

Gummy Bear Governments Lesson Plan

Mr. Kost's 7th Grade Geography Class

This lesson is for students to learn about the different forms of governments throughout the world and how they are formed. Also, this will talk about how a people group's form of government influences their culture and how other factors may have led to which ever type of government they have. This will come as a review after the teacher has lectured about different governments and how they gain power. Therefore, there will be a basis of knowledge in place and students will have completed a "flip-chart" with each of the different government forms.

The design for students to use technology is underlined.

Content: Government types and how they are formed.

Grade Level: 7th Grade

Materials Needed: Writing Utensils, Gummy Bears, Computers with Editing Software, Video Camera, White Sheet, & Group Prompts

Period Length: 50 Minutes

Standards: North Dakota Department of Public Instruction Standard 7.4.1 & 7.4.1:

"Compare the rights and responsibilities of citizens from a variety of countries"

"Explain how people create and change structures of power"

Objectives: Students should be able to do the following after the lesson:

*TLW explain how different forms of governments are formed.

*TLW be able to construct a high-quality video

*TLW be able to evaluate what different types of governments exist.

Learning Activities: The following activities will be used to help the students gain knowledge of the subject while fostering learning by having movement, group work, and hopefully some laughter.

1. The students will all be assigned a partner and two different types of governments and ways governments gain power. (1-3 Minutes)

- a. They will come from the following list: Anarchy, monarchy, dictatorship, oligarchy, theocracy, democracy, republic, oppression, revolt, conflict, intervention, or legislatively
2. Go over what they need to do and show students the rubric: *(3-5 Minutes)*
 - a. They need to create a small, short video that explains what these ideas look like.
 - i. With a rubric, explaining what exactly needs to be in the videos.
 - b. They will use different colors of gummy bears to represent the people groups involved.
 - c. They will use cameras to film in front of a white sheet to create these films.
3. Spilt up students and distribute supplies (Cameras, gummy bears, and computers to all of the partner groups *(5 Minutes)*
4. Let students film their work, using the gummy bears as actors. *(10-15 Minutes)*
 - a. Give students a warning at a specific time when they should be done filming and begin editing.
5. Have students edit their videos, adding titles and special effects if they choose. *(15-20 Minutes)*
 - a. Help students figure how to do these things if they do not know how to.
6. Have students put supplies back (and eat the used gummy bears!) when they done are done and turn in the videos they created to me electronically *(5-10 Minutes)*
7. Class dismissed

Assessment: The assessment will be based on the following rubric of the videos they create:

	Very Evident	Evident	Somewhat Evident	Not Evident
The government forms are correctly represented:				
Used the correct types of government assigned:				
Titles of government type present:				

Effort made to add special effects into video:				
Effort made to explain information (How it happens) and not tell facts:				
Worked with partner to create video:				
Total scores:				
Comments:				

Reflection: Reflection to be done after giving this lesson to student. So far I have only developed this piece and not executed in a classroom setting. My classmates and professor have examined it, and given me the following feedback so far:

- *Too much content to cover in one day, this lesson will probably need to be split up into more than one day.

- *I would hopefully have my students trained and familiar with the equipment beforehand, and this would help expedite this process.

- *Make sure students know how to use the video equipment beforehand

- *Keep students in pairs that will be appropriate, work well together, and not cause issues