

Problem in Inarqi

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Abstract: This Problem-Based Learning (PBL) lesson is designed to help students understand how the structures of governments around the world are influenced the ideologies, cultures, values, and histories of different people (Delaware Civics Standard 1) by having them play various roles to try to create a new government for a country that has just experienced the overthrow of its dictator. The lesson is loosely developed around the situation in Iraq following the overthrow of Saddam Hussein.

Goal: The goal of this lesson is for students to understand how the differing ideologies, cultures, values, and histories of different peoples impact the kinds of governmental structures supported by different peoples.

Grades: 9-12

Time Needed: 2-3 class periods.

Materials Needed

- Copies of Handout 1 (p. 1) – “ICPD Memo [Statement of the Problem].”
- Copies of Handout 2 (pp. 7-8) – “PBL Roles.”
- Copies of Handout 3 (pp. 9-10) - “Structures of Governments Around the World.” Answer Key on pp. 11-12.
- Copies of Handout 4 (p. 13) – “Extended Response Assessment – World Context”
- Copies of Handout 5 (pp. 14-15) – “Jigsaw Cards: Influences on Structure of the US Government.”
- Copies & Transparency of Handout 6 (p. 16)– “Influences on the Structure of the US Government”
- Copies of Handout 7 (p. 17) – “Extended Response Assessment – US Context”
- Markers
- Poster paper

Benchmark Addressed: Civics 1, Grades 9-12. *Students will analyze the ways in which the structure and purposes of different governments around the world reflect different ideologies, cultures, values, and histories.*

Key Question: Why might different governments have different structures? How might the structure and purposes of different governments around the world reflect different ideologies, cultures, values, and histories? [Content narrative provided for teacher use]

Assessment: see attached Handout 4.

Procedures

1. Introduce the lesson by telling students that “Today you will begin a lesson in which you will be asked to assume a role in order to solve an authentic problem. The problem centers on a country that is home to groups of different people who have to find the right kind of government to serve the interests of their new country. These people have a number of different types of government that they can select from but their task is to select the best one that meets their various needs.”
2. Brainstorm: What are some ways that people solve problems?
3. Introduce the Problem: Distribute copies of Handout 1 (“ICPD Memos”). There are four letters that differ only in that they are addressed to the representatives of the four stakeholder groups. Stakeholders should receive only those memos that are addressed to the role that they are playing. Ask students to read their memos (i.e. statement of the problem).
4. Clarify the Problem:
 - Pose the following prompt to the students “Describe the problem outlined in Handout 1.” Let students define the problem it might be useful for the teacher to understand it as follows: “The country of Inarqi is without a government following the overthrow of its dictator. The people of Inarqi must now decide which kind of government they will select to best meet their circumstances.”
 - Ask the students “What are some of the issues surrounding the problem?” Sample responses might include different groups may prefer different structures, not all of the groups share the same culture, or not all of the groups shared similar experiences in the past.
5. Assign Roles: You can assign roles based on the specific personalities in your class or do this randomly by asking students to count off from 1-4. The various roles are described on Handout 2 – “PBL Roles.” Cutout copies of the 4 roles (see below) then give students the role descriptions to which they have been assigned.
 - Number 1 = Representative from United Provinces of Presifed.
 - Number 2 = Representative of Ashi people.
 - Number 3 = Representative of Nussi people.
 - Number 4 = Representative of Alono people.
6. Distribute copies of Handout 3 (“Structures of Governments Around the World”). Project a transparency copy of the handout onto the screen. Guide students through an analysis of the major structures of government around the world (e.g. unitary, federal, confederate, presidential, and parliamentary). Ask them to fill in the information as you describe the differences between each type. Clarify any points of confusion about the various structures.
7. Jigsaw I - Expert Group Discussions: Ask all students who share a common role to meet in expert groups. Tell them that their task is to read their roles while

considering the problem and decide, based on their role descriptions, which kind of government structure they would like to adopt for their new country. Encourage them to analyze each type of government and weigh the advantages and disadvantages of each. The expert groups actually have two decisions to make. They must first select from one of the following “structures:” unitary, federal, or confederate. Then, they must select from presidential or parliamentary.

