

# Powers of Government

## Enduring Understanding

The forms and roles of government vary across time and nations.

## Essential Questions

What are the forms, roles, and powers of government?

How have nations or civilizations of the world organized governmental, supervisory, administrative, legislative, executive and/or judicial powers?

Under what circumstances do the forms, roles, and powers of government change?

## Students Shall Be Able To:

- C.4.7.1 — Discuss the different ways executive, legislative, and judicial powers have been organized
- C. 4.7.2 — Discuss different forms of executive leadership in civilizations (e.g., judge class, patrician class, priest class, warrior class, emperor, nobility)
- C.4.7.3 — Compare and contrast forms of government: democracy, dictatorship, monarchy, oligarchy, and theocracy

## Additional Social Studies Connections

- H.6.7.7 — Examine contributions that past civilizations made to the modern world
- H.6.7.8 — Describe the development of the dynastic system in China
- H.6.7.10 — Describe life in Medieval Europe: feudalism, guild system, manorial system
- H.6.7.12 — Investigate the motives for the writing of the Magna Carta and the resulting influence on political power in England (e.g., establishment of Parliament)
- H.6.7.13 — Explore medieval Japan (e.g., Shogunates, Samurai, feudalism)

## Materials Needed/Attachments

- *Magazines*
- Attachment 1 — The Collage Project*
- Attachment 2 — Comparing Forms of Government*

## Vocabulary

(Introduce the vocabulary before the lesson (e.g., word wall, crossword puzzle, matching game))

<i>legislative</i>	<i>executive</i>	<i>judicial</i>	<i>dictatorial</i>
<i>law and order</i>	<i>monarchical</i>	<i>prosperity</i>	<i>feudal</i>
<i>freedom</i>	<i>democratic</i>	<i>equality</i>	<i>polis</i>
<i>theocracy</i>	<i>checks and balances</i>	<i>community</i>	<i>oligarchy</i>

## Teaching Strategies

1. Divide the class into six groups and assign each group one of the three types of government (autocracy [dictator], aristocracy [monarchy], or democracy). Have students look through magazines and create a collage which depicts the events, feelings, and attitudes associated with each type of government (*Attachment 1; The Collage Project* explains the collage). After the collages are completed, let each group show its work.
2. Construct a chart with columns and rows (see *Attachment 2*). Have students complete the chart for each type of government studied.
3. Answer the questions below the government chart used in Strategy 2. Using the answers to the questions, write an essay comparing / contrasting two types of government.
4. Using the knowledge gained in the previous lesson (Grade 7, Lesson 1), and the teaching strategies above, ask students to make a T-chart assessing strengths and weaknesses of each form of government from the following perspectives:
  - ♦ *the role of the ruler/leader*
  - ♦ *the position of those ruled*

## Assessments/Rubrics

Student Participation

Teacher-created rubric to assess completed collage projects in Strategy 1.

Teacher-created rubric to assess completed chart in Strategy 2 and T-chart in Strategy 3.

# The Collage Project

## Why?

The collage is a visual representation of an idea. It allows students to use their imaginations as they select visual symbols which depict events, feelings, and attitudes on a given subject.

## How?

Divide the class into small groups and give them a topic. They will need to discuss the topic and decide on symbols which might be used to represent the idea. Provide pictures, words, and letters, either available in magazines, newspapers, etc., or already cut out, poster board, paste, scissors. Watch the progress of the project but do not give suggestions. Make them come up with their own ideas. After the collages are completed, let each group show its work. Do not let the group showing the collage talk about its work, but ask for responses from the rest of the group. "What feelings does the collage give you?" Write the responses or summaries of the responses on the blackboard. Ask the students who made the collage if these comments agree with what they intended and if they wish to make additional responses or comments. Continue until all groups have shown their work and a full discussion has transpired.

# Comparing Forms of Government

**NOTE:** This is an ongoing activity which will culminate at the end of the year. As students study different civilizations, have them keep a chart and fill in the information for each type of government (see sample below). Keep the charts in room or have students keep their chart in student notebooks. At end of year, look at the charts students have completed and summarize the information looking for comparisons. This can be accomplished by creating a collage, a large T chart, a Venn diagram, etc., based on the information contained in the charts. This is one way to determine student understanding of all (or several) types forms of governments studied.

<b>Name of Country</b>	<b>Time Period</b>	<b>Form or Type of Gov't</b>	<b>Source of Power or Authority Head of Government &amp; Power Structure</b>	<b>Role/Task The Function that leader(s) or branches perform</b>
United States of America	1776-current	Democracy	3 branches: Legislative — Congress Executive — headed by the president, many departments and agencies Judicial — court system	Legislative — Senate and House of Representatives make and pass laws Executive/President — chief executive, chief diplomat and commander-in-chief Judicial — carries out laws, makes sure all laws are legal

## Questions

*This is a writing opportunity to compare/contrast two types of government from those studied.*

1. What is the form or type of government for the country, nation, region?
2. Who leads the government?
3. How are the powers of government divided among the rulers?
4. What are the duties, responsibilities of executive leadership?
5. Who makes the laws and rules?
6. Who carries out the laws and sees that the laws are upheld?
7. Who judges whether laws are fair?
8. Are the rules / laws just for all people?
9. How does each form of government organize the powers of government to fulfill the roles of government?