



Who shall be Queen?

Social Studies

Government and Citizen Rights

The Prince needs a Princess in the mythical kingdom and monarchy in which Cinderella lives. Let the search begin and may the best girl win!

National Standards > Social Studies

NSS-C.K-4.1 What is government? (*Students address the following essential questions for study*)

- What is government?
- Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?
- Why is government necessary?
- What are some of the most important things governments do?
- What are the purposes of rules and laws?
- How can you evaluate rules and laws?
- What are the differences between limited and unlimited governments?
- Why is it important to limit the power of government?

NSS-C.K-4.3 Principles of democracy (*Students address the following essential questions for study*)

- What is the United States Constitution and why is it important?
- What does the national government do and how does it protect individual rights and promote the common good?
- What are the major responsibilities of state governments?
- What are the major responsibilities of local governments?

NSS-C.K-4.5 Roles of the citizen (*Students address the following essential questions for study*)

- What does it mean to be a citizen of the United States?
- What are important rights in the United States?
- What are important responsibilities of Americans?
- What is the importance of political leadership and public service?

Kentucky: Social Studies

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Government and Civics (2.14, 2.15)

2.14 Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

(Grades 4 and 5)

SS-E-1.1.1 Democratic governments function according to the needs and wants of the citizens and provide for society's needs(e.g., police and fire departments, education, highways).

SS-E-1.1.3 The basic purposes of the government of the United States are the establishment of order, security, the protection of the rights of individuals, and the attainment of common goals as specifically listed in the Preamble to the U.S. Constitution.

SS-E-1.3.2 The U.S. government guarantees certain rights (e.g., freedom of religion, freedom of press) such as those found in the Bill of Rights, the first ten amendments to the U. S. Constitution.

(Grade 6)

SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).

SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).

SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.

Ohio: Social Studies>Government

- Use knowledge of the purposes, structures, and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.

Benchmark(s) Grades 4 and 5

A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.

Benchmark(s) Grade 6

A. Explain why people institute governments, how they influence governments, and how governments interact with each other.

C. Compare the defining characteristics of democracies, monarchies and dictatorships.

Ohio: Social Studies>Citizen Rights and Responsibilities

- Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark(s) Grades 4 and 5

B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Benchmark(s) Grade 6

B. Identify historical origins that influence the rights United States citizens have today.

Objective

Students will:

- Identify the characteristics of various government and citizen rights guaranteed under those governments.

Assessment

Students will be able to:

- Identify the characteristics of governing structures--a democracy, monarchy and dictatorship.
- Identify the types of citizen rights enabled by the government structures.
- Compare the rights and responsibilities of citizens living under various systems of government.

Sample items to gauge student understanding:

1. Which is not a function of government?
 - a. Make laws
 - b. Protect rights of citizens
 - c. Settle disputes
 - d. Censor newspapers (d)
2. A new monarch is chosen by_____. (*by presiding authority, king or queen or next heir in line to the throne*)
3. Write a summary paragraph to compare and contrast the difference between a monarchy and a democracy.

Vocabulary

- Government
- Democracy
- Monarchy
- Dictatorship
- Citizen Rights

Materials

- Handout: *Three Governments Venn Diagram*
- Internet assess for students

Activity 1

Cinderella in Charge

Teacher will:

1. Introduce/review and define the concept of "government."
2. Introduce the three types of governments and characteristics of their structures—democracy, monarchy and dictatorship.

3. Facilitate student discussion on the type of government in which the character Cinderella lived as presented in the Children's Theatre production. (*Monarchy*)
4. Have students compare and contrast a governing monarchy with the type of government found in the United States. (*Democracy*) Students will complete a Venn diagram graphic organizer, see handout.
5. Facilitate student discussion to address the purpose of government in the protection and care of its citizens. Have students explore and examine how within a monarchy and democracy this occurs. (Emphasis is on structure, function and responsibilities.)

Guiding questions:

- What are rights?
 - What rights do people have in the United States of America?
 - What rights does Cinderella have in her kingdom?
 - Would Cinderella have had more rights living in the United States of America?
6. Have students add information regarding citizen rights to their Venn diagrams.
 7. Have students examine their Venn diagrams and write a summary statement regarding how a monarchy and a democracy provide citizen rights.

Students will:

1. Explore and examine the three forms of government with emphasis comparison of a monarchy and a democracy.
2. Identify the government structure for the kingdom in which Cinderella lived.
3. Compare and contrast citizen rights for one living in a monarchy vs. a democracy.

Activity 2

Cinderella in Charge

Teacher will:

1. Recapture summary characteristics of a monarchy, a democracy and citizen rights enabled within those government structures.
2. Divide students into groups of five to team and address the following scenario and answer the following questions.
 - a. Think about what Cinderella's life would be like if there were no King, no Queen, no Prince, no rules, no government, no monarchy or democracy. There is no leadership or ruler. Would Cinderella's life be worse or better? Why or why not?
 - b. How would the lives of Cinderella's stepmother, stepsisters and her own change if all lived under a dictatorship? Would the stepmother and step sisters treat Cinderella any differently? Why or why not?
 - c. Is Cinderella better off to live within a kingdom with some form of government as opposed to no government? Why or why not? What would be the ideal?

3. Have students add information regarding a dictatorship to their Venn diagram.
4. Have student teams create a team summary statement on the benefits of government and citizens rights with a preference included for a specific type of government structure.