Once a group selects what it believes will be the best kind of government for their people, each group member must be able to explain why that type of government would be the best for the people of Inarqi. Students are encouraged to coach one another on the arguments in favor of their agreed upon structure. Emphasize that each expert group must agree on one type of government and be able to argue effectively for its adoption to the other groups. In the next phase of the lesson, one person from each expert group will be placed with one person from each of the other groups to select a “best” government. The other groups may prefer a different structure so they must be able to persuade the others that their choice is the one that should be adopted. The teacher should circulate amongst the groups making sure that each expert group reaches a consensus and is able to defend their selection based on the role to which it has been assigned.

8. Jigsaw I - Mixed Group Discussions: Place students in “mixed groups” containing one person playing each of the four roles. Groups should have playing roles 1, 2, 3, and 4. Tell them that each of them is to explain which structure of government they believe should be adopted for Inarqi. Following their presentations, they should discuss the proposals until they have agreed to establish one type of government. Remind the students that the problem that they have to solve involves finding a common structure that all will agree to adopt. They must also organize an informal presentation of their proposal.
9. Presentations: Ask each group select one volunteer who will present informally to the rest of the class a description of the structures of government that their group agreed would be adopted for the people of Inarqi. Tell them that they must explain why their groups opted for their structure. Presentations must include descriptions of the structure of government that their group approved and explanations as to why they adopted their particular structure.
10. Phase I Debriefing
 - Ask students to return to their Expert Groups. Ask each group to describe the “structure” of government that it chose as the best for its people and explain why they chose that particular structure.
 - Then, ask each group to imagine that they were unable to arrive at a solution and that Inarqi disintegrated into 3 different countries. Write the name of each group on the board and the structure that each group adopted. If the lesson goes as planned, there will be differences in the structures that the 3 “new nations” will have adopted. Pose the question – “using the information that was provided to you in your role descriptions, why might different countries select different ‘structures’

of governments? Relate your answers to the information given to you on your role cards” Invite responses from the students.

11. Assessment: Distribute copies of Handout 4 (“Extended Response Assessment – World Context”). Ask students to read the prompt, analyze the data, and write their responses in the space provided. Collect responses and use the rubric provided to score. Check for evidence of misunderstanding & need for instructional revision.
12. Noting that Delaware Civics 1 requires students to be able to explain why the United States government is structured as it is, it is important that teachers lead students in an examination of possible influences [the benchmark draws explicit attention to ideological, cultural, historical, and values-related influences].
13. Definition webbing: Students remain in their “expert groups.”

There is a good chance that the definitions of ideology, culture, history, and values might not be clear to students. Place students into expert groups and give each group a marker and a piece of poster paper. Give each group one term (i.e. ideology, culture, history, or values) along with its definition or have the students look up the definitions themselves. Definitions are available at http://www.udel.edu/dssep/benchmark_terms/civics_terms_9-12.htm). Ask each group to create a web that illustrates examples of each term’s elements as they might apply to any society. For example, the ideology group will create a web that illustrates the basic beliefs that might be held by people living in a hypothetical society. The culture group will create a web that shows examples of attitudes, values, goals, and practices that might be shared by people in any given society. Invite each group to present its web and explain the elements of each term that they included on their webs. Students who are not presenting should be invited to add information to the webs created by others.
14. Jigsaw II – Expert Group work: Students remain in their “expert groups.”

Tell students that they are now going to focus their attention on American society to analyze what are generally recognized as the ideological, cultural, historical, and values-related elements of American society that have influenced our choice of federal and presidential “structures” of government. Cut out the copies of the various group cards found on Handout 5 (“Jigsaw Cards: Influences on Structure of the US Government”) and give one set of similar cards to each of the “expert groups.” Ask each group to read their cards and prepare a response to the essential question that appears on their cards. They must be prepared to explain their responses to others who have not read their Jigsaw Cards.
15. Jigsaw II – Mixed Group Sharing: Ask students to return to their mixed groups (see Procedure 8). Mixed group should consist of at least one “expert” from the 4 expert groups. Distribute copies of Handout 6 (“Chart: Influences on the Structure of the US Government”) to the entire class. Ask each person to share their

expertise to the other members of the group i.e. to explain how the topic that they examined might have influenced the American choice of a federal and presidential system. Other students in the mixed groups fill in the information on Handout 6 that they did not examine.

16. Whole Class Debriefing: Project a copy of Handout 6 onto the screen. Ask students to provide at least one example and explanation for each column that appears on the handout. Clarify any misunderstandings.

