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|  **Grade Level – 5th Grade***Brianne Catalano, Anthony Barresi, Anne-Marie Jacobs, Nick Marasco*  **Government: Western Hemisphere****Compelling Question:***Can sourcing and corroboration help us find out what is true about governments in the Western Hemisphere?* |
| Narrative Background*For our unit, the overall goals are to allow the students to learn how to identify reliable and credible sources. This will allow them to differentiate between different governments throughout the Western Hemisphere.*  |

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| **Compelling Question:** *Can sourcing and corroboration help us find out what is true about governments in the Western Hemisphere?***Staging the Question: In this unit, we will** *Have you ever saved up your hard-earned money to buy something on TV that peaked your interest, just for it to not reach your expectations?*  |
| **Standards and Practices:****5.6 GOVERNMENT:** The political systems of the Western Hemisphere vary in structure and organization across time and place. **ELA Standard New York State Next Generation English Language Arts Learning Standard:** **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. **Social Studies Practice Habits of Mind:** Gathering, Interpreting and Using Evidence Inquiry Arcs Standard: Evaluating Sources and Using Evidence |

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| 1. **Supporting Question:**

Can we determine what is a reliable and credible source?  | **Formative Tasks:*** Use the checklist as a guideline to help decide whether an online source is reliable.
* Read *Arthur’s TV Trouble*
* Research the links provided that lead to certain articles. Then use the checklist to see if a cite is reliable.
* Present your findings to the class.

 | **Sources:*** *Arthur’s TV Trouble* By Marc Brown
* *http://allaboutexplorers.com/*
* *http://www.improbable.com/airchives/classical/cat/cat.html*
* *http://www.thedogisland.com/*
* *http://www.molossia.org/countryeng.html*
* *http://www.buydehydratedwater.com/*
* *http://www.sudftw.com/jackcon.htm*
* *http://www.brookview.karoo.net/Stick\_Insects/*
* *http://zapatopi.net/afdb/*
* *http://zapatopi.net/treeoctopus/*

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| **2. Supporting Question:** What is corroboration? | **Formative Tasks:** After participating in a read-aloud of the book, I Wanna Iguana, and discussing the importance of corroboration and checking details across multiple sources like educational videos, students will locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences, with recording three corroborated documents/sources.  | **Sources:** I Wanna IguanaBy: Karen Kaufman Orloff |

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| **3. Supporting Question:**What are the 3 types of government found in the western hemisphere?  | **Formative Tasks:** After students participate in an interactive demonstration that illustrates how different types of governments function in the western hemisphere, students will engage effectively in a range of collaborative discussions about these governments. Students will then complete an exit-ticket quiz on the material and answer at least 6/9 questions correctly.  | **Sources:**Branches of the U.S. Government. (n.d.). Retrieved from <https://www.usa.gov/branches-of-government>.Constitutional Monarchy. (n.d.). Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/constitutional-monarchy>.Gaona, J. M. (2018, June 13). Democratic Blending: The New Model of Dictatorships in Latin America. Retrieved from https://jia.sipa.columbia.edu/online-articles/democratic-blending-new-model-dictatorships-latin-america.Treasury Board of Canada Secretariat. (2019, July 15). Government of Canada. Retrieved from<https://www.canada.ca/en/government/system.html>. |

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| **4. Supporting Question:**How do we know if what we read about the different forms of government is true?  | **Formative Tasks:**After the teacher explains and demonstrates how to use ‘SCIM-C’, students will read documents about government in the Western Hemisphere. They will work in small groups using the ‘SCIM- C’ model. Students will explain what the text says explicitly when drawing inferences from the text by using sourcing and corroboration to determine what information is true about governments in the Western Hemisphere. Students will have a clear understanding on how to find out if sources are credible.  | **Sources:*** Ramos, J. (2019, November 9). Latin Americans Are Furious. Retrieved from <https://www.nytimes.com/2019/11/08opinion/contributors/latin-america-protest-repression.html>.
* Moscrop, D. (2017, July 6). Canada is a great democracy. But you need to understand it. Retrieved from https://www.macleans.ca/politics/ottawa/canada-is-a-great-democracy-but-you-to-understand-it/.

