

# Teach21 Instructional Guide

## Seventh Grade Social Studies

[Print/PDF](#)   [Back](#)

<b>Title</b>	Government Systems and Conflict Resolution
<b>Suggested Quarter</b>	4th
<b>Power Standard</b>	Students will analyze different forms, processes and purposes of governments and their effectiveness, and then invent and apply methods of resolution to resolve conflicts among them.
<b>Content Standards and Objectives</b>	<div style="display: flex; justify-content: space-between;"> <div> <b>Objective ID</b>  SS.O.7.2.1 examine the different forms of government in various world regions.  SS.O.7.2.2 compare and contrast the lawmaking processes of world governments.  SS.O.7.2.3 analyze the different ways nations provide order and protect justice.  SS.O.7.2.4 debate the importance of limited government and the rule of law.  SS.O.7.2.5 evaluate various methods that nations use to interact with one another to resolve problems and conflicts.  SS.O.7.2.6 recognize and evaluate the influence of the United States on other nations and the influence of other nations on the American political process and society. </div> <div><b>Objectives</b></div> </div>

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
<b>Information and Communication Skills:</b>	21C.O.5-8.1.LS3 - Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.	<p>Students will research and report findings in Activities #1,2,3 and Culminating Activity and share results during presentation.</p> <p>Students will use technology to make presentation to class during/following Activities #1, 2, 3 and Culminating Activity</p>	Scores on rubrics will indicate that students used functional skills in research and spoken and written language to locate and share information in a variety of settings.
<b>Thinking and Reasoning Skills:</b>	<p>21C.O.5-8.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</p> <p>21C.O.5-8.2.LS2 - Student draws conclusions from a variety of data sources to analyze and interpret systems.</p>	<p>Activities #1, 2, 3 and Culminating Activity (see activities and evidence of success)</p> <p>Activities #1, 2, 3 and Culminating Activity</p>	Students will engage in peer evaluation and a rubric will be used to evaluate knowledge, presentation of arguments for/against systems of government, conflicts, laws, and a presentation to help leaders understand the practice of genocide and why universal peace is so important

<b>Personal and Workplace Skills:</b>	21C.O.5-8.3.LS4 - Student demonstrates ethical behavior and works responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and team goals related to improved academic, extracurricular and co-curricular performances.	Activities #1, 2, 3 and Culminating Activity	Students will observe speaking etiquette, write, and apply methods of decision making commonly practiced by employees in collaborative work settings, and by local, state, national, and world leaders and/or decision makers
<b>Performance Objectives (Know/Do)</b>	<p><b>Know:</b> Students will know the following terms/vocabulary: conflict resolution, rule of law, juxtaposition, limited government, unlimited government, national conflict, international conflict, tyranny, genocide, interdependence, “watch dog” organizations, humanitarian, anarchy, aristocracy, authoritarianism, dictatorship, fascism, oligarchy, communism, direct democracy, representative democracy, despotism, feudalism, absolute monarchy, constitutional monarchy, constitutional republic, parliamentary republic, theocracy Students will recognize different forms of government in various world regions and their effectiveness Students will learn that nations use different methods to interact with one another and resolve problems and conflicts</p> <p><b>Do:</b> Students will use the writing process to compose functional writing products Students will debate the importance of limited government and the rule of law Students will examine and evaluate the influence of the United States on other nations</p>		
<b>Big Idea</b>	Different government systems approach and resolve national and international conflict differently.		
<b>Enduring Understandings</b>	<p>Purposes and processes determine the type of government.</p> <p>International conflicts require different methods of resolution.</p> <p>Conflicts occur between limited government and the rule of law/individual freedoms.</p>		
<b>Essential Questions</b>	<p>How and to what extent are purpose, process, and effectiveness of governments determined?</p> <p>What methods are used to resolve international conflicts and to what extent are they effective?</p> <p>How are national and international conflicts involving individual freedoms and rule of law resolved?</p> <p>How does the United States influence other nations</p>		
<b>Learning Plan &amp; Notes to Instructor</b>	<p>The intent of the unit is to teach students that there are different forms of government with different purposes and processes, that there are various methods used to resolve problems and conflicts in the national/international forum. The United States affects the political process of other nations and they do us; and that, there are inherent conflicts between limited government and the rule of law and individual freedoms.</p> <p><b>Lesson Outline:</b> Prior to Unit:</p> <ul style="list-style-type: none"> <li>Conduct an interest inventory and learning styles inventory</li> </ul>		

