

Facilitation Guide



Understanding Forms of Government (Create a Song) Social Studies Grade 10

EXPERIENCE OVERVIEW

Students will explore different forms of authoritarian and democratic governments. Then, students will create a persuasive song that reflects key aspects of one form of government. Body percussion techniques will be integrated to support musical elements, including beat, rhythm, and dynamics.

Standards

SOCIAL STUDIES

- GOV.SOG.1a: Compare and describe the challenges and advantages of authoritarian and democratic governments.
- D2.Civ.2.9–12: Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

NATIONAL CORE ARTS STANDARDS

- Creating
 - Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Performing / Presenting / Producing:
 - Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.
 - Anchor Standard 5: Develop and refine artistic work for presentation.
 - Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Connecting:
 - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Getting Ready

ESSENTIAL QUESTION:

- Which type of government—authoritarian or democratic—do you believe is the most effective for running a country?

OBJECTIVE:

- Students will comparatively analyze democratic and authoritarian governments and compose an original song that explains which form of government they believe is most effective.
- Language Objective: Students will use descriptive and comparative language to create lyrics that analyze and explain the effectiveness of democratic and authoritarian governments, incorporating key vocabulary and concepts learned in class.

ASSESSMENT:

- Students compose an original, persuasive song that explains which form of government they believe is most effective (citing structure, function, and impact on citizens). Songs must include evidence from the lesson and body percussion techniques.

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Getting Ready

KEY VOCABULARY:

- Social studies: Authoritarian, Oligarchy, Monarchy, Dictatorship, Democratic, Representative, Direct, Presidential, Parliamentary
- Music: Melody, Beat, Tempo, Rhythm, Body-Cognition, Body Percussion

MATERIALS/CLASSROOM SUGGESTIONS:

- Slides & Handouts
- Performance space

TEACHER BACKGROUND

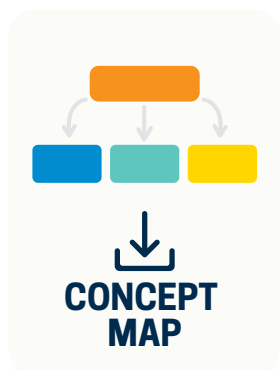
- WATCH: Benefits of Integrating Music
- WATCH: Music Elements in this Lesson

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ARTS INTEGRATION MATERIALS



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TEACH

Engage: “You’re in Charge Now” Scenario

- Present the scenario to students (slides): *You’re starting a brand-new community on an island. You have to decide how rules are made, who makes them, and how decisions affect everyone.*
- Ask students to choose (students turn and talk or stop and jot on the lesson graphic organizer):
 - A) One leader decides everything
 - B) A small group decides
 - C) Everyone gets a voice
- Discuss (either in 3 small groups based on selection or as a class) for each option:
 - Why did you choose this option? What do you see as the benefits?
 - Who has power here?
 - How fair does this feel?
 - Whose voices might be left out?



Connect/Explain Objective

- Explain that in this lesson, students will learn more about the different forms of government. Then, students will select the form they think is most effective, and present their argument in the form of a song.
- Share the objective: Students will comparatively analyze democratic and authoritarian governments and compose an original song that explains which form of government they believe is most effective.

Learn

- Use the included slides and this reference video to present the different forms of government.
 - Provide students with the note-taking graphic organizer to:
 - Record: “What is an Authoritarian government?” and “What is Democracy?”
 - What is the structure, function, and impact of each form of government?
 - *Note: There is space provided for students to draw an illustration or symbol to help them remember the different forms.*
- Ask students to consider, from this initial learning, which form or forms of government they are beginning to think are the most effective (or best) and why.
 - Provide students with time to conduct additional research into why they think certain forms are most effective.



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Write an Evidence-Based Claim

- Students use the assessment section of the [note-taking graphic organizer](#) to organize their claim, evidence, and analysis.
 - Note: Check for understanding – A **rubric** has been included on the handout



Create a Song

- When students have completed their claims, it's now time to turn that thinking into a song: *Students compose an original, persuasive song that explains which form of government they believe is most effective (citing structure, function, and impact on citizens). Songs must include evidence from the lesson and body percussion techniques.*
- Watch: Show students the elements of music video to provide some basic vocabulary for music-making.
- Learn **body percussion**: explain that body percussion uses claps, stomps, snaps, and pats to make beats, rhythm, and dynamics. Students will use these music-making techniques to add a beat and rhythm to their song.
 - See the slides for a body percussion visual chart and a chance to practice.
 - View other resources that incorporate [Body Percussion via our resource library](#).
 - Learn more about Body Percussion in [Murray's course](#)
- Explain that student songs can be simple. They can use the ideas they gathered in their notes and claims to create lines put to a simple beat, or they can use lyrical substitution to replace the lyrics of an existing song they know with their own lyrics about which form of government they think is the most effective and why.
 - Students are encouraged to have a chorus and at least two verses.
- WATCH: [Show students the example video.](#)
- Students work independently or in groups to create their songs.



Perform Songs

- Students share their songs with the class, a peer, or another small group.
- Checks for understanding:
 - The form of government is clearly selected
 - Evidence from the learning experience is included
 - There is an explanation in the lyrics for why this form is arguably most effective.
- Students can provide feedback in the form of positive "glows" following performances.