

Youtopia: Create Your Own Government

In this assignment you must create your assigned country's government. You will choose a type of government for your country based on the parameters selected and your research. You will then create a profile of your country's government and present it to the class.

Government Types To Choose From:

- Absolute Monarchy
- Communist State
- Constitutional Monarchy
- Dictatorship
- Direct Democracy
- Oligarchy
- Representative Democracy
- Socialist State
- Theocracy
- Totalitarian (a type of dictatorship)

Deciding Your Parameters: Roll the Die, Seal your Fate!

Each student will roll a die once for each category. The combined results will be the parameters that will help you determine which type of government will work best for your new nation.

Demographics:

1. homogenous racially & economically weak
2. homogenous racially, & economically strong
3. 20% indigenous minority population & economically disadvantaged, 80% non-indigenous & mixed economically
4. homogenous racially, 10% of population controls 90% of wealth
5. heterogeneous racially & economically weak
6. 45% one ethnic group, 55% another ethnic group, economically mixed

Religion:

1. religiously diverse
2. religiously fundamentalist
3. equally divided between two differing sects of the same faith
4. 80% one faith, 20% other diverse faiths
5. equally divided among two different religions
6. Non-religious

Resources:

1. abundant agricultural resources, limited non-agricultural resources
2. limited agricultural resources, abundant non-agricultural resources
3. abundant agricultural resources, abundant non-agricultural resources
4. limited agricultural resources, limited non-agricultural resources
5. no agricultural resources, limited non-agricultural resources
6. abundant agricultural resources, no non-agricultural resources

Geography:

1. One of multiple countries on a large continent, with a coastline
2. Land Locked, on a large continent with numerous neighboring countries
3. Island
4. One of a few countries on a large continent, with a large coastline
5. One of a few countries on a small continent, with a small coastline
6. Peninsula, with one neighboring country

Size:

1. Tiny
2. Small
3. Medium
4. Large
5. Extra-Large
6. Jumbo

History/Political Climate:

1. Stable, long established people
2. Bellicose
3. Exceptionally unstable, long established people
4. Newly independent
5. Peaceful
6. The Meddler

Creating Your Government: Profile & Presentation

Part 1: Profile

You will create a profile of your new nation including the following:

- The name of your country
- What type of government your country has
- The definition of your government type
 - Which philosophies, thinkers, and works most positively influenced your choice of government? Which had the greatest negative impact?
 - How did each of the parameters influence your government type?
- List 8 characteristics of your government type
 - How do leaders become leaders?
 - Who makes the decisions in the government?
 - Who holds power in this form of government?
 - How are the people's views taken into account?
 - What is the role of the citizen?
 - How does the government raise money?
 - 2 more characteristics or facts about your government.
- What is the greatest benefit of your country's government?
- What is the greatest flaw of your county's government?
- Write a founding document
- Describe a country in the world, past or present, that is most similar to your nation and explain the comparison.

Part 2: Presentation

Create a four-minute written public statement & presentation to a world governing body announcing your new government. Why must you be recognized? And why is your government is best for your country?

Works by no less than 6 of the following must be utilized and cited in this project:

Plato, St. Paul, Niccolo Machiavelli, John Locke, Thomas Hobbes, Voltaire, Jean-Jacques Rousseau, Adam Smith, Francis Bacon, Thomas Jefferson, James Madison, Alexander Hamilton, Thomas Paine, Alexis deTocqueville, John Milton, William Shakespeare, Thomas More, Henry David Thoreau, Ralph Waldo Emerson, Karl Marx, & Friedrich Engels.

The Process:

1. Develop a thesis statement. Your thesis should include your claim or a position and evidence supporting your claim or position. (CCSS.ELA-LITERACY.WHST.11-12.9, SLO 26, DOK 4)
2. Find multiple sources discussing your topic; take notes as you read your sources. You may take notes on note cards if you find that useful. If not, consider taking notes either on your computer or in a notebook. (CCSS.ELA-LITERACY.WHST.11-12.8, SLO 25, DOK 4)

Your assignment is to utilize primary sources and print sources. Those print sources may include sources you find online, but are available in print format. (CCSS.ELA-LITERACY.RH.11-12.7, SLO 7, DOK 4)

3. Find demographics, charts, graphs, or tables to further strengthen your thesis. (CCSS.ELA-LITERACY.RH.11-12.7, SLO 7, DOK 4) (CCSS.ELA-LITERACY.WHST.11-12.2a, SLO 16, DOK 4)
4. Create an outline organizing your thoughts. Your outline could be either sentence or topic structure. Again, recall that the more effort you put into your outline, the easier it will be to write your presentation. (CCSS.ELA-LITERACY.WHST.11-12.2a, SLO 16, DOK 4)
5. Begin writing your presentation. Every paragraph should have a topic sentence (an assertion), evidence, and analysis. Think of yourself as a lawyer defending your client in court. What evidence best supports your claim? How can you convince the jury that your position is the right way to analyze the facts? Your analysis helps the jury/reader connect all the ideas to support your claim/thesis. (CCSS.ELA-LITERACY.WHST.11-2.4, SLO 21, DOK 4)
6. Create a Work Cited Page. We recommend using citationmachine.net. Be very careful with the information that you input. Check spellings, capitalization, and titles. (CCSS.ELA-LITERACY.WHST.11-12.8, SLO 25, DOK 4)
7. Practice, Practice, Practice!!!

Common Core Standards Prioritized:

CCSS.ELA-LITERACY.RH.11-12.7, SLO 7, DOK 4

Research, integrate and evaluate multiple print and digital sources of information such as books, articles, speeches, charts, and graphs to address and prove the students' individual theses.

CCSS.ELA-LITERACY.WHST.11-12.2a, SLO 16, DOK 4

Introduce a topic and organize complex ideas, concepts, and information in a research paper outline so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (economic historical figures, tables, & charts), and multimedia are utilized to reinforce, explain, and prove the students' individual theses.

CCSS.ELA-LITERACY.WHST.11-12.2d, SLO, 19, DOK 3

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-2.4, SLO 21, DOK 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.8, SLO 25, DOK 4

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9, SLO 26, DOK 4

Draw evidence from informational texts to support analysis, reflection, and research on the students' individual theses.

- *See attached Rubric*