

TITLE OF LESSON

American Government Unit 1 Lesson 10 – Philosophers
What are different roles for government and who should hold power?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.1, 12.3, 12.9

MATERIALS

Philosopher Reading – Reading
Vocabulary List 1 – Student Page
‘Round the Clock – Student Page
Reciprocal Teaching Poster – Teacher creates using the Student Pages: **Clarifier, Predictor, Questioner, Summarizer**

LESSON OBJECTIVES

- To examine and analyze various philosopher beliefs on human nature and the role of government
 - To be able to place philosophers in their correct position on the government spectrum and explain why
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect complete homework assignments. Pass back graded work and have students place in the appropriate section of their binders.
 - 2) **Agenda** – Have students copy the goal, agenda and homework onto the next clean page in their notebooks.
 - 3) Teacher Model – Have students copy the titles of the three current events stories the teacher has chosen below their goal/agenda.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Model Current Events – Discuss, analyze and take notes on three current events stories in the news recently that you have chosen. Be sure to bring in the newspapers to show students both the article and any accompanying photos. We recommend, if possible, that you try to find a story that relates to human nature and a couple of stories that might relate to students’ projects.
2. **Review and Vocabulary** – Review the government spectrum from yesterday and the reading on the philosopher Rousseau. On the vocabulary list spend a couple of minutes having students come up with definitions for the terms government, human nature, and Rousseau. You might want to have them write their own definitions in their notebook for a couple of minutes and then ask students to share their definitions in order to create a “class definition” which they will copy onto their Vocabulary List 1.
3. Explain – Next, explain to students that today, using the 5 Reciprocal Teaching (PREDICT, READ, SUMMARIZE, QUESTION, AND CLARIFY) steps they will be reading about three more philosophers and their beliefs on government. In their notebooks, have them copy down the following title: Philosophers Hobbes, Locke and Marx.
4. Instructions – Explain that they will need to write down steps 3, 4, and 5 (summaries, questions – one or two – and clarifications) into their notebook for EACH PARAGRAPH. Some philosophers have only one paragraph so they will only go through the process once.

5. Assign Pairs – Have students take out their **‘Round the Clock** forms and tell them they will be working with a partner to complete the readings. They need to alternate roles (for reading, summarizing, questioning, etc.) for each philosopher and switch when they begin reading the next philosopher. Tell them they need to be seated in face-to-face pairs and give them an appointment time to begin. Again, we recommend giving candy or extra points to students that are first in beginning their work with their partner.
 6. Place and Discuss – Students will NOT have enough time to finish this assignment. Nevertheless, with about five minutes left, review at least Hobbes’ and Locke’s beliefs on human nature, government and try to place them on the government spectrum (autocracy and rep. democracy, respectively) and explain why. If time permits, go over the discussion questions at the end of each reading.
 7. Homework Review – Have students finish the philosopher reading for homework.
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HOMEWORK

- 1) Finish reading the philosopher handout and completing the five steps of reciprocal teaching.
 - 2) Answer the discussion questions at the end of the reading.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

None