Explain to students that Civics 1 anticipates that they will be able to explain how the structure (and purposes) of different governments around the world reflect different ideologies, cultures, values, and histories and that they should be able to use the ideas that they analyzed today to demonstrate their understanding of the benchmark.

17. Assessment: Distribute copies of Handout 7 (“Extended Response Assessment – US Context”). Ask students to read the prompt, analyze the data, and write their responses in the space provided. Collect responses and use the rubric provided to score.

Bibliography

Torp, Linda and Sage, Sara (1998). *Problems as Possibilities: Problem Based Learning for K-12 Education*. Association for Supervision and Curriculum Development. Alexandria, Virginia.

This book offers opportunities to learn about PBL from the perspectives of teachers, students, parents, administrators, and curriculum developers. Readers gain a holistic sense of the problem-solving process through actual examples of PBL units at elementary, middle, and high school levels. Available at www.ascd.org

BBC News: World Edition. *Who's who in Iraq: Overview* at http://news.bbc.co.uk/1/hi/world/middle_east/3771141.stm

This series of BBC News articles describes the various factions in Iraq that are now vying for control of the future of Iraq. This lesson is developed loosely around the situation in Iraq following the overthrow of Saddam Hussein.

Handout 1

Statement of the Problem

Memo

To: ICPD Task Force on Inarqi's Government

From: Chair, ICPD

RE: Restructuring of Inarqi

The ICPD has been called upon to assist in the restructuring of the Inarqi government. You have been selected to participate in the restructuring talks as the representative of the _____ (*Alono, Ashi, UPP, or Nussi*) People - an Inarqi group whose support is deemed vital to the success of this endeavor.

Prior to 2002, the country of Inarqi existed under the control of a dictator who was widely known for his brutal oppression and disregard for international law. On one occasion he invaded a neighboring country to seize control of its water supply. On another he used chemical weapons in his own country against ethnic minorities who opposed his rule. Torture was commonly used to suppress any form of political opposition.

In 2002, the United Provinces of Presifed (UPP) invaded Inarqi sending its leader into hiding. The president of the UPP tried unsuccessfully to convince a majority of the world community that Inarqi's leader, Somwat N'sein, was a serious threat to international security prior to launching the invasion.

Although the invasion of Inarqi proved to be a military success, the post war situation in that country might be best described as a fragmented nightmare. Ethnic and religious groups are competing for control of the country and civil war seems likely. Different sections of the country are controlled by various ethnic and religious groups. What was once a united country now appears to be hopelessly divided and completely out of control. Moreover, most Inarqis appear to deeply resent foreign control of their country by the Presifeds. Thousands of Inarqis are waging a guerilla war against the occupying forces of the UPP. The death toll for UPP rises on a daily basis while Inarqi rebels continue to sabotage the efforts of the UPP to rebuild the country.

The UPP as well as the rest of the world community is extremely concerned about the situation in Inarqi as the instability in that country may spread or give rise to a new generation of international terrorists. It is clear that the UPP cannot stay forever and that security within the country as well as the region will break down unless a political solution can be found. Most observers agree that the critical step toward restoring stability in Inarqi is to get the Inarqis to create a stable government for themselves - one that will be accepted, viewed as legitimate, and capable of exercising authority and restoring order and stability.

The question you will address in this activity is "what kind of government is best suited for the country of Inarqi?"

Roles

Perspective 1: Presifeds

You represent the United Provinces of Presifed (UPP), a nation whose federal and presidential government has provided unparalleled stability and international standing for nearly two centuries.

During the colonial period of your country's history your people witnessed tyranny first-hand under a unitary and parliamentary system. History has convinced Presifeds of the importance and value of individual liberty and limited government. With its diverse population, the Presifeds also take great pride in their legal system which protects minorities by separating church and state and guaranteeing due process and equal protection of the law.

Regarding Inarqi, your main priority is the creation of a friendly government that will provide national and international security. Your long term goal is to see democracy spread regionally.

Perspective 2: Ashi People

You represent the ethnic and religious Ashi people who comprise 55% of Inarqi's population. While Somwat N'sein was in power, your Ashi people were oppressed and denied a voice in political affairs, despite the fact that they represented a majority of the country's population.