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| **Summative Performance Task:** For homework, students will go home and become a “Deceptive Detective.” Students will compare information from two different sources and students will use sourcing and corroboration to determine what information is true about governments in the Western Hemisphere through the SCIM-C model identifying three accurate facts. |
| **Extension**For struggling students, we will encourage students to Think-Pair-Strategy. Students will discuss the given topic where they can discuss their thought process and come up with a common answer. Teachers can also create different Learning Stations that provide different content in different stations of the classroom. Stations would consist of Videos to watch and react, creating artwork,and reading credible articles. . |
| **Taking Informed Action**One way we can have the students connect to the word is through Social Media. Teachers may create a Facebook group to encourage students to post articles that have to do with Government of Western Civilizations. Each student will be able to post an article and then share comments and collaborate the plausibility of the article. Students will be allowed to share appropriate opinions with each other in order to build knowledge on the subject. |

**Lesson 1**

**Molloy College**

**Lesson One**

**Anthony Barresi Dr. Sheehan**

**EDU 351 12/11/19**

**Grade:5 Topic: Sourcing Content Area: Social Studies**

**INSTRUCTIONAL OBJECTIVES (s) (Lesson Objective(s)\*)**

After learning how to determine if evidence is credible after reading multiple articles to prove if a source is legitimate., students will evaluate the authenticity of the reasoning and the relevance and adequacy of evidence and write arguments to support the claim, “is this a reliable source to properly inform us?”. Students must include at least 3 pieces of relevant and sufficient guiding principles to correctly evaluate the dependability of a website’s information and determine trustworthy and untrustworthy sources. Students will present their conclusions to the class in a Google Slides Presentation. To gauge each website, the teacher will use the same checklist.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

New York State Social Studies Standards

Key Idea: 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.

**Key Concept: 5.5a** The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

**Indicator:** This will be evident when students compare different articles to determine which article is credible for research.

**National Social Studies Standards and Themes**

III, People, Places, & Environments Social studies programs should include experiences that provide for the study of people, places, and environments,

 a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

**Indicator**: Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;

 **Individual Development & Identity**: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

**Common Core ELA Standards**

Integration of Knowledge and Ideas

7. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Indicator**: This will be evident when students including the validity of the reasoning and relevance and sufficiency of the evidence in the website reliability activity.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Indicator:** This will be evident when students write and support a claim, using valid reasoning and relevant and sufficient evidence from the history mystery.

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

**Indicator**: This will be evident when students recognize and effectively select credible evidence in the history mystery to write arguments to support their claims. .

NCSS C3 Inquiry Arc

**Dimension 3:** Students will work toward determining reliable sources by collecting evidence and evaluating its usefulness in developing causal explanations.

**Indicator**: This will be evident when students evaluate the usefulness when researching multiple sources for credibility.

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**Dimension** 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator**: This will be evident when students work collaboratively to conclude their

investigations from the history mystery and present their findings to the class.

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

3. Identify evidence and explain content, authorship, purpose and format; identify bias; explain the role of bias and potential audience, with teacher support.

 Indicator: This will be evident when the students gather evidence to answer the question.

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

Indicator: This will be evident when students look at different perspectives on happiness and life in their country

**MOTIVATION (Engaging the learner(s)\*)**

Students will be shown a 1951 News broadcast and told that they are going to be learning about credibility and being trustworthy.

**DEVELOPMENTAL PROCEDURES**

1. Students will be introduced to Arthur's TV Troubles by Marc Brown.

2. Students will be asked if Arthur was given a credible and reliable source when he made his purchase.

3. Students will Then be shown the YouTube video “BBC: Spaghetti-Harvest in Ticino”

4. The students will discuss what it means to be credible vs. non-credible. Students will be aware that this video is not a credible source.

5. The Teacher will then hand out the Website Credibility Checklist.

6. Students will then read through the website and determine if they are credible and trustworthy. At the end of the checklist, students will determine if the information on the website is trustworthy or untrustworthy.

7. If the article scores a 7 or higher on the handout, the source will be labeled as credible. If 4-6 points, it will possibly be acceptable, but more research must be done. If the score is 3 or less, it will be labeled as unreliable.

8. Students will present their work to the entire class.

**INSTRUCTIONAL STRATEGIES**

Collaboration

**Indicator**: This will be evident when students work research sound-based evidence.

 Indicator: This will be evident when students must make an informed decision.

**ASSESSMENT**

• Teacher will assess students homework from the night before

• Teacher will assess students understanding of credible and untrustworthy resources

• Teacher will assess how the students interact during group work

• Teacher will assess the presentation of the findings from the Credibility checklist

**INDEPENDENT PRACTICE**

Students will listen to the “War of The Worlds” Radio broadcast from 1938. They will research why so many listeners believed what was being said on the broadcast? Was the broadcast a credible radio station? Is that why so many people believe it? Or did they?

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Brown, M. T. (2009). Arthur's TV Trouble. New York: Little, Brown Children.

Dog Island Free Forever. (n.d.). Retrieved from http://www.thedogisland.com/.

Pacific Northwest Tree Octopus. (n.d.). Retrieved from

http://zapatopi.net/treeoctopus/.

Phillips, S. (2007). 7 Or more points: This is probably a reliable source; consider using it. 4-6 points: This might be a good source; try to find out more about it before using it. 3 or less: This is probably not worth including in your sources. Retrieved from <http://www.education.wisc.edu/docs/WebDispenser/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvr>

**Lesson Two**

**Molloy College**

**Division of Education**

**Student: Anne-Marie Jacobs Professor: Sheehan**

**Course EDU 5090 Date: 12/10/19**

**Grade: 5 Topic: Corroboration Content Area: ELA**

**STANDARDS AND INDICATORS**

*NYS Next Generation ELA Standard:*

**Domain:** Reading

**Cluster:** Key Idea and Details

**Standard:** **5R1**: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

 **Indicator:** This will be evident when the student locate and refer to relevant details and evidence from I Wanna Iguana and YouTube videos to determine the corroboration of the ‘facts’ stated and write down three corroborated documents/sources.

*NYS Next Generation ELA Standard:*

**Domain:** Writing

**Cluster:** Research to Build and Present Knowledge

**Standard:** **5W7**: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

 **Indicator:** This will be evident when the students gather relevant information from multiple sources to make sure they find and record three corroborated documents/sources.

*NYS Next Generation ELA Standard:*

**Domain:** Speaking and Listening

**Cluster:** Comprehension and Collaboration

**Standard: 5SL1**: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

 **Indicator:** This will be evident when the students engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others, working together to record three corroborated documents/sources.

*NYS Next Generation Social Studies Standard:*

 **5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.**

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

* Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.

*Social Studies Practice Habits of Mind: A: Gathering, Interpreting and Using Evidence*

 **Indicator:** This will be evident when students develop questions from the book I Wanna Iguana to help identify corroborated facts by looking across multiple source to determine points of agreement and disagreement.

**Instructional OBJECTIVE(S)**

After participating in a read-aloud of the book, I Wanna Iguana, and discussing the importance of corroboration and checking details across multiple sources like educational videos, students will locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences, with recording three corroborated documents/sources.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **Motivation** The class will begin with the students participating in a read-aloud of I Wanna Iguana by: Karen Kaufman Orloff. The students will listen to the ‘facts’ that both the mother and son say about iguanas. *Have you ever asked for a pet from your parents? (LITERAL) Did you have to convince (or try to convince) your parents why you needed this pet? (INFERENTIAL) Did you have to research this pet before you were allowed to get it? (METACOGNITIVE)*
2. Using the smartboard, the teacher will ask the students to explain parts of the book that they believed were fact or not fact. The teacher will write each answer said on a T-Chart on the smartboard. *Why do you believe this is true or not true? (INFERENTIAL) How do you know?(METACOGNITIVE) Do you have sources that help you know that the fact is true?(LITERAL)*
3. The teacher will introduce the idea of Corroboration. The teacher will lead a class discussion on corroboration and why is it needed. The teacher will write down key facts and ideas on the board. *Can anyone tell me what is corroboration? (INFERENTIAL) Can anyone tell me a source they use to check their facts?(LITERAL) Why is it important to check if a statement is factual using corroboration?(METACOGNITIVE)*
4. The teacher will leave the definition of corroboration on the board.
5. The students will be given different websites, books, encyclopedias, and the book to find corroborated facts. The students will use their chrome books and fill out a worksheet with questions like: *What do other documents say? Do other documents agree? If not, Why? What are other possible documents? What documents are most reliable? Why?*
6. The students will work together with the other students at their table to find corroborated sources/documents.

