

Government: More than Democrats and Republicans

Time 1-2 Days

Block Schedule

Standard:

SG-2.2 Explain philosophical influences on the development of American government, including the philosophy and practices of the Greeks and the Romans; the ideals of the Judeo-Christian tradition; and the ideas of such European thinkers as John Locke, Charles de Montesquieu, Thomas Hobbes, Niccolò Machiavelli, and Jean-Jacques Rousseau. (P, H)

Lesson

1. As students enter the classroom the teacher will ask them to list examples of "states".
2. Once class begins the teacher will randomly call on students to share their examples. (most commonly students will list the 50 contiguous states) (5-7 min)
3. The teacher will use their incorrect examples to lead into a discussion on the political definition of state and its key characteristics: territory, population, government, and sovereignty). (15-20 Min)
4. The teacher will then instruct the students to name a state and explain why it fits the correct definition based on the information given.
5. The teacher will then randomly call on a student to answer and the class a whole will determine if the student is correct. The teacher will assure accuracy by asking random students why they believe the student is correct. (10 min)
6. The teacher will then ask students to review the definition of government. The teacher will then follow up by asking why they think governments are able to enforce the policies they create.
7. The teacher will use their responses to introduce the term legitimacy and discuss the theories of government, emphasizing the social contract theory. (15-20 minutes)
8. Students will be broken up into groups of four or five.
9. Students will be instructed to create a "social contract" for their government class.
10. Students will be instructed to remain within the guidelines of school policies, but they are free to try to negotiate terms of my personal classroom syllabus.
11. The contract can only be valid if all parties are in agreement.
12. Conclusion: Refer to Options

Option A: The class as a whole will vote for the best group's contract. **(Time Shortage)**

Option B: Each group shares their products and the class a whole edits the contracts to fits the needs of the class. **(If time is allowed)**

JJordon

SOCIAL CONTRACT FOR 1st and 2nd Block

We, the people of Jordon's Land, do hereby pledge to put forth 100% effort everyday. We will perform to our fullest potential. We will be dedicated to the learning process, participants in education and not merely spectators. We will put in the time and not pay for silly crimes. We will take responsibility for our actions recognizing the 'Bottom Line', and we will be and exclamation of success and not explanation of failure. We can, we must, and we will succeed!

In return, Ms. Jordon, will provide, for more difficult material, an advance notice of upcoming quizzes. Students will have advanced notice on major assignments. Ms. Jordon will not give weekend homework; if it can be avoided, as a reward when 100% of the class has lived up to their part of the social contract for said week. When 95% of the class makes a B or higher on test, Ms. Jordon will allow 'Brain-food Fridays", with the understanding that students will clean up behind themselves. If the students cannot maintain decorum, with this day it will be eliminated. Ms. Will provide study guides and she will schedule tutoring session if students request additional help. Students understand that all procedures listed in the syllabus will be followed. If students are not living up to said agreement Ms. Jordon deserves the right to abolish this contract.

Teacher Signature:

Date:

Students Signatures: