

Title: “Are you a Survivor?,” Ms. Pamela Beaty, Western High School, Baltimore City

Grade: 10

Time: A ninety-minute class

Content Area/Subject: American Government

Core Learning Goals: The student will demonstrate an understanding of the historical development of and the current principles and processes of political institutions and systems.

Objective: At the end of this lesson, students will understand the importance of the Constitution and the Bill of rights through the experience of creating their own country. Students will understand the importance of the Constitution and Bill of Rights by analyzing the *Endo v. United States* Landmark case.

Expectations: The student will demonstrate an understanding of the structure and functions of government and politics in the United States. The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

Materials Needed/ Resources for Teacher Preparation

Democracy in Action American Government book, overhead transparency, and overhead, Political cartoon entitled *All Packed up and Ready to Go?* (<http://www.sfmuseum.org/hist8/editorial4.html>, Museum of the City of San Francisco), and a review of *Endo vs. US*

Lesson Development

Review/Motivation

Define and give examples of three major types of government: Autocracy, Oligarchy, and Democracy.

Answer:

Autocracy- any system of government in which the power and authority to rule are in the hands of a single individual. An example of an autocratic system is military leader Napoleon Bonaparte or any land ruled by a King or Chieftain.

Oligarchy- a system of government in which a small group holds power. An example of this type of government is China, most communist countries, or ancient Rome.

Democracy- a system of government in which rule is by the people either directly or through representatives. The United States government is an example of a democratic government.

Activities

Cooperative Group Activity: Are you a Survivor?

1. You have been transported to an island as part of your agreement to participate in the CBS Survivor series. The class will be divided into groups and each group will be given a type of government to set up.

2. As part of their new society, each group will need to write their own constitution based on the government type. Be prepared to discuss your government.
3. Will there be a military? Who in the group will be designated as the leader, president, or prime minister or other?
4. The 'leader' of the government will present their new society to the class.
5. The winners (the creators of the type of government finally selected) of the Survivor contest will receive bonus points.

Thoughtful Application/ Assessment

1. Students will turn in their project.
2. Based on previous lessons students are able to analyze and examine law cases.
3. Students will read and discuss the following case: *Endo v. U.S.*
This will allow the teacher to discuss how Japanese American citizens were deprived of their individual rights.
4. The teacher will place the following political cartoon on the overhead projector: All *Packed up and Ready to Go.*
5. Based on the political cartoon, the teacher will ask the students the following:
 - * What objects/symbols do you see? What do you think each one mean?
 - * Based on the cartoon and the case, describe what you think is happening in the cartoon?
 - * What is the political or social issue presented in the cartoon?
 - * What is the cartoonist viewpoint in this issue? How do you know?
 - * Describe how were you able to interpret this cartoon?

Possible Extension Activity

Students will answer the exit question in a journal. The question is -
"Based on your group activity, the political cartoon and the law case, how do these relate to the U.S. Constitution and the Bill of Rights?"