

Wednesday, April 2nd 2014

Jordan Parks

Lesson: Teaching Dictatorships, Capitalism, and Basic Concepts of Democracy with Popular Culture – 11th Grade Government DeWitt High School

Rationale: I am using this lesson to teach students about the inherent power of governments. Students will be analyzing the struggle of power in different nations through studying popular culture. One of the common assumptions I hear from students is that they aren't able to have an affect on government. The purpose of this assignment is for them to explore how important a democracy is to the future of the world. Additionally, students will analyze who reaps benefits from a capitalist society, and who does not. Two music videos will be shown that will break down the issues with both democracies (and the ultimate greed that develops from it's beneficiaries) and dictatorships.

Objectives: Students will be able to ...

*Define systems of government based on who can participate

*Identify different ways that power can be distributed, geographically, within a state

*Describe a government by the distribution of power between the executive and legislative branch

*Understand the foundations of democracy

*Analyze the connections between democracy and the free enterprise system

Essential Question: Which governmental system is more beneficial to the global society, a democracy or dictatorship?

Warm-Up (10 Minutes): Students will read through the lyrics of "Handlebars" by the Flobots. They will be asked to answer two questions, "What does it mean to be able to ride your bike with no handlebars?" and "Please provide to lyrical examples that show one of the following themes; growth, corruption, power, greed, and innocence"

Activity #1 (15 Minutes): Watch the music video, students will write down patterns and themes they notice throughout the video. They will be asked to identify symbols they notice throughout the video.

Lecture (20 Minutes): Students will take notes on slides that identify how governments are classified, and the basic concepts of democracy.

Activity #2 (15 Minutes): Students will simulate the idea of capitalism (though an economic system, the "free enterprise system" is a driving factor of democracy in the U.S.) through playing rock, paper, and scissors to earn more currency (Hershey Kisses). They can make the personal decision to turn in 6 Hershey Kisses for a Chocolate bunny or Reese's Egg, or turn in 9 Hershey Kisses for a Nerd's Rope. When all of my (4) Nerd's Ropes are gone, students will discuss what it felt like to participate in this activity. Then, students will all have a seat and everyone will receive two Hershey's kisses (to simulate communism).

Activity #3 (15 Minutes): Students will make a brief political spectrum and analyze why people identify themselves in different areas. They will watch the Music Video of "Sleep Now in the Fire" by Rage Against the Machine and identify major systems that expose the flaws of the free enterprise system.

Assessment: Students will take a Chapter 1 Quiz the following class period.

I can ride my bike with no handlebars, No handlebars, no handlebars I can ride my bike with no handlebarsNo handlebars, no handlebars Look at me, look at me Hands in the air like it's good to be Alive, and I'm a famous rapper Even when the paths are all crooked-y I can show you how to dosey-doe I can show you how to scratch a record I can take apart the remote control And I can almost put it back together I can tie a knot in a cherry stem I can tell you about Leif Ericson I know all the words to "De Colores" And I'm proud to be an American Me and my friends saw a platypus Me and my friend made a comic book And guess how long it took I can do anything that I want, cause look I can keep rhythm with no metronome No metronome, no metronome And I can see your face on the telephone On the telephone, on the telephone

Look at me, look at me Just called to say that it's good to be Alive, in such a small world I'm all curled up with a book to read I can make money, open up a thrift store I can make a living off a magazine I can design an engine 64 miles to a gallon of gasoline I can make new antibiotics I can make computers survive aquatic, conditions I know how to run the business And I can make YOU wanna buy a product Movers shakers and producers Me and my friends understand the future I see the strings that control the systems I can do anything with no assistance, cause I can lead a nation with a microphone With a microphone, with a microphone And I can split the atoms of a molecule Of a molecule, of a molecule

Look at me, look at me Driving and I won't stop! And it feels so good To be alive and on top! My reach, is global, my tower, secure My cause, is noble, my power, is pure I can hand out a million vaccinations Or let 'em all die in exasperation Have all healed from their lacerations Or have 'em all killed by assassinations I can make anybody go to prison Just because I don't like 'em~! And I can do anything with no permission I have it all under my command because I can guide a missile by satellite By satellite, by satellite And I can hit a target through a telescope Through a telescope, through a telescope And I can end the planet in a holocaust In a holocaust, in a holocaust In a holocaust, in a holocaust.

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Rage Against The Machine

An American rock band, formed in Los Angeles in 1991. The band's lineup consists of vocalist Zack de la Rocha, guitarist Tom Morello, bassist Tim Commerford, and drummer Brad Wilk. Rage Against the Machine's sound is a blend of alternative rock, rap, heavy metal & funk. They were active from 1991–2000, (break up in 2000) reassembling in 2007.