**ASSESSMENT *(formal & informal)***

Informal Assessment

Students will be informally assessed by teacher observation and questioning.

Formal Assessment

Students will be formally assessed by recording 3 out of 4 correct corroborated sources/documents.

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

Indicator: This will be evident when students work together in their groups to check multiple sources of information.

**Discussion**

Indicator: This will be evident when the whole class discusses which facts from the book they think are fact or not fact.

**Scaffolding**

Indicator: This will be evident when the teacher helps the students understand the idea of corroboration before going to work on their own.

**INDEPENDENT PRACTICE**

At home, the students will think of 2 corroborated sources. The students will write down how they know the source is corroborated by answering the questions: *What do other documents say? Do the documents agree? If not, why? What documents are most reliable? Why?*

**REFERENCES**

New York State K-8 Social Studies Framework. (n.d.). Retrieved from New York State Next Generation English Language Arts Learning Standards. (n.d.). Retrieved from http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf.

New York State Next Generation English Language Arts Learning Standards. (n.d.). Retrieved from http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Corroboration**

**Directions: After reading I Wanna Iguana, check each of these facts given by Alex and his mom. Use what you know about corroboration and your chrome books to check multiple sources to determine if these facts are corroborated. Find 3 corroborated sources.**

**1. “Iguanas can grow to be over 6 feet long” – Mom**

**2. “It takes 15 years for an iguana to get that big. Mikey told me. -Alex**

**3. Iguanas don’t like spaghetti. -Alex**

**4. “How much can one baby iguana eat, anyway?” -Alex**

**What do other documents say?**

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**Do the documents agree? If not, why?**

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**What are other possible documents?**

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**What documents are most reliable? Why?**

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**Write down the 3 corroborated documents/sources that you found:**

1.

**How do you know?**

**Lesson Three**

**Molloy College**

**Division of Education**

Student Nick Marasco Professor Sheehan

Course EDU 5090 Date December 12th, 2019

Grade 5 Topic Types of Government Content Area Social Studies and ELA

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:**

**5.6 GOVERNMENTS IN WESTERN HEMISPHERE:** The political systems of the Western Hemisphere vary in structure and organization across time and place**.**

**Key Concept:**

**5.6a** Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

Indicator: This will be evident when students participate in an interactive demonstration that illustrates how different types of governments function in the western hemisphere.

**ELA Standard New York State Next Generation English Language Arts Learning**

**Standard: SL.5.1**

**Domain:** Speaking and Listening; Comprehension and Collaboration

**Standard:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Indicator:This will be evident when the teacher leads discussions on the separation of powers in the U.S. government, the separation of powers in the Canadian government and the differences between the three types of government students learned about.

**Social Studies Practices: Habits of Mind**

F. Civic Participation

3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.

Indicator: This will be evident when students participate in an interactive demonstration that illustrates how different types of governments function in the western hemisphere.

**NCSS C3 Inquiry Arc**

Dimension 2: Students will explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

Students will explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

Indicator: This will be evident when students participate in an interactive demonstration that illustrates how different types of governments function in the western hemisphere.

