

The Sovereign State

Time Needed: Two class periods

Materials Needed:

Student Worksheets

Power Point w/projector (*optional*)

Colored pencils (*optional*)

Copy Instructions:

Anticipation & Closing Activities (*half pages back to back; class set*)

Guided notes organizer (*1 page; class set*)

Create a State Worksheets (*2 pages; class set*)

Learning Objectives. Students will be able to:

- Identify and describe the four features of a state.
- 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.

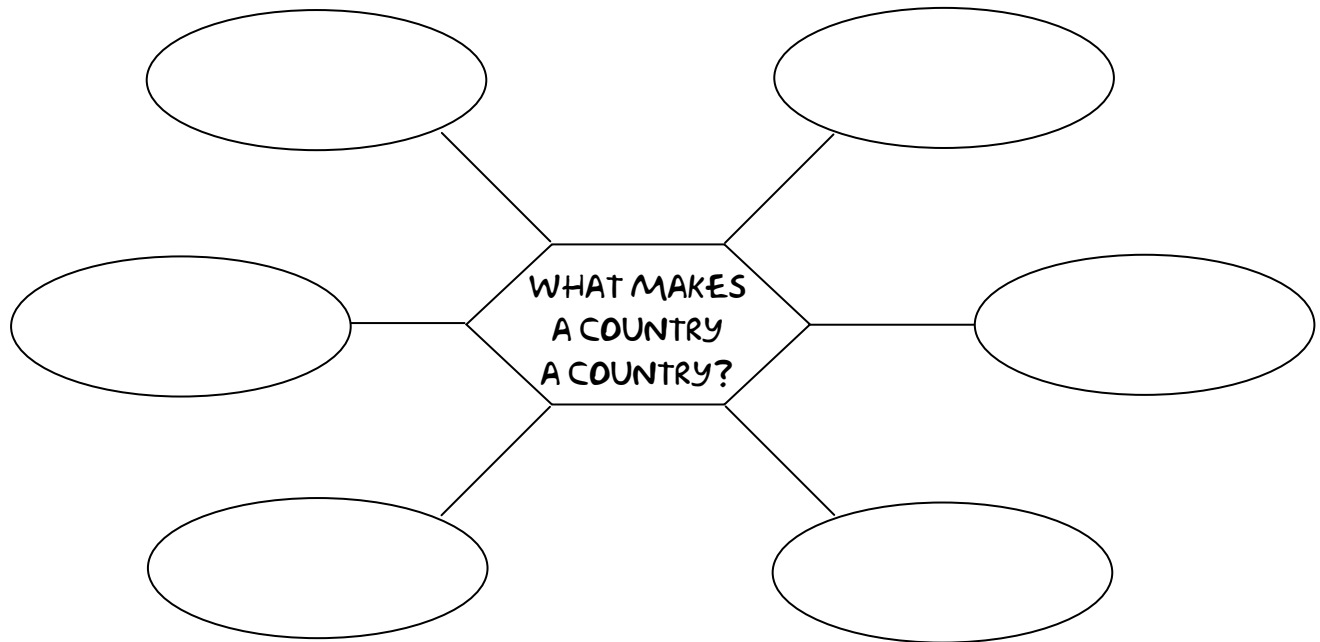
STEP BY STEP

- ☐ **ANTICIPATE** the lesson by asking students to fill out the *Anticipation Activity* graphic organizer. Call on students to share their ideas about what makes a country a country.
- ☐ **DISTRIBUTE** one *Guided Notes* organizer to each student.
- ☐ **DISTRIBUTE** one *Reading* page to each student.
- ☐ **READ** the reading page with the class, pausing to discuss and let students fill in their *Guided Notes* organizers. If you wish, project a copy of the *Guided Notes* organizer as a teaching tool to fill in along with the students.
- ☐ **ALLOW** students to complete the Four Roles of Government graphic organizer. As an alternative, consider projecting the projection master and completing the organizer as a class, OR run the Power Point supplement. The Power Point presents the graphic organizer as an active participation activity, so you can have the class tell you as a chorus where each item should go.
- ☐ **REVIEW** the answers by reading them aloud OR by projecting the Four Roles of Government organizer transparency master and completing it as a class OR by running the Power Point supplement
- ☐ **CHECK** for understanding by running the Power Point supplement activities or by doing the active participation activities on the Active Participation Guide.
- ☐ **DISTRIBUTE** one *Create a State* activity to each student, along with colored pencils if you wish, and review the instructions.
- ☐ **ASSIGN** students to complete the activity.
- ☐ **ALLOW** students to share information about their countries with the class.
- ☐ **CLOSE** by having students complete the Closing Activity organizer on the back side of their Anticipation Activity organizers. Call on students to share what they remember from the lesson.

