CREATE A COUNTRY ACTIVITY

***9th Grade Civics*** ***Unit One, Introduction to Government and Citizenship***

**Standards and Benchmarks:**

9.1.5.12.1- Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.

9.1.2.2.1 and 9.1.2.2.2- Identify the sources of governmental authority; explain popular sovereignty (consent of the governed) as the source of legitimate governmental authority in a representative democracy or republic

**Abstract:** This lesson focuses on different types of government by creating a new country. Students have already read Ch. 1, Sec. 3 in Government text, filled in a power point lecture on types of government, created a class people power scale (ranking types of government by how much power the people have) and examined the role of a constitution. ***Learning targets 1.5, 1.6, 1.7, 1.8***

**Objectives:**

Students will analyze where different types of government fit on the people power scale.

Students will apply their knowledge of different types of government to a common object.

Students will create a government that exhibits the characteristics of an assigned government type.

**Grade Level:** 9th grade Civics

**Materials needed:**

A list of types of government printed on cards to be posted on the people power scale.

A bag of common items with index cards on different types of government.

Nine folders for nine groups made by teacher that have the groups pre-assigned government type and a list of tasks to be accomplished in creating a country and an Upfront Magazine world almanac edition.

Students have their government notes, handouts and current events notebook.

**Procedure:**

1. Current Events story – focus this week is on international events highlighting different types of governments. Special attention in the selection of countries has been given to this class’s students countries of origin. Watch story, write in current events notes, discuss with neighbor.
2. Review activity from yesterday’s lecture – Use your notes from yesterday’s lecture to help you place the type of government on the people power scale. Draw your own people power scale in your notes.

Those of you with the 4 major types of government (autocracy, democracy, oligarchy, anarchy) place on the scale. Ask each student what the government is and why they put it there.

If you have another type of government, come post it on the scale. Explain what it is and why you put it there.

Ask class if they would move any of the postings. Explain.

1. Anticipatory activity - Move desks to face each other and space between groups of 4. Students pick a common object from the bag and an index card. Brainstorm features of the object and features of the type of government. Explain how the object has features of your type of government.

My object is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which is like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(govt. type) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Demonstrate: My object is a pencil which is like an autocracy. It is a single item of one like the leader in an autocracy. It is filled with lead like a leader who has all the power. The pencil is firm like a strong leader and will not bend to the will of the people. However, if the people put

enough pressure on a leader, the government might break sometimes with a use of force. (apply pressure to pencil and break it for dramatic effect!)

Ask for 3 groups to volunteer and share their objects and analysis.

1. For each group, hand out a folder with information on how to create a country. Give instructions:

* Inside your folder is written the type of government you need to create in your country.
* Discuss and complete the worksheet that asks you to create different features of your state. Be sure the features you create are consistent with the type of government you are assigned.
* Create a map, flag (or song) and government organization chart.
* On Friday after the quiz, we will board a cruise ship and visit each country.

**Assessment of learning:**

Students will show their types of government knowledge on a quiz Friday testing the learning targets for the week.

Students will show how their created country is consistent with the type of government they were assigned. And students will correctly identify the other group’s assigned type of government on the cruise Friday.