**INSTRUCTIONAL OBJECTIVE(S)**

After students participate in an interactive demonstration that illustrates how different types of governments function in the western hemisphere, students will engage effectively in a range of collaborative discussions about these governments. Students will then complete an exit-ticket quiz on the material and answer at least 6/9 questions correctly.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **MOTIVATION:** The teacher will display a bag of gummy bears in front of the class and tell the students that the first person who can answer this question will receive 3 gummy bears. *(Who can tell me what system of government we have in the United States?(literal))*
2. The teacher will distribute the Governments of the Western Hemisphere packet.
3. The teacher will complete the section on U.S. branches of government with the class. (*How many branches are in the U.S. government? (literal) Which branch do you think is the most important? Why? (inferential) What is the separation of powers? (literal) How do we benefit from the system of checks and balances? (metacognitive)*
4. The teacher will begin a demonstration illustrating the functions of the U.S. representative democracy. Students will elect a president, senators and representatives of the House. The president will select a Supreme Court. Students who were not elected will be citizens who are split into 3 races: red, purple and blue. Red citizens will each receive 3 gummy bears, purple citizens will each receive 5 gummy bears and blue citizens will each receive 10 gummy bears. *(Do U.S. citizens elect every member of their government?(literal) Do you think citizens should elect Supreme Court justices? (inferential) What do you think of the election process? (metacognitive))*
5. The Legislative Branch will unanimously sign a law that allows police to search blue people’s home and take 2 of their gummy bears. The president will veto the law. The Legislative branch will override the veto with a 2/3 votes by both chambers of Congress and the law will stand. The Supreme Court will then strike down the law as unconstitutional because it violates the blue people’s 4th Amendment protections from unreasonable search and seizures.
6. The teacher will lead a discussion about how we experienced the separation of powers in the U.S. government. *(How can the executive branch check the power of the legislative branch? (literal) Do you think the president should have veto power? (metacognitive) How can the legislative branch check the power of the executive branch? (literal) Why do you think the Senate needs 2/3 of votes to veto the president? What role does the judicial branch play in separation of powers? (literal) Do you think the Supreme Court should be able to strike down laws? (inferential))*
7. The teacher will disband the U.S. government, and complete the section of the Governments of the Western Hemisphere packet on Canada’s government with the class.*(Does anyone know what a Parliament is?(literal) Do you think Canada’s government is similar to the U.S. government?(inferential) Would you rather be president of the U.S. or Prime Minister of Canada? (inferential)What do you consider the advantages or disadvantages of Canada’s government vs. the U.S. government? (metacognitive))*
8. The teacher will begin a demonstration illustrating the functions of Canada’s government. Students will elect members to two parties of parliament. The teacher will select one party to be the majority, and one to be the minority. The members of the majority party will choose one of their members to be Prime Minister. The teacher will select a queen. The queen will appoint two people to be her privy council. The privy council will select members to serve on the Supreme Court. Remaining students will be citizens of either a red or blue race and all citizens will receive 5 gummy bears each. (*Who chooses the Prime Minister? (literal) Do you think it’s a good practice for the majority party to select the Prime Minister? (inferential) Would you change the way Canada elects its officials? Why or Why not? (metacognitive))*
9. The Canadian Prime Minister (a member of the red race) will announce that Canada has struck oil causing an economic boom and a surplus of gummy bears. The Parliament will pass a law that states the red race is entitled to all of the gummy bear surplus, but the blue race will not receive any. The Supreme Court deems this law to be unfair and recommends the Prime Minister strike it down. The Prime Minister is greedy and refuses to strike it down so he/she can earn more of the surplus. At this point the Queen will exercise emergency powers and distribute the gummy bear surplus equally.
10. The teacher will lead a discussion about how we experienced the separation of powers in the Canadian Government. *(How can the Supreme Court check the power of Parliament? (literal) Do you think the Supreme Court should be able to strike down laws? (inferential)) Why do you think the Supreme Court should or should not have more power? (metacognitive) Do you think the monarchy should have emergency power?(inferential)*
11. The teacher will disband the Canadian government and complete the section of the Governments of the Western Hemisphere packet on Latin American dictators with the class. *(Does anyone know what a dictator is? (literal) Can anyone think of any famous dictators from history? (literal) Who has the most power, the president, the prime minister or a dictator? (literal) Which of these leaders would you rather be? (inferential) How do you think you would feel if your country was taken over by a dictator? (metacognitive))*
12. The teacher will begin a demonstration illustrating the way a dictatorship in Latin America functions. The teacher will select one student to be the dictator and give the dictator all of the gummy bears. The dictator will choose one student to be the Army Officer and several students to make up the military. The class will elect several students to make up the legislative branch and the Supreme Court. The remaining students will be citizens and will be given 0 gummy bears. *(Who holds all of the power in this form of government? (literal) Do you think the dictator will be inclined to share the gummy bears? (inferential))*
13. The legislative branch will attempt to enact a law that will provide some gummy bears to the citizens that have nothing. The dictator will not allow the vote to occur. Some citizens will speak out against the actions of the dictator. The dictator will send the military to imprison these citizens. Some members of the legislative branch speak out against the actions of the dictator. The dictator will use the military to remove detractors from office. The Supreme Court will declare the dictator’s actions unlawful but will not have the power to take any action. The Army Officer will capitalize on the dictator’s unpopularity and tells the military they will receive more gummy bears if they assist in a coup d'état. The Army Officer and the military remove the dictator from power and take all of the gummy bears.
14. The teacher will lead a discussion about how we experienced the power dynamic in a military dictatorship. (*Can the legislative branch or the courts check the power of a dictator?(literal) Do the people have any power in this system? (literal) If you were in the military would you follow unjust orders from a dictator? (inferential) Where does all of the dictator’s power lie? (literal) If you were a citizen under this dictator, would you speak out against the ruler? (inferential) (What did you learn from these interactive exercises that you could not learn from a reading or lecture?(metacognitive))*
15. The teacher will disband the dictatorship government and students will return to their seats.
16. The teacher will close the lesson with a discussion with the class about the 3 types of government found in the western hemisphere. *(What type of government exists in the U.S./Canada/some Latin American countries? (literal) What does it mean to have separation of powers?(literal) In your opinion, which form of government gives the most power to its citizens? (inferential) Which form of government would you like to be ruled by? Why? (Inferential) What are some of the pros and cons of each form of government? (inferential) If you could start from scratch, what would your ideal form of government look like? (metacognitive))*
17. The students will complete the exit ticket quiz and answer at least 6/9 questions correctly.