The devout Ashi people desire a nation that honors and protects the integrity of their Mullabbi religion. The Mullabbi faith demands subordination to religious law and leadership. Nearly every aspect of the "invading" and secular influence of Presifed culture is viewed as corrupting threat to purity of the Mullabbi religion and the will of its prophet.

Being in the majority, you do not want to see power diffused. You seek a political system that will allow your people to exercise greater power over the entire nation and enable you to advance the interests of the Mullabbi religion over greater distances and with minimal opposition.

Perspective 3: Nussi People

You represent the Nussi people – a secular Mullabbi minority group in Inarqi. Despite the fact that your people make-up only 30% of the population (and are therefore "in the minority"), the former ruler of Inarqi, Somwat N'sein, was also an Nussi and gave preferential treatment to your people. Prior to 2002, Nussi held the bulk of the political offices and government jobs, received most of the previous government's contracts, and ran the military. After the fall of N'sein, however, the Nussi have seen their influence erode while that of the Ashis rises. There are frequent reports of Nussi being sacked from jobs as teachers, soldiers, and civil servants.

Your people's best chance for a secure future rests in creating a government that buffers you against backlashes. You are looking for a political system that gives you a strong voice in your proud nation but also allows for reasonable assurances of self-determination. You are well aware that the Ashis are the majority and that they will probably dominate the country's new central government.

Perspective 4: Alonos People

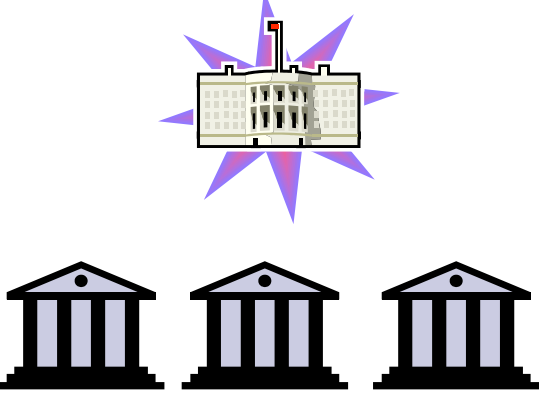
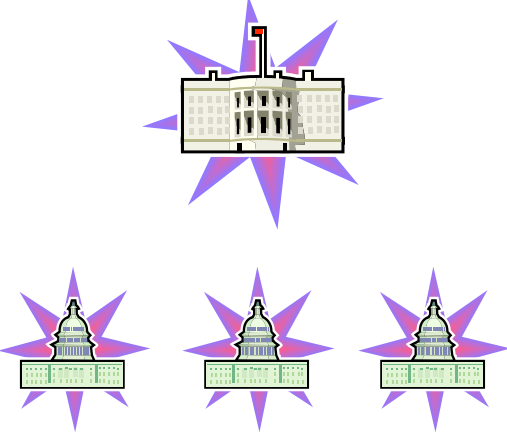
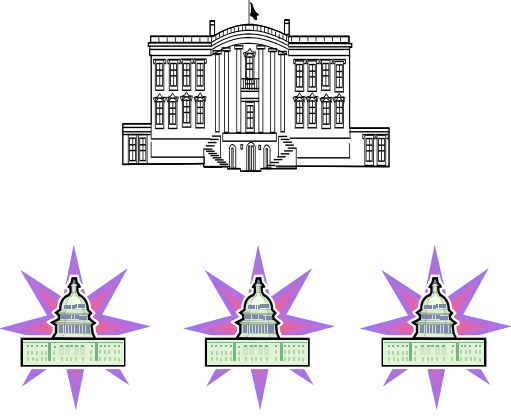
At 15% of the population, the Alonos people who you represent make-up the smallest ethnic group in Inarqi. Despite your numbers, the Alonos stand out because, unlike the Nussi and Ashi, they are not members of the Mullabbi religion. Because of your ethnicity, religion, and strong desire for independence, other Inarqi people have always disliked and distrusted you. Throughout Inarqi's history, your people have faced systematic discrimination and oppression. Poverty rates are extremely high and there are few government services directed your way. The Alonos desire independence or at least the kind of autonomy that they enjoyed while the invading Presifed army protected them.