The Sovereign State

Name: _____

Brainstorm! What features do all countries have in common? What must a country have, or else it wouldn't be a country? Think of as many features as you can. (Add more circles if you need to.)

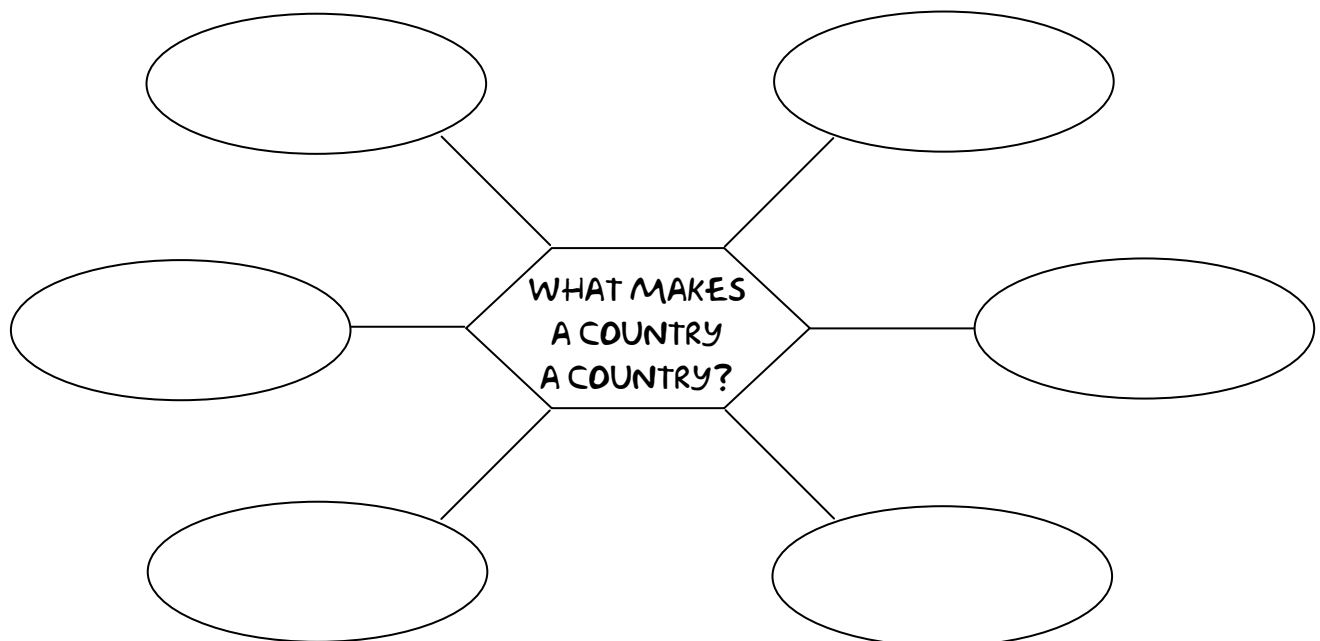


Anticipation Activity

The Sovereign State

Name: _____

Brainstorm! What features do all countries have in common? What must a country have, or else it wouldn't be a country? Think of as many features as you can. (Add more circles if you need to.)



Anticipation Activity

The Sovereign State

Name: _____

Don't Peek! Complete this graphic organizer using ONLY what you remember about states.

The graphic organizer is a concept map. In the center is a rectangular box labeled "FEATURES OF A STATE". Four lines radiate from this central box to four empty ovals: one pointing up, one pointing down, one pointing left, and one pointing right. Each oval is connected to two rectangular boxes. The top oval connects to two boxes labeled "Another thing I learned:". The bottom oval connects to two boxes labeled "Another thing I learned:". The left oval connects to two boxes labeled "One thing I learned about this feature:". The right oval connects to two boxes labeled "One thing I learned about this feature:". In the bottom left corner is the "iCIVICS" logo. In the bottom right corner is the text "Closing Activity".

