



## #1 Governments and Rights HWOO (23-24)

**Duration:** 6 Weeks, 2 hours  
**Unit dates:** 23rd Aug 2023 - 4th Oct 2023  
**Subjects:** Social Studies, English  
**Grades:** 5

### Planning



#### Transdisciplinary theme

##### How we organize ourselves

##### Transdisciplinary theme focus

- societal decision-making
- the structure and function of organizations



#### Central idea

Societies can be defined and guided by the principles of their communities



#### Learner profile attributes

Principled, Communicators



#### Key concepts

Responsibility, Function, Connection

##### Concepts question

##### Responsibility

When we inquire into the concept of responsibility we understand that the government and citizens have rights and responsibilities towards each other.

##### Function

When we inquire into the concept of function, we understand that different countries have different systems of governance. We will explore the different types of government in the past and present and analyze the pros and cons of each system.

##### Connection

When we inquire into the concept of connection, we understand that there are many pieces in a system. We will explore ways in which citizen participation contributes to good governance and how governments can build better relations with citizens.



## Related concepts

### Concepts

- **Responsibility:** principles
- **Function:** society
- **Connection:** civics



## Lines of inquiry

- The connection between civic virtues and the principles that guide us (civics, connection)
- The ways a society's guiding principles can be upheld and challenged (society, function)
- The virtues and principles that define our community (principles, responsibility)



## Approaches to learning

### Self-management skills

#### Self-Management Skills

Self-Management Skills (General)

#### Teaching the ATL skills

Self-management skills as students will reflect on the connection between principles and actions and manage time and tasks effectively



## Learning goals and success criteria

Priority Standards: What do we want students to know and understand?

Students will:

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations and families.

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society and communities.

Social Studies: Know

Students will be able to:

1. Explain how and why groups of people make rules.
2. Give real world examples of

Social Studies: Understand

Students will understand

---

## 1. Governments

---



### Subject standards

## Social Studies

### Civics

#### Processes, Rules and Laws

- CIV 5.4 - Explain how policies are developed to address public problems. (CIV 5.4)

#### Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 5.3 - Identify core civic virtues and democratic principles that guide government, society, and communities (CIV 5.3)

#### Civic and Political Institutions

- CIV 5.1 - Explain how groups of people make rules to create responsibilities and protect freedoms. (CIV 5.1)
- CIV 5.2 - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. (CIV 5.2)

## English

### Reading: Literature

#### Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.5.1)

### Writing

#### Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (CCSS.ELA-LITERACY.W.5.4)
- CCSS.ELA-LITERACY.W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) (CCSS.ELA-LITERACY.W.5.5)

#### Text Types and Purposes

- CCSS.ELA-LITERACY.W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-LITERACY.W.5.3)



### Teacher questions

18-19

What are forms of government and how do they work?(Democracy/Republic, Dictatorship, Communism, Monarchy, Theocracy)

How do government systems influence the lives of citizens?

What does it mean to be a responsible global citizen?

## Implementing

---

**LE** Learning experience library**Democracy-Constitution**

Amy Rios

**IRA: We Are All Born Free: The Universal Declaration of Human Rights**

Amy Rios

**Untitled**

Amy Rios

**[Formative] Journal entries**

Amy Rios

Students will keep a journal recording new learning throughout the unit.

**Nasreen's Secret School: A True Story From Afghanistan**

Amy Rios

**Video-Government Types-overview**

Amy Rios

**History Kids: Forms of Government Around the World**

Amy Rios

**Guest Speakers who have lived under other types of governments**

Amy Rios

Students brainstorm questions for guest speakers

**Monarchy Inquiry**

Amy Rios

**The Librarian of Basra: A True Story from Iraq**

Amy Rios

**ELA: Students will read articles, EPIC books, books about Human Rights and Children's rights.**

Amy Rios

Students will go on EPIC and read books selected by teachers on Human Rights  
Students will investigate the U.N.'s Sustainable Development Goals by year 2030

**How will you create opportunities for differentiation?**

Students will work with partners or in small groups to read together

**Week 1 - Open**

Amy Rios

**Rights Investigation**

Amy Rios

**[Prior] Sort and Classify**

Amy Rios

During the Provocation, students will classify which form of government the scenario represents.

