**Title**: What is a Republic?

**Lesson Author**: Michael Smith and Ben Spiers

**Key Words**: republic, democracy, representative democracy, Constitution, Greece, Rome, U.S.

**Grade Level**: 12th Grade Government

**Time Allotted**: 40 min

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| **Rationale/ Purpose (so what?)**Nature and scope of topic. Why is this significant to the mission of educating future citizens? |
| In this lesson we will discuss what a republic is. There are many misconceptions about the difference between a republic and a democracy. This topic is important because although the U.S. has aspects of a democracy, the U.S. is a republic.  |

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| **Background/Context:** How does this lesson fit into a unit of study? Looking backwards, looking forwards |
| This lesson is designed for a 12th Virginia and U.S. Government class. It would probably be taught toward the beginning of a unit and the semester. Due to times constraints a separate lesson would have to be done before this one on what a democracy is, and the aspects of democracy that are in U.S. government today. It is also possible to do a concept mastery routine in that lesson on what is a democracy.  |

**Key Concept(s)** include definition:

* Republic- form of government in which the power of government is limited by rule of law that protects the rights of its citizens
* Democracy- form of government in which citizens directly elect their representatives and the majority always rules
* Representative Democracy- aspect of a republic in which citizens elect a person to represent their interests in government

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| **NCSS Standard(s)****SOL Information** \*As written in the Virginia SOL “Curriculum Framework” for the grade level |
| **NCSS Theme (s) with indicators**: Power, Authority, and Governance* Indicators- learning about the role of citizens in a republic, learning about the history of the U.S. being a republic

**SOL\*** : related to 12th Grade Virginia and U.S. Government 2aThe student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by a) describing the development of Athenian democracy and  the Roman republic.  |
| **Essential Knowledge** (minimum for SOL Resource Guide)Democratic elements of the United States constitutional system borrowed from Athens and Rome • Athens: Direct democracy • Rome: Indirect (representative) democracy, republic  | **Essential Skills** (minimum for SOL Resource Guide)Create and interpret diagrams, tables, and charts. (GOVT.1b)  Distinguish between relevant and irrelevant information. (GOVT.1d)  Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f) |

**Guiding Question(s)**: *MUST BE SHARED WITH STUDENTS AT BEGINNING OF EACH LESSON- Visible in lesson procedure and materials.*

**The day’s big question:** What is a republic and is the U.S. a republic?

**Lesson Objective(s):** clearly emerges from big question and rationale and standards and will align with your assessment in Procedure and Process

**Obj. 1** Students will learn that the U.S. is not a pure democracy, but is instead a republic.

**Obj. 2** Students will learn about the characteristics of a Republic, as well as examples of Republics in history and the present day.

**Assessment Tool(s) to be used-** Everything above- goes to what you want them to know/understand do- So what assessments are you going to use to help you manage and monitor that they have got it-informal and formal—make one over-riding assessment connect to your closure.

**Assessment 1.** Video worksheet- worksheet will help us see what students learn about the video, what a republic is, and whether the U.S. is a republic or not

**Assessment 2.** Exit Slip- exit slip will also help us see what the students learned about a republic and what further questions they have about the topic

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| **Materials: Historical Source(s):** List here and include copies in materials section below* None required for lesson
 |  | **Additional Materials/Resources:** List here and include copies in materials section- textbooks etc page numbers, websites etc* Access to internet and smart board screen or other video projection screen
* Copies of blank concept diagrams for class
* A couple of copies of a filled out concept diagram
* Copies of video worksheet for class
* Copies of Exit Slip
* Bills of Rights Institute Video “Constitutional Principles: Representative Government”

<http://www.youtube.com/watch?v=bVD0bZ5H4MY>or can be accessed from <http://billofrightsinstitute.org/resources/student-resources/videos/>  |
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**Procedure/Process:**

**1) JUST DO IT! The “Hook”:** A high-interest activity that introduces new content with connections to students’ prior knowledge. Between 1-5 minutes. You could also introduce the days guiding question- could help with assessment of student needs

the hook

**2) Instructional sequence:**

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| Obj #See above. | Processing Activity and Procedure –include directions, question frames, assignment details, to be given to students (these should all be made into explicit materials (e.g. see material A) Do you have opportunities for direct/guided instruction and independent practice/engagement when appropriate and time estimates | Check for Evidence of Understanding-Either Formal or Informal e.g. assessments- question frames, quiz, choice activities, discussion with frame and your THAT’s A WRAP. (Checks Essential Knowledge and Skills should be in line with assessment tools above) |
| Just do it. | Video Worksheet 5 min- students answer before you watch portion of video worksheet, let a couple of students share their answers | Can assess student’s prior knowledge and views on topic.  |
| Transition: | Watch Bills of Rights Institute Video “Constitutional Principles: Representative Government”-5 min  |
| Objective # 1 | Students complete after you watch portion of worksheet, discuss answers-10 min  | Can assess student comprehension and views of video as well as republic through their answers on worksheet  |
| Objective #2 | Complete concept diagram of Republic 15 min- students will get a blank copy of the concept diagram and fill it out | Ask students questions about the concept diagram. Can ask them if they know examples and non-examples of a republic.  |

**3) Closure-** THAT’S A WRAP that goes to opening question- and also in part to assessment tools –at least one key assessment tool. (Do you need a rubric)

Exit Slip 5 min- students will complete the Exit Slip, students can also ask questions or make comments to clear up any misunderstandings from the lesson

**Modifications/Accommodations for Diverse Learners:**

* A filled out copy of the concept diagram could be handed out to students if necessary
* Pay extra attention to make sure IEP and special accommodations students comprehend the material.

**Materials** (one resource per page- so it becomes a teacher or student handout, or overhead directions or ppt presentation. Include photocopies if need be. Can you provide elements of choices in materials or enrichment or support/anchor materials for different students?.

**Exit Slip**

1. List three things you learned about a Republic today?
2. Write down two questions you have about today’s lesson?
3. After today’s lesson do you believe the U.S. is in some way’s a democracy?