One thing I learned about this feature:

Another thing I learned:

Another thing I learned:

One thing I learned about this feature:

One thing I learned about this feature:

Another thing I learned:

Another thing I learned:

One thing I learned about this feature:

One thing I learned about this feature:

iCIVICS

Closing Activity

The Sovereign State

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iCIVICS

Closing Activity

The Sovereign State

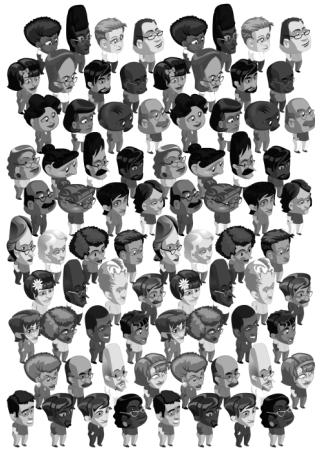
Name: _____

The State

No, not Texas, Oregon, Vermont . . . Those are states, but “a state” is something more than that. A **state** is a body of people, living in a defined space, with the power to make and enforce laws, and with an organization to do this. A state does not have to check with any higher authority in order to make and enforce laws. Its own organization, or government, is its highest authority.



The Department of State represents the United States when dealing with other states.



Population

A **population** is the group of people who are the members or citizens of a state. A population can be large or small. China has a population of more than 1.3 billion people, while the island state of Fiji has just over 860,000.

The population of a state also has a variety of features. The population might be mainly *rural* or mostly *urban*. A state's economic situation might mean most people are very *poor*, with little access to electricity or even water. Or the people might be generally *wealthy*, enjoying modern homes, running water, and the latest technology. Often this is connected to the level of *education* most people within the population have achieved. Populations also have their own *cultural traditions*, and they usually speak a common *language*.

Territory

A state's **territory** is the area in which a state's rule applies. A state must have set boundaries. However, countries do not always agree on what each other's boundaries are.

Boundaries can change over time. Sometimes they change after a *war*, when the states involved agree on new boundaries. When there is a dispute, states might also *negotiate* with each other to decide what the actual boundaries should be. Finally, states can *purchase* territory from other states, although this is less common today than it was in the past. In 1867, the U.S. bought Alaska from Russia for \$7.2 million.



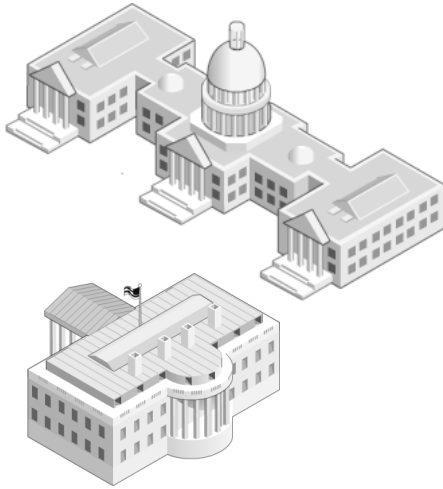
Flags outside the United Nations headquarters. Each flag represents a sovereign state.

Sovereignty

Sovereignty (pronounced SAW-vren-tee) is the ability to rule absolutely within a territory. The principle of sovereignty means that all states are considered *equal* to each other, and no state may interfere in the affairs of another state. In reality, the world's states have created a higher authority, called the United Nations. States agree to follow the UN's rules for dealing with each other — but they don't have to follow them. Sovereign states are free to set their own *foreign policy*, meaning the kind of relationships they will have with other states. States also have the power to decide how things will operate inside their own boundaries. Today, though, if a state is unable to keep its population safe and many people are being killed—perhaps even by the government—the UN allows other states to use military force to protect the population.

The Sovereign State

Name: _____



Government

A **government** is the organization inside a state that controls the actions and policies of the state. A government has four main roles.

First a government makes laws. In this role, the government provides rules for how things inside the state are run. A government is also responsible for protecting the state. In this role, the government provides a military to defend the state against outside attack. Third, a government keeps order inside the state. It does this by establishing law enforcement agencies that deal with criminal activity. Finally, a government usually helps its citizens by providing services people need. This can be anything from a post office to paving streets to providing health care or unemployment benefits.

Government's Roles. Use the word bank below to complete the graphic organizer. Write the four roles in the stars. Then put examples of each role at each point of the stars. Each role has 4 examples.

