Lesson: The Government: from Different Perspectives

Length: 20-25 min.

Age or Grade Intended: 5th

Academic Standards:
5.2.1 Explain why people need government by considering what life would be like in the absence of government.

Performance Objectives:
After the class debate, the students will describe why we need government providing at least two advantages of government.

Assessment:
The students will be assessed based on if they listed at least two advantages of government.

Advanced Preparation by Teacher:
• Rearrange the room so that a debate can take place
• Use the chalk board to write key points

Procedure:
Introduction: How many of you think there are some laws or rules that are unfair or dumb? Can you give me some examples? Do you know who makes these laws or rules? (Knowledge) Well today, we are going to talk about the government and participate in a debate. Half of you will be on the government’s side, and half of you will be against the government.

Step-By-Step Plan:
• First, establish what the class already knows about the government. Make a KWL chart on the board. (Visual-Spatial)
• Add to the list things that they think are bad about the government. (Knowledge) (Intrapersonal)
• Finally, list things that are good about the government. (Knowledge)
• Have the students arrange themselves so that both sides of the debate face each other.
• Explain that you are making a new country and you all are trying to decide whether the country should have a government. Assign one side to support the development of a government, and the other side to being against the development of the government. (Intrapersonal)
• Start the debate. Have the students raise their hands when they want to add or respond. Alternate taking answers for both sides. (Linguistic) (Application)

Closure: Bring the class back together, and ask if the debate made them think about something they never thought of before or learned about government. (Evaluation) Give an example. Ask if they think we could survive without government. (Analysis) Finally, ask the students to write in their journals at least two advantages of having a government. (Comprehension)
Adaptations/Enrichments:
• If a student needs to be challenged more, ask the student to brainstorm what our community would be like if we didn’t have a government and laws.
• If a student is easily distracted he or she could be called on more during the discussion or write the key points of the discussion on the board while everyone debates.