

**Unit Name: Core Concepts Part 8: Government and Citizenship(Pearson – myWorld Geography)**  
**Author: Deborah Scalley**

**UNIT**

**Subject:** Social Studies/Geography  
**Course/Grade:** myWorld Geography/5<sup>th</sup>  
**School:** Dr. Joyanne D. Miller School

**Country: USA**  
**State/Group:** NJ

**UNIT SUMMARY**

Students will demonstrate the following enduring understandings:

- The manner in which a government is structured determines the power, rights, and freedom of its citizens.
- Countries may cooperate or become involved in conflict when international disputes arise.
- Around the world, citizenship is accompanied by varying rights and responsibilities.

**UNIT RESOURCES**

**Pearson myWorld Geography Teacher Edition**

*Government and Citizenship, T88-T89*  
*Section 1: Foundations of Government, T90-T91*  
*Section 2: Political Systems, p. T92-T93*  
*Section 3: Political Structures, p. T94-T95*  
*Section 4: Conflict and Cooperation, p. T96-T97*  
*Section 5: Citizenship, p. T98-T99*

**Pearson myWorld Geography Student Textbook**

*Read Saving Her Country p. 102-103*  
*Read Core Concepts 8.1 Foundations of Government, p. 104-105*  
*8.2 Political Systems, p. 106-107*  
*8.3 Political Structures, p.108-109*  
*8.4 Conflict and Cooperation, p. 110-111*  
*8.5 Citizenship, p. 112-113*  
*Answer Assessment Questions, p. 114-115 includes Document Based Questions*

**Pearson myWorld Geography Student Journal**

*Core Concepts 8.1, 8.2, 8.3, 8.4, 8.5 Word Wise and Sum It Up, p. 45- 50*

**Pearson myWorld Geography Exam View Test Bank CD-Rom**

**Pearson myWorld Geography Assessment Handbook**

**Pearson myWorld Geography Unit ProGuide**

**Pearson myWorld Geography Activity Kit**

**Pearson myWorld Geography Essential Question Posters**

**Pearson my World Geography Wall Maps**

**Internet Resource Links:**

**<http://my.worldgeography.com>**

*Student Center and Teacher Center*  
*On Assignment*  
*Visual Glossary*  
*Active Atlas*  
*Data Discovery*  
*Time Line*  
*Culture Close-up*

[myworldgeography.com](http://myworldgeography.com) Student Center or [GIS.com](http://GIS.com)  
<http://ph.infoplease.com/>

## STAGE ONE

### GOALS AND STANDARDS

Standard State: NJ

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### ENDURING UNDERSTANDINGS

1. The manner in which a government is structured determines the power, rights, and freedom of its citizens.
2. Countries may cooperate or become involved in conflict when international disputes arise.
3. Around the world, citizenship is accompanied by varying rights and responsibilities.

## ESSENTIAL QUESTIONS

1. Why is government necessary?
2. What are the characteristics of various forms of government?
3. What are the similarities and differences between the three branches of our government?
4. In what ways do national governments interact with each other?
5. How do the roles and responsibilities of citizens vary between democratic and nondemocratic countries?

## KNOWLEDGE AND SKILLS

**Core Concepts 8.1 Government and Citizenship: Foundations of Government** - Students will identify the origin and purposes of government.

**Core Concepts 8.1 Government and Citizenship: Foundations of Government** – Students will examine the powers and limits of governments.

**Core Concepts 8.2 Government and Citizenship: Political Systems** - Students will identify the differences between states and nation-states.

**Core Concepts 8.2 Government and Citizenship: Political Systems** - Students will describe the characteristics of various forms of government.

**Core Concepts 8.3 Government and Citizenship: Political Structures** – Students will compare unitary and federal systems of government.

**Core Concepts 8.3 Government and Citizenship: Political Structures** – Students will identify the principals of the U.S. Government and the powers of the legislative, executive, and judicial branches.