Keep Order

Kids under 14 can't work

Army

The voting age is 18

Marines

Make Laws

Police

Protect the Country

Highway Patrol

People have freedom of speech

Help Citizens

FBI

Retirement benefits

Highway system

Sheriff

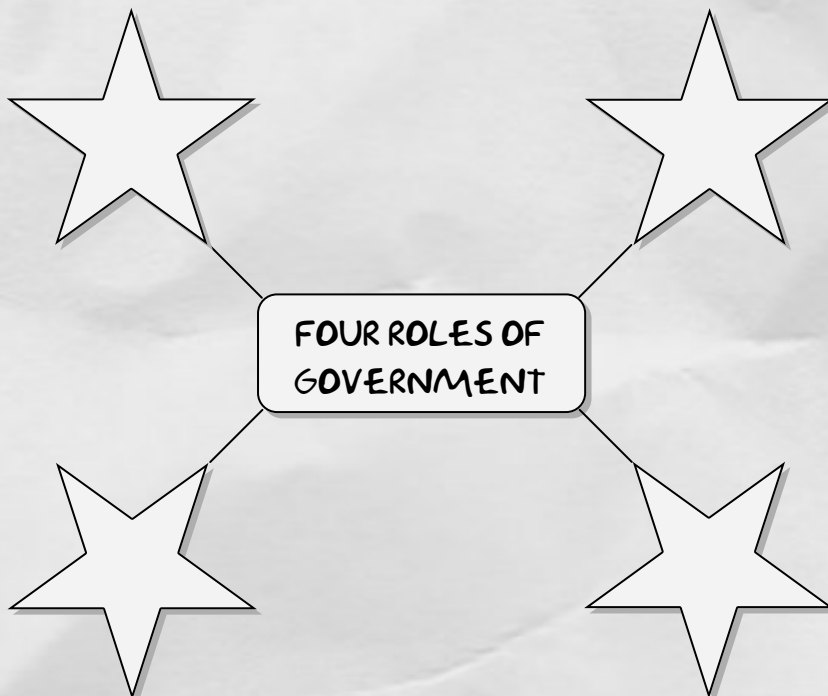
Navy

Veterans' hospital

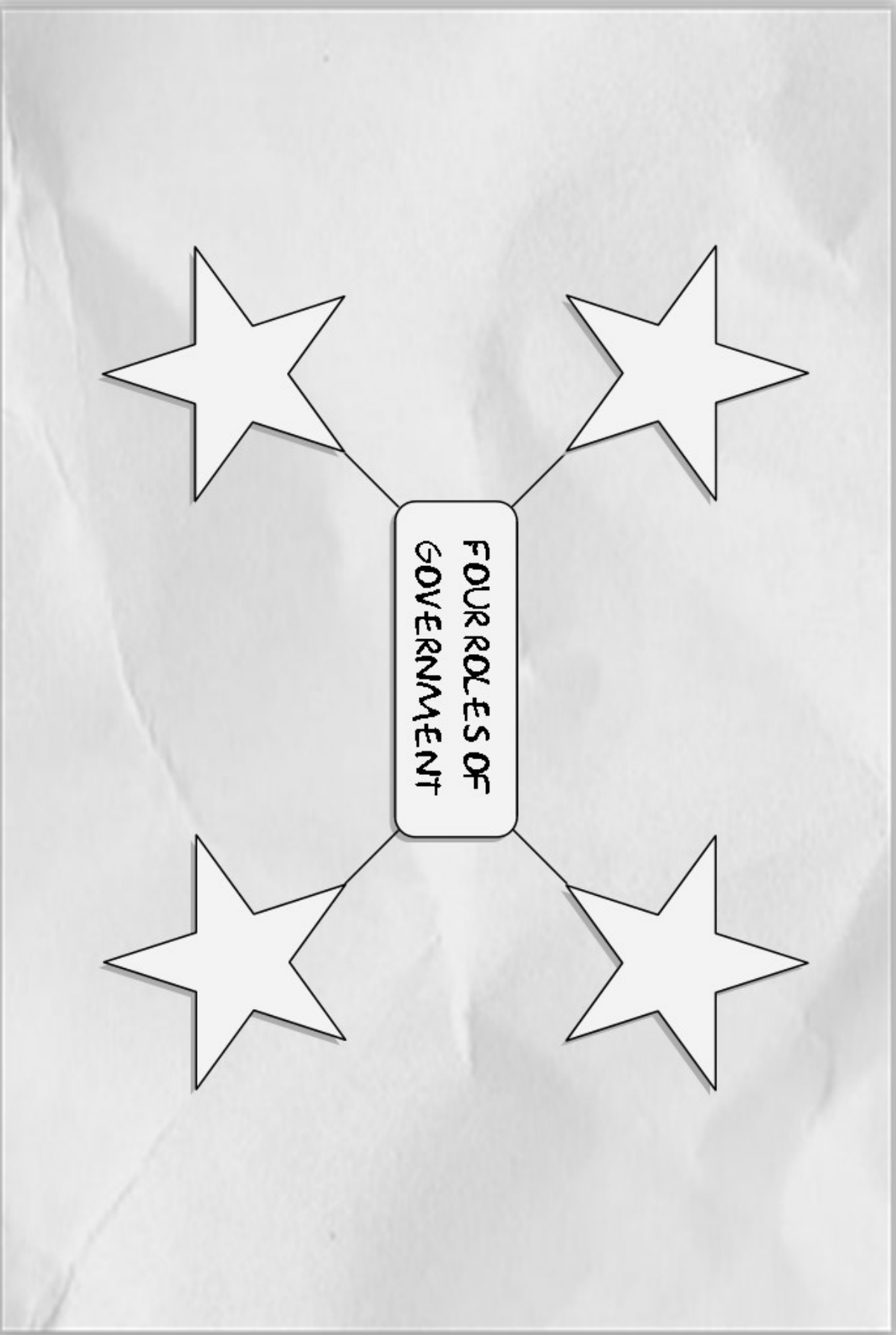
Air Force

Schools

Jobs must pay minimum wage



The Sovereign State



The Sovereign State

Guided Notes

THE STATE

Name: _____

A STATE IS...

1) a body of _____ 2) living in a _____ 3) with the power to make and enforce _____ and 4) an _____ to do this.

POPULATION

A population might be _____ or _____

Populations have different _____

TERRITORY

A state must have set _____

States don't always _____ on where their boundaries are.

Boundaries can _____

SOVEREIGNTY

All states are considered _____ to each other.

States decide what kind of _____ they will have with other states. This is a state's _____.

States decide how _____ things will _____ inside their boundaries.