BBC Resource

http://news.bbc.co.uk/1/hi/world/middle_east/3771141.stm

Handout 3

Structures of Government Around the World

| Where is Power Located? | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Flow of Power | Where is Power Located? |
|  | <p style="text-align: center;"><i>Unitary “Structure”</i></p> <p>All power is _____.</p> <p>Power flows from _____</p> <p>to _____.</p> <p style="text-align: center;"><i>What might be some of the benefits and drawbacks of this structure?</i></p> |
|  | <p style="text-align: center;"><i>Federal “Structure”</i></p> <p>Powers of government are _____</p> <p>between a _____</p> <p>_____ and _____</p> <p>_____.</p> <p style="text-align: center;"><i>What might be some of the benefits and drawbacks of this structure?</i></p> |
|  | <p style="text-align: center;"><i>Confederate “Structure”</i></p> <p>An alliance of _____</p> <p>_____.</p> <p>Power flows from _____</p> <p>to _____.</p> <p style="text-align: center;"><i>What might be some of the benefits and drawbacks of this structure?</i></p> |

What is the Relationship Between the Executive and Legislative Branches?



Presidential System

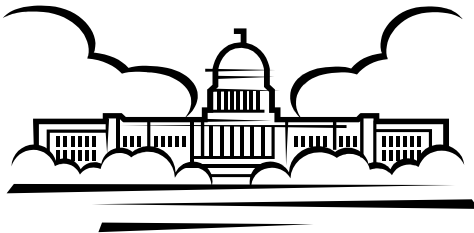
The two branches are _____ and _____

What might be some of the benefits and drawbacks of this structure?



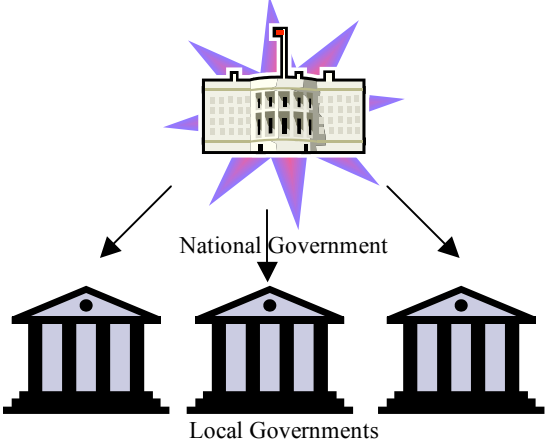
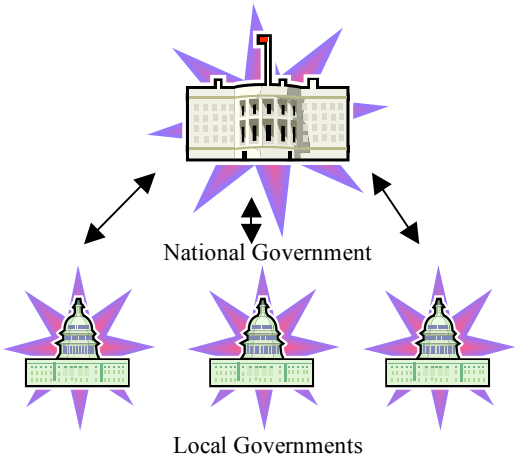
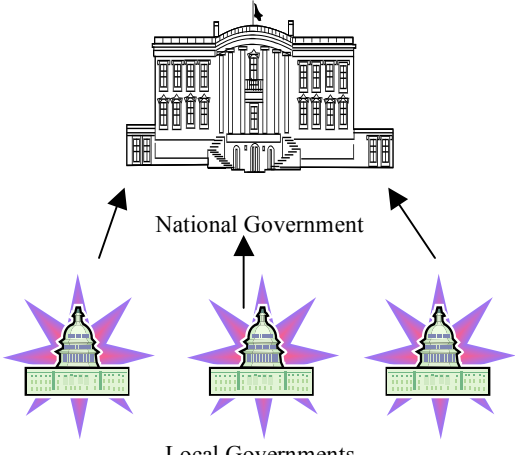
Parliamentary System

The executive is part of the _____ and is elected by the _____.



What might be some of the benefits and drawbacks of this structure?

