

SYSTEMS OF GOVERNMENT

SS.7.CG.3.2 Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

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2023 BENCHMARK UPDATES

- Updated from SS.7.C.3.2
 - Changed from “~~Compare parliamentary, federal, confederal, and unitary systems of government.~~” to “Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.”
- Depth of Knowledge Changes within Benchmark
 - Changed from “Compare” to “Explain”
- Benchmark Clarification Changes
 - Changed from “~~Students will define parliamentary, federal, confederal, and unitary systems of government.~~” to “Students will apply their understanding of federal, confederal and unitary systems of government.”
- Vocabulary Changes
 - Removal of “parliamentary”

Essential Teacher Content Background Information

[Teacher Content Notes Not Appropriate For Student Use]

This section addresses the following topics:

1. The Three Powers of Government and Their Relation to Systems of Government
2. Comparing Government Systems Chart

1. The Three Powers of Government and Their Relation to Systems of Government

All governments have the same three powers. These powers are legislative (the lawmaking process), executive (the power to enforce or implement laws) and judiciary (the power to adjudicate, or judge, laws). It is in the organization of those powers where one can distinguish among systems of government. For example, some systems of government concentrate all of three powers in one place whereas other systems of government distribute power among individual states or subgovernments. Government forms, by contrast, are the organizational structures that focus on how a government functions. Two countries may share the same system of government while they differ as to their form of government. For example, Iran and the United Kingdom are classified as having a unitary system of government, but Iran's form of government is a theocracy while the United Kingdom's form of government is a monarchy.

Comparing forms and systems of government enables one to clarify the advantages and disadvantages of each. The manner in which the powers of government are distributed within the systems, and how those powers of government are organizationally structured as the form, helps to determine the role citizens play in the election of government leaders and whether or not the system of government utilized is capable of balancing interests and guarding against authoritarianism.

2. Comparing Government Systems Chart

Comparing Government Systems

System of Government	Definition	The Role of the Citizen in Selecting Government Leaders	Helpful Hints
Unitary	A system of government where almost all power is located with the central government	Unitary governments may delegate power to smaller subgovernments, such as states, and local governments. This delegation of power includes which government positions are elected and appointed.	"Uni" is the Latin root for "one"; thus, when the three powers of government (legislative, executive, judicial) are held in one place, that government is classified as a unitary system.
Federal	A system of government where power is shared between a central government and states	Citizens elect political legislators, executives and some judges through direct elections.	The U.S. Constitution, ratified in 1788, outlines the federal system that remains in place today.
Confederal	A system of government where power is located with the independent states and there is little	Citizens elect political legislators, executives and some judges through direct elections.	The first government formed by the colonists after declaring independence in 1776 was a confederation, called the Articles of Confederation. Another

	power in the central government		historical example was the government of the South during the Civil War called the Confederate States of America. A confederation in place today is the United Nations.
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Lesson Summary

ESSENTIAL QUESTION	
How is power distributed in different systems of government? What are the advantages of a federal system of government over other systems?	
BENCHMARK	
SS.7.CG.3.2 Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.	
CIVICS EOC REPORTING CATEGORY	
N/A	
OVERVIEW	
In this lesson, students will determine the key features of three systems of government and explain the advantages of a federal system in regards to balance of power and protection against authoritarianism.	
BENCHMARK CLARIFICATIONS	
<ul style="list-style-type: none"> Students will apply their understanding of federal, confederal, and unitary systems of government. Students will compare the organizational structures of systems of government. Students will recognize examples of these systems of government. Students will analyze scenarios describing various systems of government. 	
BENCHMARK CONTENT LIMITS	
N/A	
CIVICS CONTENT VOCABULARY	
<ul style="list-style-type: none"> authoritarianism, confederal, federal, government, national unity, sovereignty, system of government, unitary 	
INSTRUCTIONAL STRATEGIES	
Close reading of complex text	Collaborative learning
MATERIALS	
<ul style="list-style-type: none"> Highlighters Comparing Systems of Government activity sheet Distribution of Power reading Ticket Out The Door slide OR Ticket Out The Door Sheet printable (optional) Federalist 51 Quotes and Questions slides Systems of Government Scenarios Goldilocks and the Three Bears slide Advantages of a Federal System of Government reading 	

B.E.S.T. STANDARDS
<ul style="list-style-type: none">● ELA.7.R.2.1- Explain how individual text sections and/or features convey a purpose in texts.● ELA.7.C.2.1- Present information orally, in a logical sequence, emphasizing key points that support the central idea.● ELA.V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Suggested Student Activity Sequence & Pace

