

# UbD Lesson Plan Template

Teacher's Name: Leigh Jass	Subject/Course: Government
Lesson Title: Foundations of Government	Grade Level: 11-12
Approximate Time Frame: 6 Days	
Essential Vocabulary:	

## Brief Overview (Summary) of the Unit:

Although there are different types of Governments, in general governments exist to provide leadership, preserve order, provide economic security and assistance. The principles and origins of American Government were influenced by American colonists' experiences with the British, new political ideas, and critical period of American Revolution. The founders of the United States of America created a lasting Constitution that remarkably still governs our nation today.

## Stage 1 – Desired Results (Acquisition, Meaning Making and Transfer)

Key Standards (Common Core ELA, Math or District AND Indian Education for All Essential Understandings):  
SS-Gov.9-12.15 - Analyze the origins of government with attention to the purpose of government, various theories of democracy, rule of law, and alternative models from other nations and groups.  
SS-Gov.9-12.16 - Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government.

**Transfer:** Students will demonstrate understanding of \_\_\_\_\_ and apply it to a new problem or situation.  
(What kinds of long-term, independent accomplishments are desired?)

**Meaning Making:** Students will understand and keep considering...

Understandings: *Students will understand that...*

- Governments are formed to maintain order and regulate activities in a geographic area.
- Governments have different levels of involvement in the economy depending on the type of economic system that is in place.

Essential Questions (Long Term and Topical):

- What are the purposes of government?
- What principles guide different types of government?
- What is the role of government in different types of economic systems?

## Acquisition of Knowledge and Skill

Knowledge: *Students will know...*  
*Chapter opener*

- The term state of nature describes what philosophers believe life would be like without laws or government.
- what Thomas Hobbes wrote about the state of nature.
- how the state of nature has been depicted in fiction

#### Lesson 1

- The basic functions of government are to provide leadership, maintain order, provide public services, provide national and economic security, and provide economic assistance.
- the difference between a nation and a state.
- The essential features of a state are population, territory, sovereignty, and government.
- the major theories on the origins of the state, including social contract theory.

#### Lesson 2

- the advantages and disadvantages of unitary, confederate, and federal systems of government.
- the meaning of constitutional government.
- the characteristics of historical and contemporary forms of government.
- the differences between authoritarian and democratic forms of government.
- the principles of democracy.

#### Lesson 3

- all economies have producers, distributors, consumers, labor, resources, and capital.
- economies may be classified as traditional, market, or command.
- how government influences the economy.
- the goals and characteristics of capitalism and a free market or free enterprise economy.
- how mixed economies combine elements of capitalism and socialism.
- the theory of communism.

Skills/Performance: *Students will be able to...*

#### Lesson 1

- describe the features of a state, explain why governments were created, categorize the functions of government.

#### Lesson 2

- define essential terms and concepts, such as nation, state, government, and sovereignty.
- explain the difference among unitary, confederate, and federal systems of government.
- differentiate between a monarchy and a democracy.

#### Lesson 3

- describe the goals of capitalism.
- explain Adam Smith's belief in a laissez-faire economic approach.
- summarize Karl Marx's basic theory about communism.

## Stage 2 – Assessment Evidence

Performance Task or Other Key Evidence of learning (What will *students understand and/or be able to do?*)

*Assess student understanding through a pre-assessment quiz.*

*Group activities*

**Key criteria** to measure Performance Task(s) or Key Evidence:

**Examples:** *Rubric, Checklist, etc.*

- *Daily Quizzes*
- *Group discussions*
- *Open Discussions*
- *Exit cards*
- *Chapter Test*

**Other Evidence** to reflect student learning (formative and/or summative measures)  
 Paper on (What is the Purpose of Government?)

**Stage 3 - Learning Plan, Experiences, and Instruction:**

**Learning Activities:** Consider the **WHERE TO** elements – Who’s the Hardest Working Person in the Room?

The Teacher will...		The Student will...
<b>W</b> Where are we going? What is expected?	What is the big idea?	start to formulate ideas around why we have government.
<b>H</b> How will we hook (Introduce this to) the students? How will we pre-assess student knowledge, understanding and skills to inform instruction?	Using digital resources to introduce the chapter and make connections to past history. (The State of Nature) Their will be a pre-assessment quiz to find out what students know.	Students will share out what life would be like without government?
<b>E</b> How will we equip students for expected performances?	Using the internet, primary sources, notes and lecture.	Students will use tools from primary sources, internet , youtube, to help them acquire knowledge.
<b>R</b> How will we rethink or revise? (on-going, formative, keep coming back as needed)	After each lesson the teacher will assess through lesson quizzes. Using these quizzes will help the teacher understand what needs to be retaught.	Students will take quizzes that will better help them be prepared for the chapter test.
<b>E</b> How will students self-evaluate and reflect their learning?		
<b>T</b> How will we tailor learning to varied needs, interests, and learning styles? (differentiation, accommodation, modification)	Chapter Summaries will be handed out to help better understanding. Guided reading activities will be distributed to students who need reteaching. RTI - Time	Students will have a number of resources available to better help understanding.
<b>O</b> How will we organize the sequence of learning? (please include the sequence)	Day 1 - Foundations of Government Assessing background Analyzing primary sources The State of Nature Lesson 1 - Bellringer Exploring the essential questions Class discussion Day 2 Finish lesson 1 - Quiz 1	

	<p>Write a persuasive paragraph to convince a friend or relative why government is necessary. Introduce lesson 2 types of government bellringer.</p> <p>Direct Democracy Video Lecture and discussion Day 3 Lesson2 Lesson 2 quiz</p> <p>Create a poster or multimedia presentation that explains and illustrates at least three principles of democracy Bellringer - lesson 3 economic systems Day 4 essential questions starter Lecture Interactive lecture notes What is the role of government? Adam Smith</p> <p>Problem Solving Imagine your economy is in bad shape. Many people do not have jobs. Many people have had to sell or move out of their homes and the number of people eating at soup kitchens and living in homeless shelters is increasing daily. Companies are failing and business owners are afraid to create new jobs because they do not know if they will make enough profit to afford the new workers, especially because it will cost them more to comply with new government regulations. Work with a group of students to prioritize the following strategies to improve the economy. Be prepared to explain your reasons.</p> <p>Day 5 Lesson 3 Quiz Close and Wrap up Summarize and review key concepts Day 6 Chapter 1 test</p>	
--	--	--

**Special Needs (include all learners on the continuum from disabled to gifted & twice exceptional):**

Modifications (changes to the Core standard(s) and level of proficiency expected):	Accommodations (supports or instructional adjustments):

**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

--

**Key Resources Used:** Websites, books, film clips, etc.

Type of Resource(s):	Name of Resource(s):