Title of Lesson

## Goals & Objectives (do second)

**Students will learn how a state, not to be confused with one of the 50 states, is a land with people, a defined territory, and sovereign government; they will label a concept map and describe the different characteristics of the state.**

**Students will learn several theories to explain the origin of the state, and discuss the different theories.**

## California State Content Standard- (do first)

California State Standard

**12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

* + 1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
		2. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self- evident truths.”
		3. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

### Lesson Introduction (Anticipatory Set) **10-minutes**

**Teacher says: Take out a piece of paper and answer the following: Why do we have a government? What type of government do we have in the United States of America? What other types of governments are there? Write down anything else you know about “government.”**

### Vocabulary (Content Language Development)

Vocabulary will be reviewed during the lecture and new words will be added to the word wall.

**Words for today:**

**State**

**Sovereignty**

### Content Delivery (Lecture, Inquiry, Reading, Discussion and Debate, DBQ, Concept Formation, Simulation, Problem-Based Learning) **Lecture with questions** **(30-minutes)**

D**eliver a lecture presentation. The lecture will discuss Government vs. Politics, 3 types of government power, Characteristics of the State, Major Political Ideas, 3 classifications of government.**

### Student Engagement & Critical Thinking (Student Activities)

**Students will organize what they’ve learned by completing a concept map on the characteristics of the state.**

**Students will complete the guided notes as they listen to the lecture.**

### Demonstrated Learning (Formative & Summative Assessments)

**Teacher will use informal formative assessment using the review questions in the lecture.**

**The summative assessments will be the responses form the group activity about the 4 theories of the origin of the state.**

### Lesson Closure

Thumbs/Thumbs down activity. The teacher will pose a series of questions and students will show whether they are in agreement or disagreement by showing thumbs up or thumbs down.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

What Came Before…

What Came After…