- Contact local teachers, "specialists" who might enjoy talking about forms of government or importance of understanding the various governments, law, etc. if you feel uncomfortable introducing or getting the students interested in this unit
- Locate the Conflict Resolution person or team in your school, central office, etc and invite him/her to your classroom to take part in Activity #2
- Decide how ready/prepared students are and what they can/cannot handle and how in depth you want to take students. For example, do you want them to compare and contrast genocide in several geographic areas or just one? Determine how many forms of government you want students to cover/understand?
- Determine when and/or how often you want to review the forms, processes, and purposes of specific governments prior to the Culminating Activity
- Determine which of the questions provided in the Culminating Activities section you will require that all students answer and which questions you will allow students to answer simply because they think they are important

#### Week One:

- Define terms/vocabulary words, discuss
- Assign teams the form of government to be researched, clearly detail assignment and expectations of research.
- Teams will take turns as each member takes a turn sharing a portion of his/her teams research during a presentation
- If time, students (or teacher) will select the 4-6 students who will make the final decision as to which form of government will be best for the New World Colonization Effort.

#### Week Two:

- Complete the selection of the form of government for the New World if not finished and have class discuss why this is good/bad, etc
- Begin Activity #2 by sharing the script then conducting a brainstorming session for ideas as to how to solve the differences cooperatively/peacefully
- Have the Conflict Resolution person or team visit the classroom to speak about why it is important to resolve conflicts peacefully
- Conduct a second brainstorm session, this time to see why students think there may be conflict, behaviors that could help resolve conflicts, and possible solutions
- Invite 2 groups to role play the resolution conflict between the New World Colonization Effort and the Awesome Warriors for Earth. Peers will take notes as to what was observed
- Conduct a discussion as to what was observed and why these skills are important in every day life, in the job market, all types of leaders, etc.

#### Week Three:

- Divide students into groups of 2-3 and instruct groups to come up with 10 (ten) laws that should be used on the new planet
- Have students share these group by group, have classmates discuss whether they could live in a colony where these were the laws; why and why not...
- Once all students are done sharing, discuss the Bill of Rights, how long it took to create, why, etc
- Assign for homework or take students to Computer Lab to look up "rule of law", examples, etc.
- Put students into different groups to create a product during which they try to convince classmates why "rule of law" would/would not be a good idea for the new leaders of the new colony

#### Week Four:

- Complete whatever needs to be completed so far
- Introduce Activity #4 then take students to the Computer Lab to research purpose of the League of Nations and United Nations and make recommendations that will be reported to class

#### Week Five:

- (Or, there about) Introduce Culminating Activity. Determine whether you want one power point presentation from each group or whether you want to give students a choice of options for their products

#### Notes to Instructor:

*Context/Background:* map skills,

*Required Materials:* paper, pencil, markers, colored pencils, poster board, access to computer

*Pre-requisite skills:* collaboration skills, computer skills

#### Suggestions for Differentiation:

- In total inclusion classrooms, the teacher may wish to preplan for groups of three in order to accommodate and/or insure success for all students
- In some situations, the teacher may wish to use a college student observer, high school aide, older or gifted student to oversee/guide specific activities.
- Should a student have written or oral language limitations, the teacher could pair this student with a peer to serve as his/her "secretary" or supply a laptop computer for that student.
- Teachers may collaborate with the Special Education teacher or provide partially completed research, maps, charts, excerpts to read, graphic organizers, outlines, internet information, etc. so that students have the desired information, data, etc., to help them more successfully complete their project
- Students will be encouraged to develop new technology skills as they learn to phase in and phase out visuals, sound effects, display of information, etc., in their power point presentation(s)
- Teachers may wish to provide the entire class or specific students with a list of specific internet sites or provide the information to the entire class by means of a Whiteboard, etc.
- The Culminating Assessment problem facing the United Nations could involve *any* current issues topic that the teacher feels comfortable with (There is a wealth of information if the teacher simply conducts a search with the key words/terms 'lesson plans middle school rule of law ' or 'lesson plans middle school rule of law international affairs' or 'lesson plans middle school rule of law individual rights'. With some reflective thought, the teacher created lesson plans for 9-12 can also be adapted to meet the WV 7<sup>th</sup> grade standards and objectives.)
- Teachers working in schools or with students where there is/are problems with bullying or other affective concerns, might find it useful to visit a site that has a wide variety of rule of law activities specifically designed for the application of rule of law to the safety and welfare of ALL children, a sense of community in the classroom, and promotion of skills in cooperation, communication, and conflict resolution.
- The teacher may want to have different groups examine or compare and contrast genocide in the Sudan, Rwanda, Yugoslavia, or any other group rather than only examine the Sudan.
- Some teachers might even develop a classroom setting that looks "futuristic" or "space-like", have students dress in costume for presentations, and refer to the teacher or certain students as Captain or Governor(ness), etc.

