

TITLE OF LESSON

American Government Unit 1 Lesson 9 – Human Nature  
*What are different roles for government and who should hold power?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – History 12.1, 12.9

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MATERIALS

Philosopher Reading – Reading  
**Vocabulary List 1** – Student Page  
**Clarifier** – Student Page (you must create a poster of this [Reciprocal Teaching](#) strategy to put up in your room)  
**Questioner** – Student Page (you must create a poster of this [Reciprocal Teaching](#) strategy to put up in your room)  
**Predictor** – Student Page (you must create a poster of this [Reciprocal Teaching](#) strategy to put up in your room)  
**Summarizer** – Student Page (you must create a poster of this [Reciprocal Teaching](#) strategy to put up in your room)  
**Sample Binder and Notebook** – Teacher Page  
**Current Events 1** – Student Page  
All government spectrum poster (you will need to create this – see the warm up activity below)

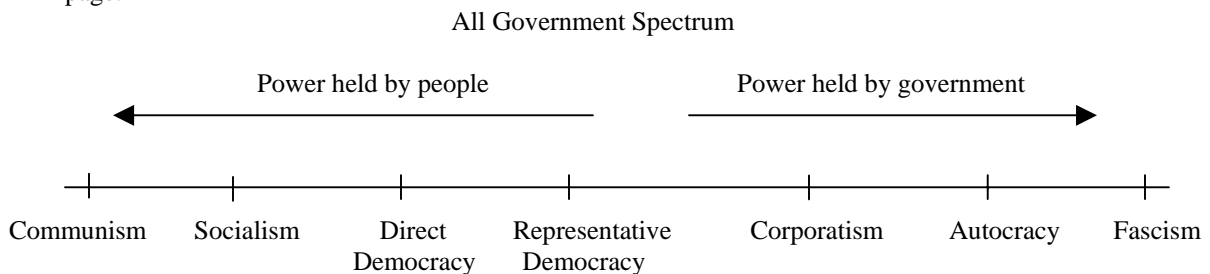
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LESSON OBJECTIVES

- To discuss and debate personal beliefs about human nature and connect these to the meaning of government's role in society
  - To explore the All Government Spectrum and analyze Jean Jacques Rousseau's beliefs on government and human nature
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in the appropriate section of their binders.
- 2) [Agenda](#) – Have students copy the goal, agenda and homework onto the next clean page in a notebook.
- 3) All Government Spectrum – Have students copy the following spectrum into their notebook on the next clean page. Tell them they must include the title and the entire spectrum must fit on the top third of their page:



**NOTE:** It is preferable **NOT** to have this spectrum written on the board but rather on a large sheet of butcher paper. You and the students will be using it frequently to discuss governments and it needs to be a permanent part of the classroom.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Action Plans** – Review students’ Action Plans from yesterday. Point out plans that were exceptional or had exceptional components. If there are plans that are incomplete or plans that need a little help, you may want to talk to students about them today. Collect any **Contact Information Sheets** that students completed last night. Explain to them that if they still need to be working on these plans and changing or altering them if they so desire, they may. As teacher, you should be flexible to students if they want to change their entire plan and complete a new **Action Plan** sheet. The goal here is to get them focused and interested in a plan of service that will get them involved and motivate them later to lobby effectively. You may also want to point out that if students change their plans frequently, they will be less likely to complete the project on time and thoroughly. So they should only change their plans, if they truly are not interested and cannot find information on their problem.
2. **Vocabulary** – Pass out the **Vocabulary List 1** (Student Page) and tell students to place this sheet in their notebooks right behind their **‘Round the Clock** forms. Thus, this sheet (and other subsequent vocabulary lists) will always be located at the front of their handouts section in their binder as pages 2, 3, and so on. You might want to show them this visually by demonstrating your Sample Binder and the handouts in the correct order. Once done, have the students read the words aloud, one at a time. Help them with pronunciation, especially with the philosophers.
3. **Compare Contrast** – Next, have students notice that many of the words on their vocabulary list are also on the All Government Spectrum diagram. Ask students to examine the spectrum and tell you what it means. Analyze the arrows about power and what all of the names (i.e. democracy, communism, etc.) might mean. Explain that you will be using this spectrum a lot during the class and referring to it frequently. In fact, right now they are going to read about a philosopher – Rousseau – and try to figure out where he belongs on this spectrum.
4. **Agree or Disagree** – On an overhead or on the board, write the following statements and have students agree or disagree with them in their notebooks.

Human Nature:

- a) All people are born good and kind.
  - b) If a wallet was found on the ground with \$20 in it most people would keep the \$20 and NOT return the wallet.
  - c) People need to be forced to obey the law.
5. **Discuss** – Discuss the answers to these questions with the students. Add qualifiers to the statements to tease out distinctions between student beliefs (“in question one, what if we changed ‘all’ into ‘most’?). Also, try to point out inconsistencies to students. For example, if all people are born good, then why would they need to be “forced” to obey the law? Keep this discussion short (no more than ten minutes) and explain to the students that you will discuss this more after you read about some other peoples’ ideas.
  6. **Reciprocal Teaching** – Pass out the *Philosopher Reading* (Reading) to the students and draw their attention to your recently created **Reciprocal Teaching** poster. Go over this poster, the five steps of **Reciprocal Teaching** with the students (Five Steps = predict > read > summarize > question > clarify).
  7. **Read Aloud: Whole Class** – Explain to students that you will use this five step process to analyze each philosopher reading on their handout. Before you begin this process, though, have students try to PREDICT (step one) what they will be reading about. Next, in their notebook, below the day’s agenda, have them write the title “Philosopher Rousseau”. Have a volunteer READ (step two) aloud, the first half of the paragraph (stop at the sentence that ends in “modern society”). Have students SUMMARIZE (step three) what they read and copy this into their notebook. Next, ask students for QUESTIONS (step four) of the reading (try to get two or three) and then have them attempt to CLARIFY (step five) their questions and/or any other items they think need clarification, all the while copying this information into their notebook. Lastly, have them PREDICT (step one) what might come next and then repeat the process for the remainder of the paragraph.
  8. **Place and Discuss** – If time permits, try to “place” Rousseau on the government spectrum (he would go under “Direct Democracy”) and discuss his beliefs on human nature. Go over the discussion questions at the end of the Rousseau reading and have students write the answers onto the handout.

9. Homework Review – Lastly, pass out a blank **Current Events 1** sheet.

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**HOMEWORK**

Fill in a **Current Events 1** sheet

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**GROUP ROLES**

None

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**DOCUMENTATION FOR PORTFOLIO**

None