**Core Concepts 8.4 Government and Citizenship: Conflict and Cooperation** – Students will analyze the causes and effects of international conflict and cooperation, including foreign policy and diplomacy.

**Core Concepts 8.4 Government and Citizenship: Conflict and Cooperation** – Students will identify organizations established to promote international peace, aid, and prosperity.

**Core Concepts 8.5 Government and Citizenship: Citizenship** – Students will identify the sources of citizens' rights and the responsibilities that accompany these rights.

**Core Concepts 8.5 Government and Citizenship: Citizenship** – Students will examine how and why citizens' rights may change over time.

## STAGE TWO

### ASSESSMENT DATA/PERFORMANCE TASKS

Students will write their responses to the Assessment questions in their notebooks and complete Word Wise in their Journals for each lesson. Check answers in their notebooks and Student Journal for understanding of the Key Ideas, Key Terms, and objectives.

Core Concepts Part 8 Government and Citizenship Test B

Student Journal: Part 8 Activity: Sum It Up - Students will make logical predictions based on what they have learned in Core Concepts Part 8 Government and Citizenship.

Core Concepts Part 8 Government and Citizenship Success Tracker Online Formative Assessment includes Document Based Questions

### OTHER EVIDENCE

- Student completion of myWorld Activity Support
  - \* Section 1: Article Analysis – What If
  - \* Section 2: Advertisement Design – Help Wanted
  - \* Section 3: Quiz Design – Quiz Time!
  - \* Section 4: Negotiation Notes – Making Peace
  - \* Section 5: Decision Reflections – Ranking Responsibilities
- Student completion of *Word Wise* in their *Student Journals*
  - \* Core Concepts 8.1: Word Wise Sentence Builder, complete the sentence using information you have learned in this section
  - \* Core Concepts 8.2: Word Wise Crossword Puzzle
  - \* Core Concepts 8.3: Word Wise Word Map
  - \* Core Concepts 8.4: Word Wise Words in Context, write an answer that demonstrates understanding
  - \* Core Concepts 8.5: Word Wise Choose one word from the Word Bank to fill in each blank.
- 21<sup>st</sup> Century Learning- Analyze Media Content Students' comparisons should draw direct connections between excerpts (potentially from articles on a common topic) and the two government types. If students need help with this skill, direct them to Analyze Media Content on the 21<sup>st</sup> Century Online Tutor.
- Success Tracker Online Formative Assessment: Administer Part 8 tests and remediate understanding

## STAGE THREE

## LEARNING ACTIVITIES

### Title: Government and Citizenship

Students will explore myworldgeography.com *Visual Glossary* to deepen their understanding of the following Key Terms found in Part 8 of the Core Concepts Handbook. Through the *Visual Glossary* students will read descriptions and view illustrations of Key Terms, listen to audio explanations of Key Terms and watch animations of complex concepts.

- authoritarian
- citizen
- city-state
- civic life
- civic participation
- communism
- constitution
- diplomacy
- federal system
- government
- limited government
- nation-state
- \* sovereignty
- \* state
- \* treaty
- \* tyranny
- \* unitary system
- \* unlimited government
- \* democracy
- \* empire
- \* foreign policy
- \* interest group
- \* monarchy
- \* political party

Students will read and discuss *Serving Her Country*

Students will write in their notebooks about a political issue that they feel strongly about, such as school funding or environmental protection. Tell them to describe two main sides of the issue and the reasons behind their chosen side. Then have students list at least four ways they might be able to make their voice heard on the issue, regardless of their age. Remind students that there are many levels of politics, from town or city, to state, to national.

Students will go online to myworldgeography.com Student Center or GIS.com - *Geographic Information System* (GIS) maps to virtually examine every region.

