

Lesson Plan

What's in a picture? A governmental system!

Teacher Name: Kent Padgett

Grade level(s): 9th

Course: Civics/Am. Gov't.

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Students will take part in a lesson where they are shown pictures of certain leaders. When the students see the picture they will be asked to describe the person and any characteristics they can make out about that person. This will become a segway to the root of the systems we will be discussin: Democratic, Totalitarian, Monarchic and their impacts.

Rationale (why are you doing this?)

- This will allow students a way to associate a face with a place or in this case a governmental system/economic system. This will also help students understand how these people got into power in the first place by discussing this in the lesson.

Required time frame: 45 to 60 minutes.

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- Dr. Alonzo Hamby as well as many other speakers from the seminar.

Lesson objectives - the student will:

- 1.) Be able to tell the differences between governmental systems (democratic, totalitarian, monarchic)
- 2.) Be able to place a face with a type of governmental system and learn why that face is associated with a type of government.
- 3.) Be able to see present day leaders of/leaders of past governmental systems and where these governments are located.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- DESE-GLE-Concept B-Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic and describe their impact.
- Show-Me Standards- 3.) Principles and processes of governance systems. 4.) Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Secondary materials (book, article, video documentary, etc.) needed  
- cite title and other detailed information:

- After presentation show DVD Comparative Governments by Schlessinger. DVD will enrich lesson by talking about many governments throughout history.

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed - cite detailed information:

- Photos of Hitler, Mussolini, Stalin, FDR, Truman, Kings/Queens, and others shown in a slideshow in Powerpoint and textbook.

Fully describe the activity or assignment in detail. What will both you and the students do?

- Students will receive a page with reaction areas to write about the pictures of world leaders/governmental systems/economic systems (ex-Hitler, Roosevelt, King/Queen). Students will then be shown a Powerpoint with slides (including photos, etc.) of the leaders. This is to help put a face with a governmental system. As a slide is shown students will react to the photo and information provided. After all photos/information is given and students respond, a wrap up of the leaders and their system will be provided.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- Students will be quizzed and tested on types of governmental systems and they will be given a participation grade for their reaction papers to the slideshow. This will hopefully allow students to learn why we fear certain types of governments because of the history we have learned from them.

Example of reaction paper

What's in a picture? A governmental system!

Slide/Picture 1- Who do you think this is?

What characteristics in the picture stand out?

Are there any other interesting aspects shown in the picture?

Slide/Picture 2- Who do you think this is?

What characteristics in the picture stand out?

Are there any other interesting aspects shown in the picture?

Slide/Picture 3-" etc., etc.