## Academic Prompts

### Prompt # 1: New World Colonization Effort

You are a member of a research committee responsible for gathering information about specific forms of government for use in colonizing a planet in a different star system. Each member of the committee will research one specific form of government and analyze its purpose and its effectiveness of process. Each member will then report findings and recommendations to the leaders of the *New World Colonization Effort*. Team members will collaborate to create one presentation (oral or written, power point, poster display, or a pod cast.) evaluating each form of government researched by the team members researched, and explaining which one they would recommend and why.

Forms of government from which students may choose (or you may select for them):

- Anarchy
- Aristocracy
- Authoritarianism (autocracy, dictatorship, fascism, kleptocracy, oligarchy, tyranny)
- Communist state
- Democracy (Direct democracy, Representative democracy)
- Despotism
- Feudalism
- Kryptocracy
- Monarchy (Absolute monarchy, Constitutional monarchy)
- Ochlocracy
- Plutocracy
- Republic (Constitutional republic, Parliamentary republic)
- Single-party state
- Thalassocracy
- Theocracy

Students will then select 4-6 students who will make a final decision as to which form of government will best

suit the *New World Colonization Effort*.

### **Prompt # 2: Conflict Resolution**

\*Before you begin this activity, seek out a counselor, central office person, teacher assigned the duty of resolving conflicts, or whoever is responsible for conflict resolution in your school/system.

Just as your wise leaders have decided which form of government they will adopt for the colonization of the planet, a message is received at headquarters. There appears to be another group of earthlings of which you were not aware. They call themselves the *Awesome Warriors for Earth* team (AWE). They have placed the largest, meanest looking, meanest talking warriors directly in front of the podcast camera to make sure everyone involved in the *New World Colonization Effort* sees and hears their threats. As you listen and watch their message, you also look around the room. There is obvious fear on many peoples' faces. You know this is not the way to save as many earthlings as possible. Peaceful resolution must be sought. How should the two groups go about cooperatively solving their differences? Brainstorm for ideas.

Once a list of ideas is compiled, ask the school counselor or conflict resolution person to spend a class period talking with the class about what conflict resolution is, modeling and/or conducting a few role playing situations. Once the teacher feels students seem to have a good idea as to what conflict resolution is...have students brainstorm for a list of possible reasons the two groups might be in conflict, behaviors that help resolve conflicts, and possible solutions. Then the teacher has two groups role play the resolution of the conflict(s) between the *New World Colonization Effort* and the *Awesome Warriors for Earth* team. Classmates will observe and make notes using the Conflict Resolution Rubric, relating what has been learned to everyday life, small group settings, etc. as well as groups such as this. Have students discuss why these skills are important to leaders at all levels.

### **Prompt # 3: Laws for Consideration**

The conflict has blown over for now. It appears both groups are willing to join efforts to save as many earthlings as possible and colonize the new planet. Leaders from both groups agree that too many people are concerned about the power of the new colony's government leaders. They have been talking amongst themselves about something called "rule of law". The historians especially, refer to the British tyranny that existed centuries ago. First, discuss how or why it is important to have a framework of laws for the new colony. Divide into groups of 3. Create what you think are the 10 most important laws. Discuss why you think these are so important. Once everyone is finished, each group will share their group's 10 most important laws and their classmates will vote as to whether they would want to live in the colony if their 10 proposed laws were adopted. Allow each group to share their laws. (\*Debates may get heated. Students are to address the teacher not the classmates with whom they disagree.)

(\*Where appropriate, the teacher should speak to the class about how difficult it was and why it took so long for the framers of our Constitution to reach a consensus to create a document that has served the U.S. for more than 200 years.) Once all groups have presented their laws, the class must select the 10 laws they can live with so that they may be passed on to the leaders of the *Awesome New Colonization Effort* for consideration. One task left – for homework, look up "definitions for rule of law" and "examples of rule of law." Come to class prepared to discuss with your group how your *Awesome New Colonization Effort* might plan to "bind government and its officials, so that they are always subject to the same laws as you, and never above them." After your group discusses what each of you has found, create a visual of your choice - poster, chart, power point, web page, or diagram, so that your group may convince the leaders that this is the best way to ensure stability to the new colony for eternity.

### **Prompt #4: Peacekeeping Organizations**

Over 280 years and fourteen generations have passed. Sixteen new planets have been colonized and life and travel throughout the galaxies has peacefully occurred. Now the *Superior Alliance Colony* joined forces with the *Common Supremacy Way*. They have declared that they will become one power and rule all galaxies after the successful genocide of all the descendents of the *Berry Bright Colony*. (They're too bright and happy.)