Students will go online to <http://ph.infoplease.com/> to further explore Key Terms and issues introduced through the Core Concepts Handbook

Students will go online to myworldgeography.com Student Center Self Test to assess their own knowledge of Key Ideas and Key Terms

### Title: Core Concepts 8.1 Government and Citizenship: Foundations of Government

Students will read and discuss Government and Citizenship: *Foundations of Government*.

myWorld Activity 8.1: Article Analysis - What If

Arrange students in small groups. Give each group an article involving national news.(Student-oriented newspapers or magazines or straightforward mainstream articles involving proposed legislation, responses to protests, or recent court decisions will work best.) Group members should carefully read the article and take notes. Members should then use Activity Support: Article Analysis(T91) to predict how the event described in the article might have been different if the United States had an unlimited government.(Verbal/Logical)

Students will complete Core Concepts 8.1 *Word Wise*: Sentence Builder, complete the sentence using information you have learned in this section

Students will write their answers to Core Concepts Lesson 8.1 Assessment Questions in their notebooks.  
Check notebook answers for understanding

**Title:** Core Concepts 8.2 Government and Citizenship: Political Systems

Students will read and discuss *Political Systems*

myWorld Activity 8.2: Advertisement Design – HELP

Review with students the forms of government described in the lesson. Then tell students to write help-wanted advertisements for a monarch, an authoritarian leader, and the president of a representative democracy. Students should think about the information in the lesson and then translate it into each official's job description. If time allows, ask volunteers to share their ads and discuss how the actions of each kind of leader vary. Have students use Activity Support: Advertisement Design(T93) to complete the activity. (Verbal/Interpersonal)

Students will complete Core Concepts 8.2 *Word Wise*: Crossword Puzzle

Students will write their answers to Core Concepts Lesson 8.2 Assessment Questions in their notebooks.  
Check notebook answers for understanding.

**Title:** Core Concepts 8.3 Government and Citizenship: Political Structures

Students will read and discuss *Political Structures*

myWorld Activity 8.3: Quiz Time

Tell students to use the Key Terms, Key Ideas, and major concepts in the lesson to write an eight-question quiz. Explain that the quiz should include different question types. Students should also create a separate answer sheet. Have classmates exchange quizzes and complete them. Students should use Activity Support: Quiz Design(T95) to complete the activity. (Verbal/Logical)

Students will complete Core Concepts 8.3 *Word Wise*: Word Map

Students will write their answers to Core Concepts Lesson 8.3 Assessment Questions in their notebooks.  
Check notebook answers for understanding.

**Title:** Core Concepts 8.4 Government and Citizenship: Political Structures

Students will read and discuss *Political Structures*

#### myWorld Activity 8.4: Making Peace

Tell pairs that they are conflict negotiators settling a conflict between two countries. Have partners read the handout and decide which scenario interests them the most. They should then brainstorm what diplomats from each country should do to solve the conflict quickly and peacefully. Pairs should also revise Country A's stated foreign policy. If time allows, discuss as a class the skills effective diplomats need. Have students use Activity Support: Negotiation Notes (T97) to complete the activity. (Verbal/Interpersonal)

Students will complete Core Concepts 8.4 *Word Wise*: Words in Context

Students will write their answers to Core Concepts Lesson 8.4 Assessment Questions in their notebooks. Check notebook answers for understanding.

#### **Title:** Core Concepts 8.5 Government and Citizenship: Citizenship

Students will read and discuss *Citizenship*

#### myWorld Activity 8.5: Ranking Responsibilities

Write four of the civic activities described in the text on chart paper and post them in the corners of the room. Give students five minutes to decide which is the most important activity and write three sentences explaining why. Then instruct students to stand in the corner that represents their choice and try to convince members of other groups to switch. After 10 minutes, have students evaluate their original decision using Activity Support: Decision Reflections(T99). (Kinesthetic/Logical)

Students will complete Core Concepts 1.5 *Word Wise*: Sentence Builder, complete the sentence using information you have learned in this section

Students will complete Core Concepts 8.5 *Word Wise*: Word Bank

Students will write their answers to Core Concepts Lesson 8.5 Assessment Questions in their notebooks. Check notebook answers for understanding.