Handout 3 (Completed) Structures of Government

| Where is Power Located? | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Flow of Power | Where is Power Located? |
|  | <p style="text-align: center;">Unitary “Structure”</p> <p style="text-align: center;">All power is <u>centralized</u>. Power flows from <u>a national government</u> to <u>local units</u>.</p> <p>(draw “flow of power” arrows pointing from national government to local ones)</p> <p style="text-align: center;"><i>What might be some of the benefits and drawbacks of this structure?</i></p> |
|  | <p style="text-align: center;">Federal “Structure”</p> <p style="text-align: center;">Powers of government are <u>diffused</u> between a <u>national government</u> and <u>local governments</u>.</p> <p>(draw “flow of power” arrows pointing back and forth i.e. both ways from national government and local ones)</p> <p style="text-align: center;"><i>What might be some of the benefits and drawbacks of this structure?</i></p> |
|  | <p style="text-align: center;">Confederate “Structure”</p> <p style="text-align: center;">An alliance of <u>independent states</u>. Power flows from <u>local governments</u> to <u>the national government</u>.</p> <p>(draw “flow of power” arrows pointing from local governments to the national government)</p> <p style="text-align: center;"><i>What might be some of the benefits and drawbacks of this structure?</i></p> |

What is the Relationship Between the Executive and Legislative Branches?



Legislative branch

=



Executive Branch

Presidential System

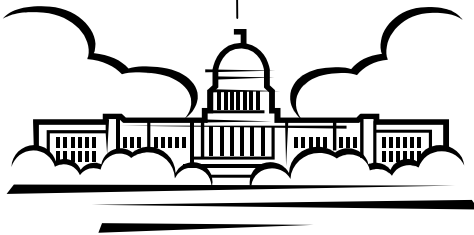
The two branches are separate and coequal.

(draw an equal sign between the legislative and executive branches)

What might be some of the benefits and drawbacks of this structure?



Executive Branch



Legislative branch

Parliamentary System

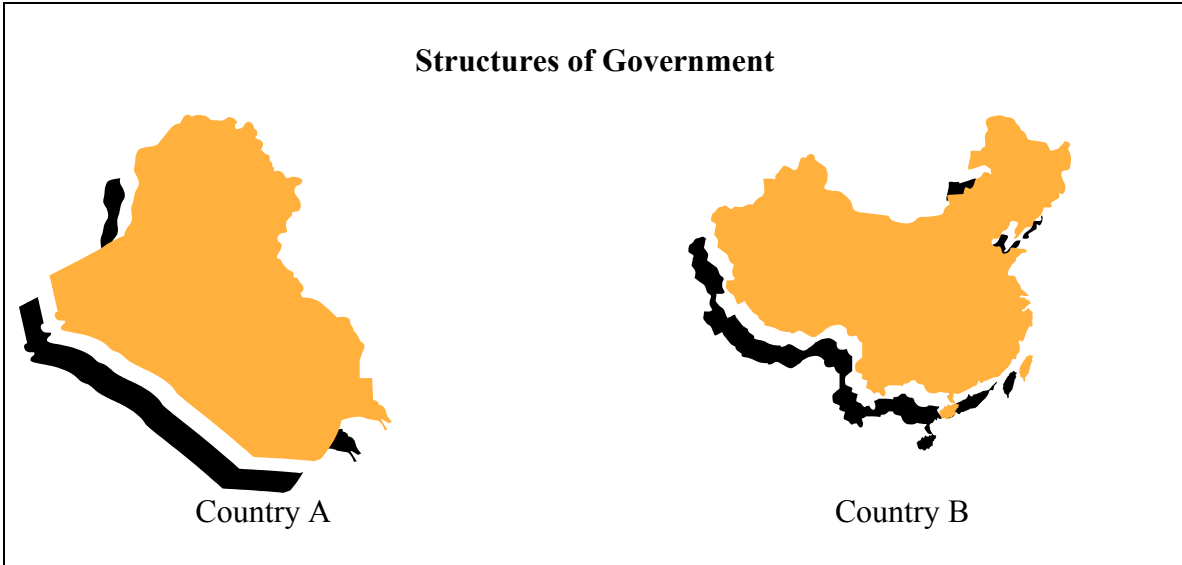
The executive is part of the legislative branch (i.e. parliament) and is elected by the legislature.

(draw an arrow pointing from the legislative to the executive branch)

What might be some of the benefits and drawbacks of this structure?

Assessment 1

Benchmark Statement: *Students will analyze the ways in which the structure and purposes of different governments around the world reflect different ideologies, cultures, values, and histories.*



Extended Response Prompt

Why might two different countries adopt different structures of government for their countries? Support your answer with evidence.