DAY	ACTIVITY SEQUENCE
DAY 1	<ol style="list-style-type: none"> 1. To begin this lesson, put the term ‘government’ on the board. 2. Provide students with a few minutes to brainstorm any words, terms, or concepts that come to mind when they think about the term ‘government’ and then have students share out. 3. List any key terms that students share on the board (such as: leader, president, governor) 4. Explain that while many governments share similar positions and the same three powers (executive, legislative, judicial), how governments organize power varies between different systems. The U.S. has a federal system of government now, although we did not always use this system. Also, there are different systems of government around the world. 5. Pass out the “Comparing Systems of Government” activity sheet and explain to students that they will read about the different systems of government. While reading, they will mark any phrases or words that help them define each system. As a class they will review the evidence. After reading, they will use their evidence to write a definition in their own words and then create a visual for the different systems of government. 6. Pass out the “Distribution of Power” reading. 7. Work as a class to read the ‘Federal Systems’ section together and fill in important words and phrases in the top row of the ‘Federal’ column of the activity sheet. 8. Instruct students to continue to individually read the other two systems of government and fill in the top row of the activity sheet with sentences or phrases that help define each term. 9. Discuss as a whole class the evidence that was found in the reading to define the terms. 10. Place students into pairs and instruct students to work with their partner to create definitions for each of the terms. 11. Review the definitions as a whole class. <i>Teacher Note:</i> Use the sample answer key provided to guide discussion. 12. Instruct students to work with their partner and create their own visual representations for each system. 13. Share and review as a whole class. 14. Have students answer the following question as a ticket out the door: Choose two systems of government (unitary, federal, and confederal) and name a difference between the two. <i>Teacher Note:</i> You can project the “Ticket Out The Door” slide or print the “Ticket Out The Door Sheet” which has two copies per page.

DAY 2	<ol style="list-style-type: none"> 1. Project the following “Federalist 51 Quotes and Questions” slides. Remind students that the Federalist Papers, this one written by James Madison, helped explain why the U.S. Constitution should be ratified and our system of government adopted. 2. Ask students to read the two quotes. Then ask them to answer the two questions on the next slide. Review answers as a whole class. 3. Explain to students that they will now put their knowledge of each system into practice. 4. Pass out the “Systems of Government Scenarios” and review the directions as a whole class. <i>Teacher Note:</i> The intent of this activity is not to have your students memorize the country’s system of government, but rather to determine the system of government being described using real life examples. 5. Provide students time to complete the handout and review as a whole class. 6. Project the “Goldilocks and the Three Bears” slide and questions for the class.
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| | <ol style="list-style-type: none">7. Give students solo think time.8. Have students discuss their answers with a partner. Share out a few responses with the whole class.
<i>Teacher Note:</i> After ensuring that all students know the story of Goldilocks and the Three Bears, lead them to an understanding that similar to the story, every country must find the system of government that is ‘just right’ for them.9. Hand out the “Advantages of a Federal System of Government” reading and review the directions as a whole class.10. Provide students time to complete the handout and share answers with a partner.11. Call on a few students to share their answers with the class and debrief.12. Checking for Understanding (Formative Assessment):
Instruct students to write a well-crafted response for the following prompts:
<u>Prompt:</u>
Write a well-crafted paragraph that explains the advantages of a federal system of government over unitary and confederal systems. |
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Civics Content Vocabulary

Word/Term	Definition
authoritarianism	a concentration of power in a leader or an elite not constitutionally responsible to the people
confederal	a system of government where power is located with the independent states and there is little power in the central government
federal	a system of government where power is shared between a central government and states
government	a system or organization for exercising authority over a body of people
national unity	a sense of common purpose and direction among a nation's citizens
sovereignty	supreme power or authority; the authority of a state to govern itself or another state
system of government	the way in which a government organizes and distributes power
unitary	a system of government where almost all power is located with the central government

ADDITIONAL RESOURCES

[Civics 360 Resources](#)

Florida Department of Education's Civic Literacy Reading List

- N/A

ANSWER KEYS

Sample Answers: Comparing Systems of Government activity sheet

Sample Answers: Systems of Government Scenarios

Sample Answers: Advantages of a Federal System of Government reading

Written Response: Sample Scoring Rubric

SOURCES

Systems of Government Scenarios: European Union, http://europa.eu/index_en.htm

System of Government Scenarios: The State Department, <http://www.state.gov>, , Accessed 8/2017

Distribution of Power: Scholastic News, <http://www.scholastic.com/browse/subarticle.jsp?id=1697>, Accessed 08/2017

Federalist 51 quotes from the Bill of Rights Institute:

<https://billofrightsinstitute.org/primary-sources/federalist-no-51>