GOVERNMENT

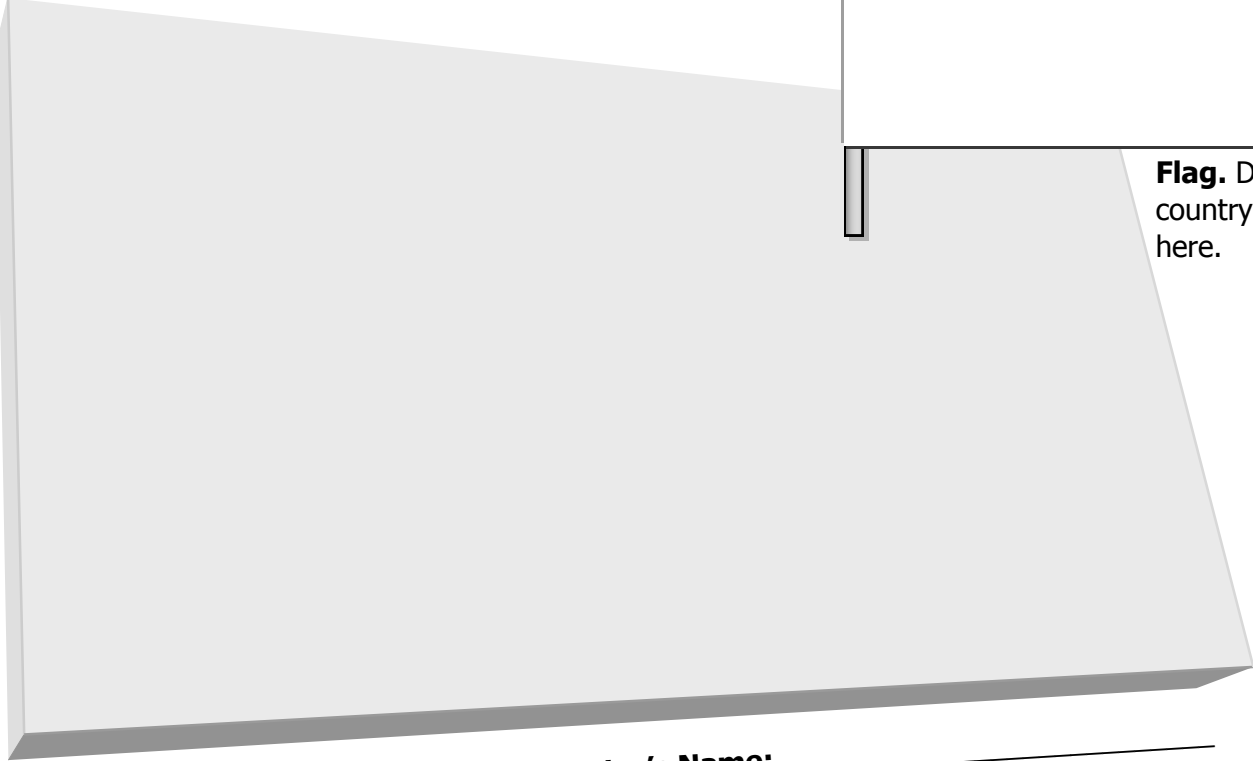
The Sovereign State

Name: _____

Territory. Draw a map of the boundaries of your new country. Then draw the geographical features inside. Is it on the ocean? Does it have rivers and lakes? Mountains? Canyons? Where are the cities and towns?

