

## The State of the State

### Time Needed:

One class period

### Materials Needed:

PowerPoint and Student Materials

### Copy Instructions:

Guided notes (*single-sided, class set*)

Worksheets (*double-sided, class set*)

### Learning Objectives.

- Students will be able to:
- Identify and describe the four features of a state by creating a chart and agreeing or disagreeing with statements.
  - Differentiate between a sovereign state and the "states" in the United States by deciding whether the four features of a state apply to each.
  - List the four roles of government.
  - Apply the features and roles of a state by creating a profile of a new, fictional sovereign state and deciding on its priorities.

## STEP BY STEP

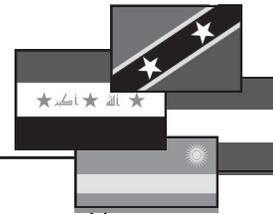
- ANTICIPATE** the lesson by asking students to imagine that they have their own country. What would the people be like? What would the territory be like?
- DISTRIBUTE** the State of the State packets to students, and review the graphic organizer on the guided notes page.
- RUN** the State of the State PowerPoint, taking time to review the vocabulary covered with your students as needed and spot checking for understanding and guided note completion. Use open ended questions as an opportunity to check for understanding.
- INSTRUCT** students to write three of their own thumbs up and thumbs down (true and false) statements about the material covered in their guided notes. Pair students with a neighbor and have them test out their statements.
- REVIEW** the instructions for worksheets pgs 2-3 with your students. Begin the activity with them, guiding them and breaking down vocabulary through the Population and Territory sections. Release students to independent work.
- INSTRUCT** students to follow directions carefully and to use complete sentences where necessary.

# The State of the State

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

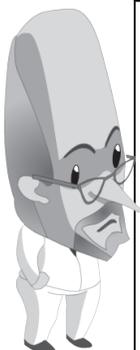
Define state and draw a symbol for each section of the definition.

A **state** is...



A body of _____,	living in a defined _____,	with the _____	and an _____ to do this.
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Feature			
Definition			
<p>1) The _____ of a population does _____ matter.</p> <p>2) Population has a big _____ on the type of government a state chooses.</p>	<p>1) A state must have set _____.</p> <p>2) Boundaries are _____ always agreed on.</p> <p>3) Boundaries can _____:</p> <p>1</p> <p>2</p> <p>3</p>	<p>1) States can set their own _____ and _____.</p> <p>2) States are _____ but this isn't always _____.</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>



Create three of your own Thumbs Up/Thumbs Down statements.


 1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

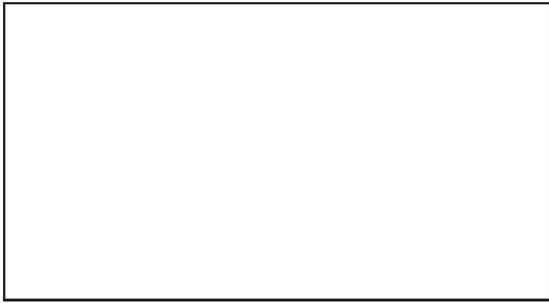

 2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


 3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# The State of the State

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

Flag



**Anthem:** \_\_\_\_\_

**Motto:** \_\_\_\_\_

**Bird:** \_\_\_\_\_

**Flower:** \_\_\_\_\_

**Activity:** \_\_\_\_\_

**Color:** \_\_\_\_\_



**Population**

Sparse / Medium / Dense  
 Rural / Suburban / Urban  
 Poor / Medium / Wealthy  
 Uneducated / Highly Educated  
 Homogeneous / Heterogeneous



**Territory**

Small / Medium / Large  
 Flat / Hilly / Mountainous  
 Island / Coastal / Landlocked  
 Tropical / Moderate / Cold  
 Resource depleted / Resource heavy



**Government**

Fill in the following boxes to develop a profile of your government, in all its roles.

Keeping Order

What challenges do your population and territory create for keeping order?

How do you plan to keep order in your country? WHY?

Protecting the Country

What challenges does your territory create for protecting your country?

What systems or organizations do you have in place to protect your country (and your resources)? WHY?

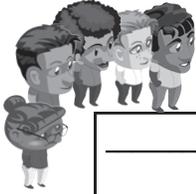
Providing Services

**Circle 5 of the following services that you want to be sure to provide for your citizens.**

Make sure to think about the features of your population and your territory.

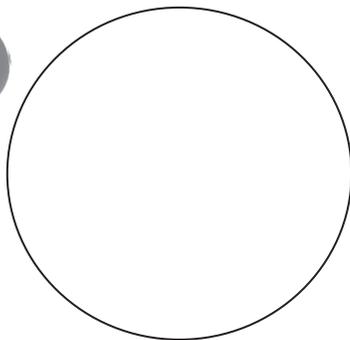
- |                |                  |                 |                 |               |
|----------------|------------------|-----------------|-----------------|---------------|
| Postal Service | Road Maintenance | Museums         | Schools         | Waste Removal |
| Medical Care   | Water Sanitation | Bridge Building | Food Inspection | Libraries     |

# The State of the State



## Providing Services

_____ is an important service for my people because _____.
One challenge to providing this service is _____.
_____ is an important service for my people because _____.
One challenge to providing this service is _____.
_____ is an important service for my people because _____.
One challenge to providing this service is _____.
_____ is an important service for my people because _____.
One challenge to providing this service is _____.
_____ is an important service for my people because _____.
One challenge to providing this service is _____.



This circle graph represents the money your government has to spend each year. Create a budget by splitting the circle into **three** different pieces:

- One piece represents your spending on **keeping order**
- One piece represents your spending on **protecting the country**
- One piece represents your spending on all **services**

Make sure you label each piece of the circle graph!

## Making Economic Decisions

Which piece of the circle is biggest? WHY?

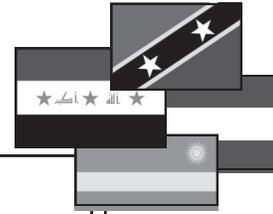
Which piece of the circle is smallest? WHY?

# The State of the State

# TEACHER'S GUIDE

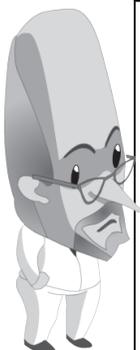
Define state and draw a symbol for each section of the definition.

A **state** is...



A body of <u>people</u> ,	living in a defined <u>space</u> ,	with the <b>Power to make and enforce laws</b>	and an <u>organization</u> to do this.
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Feature	Population	Territory	Sovereignty	Government
Definition	People who are the members or citizens of a state	The area in which a state's rule applies	The ability to rule absolutely within a given territory	The organization that makes and enforces the laws
	1) The <u>size</u> of a population does <u>NOT</u> matter.  2) Population has a big <b>influence</b> on the type of government a state chooses.	1) A state must have set <b>boundaries</b> .  2) Boundaries are <b>not</b> always agreed on.  3) Boundaries can <b>change</b> : 1 <b>war</b> 2 <b>negotiation</b> 3 <b>purchase</b>	1) States can set their own <b>foreign policy</b> and <b>agenda</b> .  2) States are <b>equal</b> but this isn't always <b>true or the case</b> .	1) <b>Keeping order</b>  2) <b>Protecting the Country</b>  3) <b>Providing Services</b>  4) <b>Making economic decisions</b>



Create three of your own Thumbs Up/Thumbs Down statements.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_