**ASSESSMENT *(formal & informal)***

Informal assessment

The teacher will circle the room and monitor the students as they fill out the Governments of the Western Hemisphere packet.

Formal assessment

The students will complete the exit ticket quiz and answer at least 6/9 questions correctly.

**INSTRUCTIONAL STRATEGIES**

Demonstration

**Indicator:** This will be evident when the teacher leads the interactive demonstration that illustrates how different types of governments function in the western hemisphere.

Cooperative Learning

**Indicator:** This will be evident during the demonstration when the students carry out the duties of the different branches of government together.

Discussion

**Indicator:** This will be evident when the teacher leads discussions on the separation of powers in the U.S. government, the separation of powers in the Canadian government and the differences between the three types of government students learned about.

**INDEPENDENT PRACTICE**

For homework, students will be split into three sections and each will upload a Flipgrid. Section 1 will complete the assignment from the perspective of an American citizen. Section 2 will complete the assignment from the perspective of a Canadian citizen. Section 3 will complete the assignment from the perspective of a citizen living in a dictatorship. Students will create and discuss a story in which one branch of their government attempts to check the power of another branch. Students will describe this event and include their opinion on what happened.

**RESOURCES**

Branches of the U.S. Government. (n.d.). Retrieved from https://www.usa.gov/branches-of-government.

Constitutional Monarchy. (n.d.). Retrieved from https://www.thecanadianencyclopedia.ca/en/article/constitutional-monarchy.

Gaona, J. M. (2018, June 13). Democratic Blending: The New Model of Dictatorships in Latin America. Retrieved from https://jia.sipa.columbia.edu/online-articles/democratic-blending-new-model-dictatorships-latin-america.

Treasury Board of Canada Secretariat. (2019, July 15). Government of Canada. Retrieved from <https://www.canada.ca/en/government/system.html>.

Governments of the Western Hemisphere



United States Government

Representative Democracy



 



 





 

Canadian Government

Constitutional Monarchy Parliamentary Democracy



 

 





 



 

Latin American Dictatorship



 

 



 







Exit Ticket Quiz

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The United States’ form of government is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Canada’s form of government is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. In some Latin American countries, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ uses the military to exert total power over the country.
4. In the U.S., how can the President check the power of the legislative branch?

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1. In the U.S., how can the judicial branch check the power of the legislative branch?

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1. In Canada, how can the Supreme Court check the power of Parliament?

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1. In Canada, how is the Prime Minister chosen?

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1. In a dictatorship, can the judicial or legislative branch check the power of the dictator?

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1. In a dictatorship, where does all of the dictator’s power lie?

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**Lesson Four**

**Molloy College**

**Division of Education**

**Student: Brianne Catalano Dr. Sheehan**

**Course EDU: 5090-01 12/12/19**

**Grade: 5 Topic: Government Social Studies/Media Literacy**

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**Social Studies Standards**

**New York State Social Studies Standards**

**Key Idea:**

5.6 GOVERNMENTS IN WESTERN HEMISPHERE: The political systems of the Western Hemisphere vary in structure and organization across time and place.