Response:

Rubric

- 2** = This response gives a valid explanation with accurate and relevant evidence.
- 1** = This response gives a valid explanation with inaccurate, irrelevant, or no evidence.
- 0** = inaccurate or no response

Handout 5

Role Cards: Influences on the Structures of Governments

Ideology Group

The essential question that your group is to consider is how might ideology have influenced the American choice of a federal and presidential government?

An ideology may be defined as a fundamental set of beliefs held by a group of people. The two ideologies that students must become familiar with are classical liberalism and republicanism. While both ideologies are highly complex, they can be made comprehensible by accepting what are recognized as commonly accepted elements. The ideas embedded within *classical liberalism* have influenced every constitutional democracy in existence. Those ideas include

- limited government,
- social contract theory,
- and majority rule with a respect for the rights of minorities.

The various structures of constitutional democracies, including the United States, are intended to actualize these ideas.

Each country, however, has a unique past that has impacted political choices. “With specific respect to the United States,” students can also consider the impact of “*republicanism*” as the dominant ideology at the time of the Founding. In addition to the being influenced by the ideas inherent within classical liberalism, the impact of republicanism as an ideology unique to the American experience can be used by students to explain various features of the structure and purposes of the United States government. Simply presented, republicanism focuses on a set of ideas that includes...

- Government derives its authority from the people.
- Government is a public matter – the concern of all the people, not just a ruling elite.
- Government exists to protect the rights and well-being of the entire population – not just a small part (e.g. the aristocracy).
- Government is justified only as long as it meets the needs of the people.
- The people must take part in government (e.g. serving, choosing officials, voicing concerns etc.)
- The public good is more important than individual interests. If the whole society prospers and enjoys liberty, so would its individual members.
- Government should be limited in its powers (i.e. barriers to tyranny be erected) so that it does not erode the people’s liberty.
- Powers granted to government are intended to advance the public good and protect the people’s liberty.

How might ideology have influenced American people’s choice of a federal and presidential government?

Culture Group

The essential question that your group is to consider is how might culture have influenced the American choice of a federal and presidential government?

In the political sense, culture refers to the widely shared beliefs, values, and norms concerning the relationship of citizens to government and to one another. In the United States these include liberty, equality, individualism, respect for the common person, democratic consensus (majority rule, popular sovereignty), justice, the rule of law, the Puritan Ethic and “American Dream” (economic success comes with hard work and individual initiative), and enthusiasm for the market economy. (Burns et al, 86-92) How might one or more of these cultural attributes have affected America’s ongoing preference for a federal and presidential government?

Values Group

The essential question that your group is to consider is how might American values have influenced the American choice of a federal and presidential government?

Some of the values that are generally attributed to American society are a concern for the public or common good, individual rights (life, liberty, pursuit of happiness), justice, equality, diversity, truth, patriotism. (Civitas, 15-16). How might one or more of these values have affected America’s ongoing preference for a federal and presidential government?

History Group

The essential question that your group is to consider is how might our historical experiences have influenced America’s choice of a federal and presidential government?

Colonial experience: During the colonial period of United States history many Americans came to perceive Britain’s unitary and parliamentary structure as more susceptible to concentrations of power that are likely to lead to tyranny & corruption.

Confederation Period: From 1781-1788 American lived under a confederate system that many came to perceive as incapable of dealing with overwhelming national problems (e.g. repaying enormous war debts, meeting foreign challenges, resolving disputes between states etc.). Many concluded that *national* problems require a delegation of adequate power at the national level - something not found in confederate systems.

Handout 6

Structure of the United States Government

How might each of the following have influenced our decision to adopt a government that is federal and presidential?

| Ideologies | Culture | Values | History |
|------------|---------|--------|---------|
| | | | |

Handout 7

Benchmark Statement: *Students will analyze the ways in which the structure and purposes of different governments around the world reflect different ideologies, cultures, values, and histories.*



Extended Response Prompt

What structures of government have the people of the United States adopted for themselves? Explain why the United States might have embraced these structures.

Response:

Rubric

- 2** = This response gives a valid response with an accurate and relevant explanation.
- 1** = This response gives a valid response with an inaccurate, irrelevant, or no explanation.
- 0** = inaccurate or no response