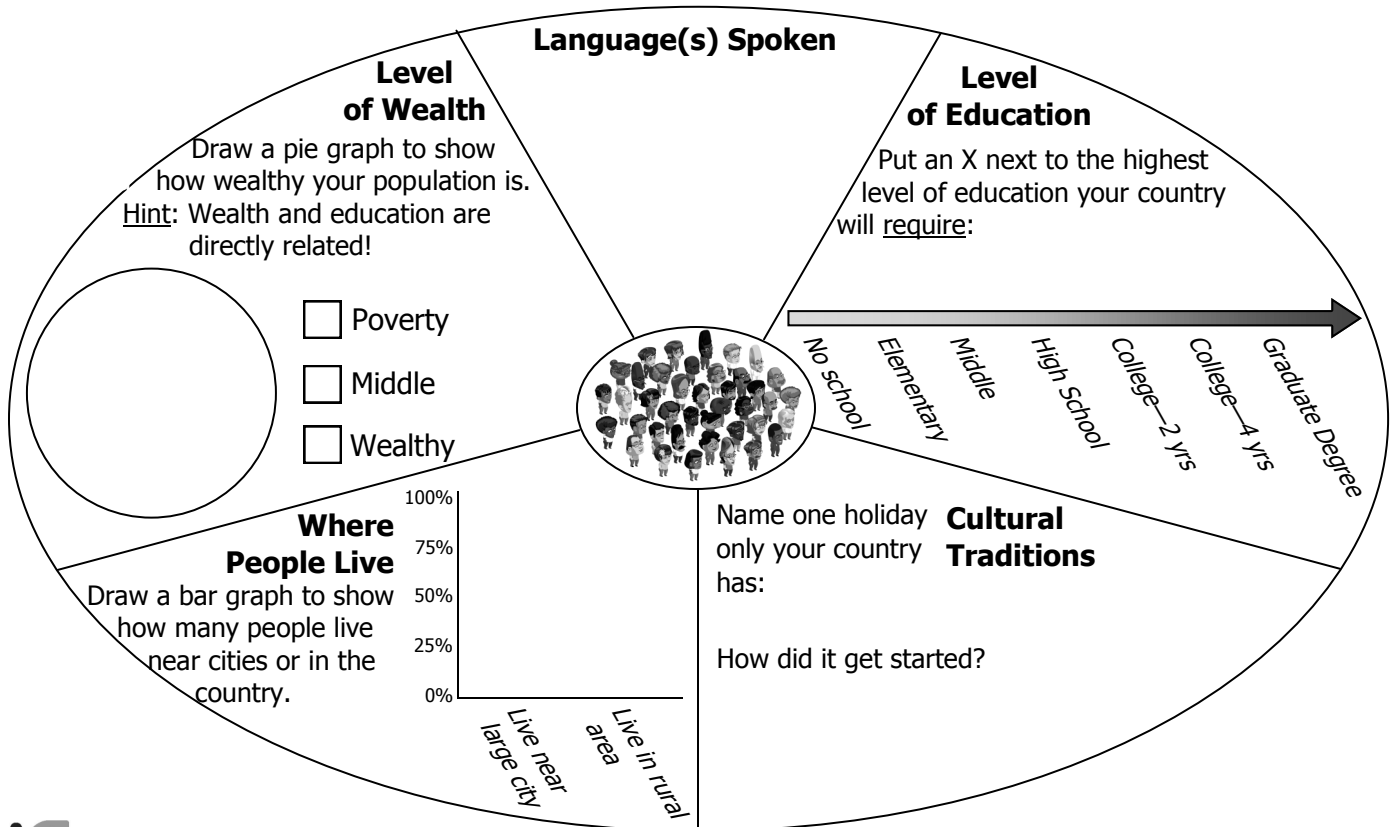


Flag. Draw your country's flag here.



Your Country's Name: _____

Population. Describe the features of your country's population:



The Sovereign State

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Government. Choose one feature from each column to create your country's government. Be careful — some options don't go together!

Legislative Assembly

- ☐ Citizens elect legislators
- ☐ Head of state appoints legislators
- ☐ No legislative assembly

Head of State

- ☐ Legislative assembly chooses a Prime Minister
- ☐ Citizens elect a President
- ☐ Dictator appoints self to power

Elections

- ☐ Citizens don't get to vote
- ☐ Citizens vote every ____ years
- ☐ Citizens vote whenever the government calls an election

Protecting the Country. What outside threat do your citizens fear the most? Draw a picture of the threat and how your military is preparing to defend the country against it:



Keeping Order. Paul has been convicted of robbing a bank at gunpoint in your capital city. Police records show Paul has a history of drug addiction and had a lot of problems as a child. In your country, what would Paul's sentence be?



Helping Citizens. Look at the list of some needs your citizens will have. Decide what your country will do about these needs, if anything.

NEED	MY COUNTRY WILL
Education	
Safe Food	
Communication	
Health Care	
Transportation	

Making Laws. Your country's governing document is called the Five Freedoms. What freedoms do people in your country have?

The citizens of _____ have the freedom to:

1. _____
2. _____
3. _____
4. _____
5. _____

Now, name three things *everyone* in your country knows are against the law:

1. _____
2. _____
3. _____

Active Participation Guide






If you are not using the Power Point supplement, check for understanding by doing the following activities with your class.

A. Is That a State? Write the following list on the board:

- Does it have a population? YES NO
- Does it have a territory? YES NO
- Does it have sovereignty? YES NO
- Does it have government? YES NO

First, ask the class whether the United States is a state. Have them answer “yes” or “no” as a chorus for each question. Next, ask whether the state you live in is a state. Again, have them answer as a chorus for each question. (*Answers: United States, yes; individual states, no—they don’t have sovereignty*)

B. Mini Quiz. Have the class show thumbs up or thumbs down for each statement:

1. A state can’t have less than 30,000 people. ( Monaco only has 27000.)
2. The boundaries of a territory can change. ( War, negotiation, or purchase)
3. Sovereignty means you have to check with someone above you. ( There is nobody above you.)
4. Government only exists to keep order and provide security. ( Governments also make laws and help citizens.)
5. The 50 states that make up the USA are not considered independent “states.” ( They don’t have sovereignty.)

Government's Roles. Use the word bank below to complete the graphic organizer. Write the four roles in the stars. Then put examples of each role at each point of the stars. Each role has 4 examples.

