

Using Virtual Tours of Leader Dwellings to Compare Government Systems

Course: Modern World History

Grade: 9-12

Time: 90-135 minutes

Purpose:

- Students draw comparisons between constitutional republics, absolute monarchies and constitutional monarchies and infer a relationship between the principles of each system and the dwellings of their national leader. The primary vehicle for this learning is the utilization of virtual tours of leader dwellings for real historical/contemporary examples.

Standards (Kansas):

- **Standard #5: Relationships among people, places, ideas and environments are dynamic.**
 - *5.3 The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.*
 - *5.4 The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative.*

Learning Goals:

- Understand the key components of a constitutional republic, absolute monarchy and constitutional monarchy.
- Compare and contrast constitutional republics, absolute monarchies and constitutional monarchies.
- Examine real world, historical examples of each of the three system of governments.
- Determine dynamic relationships between the level of opulence of leaders' dwelling and the system of government in place.

Success Criteria:

1. Create a table comparing a constitutional republic, absolute monarchy and constitutional monarchy
2. Determine a list of two pros and cons for each of the three systems of government
3. Conduct a virtual tour of the White House, the Palace of Versailles, Buckingham Palace and 10 Downing Street, writing down five observations for each
4. Write a minimum 1-page response, utilizing evidence from the virtual tour, that draws connections between the nation's system of government and the dwelling of that nation's leader(s).

Task:

1. Students will read short articles on each of the following: constitutional republic, absolute monarchy and constitutional monarchy.
2. Teacher and students will collaboratively complete a comparison chart on the board, focusing on the three systems of government.

3. Students will discuss in small groups the potential pros and cons of each system of government. The teacher will walk around during the discussion to gauge groups' progress and redirect where needed. Each group will be responsible for choosing either a pro or con for each of the government systems.
4. Students will use Google Cardboard to conduct a virtual tour of each of the following: Palace of Versailles, the White House, Buckingham Palace and 10 Downing Street. Each student will journal their observations on a piece of notebook paper.
5. After the virtual tours, students will return to their small groups to discuss their observations. The teacher will walk around during the discussion to gauge progress and redirect where needed. Each group will be responsible for sharing one unique observation about each dwelling.
6. The teacher will engage the class in a discussion regarding their findings.
7. Students will take a white tablet pop-quiz over the components of the three systems of government. The teacher will correct misconceptions.
8. Culminating Task: Each student will write a one page response to the following prompt: **What connections can you draw between each nation's system of government and the dwelling of their leader? Is there any relationship? How does the level of opulence in the dwelling reflect the principles of its government system? Use evidence from your virtual tour observations to strengthen your analysis.**
9. After writing, students will seek feedback from a minimum of two peers on their written response. After making revisions based on peer feedback, students will submit their prompt to the teacher.

Evidence Gathering Opportunities:

1. Collaboratively create a comparison chart
2. Working with small groups to gauge their ability to identify pros/cons and their visual observations
3. White tablet pop-quiz over the three government systems
4. Submission of final 1-page written response

Participant Structures

1. Small-Group
 - a. Discussion; pros/cons development; sharing virtual tour observations
2. Whole Class
 - a. Collaborative chart development
3. Individual
 - a. Virtual tour; white tablet pop-quiz; 1-page written prompt

Scott Peavey
Gardner-Edgerton High School (KS)
peaveys@usd231.com