The forefathers of the *Awesome New Colonization Effort* once spoke of two important peacekeeping organizations on earth – the League of Nations and the United Nations. So much time has passed that no one knows anything about these. It is your task to report to the leaders what the roles of these two organizations were and whether they might help settle galactic conflict that threatens peaceful coexistence. Which organization do you recommend that the leaders should agree to use? Choose two and create a graphic organizer to clearly compare and contrast these two organizations. Explain the information on your graphic organizer by writing an essay, drawing a diagram, creating a song, or writing a poem. Evaluate and explain which organization might work best in the current political arena.

### **Culminating**

Just as the leaders learn of your recommendations, two thousand colonists were attacked on their way to a party

**Assessment or Product**

in *Galaxy Ha, Ha*. All but 6 of them were killed by members of the *Superior Alliance* colony. This now brings the total of *Berry Bright* colonists to 1.3 million who have been killed by the *Superior Alliance* colony. Your alarmed leaders have been reviewing ancient documents and have learned that a place on earth, called the *Sudden Death*, also suffered from genocide attacks. Your leaders are having a difficult time understanding why intelligent beings would do such a horrible thing.

With two of your friends, the three of you plan a presentation to explain the reasons and answers to some of the following questions (specifics determined by the teacher):

- What happened in the Sudan and how is it similar to what is happening today in the galaxy?
- Why did genocide or war take place in Sudan as early as the 1980's CE?
- Why did the genocide and wars continue into the 2000's CE?
- What are conditions and/or motivations that contribute to this type of conflict?
- Were most problems such as genocide found in countries with limited or unlimited systems of government?
- Some leaders in the first Convention said the Sudan was involved in war not genocide. What was their definition of genocide?
- What was the definition of genocide used by leaders in the 2000's A.D.?
- Based on what your group has learned thus far, had genocide occurred or not?
- Did other countries become involved? Why or why not?
- You learned that some humans started talking about the international law, rule of law, impunity, and humanitarian efforts to bring about peace and avert genocide, what did all these terms/concepts mean?
- Did rule of law guarantee individual freedoms?
- Why did rule of law sometimes conflict with limited governments?
- What role did humanitarian organizations and governments play? Why/How?
- Did a country called the United States influence international policy? Why/Why not?

Also include the following in your group's recommendations for the Galaxy:

- Do you believe there is a crisis in the galaxy? is it genocide? Explain why or why not.
- Based on what you have learned, should there be a "watch dog" group established to prevent this from happening or continuing in your galaxy?
- What kind of action plan do you recommend to avert or prevent this from happening?
- Should an International Galactic Criminal Court be established? Why or why not?
- What actions should be taken against a colonists found guilty?
- How might you end with a plea for cooperation and interdependence among groups and colonies?
- How can the peace of the galaxy rest assuredly in the hands of you and your friends?

\*\*\*Teacher\*\*\* *The Universal Declaration of Human Rights* (a 6 page document that is easily downloaded from the Internet) was presented to the United Nations on December 10, 1948. Several countries have adopted it as a means of resolution. This would be an excellent tool to incorporate during the coverage (or, in addition to) several of the above topics.

**Links and Other Resources****Related Rubric links:**

[Prompt 1](#)  
[Prompt 2](#)  
[Prompt 3](#)  
[Prompt 4](#)  
[Culminating Assessment](#)

**Student Materials:**

paper, pencil, pen

**Related Websites:**

<http://www.doctorswithoutborders.org/aboutus/index.cfm>  
<http://www.hrw.org/campaigns/darfur>  
<http://www.reliefweb.int/w/rwb.nsf/9ca65951ee22658ec125663300408599/5a6ba25bff4d33dfc12OpenDocument>  
<http://www.preventgenocide.org/law/convention>  
<http://www.usip.org/pubs/specialreports/sr990107.html>  
<http://www.ictj.org/>  
<http://www.un.org/icty/>  
[http://www.crf-usa.org/Iraqwar\\_html/iraqwar\\_lawofwar.html](http://www.crf-usa.org/Iraqwar_html/iraqwar_lawofwar.html)  
<http://www.pbs.org/teachers/socialstudies/inventory/civicscivilandhumanrights-68.html>

<http://www.worldbank.org/>

<http://www.ceip.org/files/Publications/rulelaw.asp?from=pubauthor%20>

**Other:**

*U.S. Bill of Rights*

*Universal Declaration of Human Rights*

Travis, Cathy (2006) *Constitution Translated for Kids*, Synergy Books, ST1:CITY>Austin, TX

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[Back](#)

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