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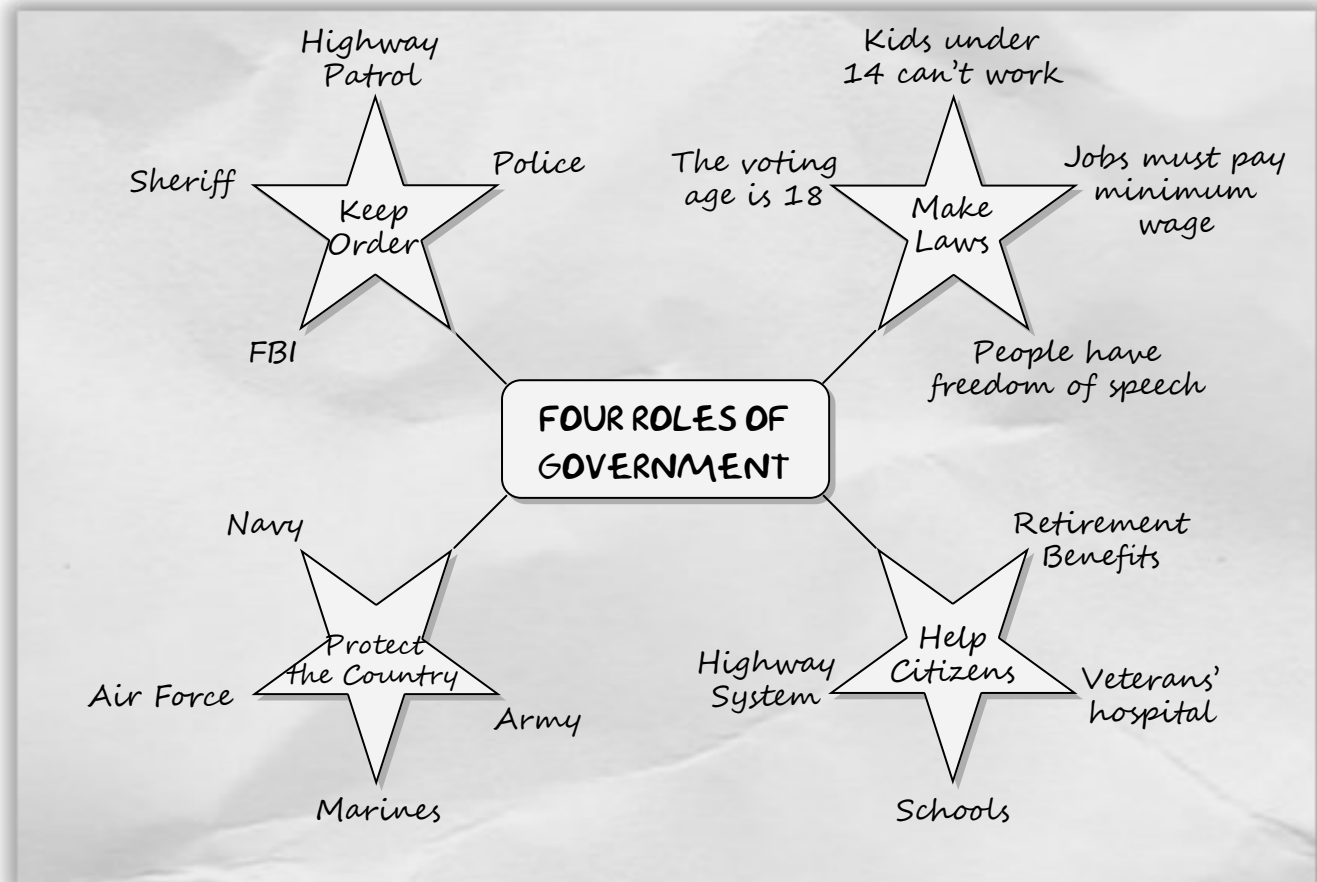
Navy

Veterans' hospital

Air Force

Schools

Jobs must pay minimum wage



The Sovereign State

Guided Notes

THE STATE

Name: ** TEACHER GUIDE **

A STATE IS...

1) a body of people 2) living in a defined space 3) with the power to make and enforce laws and 4) an organization to do this.

POPULATION

People who are the
members or citizens
of a state

A population might be
large or small

Populations have
different features

Rural or urban

Cultural traditions

Poor, wealthy, middle

Language spoken

Level of education

TERRITORY

The area in which
a state's rule applies

A state must have set
boundaries

States don't always
agree on where
their boundaries are.

Boundaries can change

War

Negotiation

Purchase

SOVEREIGNTY

The ability to rule
absolutely within a
territory

All states are considered
equal to each other.

States decide what kind
of relationship they
will have with other
states. This is a state's
foreign policy.

States decide how
things will operate
inside their boundaries.

GOVERNMENT

The organization that
makes and enforces
the laws

Makes laws — Provide rules
for how things run

Protect the country —
Provide a military

Keep Order — provide law
enforcement

Help Citizens — Provide
services people need