**Key Concept:**

**5.6a** Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

Indicator: *This will be evident when students are reading documents from different forms of government in the Western Hemisphere.*

**NCSS C3 Inquiry Arc**

Dimension 2: Students will explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

Students will explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

Dimension 3: Students will construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

*Indicator: This will be evident when students corroborate each document in a small group setting.*

**Social Studies Practices: Habits of Mind**

**Gathering Information**

*Indicator: This will be evident when students are collecting evidence to show that the source is reliable.*

**ELA Standard New York State Next Generation English Language Arts Learning**

**Standard: SL.5.1**

**Domain:** Speaking and Listening; Comprehension and Collaboration

**Standard:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

*Indicator: This will be evident when students are working together in small groups when completing the worksheet.*

**ELA Standard New York State Next Generation English Language Arts Learning**

**Standard: SL.5.1**

**Domain:** Reading: Informational Text

**Standard:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Indicator: *This will be evident when students use sourcing and corroboration to determine what information is true about governments in the Western Hemisphere through the SCIM-C model.*

**INSTRUCTIONAL OBJECTIVES**

After a lesson on Government in the Western Hemisphere and learning SCIM-C is, students will explain what the text says explicitly when drawing inferences from the text by using sourcing and corroboration to determine what information is true about governments in the Western Hemisphere through the SCIM-C model identifying three accurate facts.

**DEVELOPMENTAL PROCEDURES**

**1.** **MOTIVATION** To engage students, the teacher will invite students to become historical investigators using the skills of historians to answer questions about the past.

**2.** The teacher will introduce the SCIM-C model. The SCIM-C strategy focuses on five broad phases: Summarizing, Contextualizing, Inferring, Monitoring, and Corroborating. (*What type of historical document is the source? What specific information, details and/ or perspectives does the source provide?)*

The teacher will explain how to corroborate statements. The teacher will be there as a support and will support the discussion with some of the questions to allow the students to think and discuss with each other *(How can we prove if the statements are true? What is corroboration? (LITERAL) Are the sources*

 **3.** Students will be introduced to historical question based on sources about Government in the Western Hemisphere. Students will explore these questions by going back to the sources and encountering the voices of historical actors in original documents.

*(Who wrote this article and why? (GENERAL--Open Ended) How does the fact that the author is "\_\_\_\_\_\_\_\_\_\_" affect the opinion expressed in the writing? (Specific: Leading--Better for Elementary Students)*

**4.** The teacher will build a story about the original event, setting the stage with background information for the students. (*What type of historical document is the source? What specific information, details, and/or perspectives does the source provide?)*

**5.** Students will be instructed to work collaboratively in groups completing the activity while the teacher circulates the room assisting students who may have questions*( Is this information reliable? What information do we have to show that the source is credible?)*

**6.** When the students are done with this worksheet, the class will come back as a group to discuss whether their statements were corroborated with the sources. (*Was it interesting to find out which statements were corroborated by the sources? (LITERAL) What do other documents say about the statements? (LITERAL) Have you heard anything from someone and wondered if it was factual? (LITERAL) What are you going to do when told someone tells you something that you are unsure is true? (LITERAL) How would you corroborate a source? Why is it important to corroborate a statement? (INFERENTIAL)*

**7.** ***CLOSURE:*** *The teacher will go over the homework with the students. The lesson will be concluded with the completion of an exit ticket.*

**ASSESSMENT**

Informal assessment

● Teacher will assess students’ understanding of sourcing and corroboration of information through comprehensive thinking strategies.

● Teacher will assess how the students interact with peers during group work/discussion using the SCIM-C model.

Formal assessment

● Teacher will assess students’ understanding when drawing inferences from the text by using sourcing and corroboration to determine what information is true about governments in the Western Hemisphere through the SCIM-C model.

● Teacher will assess understanding of content through a concluding exit ticket.

**INSTRUCTIONAL STRATEGIES**

**Strategy: Demonstration**

**Indicator:** This will be evident when the teacher explains to the students the SCIM-C model, and does an example together with them as a class.

