

## Program 9

### HOW WE SHALL GOVERN

*Topic:* Governmental Systems; Development of Laws

*Level of students:* Grades 7-12

*Grouping of students:* Teams

*Skills/knowledge addressed:*

- Different systems of government
- Laws and suitable consequences
- Cooperative learning
- Leadership
- Written communication
- Imagination
- Geography

*Social Studies TEKS:*

7.15A: The student is expected to describe the structure and functions of government at municipal, county, and state levels

7.23AB: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision

8.20ACD: The student is expected to define and give examples of unalienable rights; explain the importance of personal responsibilities; identify examples of responsible citizenship

8.32AB: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision

US History Since Reconstruction (113.31) 26AB: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision

World History Studies (113.33) 15D: The student is expected to apply knowledge of political systems to make decisions about contemporary issues and events; 27AB: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision;

World Geography Studies (113.34) 23CD: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision  
US Government (113.35) 1B: The student is expected to identify the characteristics of classic forms of government; 8A: The student is expected to explain the importance of a written constitution; 9I: The student is expected to analyze the structure and functions of local government; 23AB: The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision

*Description:* Before arriving at the museum, the teacher will divide students into even groups of equal abilities. Upon arriving at the museum, each team of students will be presented information on their circumstance. Students find themselves stranded on an island after a ship wreck or plane crash. Food, fresh water, and shelter are in short supply. There is no chance of rescue. In order to survive, each team of students must form a government and develop laws and punishment. Each team will work within a time frame to accomplish their tasks. At the end of the activity, each team will be required to turn in a written description of the type of government they have created, and a list of laws and punishment.

Upon completion of the above tasks, the docents will begin to lead a discussion of each team's circumstance and their resulting form of government and laws. This museum program should be followed by more activities at school.

*Post-museum activities:* Follow up the museum program with a discussion, having students evaluate the laws and penalties they assigned. Does the punishment fit the crime? Teachers may wish to relate the students' penalties to those assigned by U.S. law. Another possible topic for discussion: would their chosen form of government function in another time and place?

*Alternate activities:*

- Have teacher present in the museum classroom to grade students on the basis of their participation.
- Develop a self-evaluation for students
- Have them write a constitution and bill of rights for their new country
- Develop a mock trial, testing one of the laws they have created
- Do a geography lesson on the area in which they are stranded
- Have them read and discuss *Lord of the Flies*

## *WE THE CITIZENS*

### **BLUE TEAM SCENARIO**

It is the early 1800s. While on a trans-Atlantic voyage, your ship was blown off-course by a massive hurricane. Despite strong winds and heavy seas, a small group of you managed to survive. After many days of drifting in a small life vessel, you landed on an island. A week has passed, during which time you all have explored the island. You have reached the following conclusions:

- ◆ The island is deserted.
- ◆ Food, fresh water and shelter are in short supply.
- ◆ Although you cannot determine your exact location, you estimate it to be between 15°S and 20°S latitude and 70°E and 50°E longitude.
- ◆ Survival is not possible unless everyone cooperates.
- ◆ In order to survive, you must form some type of government, complete with a set of laws and punishment.

You have absolutely no chance of rescue.

## ***WE THE CITIZENS***

### **RED TEAM SCENARIO**

It is the early 1900s. The luxury ocean liner, *Queen Laura*, has set sail from England, bound for the United States. The captain attempted to go around a large storm at sea, and plotted a course far north of the ship's original planned passage. While on this northerly route, a late-night fire broke out in the engine room and quickly spread throughout the ship. Most of the passengers were unable to get off the burning ship; many others died in the frigid waters as they attempted to escape. A handful of you managed to crawl into a small lifeboat. After several days, your boat landed on an island. For the past week, you have explored the island and have reached the following conclusions:

- ◆ The island is deserted.
- ◆ Food, fresh water and shelter are in short supply.
- ◆ Although you cannot determine your exact location, you estimate it to be between 50°N and 70°N latitude and 10°W and 60° W longitude.
- ◆ Survival is not possible unless everyone cooperates.
- ◆ In order to survive, you must form some type of government, complete with a set of laws and punishment.

You have absolutely no chance of rescue.

## ***WE THE CITIZENS***

### **GOLD TEAM SCENARIO**

It is the mid-1900s. Your small group has chartered a plane from Turkey to take you across the Mediterranean Sea to Athens, Rome, Algiers, and Seville. Shortly after take-off, the small craft encountered a heavy thunderstorm that produced a lot of lightening and electrical energy. The plane was struck by a lightening bolt and quickly lost altitude. The same storm was responsible for a power outage in the small Turkish town of Izmir, causing the primitive air traffic control system to go down. The pilot of the plane managed to land the craft safely on a small island and all members of your group survived. A week has passed, during which time you have thoroughly explored your surroundings. Your explorations have produced the following conclusions:

- ◆ The island is deserted.
- ◆ Food, fresh water and shelter are in short supply.
- ◆ Although you cannot determine your exact location, you estimate it to be between 30°N and 45°N latitude and 20°E and 30°E longitude.
- ◆ Survival is not possible unless everyone cooperates.
- ◆ In order to survive, you must form some type of government, complete with a set of laws and punishment.

You have absolutely no chance of rescue.

## ***WE THE CITIZENS***

### **WHITE TEAM SCENARIO**

It is the year 2000. To celebrate the new century, your small group of friends took the vacation of a lifetime – two weeks in Australia, followed by two weeks in India. On the flight from Perth to Bombay, the jet suffered catastrophic systems failures and crashed on an island. Only a small number of passengers survived the crash. Many of those subsequently died from their injuries, leaving your small group as the only survivors. In the past week, you have explored the island and reached the following conclusions:

- ◆ The island is deserted.
- ◆ Food, fresh water and shelter are in short supply.
- ◆ Although you cannot determine your exact location, you estimate it to be between 15°S and 15°N latitude and 60°E and 30°E longitude.
- ◆ Survival is not possible unless everyone cooperates.
- ◆ In order to survive, you must form some type of government, complete with a set of laws and punishment.

You have absolutely no chance of rescue.

## ***WE THE CITIZENS***

### **GREEN TEAM SCENARIO**

It is the early 1900s. You were among the passengers on the *Foolish Venture*, bound for Sydney, Australia from Hawaii. During the voyage, the captain became gravely ill and was unable command the ship. Approximately halfway through the journey, the ship encountered a typhoon. The relatively young and inexperienced crew tried their best, but the ship went down. Your group managed to survive and was washed ashore on an island. During the past week, you have explored the island and reached the following conclusions:

- ◆ The island is deserted.
- ◆ Food, fresh water and shelter are in short supply.
- ◆ Although you cannot determine your exact location, you estimate it to be between the equator and the Tropic of Capricorn and 150°W and 170°W longitude.
- ◆ Survival is not possible unless everyone cooperates.
- ◆ In order to survive, you must form some type of government, complete with a set of laws and punishment.

You have absolutely no chance of rescue.