

Unit 4: Structures of Government

7th Grade Honors Social Studies

19 Class Meetings

Created June 2023

Essential Questions

- Is it better for government to protect our lives and our land or to protect our personal freedom?
- How much control should citizens have over their government?
- How much control should government have over the economy?

Enduring Understandings with Unit Goals

EU 1: Different theories of human nature 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: Unlimited governments usually fail to protect human rights in order to protect their citizens from each other and from hostile neighboring countries.

- Describe unlimited governments as being characterized by strong leaders usually chosen through violence or heritage
- Compare the justifications for and impact of ancient Chinese dynasties, the Japanese shogunates, and the Korean War

EU 3: Limited governments are usually able to protect human rights when the citizens are well-educated and take steps to preserve their rights, such as voting.

- Describe limited governments as being characterized by citizens with the freedom to dissent and the power to control leadership and laws
- Evaluate the success of modern-day elections to protect human rights

EU 4: All economies exist on a spectrum between command economies and free-market economies with varying results

- Analyze the elements of a pure command economy and compare it to modern communist economies
- Analyze the elements of a pure free-market economy and compare it to modern capitalist economies
- Create an argument on the role of the economy in human rights and describe the ideal economic system to encourage human rights

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.

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- **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 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.

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- **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.

Unit Content Overview

1. Purpose and Varieties of Government

- Connect the theories between human nature, human rights, and the purposes of government
- Analyze the power structure of the six major limited and unlimited governments

2. Unlimited Governments

- Analyze the similarities of different unlimited governments
- Evaluate the impact and justification of the unlimited government of the Qin dynasty
- Evaluate the impact and justification of the unlimited government of the Tokugawa shogunate during the Edo period
- Compare, contrast, and evaluate the ideologies of the Russian and USA governments during the Korean war

3. Limited Governments

- Critique the rise of democracy in ancient Greece and revolutionary USA
- Analyze the major types of electoral systems
- Evaluate the ability of different electoral systems to support human rights in East Asia

4. Command & Free-Market Economies

- Compare and contrast the ideology of both command and free-market economies
- Analyze the relationship between a “pure” economy and the practices of modern-day communist and capitalist economies
- Investigate the impact of switching from a command to a free-market economy on the Asian Tiger economies

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Vocabulary:

- Government, Power, Taxes, Military, Asia, Democracy, Dictatorship, Voting, Theocracy, Anarchy, Representative Democracy, Direct Democracy, Monarchy, Unlimited, Dynasty, Shogun, Samurai, Cold War, Meritocracy, Dowager Queen, Communism, Capitalism, Open Election, Human Rights, Protest, Citizenship, Economy, Command Economy, Free-Market Economy

Interdisciplinary Connection:

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

Daily Learning Objectives with *Think, Write, Pair, Shares*

Students will be able to...

- Predict the history of China, Japan, and North and South Korea based on a geographical analysis
 - *Look at this map of East Asia. Based on geographical features, which country do you think is the most powerful? Why?*
- Critique different philosophies of human nature and the nature of human rights
 - *Are humans good or bad? Why do you think that?*
- Compare and contrast the six major different types of government **
 - *Do you agree more with Hobbes or Rousseau? Why?*
 - *Of the three different governments studied last class, which type of government do you think is most likely to protect human rights?*
- Evaluate the attitudes of government and citizens towards human rights during the Qin Dynasty in China
 - *Historically, monarchies were the most common form of government. Why do you think that might be?*
- Analyze the cultural attitudes towards human rights under the Tokugawa Shogunate during Japan's Edo Period
 - *Historically, dictatorships are more common than democracies. Why do you think it was rare for people to have the right to vote?*
- Critique the arguments made in the conflict between limited and unlimited governments during the Korean War
 - *Why might people prefer a limited government to an unlimited government?*
- Analyze the impact of unlimited government on human rights in North Korea
 - *Dictators usually lose their power as the people become more educated. Why is that?*
- Investigate the rise of democracy in ancient Greece and pre-revolution USA and its relationship to human rights
 - *[Picture showing results of a vote] What is this image saying about democracies?*
- Evaluate the impact of different electoral models on human rights in East Asia **
 - *Is voting for our leaders always fair? Why or why not?*
 - *Which electoral system is your favorite, and why?*
- Compare and contrast command and free-market economies and their ability to protect human rights **
 - *Milk costs, on average, [price]. How is that price determined? Should the government lower it to help more people have access to it?*

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- *Is a command economy more like a dictatorship or a democracy? Why?*
- Analyze the consequences of switching from a command economy to a free-market economy for the Asian Tigers
 - *Do you think people would be happier in a command economy or a free-market economy? Why?*
- Demonstrate an understanding of Unit 4 topics in a summative test and written essay
- Create a unique country and defend your decisions to your classmates using accountable talk

 - *Of all the countries we've studied this year, ancient and modern, which one is the best? Why?*
 - *Which part of your project are you going to work on today? Write down one thing you would like your TWPS partner to help you with.*
 - *What is one kind thing you can say to your classmates before we begin presentations?*

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
- Argumentative Essay: Ideal Government Structure
 - Literacy Rubric #5
- Unit Task- Dear Leader
 - Accountable Talk Rubric #4

SUMMATIVE ASSESSMENTS:

- Quiz #1: Theories of Government (EU 1)
- Quiz #2: Unlimited Governments & Ancient East Asia (EU 2)
- Quiz #3: Limited Governments & Electoral Systems (EU 3)
- Summative Unit 4 Test (EU 1, EU 2, EU 3, and EU 4)
- Unit Task – “Dear Leader” (EU 1, EU 2, EU 3, and EU 4)

Unit Task

Unit Task Name: “Dear Leader”

Description: For this task, students will work in small groups to create their own fictional nations. Students will choose the ideal government, justifying their decisions with evidence. Students will also determine the major exports and national economic structure of their nation, using evidence to justify both decisions. (EU 1, EU 2, EU 3, and EU 4) 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: 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