

Lesson Plan

# Forms of Government: Change

## Length

Two 45-minute periods plus time for student presentations

## Grade Level

High School

## Learning Objectives

- Students will analyze various factors that influence revolutions.
- Students will analyze how governments can change in response to global issues like marriage equality, climate change, and income inequality.

[Forms of Government: Change](#)

[Guided Reading Handout](#)

[Presentation](#)

## Homework

- Students should have completed Part 1 of the guided reading handout.

## Class One

1. **(5 Minutes) Homework Debrief:** Ask students to share key takeaways from Part 1 of guided reading handout.
  - Additional questions for discussion: What sorts of grievances lead to revolutions? Was the Arab Spring successful? Why or why not? What were some other major revolutions? Which of those revolutions were successful? What made those revolutions successful?
2. **(25 Minutes) Activity:** Students will create mock propaganda in support of their group's assigned revolution.
  - Assign students to groups based on the revolutions listed as Revolution Case Studies from Part 1 of guided reading handout. NOTE: You may want to consider whether to include a country if you have students with family connections to that revolution.
    - Group 1: Chinese Communist Revolution (1949)
    - Group 2: South Africa's Negotiated Revolution (1948-1994)
    - Group 3: Cuban Revolution (1953-1959)
    - Group 4: Hungarian Revolution (1956)
    - Group 5: Iranian Revolution (1978-1979)
    - Group 6: Tunisian Revolution (2010-2011)
    - Group 7: Syria's Failed Revolution and Civil War (2011-present)
  - Using notes from homework, each group will create a poster with a brief propaganda campaign in support of their revolution that includes the following:
    - logos/ icons/ symbols to be used in support of their revolution
    - slogans or phrases in support of their revolution that underscore both the grievances and specific demands for change
3. **(15 Minutes) Presentations:** Each group will share their propaganda campaign poster.
  - After groups have presented, use the following questions to reflect as a class: Why do revolutions happen? Did your group's revolution have some legitimate concerns? Which propaganda campaign

seems to be the most effective?

## Homework

- Have students complete Part 2 of the guided reading handout.

## Class Two

1. **(5 Minutes) Homework Debrief:** Ask students to share key takeaways from Part 2 of the guided reading handout.
  - Additional questions for discussion: How do forces outside of government influence policy? Does one discussed force outside of government seem to be the most effective for pushing forward change? What kinds of forces outside of government are used during revolutions?
2. **(35 minutes) Jigsaw/Presentation Preparation:** Each group will look at one reading and two videos about their assigned topic to discuss a key question. As students review the materials, they should work together to craft a 5-7 minute presentation on how their assigned topic highlights issues that have the potential to influence governments to change. Based on your classroom space and time constraints, students' presentations could involve a poster, a slideshow, a Padlet, etc. Create three groups based on the following topics:
  - **Group 1: Marriage Equality** - *Marriage Equality Around the World*
    - Key Question (NOTE: Teachers may opt to assign Part 3 of the guided reading handout): Why does the global growth of marriage equality serve as an example of how governments can change according to popular support?
    - Resources:
      - [Irish vote in gay marriage referendum - BBC News](#) (3:02)
      - [Here are the countries where same-sex marriage is officially legal | GMA](#) (2:35)
  - **Group 2: Climate Change Inequality** - *Climate Change Inequality*
    - Key Question: (NOTE: Teachers may opt to assign Part 4 of the guided reading handout): How can governments work to counteract the negative effects of climate change inequality?
    - Resources (each student will choose 1 or 2 of the following):
      - [How climate change is making inequality worse - BBC News](#) (4:55)
      - [What World Leaders Are Doing To Slow Climate Change](#) (3:11)
  - **Group 3: Economic Inequality** - *What is Economic Inequality?*
    - Key Question: (NOTE: Teachers may opt to assign Part 5 of the guided reading handout): What forces outside of government can work to pressure governments to change in response to economic inequality?
    - Resources
      - [Is inequality inevitable?](#) (6:49)
      - [How Tax and Spending Policies Can Reduce Poverty and Inequality](#) (2:42)
3. **(5 Minutes) Close:** Remind students that they will present about their assigned topic in class tomorrow. Give students an opportunity to assign homework tasks to individual group members or create an online document that all students can access to continue to work on for homework.

## Homework

- Groups will finish preparing their presentations to share in class tomorrow. Remind students that the expectation is a 5-7 minute presentation that highlights how their assigned topic has the potential to influence governments to change.

## Vocabulary

adaptation

term for the actions and strategies that aim to reduce the exposure of people and places to climate change's effects.

brain drain

a term, distinct from brain waste, that refers to the emigration of highly educated or skilled individuals from a home country, resulting in a “brain gain” in the receiving country.

civil war

a war among groups inside of one country.

censorship

withholding of information, typically by a government or an authoritative body.

democratic institutions

the organized bodies associated with a democratic form of governance, like freely elected legislatures.

foreign intervention

when one country interferes in the affairs of another, often referring to military operations.

gross domestic product

a measure of a country’s economic output determined by the value of goods and services it produces in a given year.

GDP per capita

a measure of a country’s economic output determined by the value of goods and services it produces in a given year, or gross domestic product, divided by the number of people in that country.

norm

commonly accepted standard of behavior. Because international law is not always binding, international relations is highly influenced by norms.

referendum

a vote, typically organized by a government, in which participants approve or reject a certain policy proposal. This is a form of direct democracy, in which citizens themselves (as opposed to elected representatives) make a policy decision.

surveillance

a type of intelligence collection that involves the systematic, and often concealed, observation of people, places, and things by visual, aural, electronic, photographic, or other methods.

pandemic

disease outbreak that has reached at least several countries, affecting a large group of people.

World Bank

a multilateral financial institution created in 1944 that funds long-term economic development of low- and middle-income countries through loans and grants for policy reforms and for projects in infrastructure, health, education, governance, and other areas.