**Strategy: Cooperative Groups**

**Indicator:** This will be evident when the students work in cooperative groups to complete the SCIM-C model.

**INDEPENDENT PRACTICE**

For homework, students will go home and become a “ Deceptive Detective.” Students will compare information from two different sources and students will use sourcing and corroboration to determine what information is true about governments in the Western Hemisphere through the SCIM-C model identifying three accurate facts.

**REFERENCES**

Moscrop, D. (2017, July 6). Canada is a great democracy. But you need to understand it. Retrieved from<https://www.macleans.ca/politics/ottawa/canada-is-a-great-democracy-but-you-need-to-understand-it/>.

Ramos, J. (2019, November 9). Latin Americans Are Furious. Retrieved from https://www.nytimes.com/2019/11/08/opinion/contributors/latin-america-protest-repression.html.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Exit Ticket**

**Create your own questions for SCIM-C.**

**Sourcing question:**

**Contextualizing question:**

**Inferring question:**

**Monitoring question:**

**Corroborating question:**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** **\_\_\_\_\_\_\_\_\_\_\_**

**Ms. Catalano Fifth Grade**

**Directions:** **In this activity, students will use the SCIM-C model to analyze a government document. This activity provides students with an opportunity to examine using a disciplinary scaffold to help them make inferences and corroborate across the sources.**

*“I recently heard a young Chilean protester say this: “The poor people of Chile took to the streets because they can’t take it anymore. Because they want water. Because the government took away the rivers. Because they have us young people selling our lives on the streets to pay miserable fees. The people of Chile are finally awake, and they won’t fall asleep ever again. ”The president, Sebastián Piñera, has expressed his regrets. “I’m aware that we showed a complete lack of vision, and so I apologize to my fellow citizens,”* [*he said*](https://www.cnn.com/videos/spanish/2019/10/22/sebastian-pinera-pide-perdon-inequidad-falta-vision-gobiernos-protestas-sot-brk-chile.cnn) *in a nationally televised broadcast. But before he apologized he sent the military into the streets, resulting in several deaths, and established a curfew,* [*the first declared*](https://www.nytimes.com/2019/10/19/world/americas/chile-protests-emergency.html) *in Chile since the end of Augusto Pinochet’s dictatorship.*

# **“Latin Americans Are Furious” By Jorge Ramos**

**Published: Nov. 8, 2019**

1. (Sourcing) Who wrote this article and why? Do you think there might be bias by the author in what way?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Close Reading (Inferential and Academic): What does the document actually say and what do the specific words or phrases refer to.

What does the author mean by “The people of Chile are finally awake, and they won’t fall asleep ever again.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. (Close Reading: Perspective) Does the author support the dictatorship in Latin America? (Provide evidence)

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*“Evaluating democracies is tricky work. There are competing conceptions of how a state should be organized and of which rules are best—indeed, we’ve disagreed with one another over this for thousands of years. Some prefer a participatory state, where individual citizens play an active role in self-government; others prefer an arrangement where very little is asked of citizens and in which governments are left to their own devices (between elections). Some want there to be as many elected positions in the country as possible, including, for instance, judges, so that popular control of who governs extends widely across the state; others argue that too much democracy leads to populist excesses and poor outcomes. There are many models of democracy that reflect a variety of values, priorities, and conceptions of how we ought to live together.*

*Canada is a parliamentary democracy and a constitutional monarchy. Roughly, this means that our government is formed by the party or group of parties that can obtain and maintain the confidence of the legislature, and that our sovereign (and head of state) is bound by the Constitution. We also have regular free and fair elections, a legitimate judiciary, and a robust set of rights and freedoms. I hope you’ll pardon the quick civics lesson, but* [*a recent piece by J.J. McCullough in the Washington Post*](https://www.washingtonpost.com/news/global-opinions/wp/2017/04/25/is-canada-really-a-true-democracy/?utm_term=.f680e52462a7) *has me concerned that one is necessary.*”

# **Canada is a great democracy. But you need to understand it.**

**Author: David Mascrop**

**Date Published: Apr 26, 2017**

1. (Sourcing) Who wrote this article and why? Do you think there might be bias by the author in what way?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. (Close Reading) What did the author mean by “Evaluating democracies is tricky work?” (Provide evidence)

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 3. (Corroboration) How does this document compared to the first document about government? (Support? Refute?)

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