

REPRESENTATIVE GOVERNMENT



LESSON SUMMARY

| BENCHMARK |
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| SS.5.CG.1.3 Discuss arguments for adopting a representative form of government. |
| BENCHMARK CLARIFICATIONS |
| <ul style="list-style-type: none">■ Students will explain what is meant by a representative government. |
| CORRELATED FLORIDA STANDARDS |
| <ul style="list-style-type: none">■ ELA.5.R.2.2: <i>Explain how relevant details support the central idea(s), implied or explicit.</i>■ ELA.5.R.3.2: <i>Summarize a text to enhance comprehension.</i>■ ELA.5.C.2.1: <i>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</i>■ ELA.5.C.5.1: <i>Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.</i>■ ELA.5.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ SS.5.A.5.10: <i>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</i> |
| ESSENTIAL QUESTION |
| What form of government does the United States have? |
| VOCABULARY |
| direct democracy; representative democracy |
| MATERIALS |
| <ul style="list-style-type: none">■ Representative Government slides■ Representative Government worksheet |

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

1. Pose the following questions for your students: “How could we decide what new food items get to go on our lunch menu? Should just our class get to vote on them? Should just adults get to have input? Should just the principal decide? Would it be easy or difficult to get every parent, child, and adult in the building to cast a vote for their choice?”
2. Lead students to the understanding that it doesn’t seem right to allow just one person to make this decision, but it also would be nearly impossible for every person to vote on every item. It is often easiest to make big choices like this with a smaller group of people who represent different groups. For example, a few parents, a few adults, and at least one student from each grade/class.
3. Tell students that there are a lot of ways to organize a school and make school-based decisions, but finding the “best” way is not always the easiest thing to do. The Framers of the U.S. Constitution had the same struggle when trying to organize our government.

ACTIVITY

4. Tell students that there are approximately 334,000,000 people in the United States. The United States is also the 4th largest country in the world (by size). How do we guarantee that everyone’s voice is heard when there are so many people and we are so spread out?
5. Explain to students that it would be very hard to accomplish this task. This is why the delegates who wrote the U.S. Constitution decided to establish a representative democracy (constitutional republic).
6. Display the “Representative Government” slides and bring up slide 1.

Teacher Note: Refer to the Speaker Notes in the slides for discussion points.

7. Generate conversation over the poster. Allow students to see the clear difference between a direct democracy and a representative democracy.
8. Pass out the “Representative Government” worksheet.
9. Tell students that we’re going to investigate more about the history of our representative government.
10. Continue to work through slides 2-5 and the worksheet together.

Teacher Note: Refer to the Speaker Notes in the slides for discussion points.

CLOSURE/FORMATIVE ASSESSMENT

11. Allow students to use what they have learned to answer the final question on the worksheet independently.
12. Review answers as a class using slide 6. Provide students an opportunity to revise their response after discussion.

Teacher Note: *Refer to the Speaker Notes in the slides for discussion points.*

ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

ANSWER KEYS

“Representative Government” sample answers

SOURCES

n/a