The Island Activity

## Goals & Objectives

Students will review the different structures, political systems, and economic systems of government that exist in the world today. Students will create a state with its own flag, and provide a description of the state on the Island Activity handout. Students will select systems of government they think will be best for the island and support their answers.

## California State Content Standard-

California State Standard

12.3.4 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.9.2 Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).

12.9.3 Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

### Lesson Introduction

The lesson introduction will be an informal review of previous lessons. All students must have this prior background knowledge to complete the main activity.

I will ask the questions to the class:

What’s the difference between a unitary and federal form of government?

What’s the difference between a democracy, autocracy, or an oligarchy?

What’s the difference between capitalism, socialism, and communism?

### Vocabulary

Immediately after the lesson intro, review vocabulary from the word wall. All these words are from Unit 1 and most of the words should be relevant for this activity.

### Content Delivery

Explain the instructions of The Island activity to the class. Pass out a copy of the assignment to each student so they can follow along. The activity will require simulation, followed by discussion and debate.

### Student Engagement & Critical Thinking

Put students into groups of three or four. Students will work together to choose what kind of government they want on their island. Students must include a flag for their state and a written description of their state. Students must elaborately explain each decision and the group’s reasoning for it.

Student groups will communicate the information to me by turning in their completed Island Activity handout. Student group’s will also communicate with each other to discuss and debate their states.

### Demonstrated Learning

Have students fill out the activity sheet. This activity is a form of summative assessment for the unit. Student groups will then debate each other and argue why their state would be superior to the other.

### Lesson Closure

Exit Slip: After debating with your partner group, would you consider changing anything about your island to make it better? Explain your answer in at least one paragraph. If not, explain in one paragraph your reasoning.

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

What Came Before…

What Came After…