreements in the theory of government
- Compare and contrast the six major different types of government

EU 2: Distribution of power between government and citizens changes the outcomes of government.

- Compare and contrast limited and unlimited government structures and the impact on human rights
- Evaluate the impact of different government structures throughout East Asian history
- Use evidence to defend one government structure as “ideal”

Standards

CT Social Studies Frameworks Standards:

- **INQ 6-8.2:** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- **INQ 6-8.3:** Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.
- **INQ 6-8.8:** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **INQ 6-8.9:** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **INQ 6-8.11:** Construct explanations using reasoning, correct sequences, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- **INQ 6-8.12:** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **GEO 6-7.2:** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental

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characteristics.

- **GEO 6-7.4:** Analyze the cultural and environmental characteristics that make places both similar to and different from one another.
- **GEO 6-7.5:** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.
- **GEO 6-7.10:** Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- **GEO 6-7.11:** Explain how the global changes in population distribution affect changes in land use in particular regions.
- **CIV 6-7.1:** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, protesters, and officeholders).
- **CIV 6-7.2:** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Common Core State Standards:

- **CCSS.ELA-LITERACY.WHST.6-8.1A:** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writings as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts).
- **CCSS.ELA-LITERACY.RH.6-8.8:** Analyze the relationship between a primary and secondary source on the same topic.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Purpose and Varieties of Government

- Explore the geography and culture of East and South Asia
- Evaluate the purposes of government.
- Compare and contrast different government structures in Asia
- Vocabulary & key terms: government, power, taxes, military, human rights, Asia, pollution, polytheism, Hinduism, Buddhism, democracy, dictatorship, autocrat, voting, theocracy, anarchy, representative democracy, direct democracy, monarchy

2. Distribution of Power and Outcomes

- Describe the development and impact of government structures in East Asian history
- Analyze and evaluate consequences of limited and unlimited government structures
- Evaluate the success of each government structure by analyzing wealth, income equality, quality of life, human rights, and the ability of the government to defend and protect its people
- Vocabulary & key terms: economy, economics, wealth, income, quality of life, command market, free market, capitalism, communism, socialism

Interdisciplinary Connection:

- Language Arts – reading informational texts and writing persuasive, argumentative responses

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Design a presentation on the culture and geography of one of five Asian countries.*
 - *If you met someone from Asia today, what questions would you ask them to learn more about their culture and geography?*
 - *Review the checklist for the presentation. What do you need to finish before you present?*
- Use close reading strategies to evaluate the functions of government
 - *Make a list of some of the things our government does for us and to us.*
- Critique different philosophies of government and the state of nature
 - *Humans have had governments for as long as they have had civilizations. Why? What does government do for us?*
- Evaluate the effectiveness of different government structures through a role-playing game
 - *Is government better when leaders can do whatever they want or when citizens tell leaders what they can and cannot do? Why?*
- Compare and contrast the six different major types of government. *
 - *Do you agree more with Hobbes or Rousseau? Why?*
 - *What are some of the pros and cons of voting?*

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- Evaluate the impact of monarchy on the people of China during the dynastic periods
 - *Do you think monarchy is a good type of government? Why?*
- Evaluate the impact of dictatorship on the people of Japan during the Tokugawa period
 - *Are countries better off when the military has a lot of power? Why?*
- Analyze the conflict between limited and unlimited governments during the Korean War
 - *Why might some people prefer a dictatorship over a democracy?*
- Analyze the impact of limited government on human rights in modern North Korea and China
 - *Who do you think a dictator cares about more: herself or her people? Why do you say that?*
- Analyze the impact of unlimited government on human rights in modern South Korea and Japan
 - *Who do you think a democratically elected president cares about more: herself or her people? Why do you say that?*
- Evaluate different government types in different situations through a simulation
 - *In what type of situation is a limited government ideal? What about an unlimited government?*
- SBAC Exam **

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Student choice
- Written feedback
- Cornell notes
- Accountable talk
- Homework
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word walls with visuals
- TWPS (think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Map work
- Homework
- Unit Task- “Dear Leader”
 - Accountable Talk Rubric

SUMMATIVE ASSESSMENTS:

- Argumentative essay on ideal government structure (EU 2)
- Dialogue on economic structures (EU3)
- Unit Task - “Dear Leader”

Unit Task

Unit Task Name: “Dear Leader”

Description: For this task, students will work in small groups to create their own fictional nations to be used in the next and final Unit. Students will choose the ideal government, justifying their decisions with evidence. (EU 1) Students will also determine the major exports and national economic structure of their nation, using evidence to justify both decisions. (EU 2) Finally, students will create a travel advertisement for their new nation highlighting all the reasons everyone around the world should come visit. Students will be graded on their use of appropriate evidence to justify their choices and participation in crafting their nation with their group.

Evaluation: Summative Assessment, Literacy Rubric, Accountable Talk Rubric

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Unit Resources

- China, Power and Prosperity: <https://www.pbs.org/newshour/series/china-power-and-prosperity>
- BJP & Islamophobia: <https://www.hrw.org/report/2020/04/09/shoot-traitors/discrimination-against-muslims-under-indias-new-citizenship-policy>
- Violence of partition: https://newsela.com/read/lib-india-partition/id/34627/?collection_id=2000000192
- Population map (circle): <https://www.washingtonpost.com/news/worldviews/wp/2013/05/07/map-more-than-half-of-humanity-lives-within-this-circle/>
- CIA World Factbook
- GA Department of Education
- National Geographic Asia
- World's Air Pollution Index: <https://waqi.info/>
- Water Pollution in Asia: <https://www.pbs.org/newshour/show/indias-long-term-effort-to-clean-up-pollution-in-sacred-ganga-river>
- BBC World Religions
- Demographics of Asia: <https://www.worldometers.info/demographics/demographics-of-asia/>
- Chinese ethnic minorities: <https://www.bbc.com/culture/article/20131215-how-china-portrays-its-minorities>; <https://asiasociety.org/ethnic-minorities-china>
- Foundations of government: <https://www.icivics.org/curriculum/foundations-government>
- Human rights index: <https://www.ohchr.org/en/hrbodies/pages/universalhumanrightsindexdatabase.aspx>
- Where-to-be-born index: <https://www.worldatlas.com/articles/the-where-to-be-born-index-the-highest-and-lowest-scoring-countries.html>
- Comparing governments and economies: <https://www.ushistory.org/gov/13a.asp>
- How America is different from other democracies: <https://www.usnews.com/opinion/blogs/world-report/2013/10/21/how-america-is-different-from-other-democracies>
- Laptops or notebooks to capture notes
- Graphic organizers
- Worksheets
- Readings