Activity Extensions

- Now that Cinderella is a princess with a voice in government matters, she has responsibilities for her subjects or citizens. Students will describe in a narrative the government and rights Cinderella provides for her subjects or citizens. Guiding questions to consider:
 - What changes will occur in Cinderella's government?
 - How will life be better or worse for everyone in the kingdom?
 - Will the government reflect more of a democracy or more of a monarchy, or dictatorship?
 - What powers of the government do the leaders possess?
 - What are specific citizen rights?
- Look in the newspaper for problems that our government faces today. Have students decide how a king or queen might react to the same problem in a monarchical government.
- Students explore and examine rights for those U.S. citizens under the age of 18.
- Students debate whether or not the United States made the right decision when making a democracy.

Self-Selected Reading Suggestions

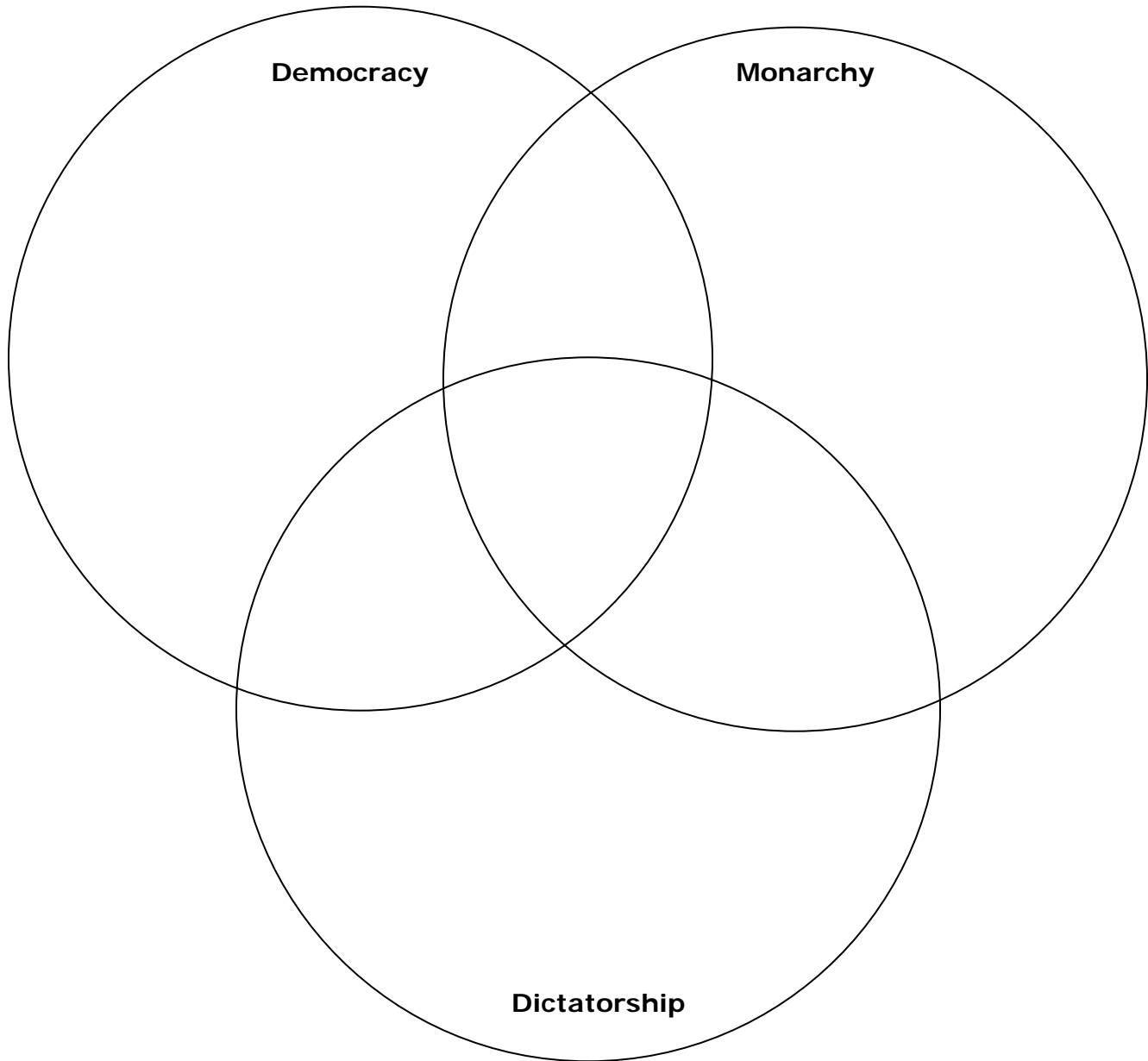
- Grodin, E. (2004) D is for Democracy : A Citizen's Alphabet. Chelsea, Mich.: Sleeping Bear Press.
- Aten, J. (1989) Democracy for Young Americans. Carthage, IL: Good Apple.
- Barton-Wood, S. (2002). Queen Elizabeth II: Monarch of our Times. Austin, TX: Raintree Steck-Vaughn.
- Price Hossell, K. (2004) The Bill of Rights. Chicago, Ill.: Heinemann Library.
- Krull, K. (1999) A Kids' Guide to America's Bill of Rights : Curfews, Censorship, and the 100-pound Giant. New York: Avon Books.
- Colman, W. (1987). The Bill of Rights. Chicago: Children's Press.



Student Handout

A VENN for Three Governments: Compare and Contrast

Name _____



Summary Statement:

Cinderella Resources



Academic Standards:

Education World > National and State Standards

<http://www.educationworld.com>

Kentucky Department of Education (Core Content for Assessment)

<http://www.education.ky.gov>

Ohio Department of Education

<http://www.ode.state.oh.us>

National Council of Teachers of English

<http://www.ncte.org>

National Council of Teachers of Mathematics

<http://www.nctm.org>

National Science Teachers Association

<http://www.nsta.org>

National Council for the Social Studies

<http://www.ncss.org>

Web Resources:

The Official Website of the British Monarchy

<http://www.royal.gov.uk/>