

# Brandon Minglin

## Lesson Plan

**Lesson: Dictatorship Lesson**

**Length: Two 45 minute lessons**

**Age or Grade Level Intended: 5<sup>th</sup> grade**

**Lesson Plan Idea: Original Idea**

### **Academic Standard(s):**

5.2 Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

5.2.5 Foundations of Government: Describe and give examples of individual rights guaranteed by the Bill of Rights.

### **Performance Objective(s):**

Students will understand what the words dictatorship and democracy mean.

Students will provide examples from the book “The composition” about dictatorship, and how it took control of peoples lives and their freedom.

Students will have the ability to describe the type of government that they live in.

Students will know some of their rights and freedoms as individuals.

### **Assessment:**

Students will be able to describe in detail what the two types of government, dictatorship and democracy, stand for and their differences.

Journals will also be graded on spelling and grammar along with correct ideas being shown.

Students will write down and report what they have found on the websites they visited.

### **Advanced Preparation by Teacher:**

Have the book “The Composition” by Antonio Skarmeta and Alfonso Ruano before class.

Pick out a few websites to help educate students about other cultures and show pictures of dictatorships and influential dictators.

Students will need journals to write in; pencils and paper.

A world map to show where some of the dictatorships are taking place in the world today.

Have access to internet at school or home.

### **Procedure:**

#### **Introduction/ Motivation:**

Ask students if they know what a dictatorship is? Explain to students what a dictatorship is and the difference between a dictatorship and a democracy. Explain to students that the United States is a democracy, meaning that no one man holds all the power of our

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government, not even Barack Obama. Ask students if they have ever heard of Adolf Hitler or Joseph Stalin. Tell students that these are two extremely popular dictators who ruled their countries for many years.

Ask a partner if they know what a democracy is? If they do, explain.

*Gardner- Interpersonal, Verbal Linguistic*

*Bloom- Knowledge, Comprehension, Application*

Does anyone remember what the boy's name was in the book that had his father taken away?

*Gardner- Intrapersonal, Verbal Linguistic, Existential*

*Bloom- Knowledge, Comprehension, Evaluation*

## Step-by-Step Plan:

1. Read the book "The Composition" by Skarmeta and Ruano.
2. Talk to students more about dictators and how much power they have. Then show the government that we live in the United States. This is a good time to go over the governments branches to test students' background knowledge on our government. Explain that our government is balanced out between many people who we have ELECTED as officials by voting.
3. We will then designate one student to be the dictator for the day. This student will come up with a couple of ridiculous rules that all students must abide. If they do not they will have to face the consequences (which in this class may be sitting in a different chair across the room from the class.) But explain that in a real dictatorship this could mean being taken away from your family, like Pedro's friend did in "The Composition" or you could even be killed. Examples of rules a student may use could be saying a specific word, such as the word desk or even another student's last name.

(SECOND CLASS SESSION)

4. Go to the following website:

[http://books.google.com/books?](http://books.google.com/books?id=eVh7M0zRajQC&dq=dictatorships&printsec=frontcover&source=bl&ots=Z_jT_UmNXb&sig=zRYIqYZ_RdDrOEteXTBDoNrBrGU&hl=en&ei=nBLxSYyTNOOUlAfO0LC8DA&sa=X&oi=book_result&ct=result&resnum=9)

[id=eVh7M0zRajQC&dq=dictatorships&printsec=frontcover&source=bl&ots=Z\\_jT\\_UmNXb&sig=zRYIqYZ\\_RdDrOEteXTBDoNrBrGU&hl=en&ei=nBLxSYyTNOOUlAfO0LC8DA&sa=X&oi=book\\_result&ct=result&resnum=9](http://books.google.com/books?id=eVh7M0zRajQC&dq=dictatorships&printsec=frontcover&source=bl&ots=Z_jT_UmNXb&sig=zRYIqYZ_RdDrOEteXTBDoNrBrGU&hl=en&ei=nBLxSYyTNOOUlAfO0LC8DA&sa=X&oi=book_result&ct=result&resnum=9)

Discuss dictatorships and give students many examples of different influential dictators and how they ruled their countries. Show some pictures of people living in a dictatorship and how hard it must have been to live during these times.

5. Students will then go to the computer lab and do research about countries that have been ruled by dictators. Students will report the websites that they visited and write a few facts that they found on these websites.
6. Students will then write in their journals about what it would have been like to be Pedro and how they would have felt about writing the composition. Would they

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have been able to write a story that protected their family? What might they have written?

7. We will discuss the freedoms we are given through the Bill of Rights. Explain how every U.S. citizen is entitled to these rights and they can not be taken away at any time.

## **Closure:**

Class will have a grand discussion about the positive things that come from living in a free country. Have students name some of the rights they have just for living in this country. Example: freedom of speech, freedom of religion or freedom of press. Make sure that students understand the consequences of acting a certain way in a dictatorship. Have students name off a few of the dictators that we talked about.

## **Adaptations/ Enrichment**

1. Read to students with disabilities.
2. Provide more time, and extra help, for students who do not read well or have other learning disabilities.
3. Some students who are slow learners may need extra time spent to explain the ideas of dictatorships and democracies.

## **Self-Reflection:**

How many students understood the concepts? Did the students grasp the ideas in their journal entries? How many of the students will you need to go back and reteach or retouch dictatorships with? Did students use accurate resources? (Good internet websites, books, encyclopedia, etc.)

## Works Cited

Skermeta, Antonio. Ruano, Alfonso. (1998) *The Composition*

McCarthy, Rose. 2005. *Dictatorship, A Primary Source Analysis*