Integral to their identity as a band, Rage Against the Machine voice revolutionary viewpoints highly critical of the domestic and foreign policies of the U.S. government. Throughout its existence, RATM and its individual members participated in political protests and other activism to advocate these beliefs. The band primarily saw its music as a vehicle for social activism; de la Rocha explained that

- "I'm interested in spreading those ideas through art, because music has the power to cross borders, to break military sieges and to establish real dialogue." - **Zack de la Rocha**

- "America touts itself as the land of the free, but the number one freedom that you and I have is the freedom to enter into a subservient role in the workplace. Once you exercise this freedom you've lost all control over what you do, what is produced, and how it is produced. And in the end, the product doesn't belong to you. The only way you can avoid bosses and jobs is if you don't care about making a living. Which leads to the second freedom: the freedom to starve." - **Tom Morello**



“SLEEP NOW IN THE FIRE”

The world is my expense - The cost of my desire - Jesus blessed me with its future - And I protect it with fire - So raise your fists and march around - Don't dare take what you need - I'll jail and bury those committed - And smother the rest in greed - Crawl with me into tomorrow - Or I'll drag you to your grave - I'm deep inside your children - They'll betray you in my name

Hey! - Hey! - Sleep now in the fire x 2

The lie is my expense - The scope with my desire - The party blessed me with its future - And I protect it with fire - I am the Niña, the Pinta, the Santa Maria - The noose and the rapist, the fields overseer - The agents of orange - The priests of Hiroshima - The cost of my desire - Sleep now in the fire

Hey! - Hey! - Sleep now in the fire x 2

For it's the end of history - It's caged and frozen still - There is no other pill to take - So swallow the one -

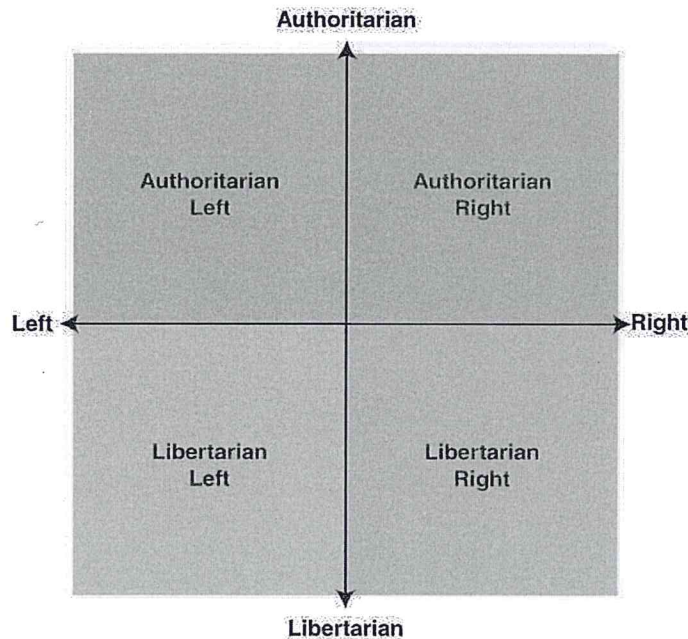
That makes you ill - The Niña, the Pinta, the Santa Maria - The noose and the rapist, the fields overseer -
The agents of orange - The priests of Hiroshima - The cost of my desire - Sleep now in the fire

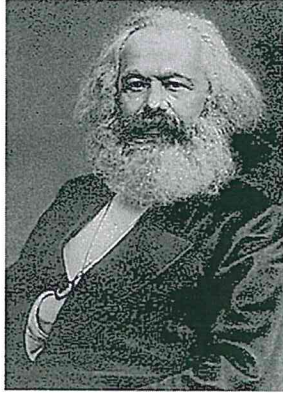
YEAAA! - Sleep now in the fire! x 4

Communism



Communism is a government of a totally classless society based on common ownership (no private property – no free market) and control of the means of production and property in general. "Pure communism" according to Karl Marx means classless and oppression-free society where decisions on what to produce and what policies to pursue are made *democratically*. Every member of society is supposed to participate in the decision-making process politically and economically. Communism attempts to offer an alternative to the problems with the capitalist market economy and the legacy of imperialism and nationalism.





Karl Marx (1818 – 1883) was a German philosopher, political theorist and revolutionary credited as the founder of communism, writing *The Communist Manifesto* in 1848. Marx thought that history was the story of class struggles. Marx argued that capitalism, like previous socioeconomic systems, was flawed and would eventually end after revolution. Communism will in its turn replace capitalism and lead to a stateless, classless society.