**Voting Rights**

Amy Rios

**IRA: Weslandia (book or video)**

Amy Rios

**Learning experiences**

- **Provocation:** Who are you? Show and tell: Bring an artifact important to them from home to share with class; students ask questions
- How would you represent your family? (Creative choice to represent their family) artwork, family tree, written piece, collage, video, slide, family crest show, [Ancestry.com](https://www.ancestry.com), interview, podcast, introduction to a family member, etc.
- How is your family organized? What structure are you part of at home and at school?
- Students generate questions related to family sharing
- Students share about a specific family member to dedicate their learning- rotate through multiple partners
- Reflections in Uol journals
- Why do we have rules at school?
- Where else do we have rules....local, state, country, world
- Incorporate essential arts: draw a family tree in art, family crest, read alouds-library,
- Agency opportunities: choice of how to represent themselves, their families, a chosen country to investigate
- Cindy will work this summer to find IRA books for this unit from F&P or recommended

**Ongoing assessment**

Responses in reflection journals connection to central idea.

Quiz: Matching the correct scenario to the type of government.

Groups research different forms of government around the world and present to the class.

(jigsaw style)

Student generated questions to ask guest speakers.



## Resources



[Google Docs: Sign-in](#)



[G5 HWO0 22-23](#)



HWO0 - Open

First 2-Weeks - All about me - students introduce themselves to their classmates through a series of activities and shares

Intro to Unit

1. Have a display of family artifacts from your own family to teach about artifacts and how they may represent a family.
2. Show and Tell - bring something in to share about your family. What questions could we answer about it?
3. We are part of a family - Students brainstorm ways to represent their family and structure - (i.e. family tree, drawings, artistic, slideshow, write a story, video, interview)
4. Represent your family - Students create a way to represent their family to the class
5. Organize your family - Students learn about the structure of their family. Who is in charge? Are their rules?
6. Present and Question - Students present their families, other students ask questions
7. Artifacts - Students may bring in or show something that is important to their family (i.e. celebration, food, video, object)
8. Dedication - Each student will dedicate a family member to the learning they are about to do. Each day, a student will share/dedicate their family member and describe why they are dedicating them.

Other ideas:

- Class scavenger hunt - learn about different families in the class through questions
- Art - Family crest
- Art - Make a self-portrait
- Art - Draw a family tree
- Library - family books, artifacts



[Weslandia by Paul Fleischman](#)



[Kings & Queens - Kids Discover](#)



[Bill of Rights - BrainPOP](#)



[Types of Government - Civics for kids | Mocomi](#)



[ReadWorks](#)



[Brazil's Constitution](#)



[US Constitution by the Numbers](#)



[What does the Japanese Constitution emphasize](#)



[The United Constitution](#)



[Government 1](#)



[Government 2](#)



[governemnt 3](#)



[The Fight for Full Access to Voting Rights Continues | Carrie Chapman Catt | PBS LearningMedia](#)

## Reflecting



## Teacher reflections

### Ongoing reflection

Jeremy Ellis • 9:55 am, 5th Oct 2023

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

- We used prompted inquiry questions, visuals, videos, discussion prompts, group work/collaboration, CLOSE read, comprehension, project-based, RC, Learner Profile, PYP, ATLs, Choice
- Students worked on classroom management strategies, organization of notebooks, desks, classroom, etc. rules, etc, Lots of "hand holding" and building skills
- Students wrote essential agreements (constitution, bills), made rules, structure of local, state, and government project
- Research project - scaffolded research skills, building skills

What learning experiences best-supported students' development and demonstration of the attributes of the learner profile and approaches to learning?

- Principled/ Communicator - collaborative projects, discussion points, IRAs and book reading, RC communication, learning about the traits and ATLs, goal setting in Second Step
- Communication/Self Management - first 6 weeks, following essential agreements, procedures, school rules, "I statements"
- No time to reflect - come back to what they learn

What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

- EA is setting up rules, essential agreements, classroom management, etc.
- Students are following the procedures (i.e. fire drill, lockdown, bathroom, homework, etc)
- Everyone is following the rules



## Assessment reflections

### Ongoing reflection

Jeremy Ellis • 10:01 am, 5th Oct 2023

How effective was our monitoring, documenting and measuring of learning in informing our understanding of student learning?

- Some of the reading material is too high level, lots of reading skills missing
- More resources
- Projects - research - responding to questions, using selective websites to read and research and answer questions
- Note-taking - students learned to take notes and organize their notebooks
- Students started this hard concept that they will have to do all year (and beyond)

What evidence did we gather about students' knowledge, conceptual understandings and skills?

How will we share this learning with the learning community?

- Country/Government report/project - students will present their findings to the class about

what they learned about this project and reflect with whether or not they would live there  
-Students should create their own country with a functioning government