

## Lesson Overview

**Overview:** This lesson will introduce students to unitary, federal and confederal systems of government and how power is distributed within these systems. Students will define terms, differentiate the organizational structures and division of powers in each system, and recognize examples.

**Objectives:** Students will be able to...

- Differentiate between federal, confederal and unitary systems of government;
- Evaluate the organizational structure and distribution of powers within unitary, federal and confederal systems;
- Illustrate the distribution of powers within each system.

**Time Required:**

- One 50 minute class period

**Materials Needed:**

- Chart paper
- Blank paper for Foldable activity
- *Simplifying Systems* PowerPoint

# SIMPLIFYING SYSTEMS

## A Guide to Simplifying Systems of Government

### Procedures

1. Post large chart paper with drawings of the three systems of government (unitary, federal, and confederal) around the room\* leaving lots of space between the posters. Do not post the names of the systems, just visuals on separate chart paper. (See visuals to replicate in the slide presentation labeled as diagrams 1, 2, and 3.) In a carousel activity, have students in groups review the visuals at each station and write words to describe what they see directly on the chart paper. Ask students to relate their descriptors to government and the powers of government.
  - a. \*The *Simplifying Systems* PowerPoint presentation will provide instructions for the carousel as well as a lesson modification utilizing the PowerPoint instead of a carousel activity.
2. As students move from poster to poster, each group should review what the previous groups wrote and place a check mark or an x to signify that they agree or disagree with the remarks. Then they should add additional descriptors. At the conclusion, debrief with the PowerPoint presentation to review unitary, federal and confederal systems of government. Also discuss the differences between the distribution of power and the separation of power within government (provided in PowerPoint).
3. Draw upon previous knowledge by asking students what system was in place in our country before the US Constitution was ratified. (Correct answer should be confederal because we operated under the Articles of Confederation.) Then ask students what systems of government the Federalists and Anti-Federalists supported based on their positions prior to the adoption of the US Constitution. Then finally ask students what system we operate under today in this country. The correct answer should be federal.
4. Define each system and provide examples of countries. Review remainder of the slide presentation. Leave the posters on display around the room but now label them with the appropriate system of government to demonstrate the appropriate system drawn.

### Next Generation Sunshine State Standards:

- Compare parliamentary, federal, confederal, and unitary systems of government. (SS.7.C.3.2)

## Procedures, continued

5. Next have students develop a “Foldable” as directed in the PowerPoint presentation to incorporate the three systems studied and corresponding definitions, symbols to represent each system and examples of countries. Ask students to draw a continuum on the outside of their foldable. On one end write “most centralized government” and on the other end write “least centralized government”. Now have students place the systems of government on the continuum (referred to as a “power line” in the PowerPoint) to show how they would flow from the strongest central government to the weakest and what would be in between.
6. Students should place the systems in order of most centralized government to least centralized government in the presentation. Encourage students to come up with symbols to help them understand and remember the concept and definition as opposed to copying what is on the chart paper.
7. Show the final slide to demonstrate the order in which the Foldable should be designed. Ask students to share some of the symbols and other information they wrote. As a follow up assignment or for homework have students write a paper to demonstrate which system of government they would choose if they were developing a new system of government for a new country.

## Assessment

**Foldable** – Students will work individually and in groups to complete the foldable activity.

**Observation** - Observation of group work will be assessed based on the student's cooperation, participation, and respectfulness of ideas when working in a small group. All students should contribute to the group's efforts and proactively engage in conversation in a respectful manner.

### Suggested Scoring Rubric

Assignment	Scoring	Total
<b>Foldable</b>	3 points for correctly placing systems of government on the continuum 5 points for including diagrams of each system of government 5 points for describing each system of government 2 points for following directions	15 points
<b>Participation/ Cooperation</b>	5 points for class participation/cooperation on carousel activity or PowerPoint ID activity	5 points
<b>Total</b>		<b>20 points</b>