

Delaware Civics Standards Teams-Games-Tournaments

by
Fran O'Malley

Lesson Description: This lesson employs a lively and effective cooperative learning game (“Teams-Games-Tournaments”) to review the Delaware civics standards.

Audience: Grades 4-5

Pre Teaching Preparation (assuming you have no more than 35 students)

1. Make 7 copies of Attachment 1 – T-G-T Civics Standard Questions.
2. Make 7 copies of Attachment 2 – Game Numbers. Cut out the 30 numbers into individual cards. Place all 30 numbers in a bag.
3. Create Tent cards that will be placed on each “game table.” The tent cards should read A1, B2, C3, D4, E5, F6, (and G7 if you have more than 30 students). Students will be seated at their Lettered Tables for the Team Game Round, then move to their numbered tables for the Tournament Round (see Procedures).

Roles

- a. “Bag Controller” Controls the bag of numbers. Places them upside down on the table at the beginning of each round and bags them all at the end of each round.
- b. “Reader” - Reads questions as students draw numbers.
- c. “Recorder” - Records points earned by each individual at the table.
- d. “Timekeeper” - keeps time (each student should get no more than 20 seconds to respond).

Procedures

1. **Team Game Round** - place students in heterogeneous groups of 4-5 by ability. Groups must be equal in size. Give each group a “Letter Identity” (e.g. Group A, B, C...) and each student a Number Identity (e.g. A1, A2, A3...B1, B2, B3 etc.).

Distribute 1 copy of Attachment 1 (questions) and one bag of numbers to each group. Ask the bag controller to place the numbers randomly and upside down on the top of his or her desk or table.

Game Directions: Have students pick numbers from the pile, one at a time going clockwise. The student who draws the card gets the first opportunity to answer the question (Attachment 1) that matches the number they selected from the pile. For example, if a student selects #22 from the pile and question #22 is “Why is government divided into 3 branches,” that student is challenged to answer that question. If he or she cannot come up with an answer, a teammate can “steal” the question. Have students hold onto the cards that they answered correctly. Count

up the total cards each person has at the end and declare him or her the winner of round 1.

The Team Game in Round 1 is time for students to practice for the tournament round. Emphasize that each team wants to leave the round with everyone on the team knowing the answers. Students are expected to compete, but when the answer is given, they are expected to coach so that others learn and can answer correctly in the upcoming Tournament Round. This is why you are encouraged to group students in heterogeneous teams.

2. **Tournament Round** - place students in new “Tournament Groups” comprised of individuals from each of the "Team" tables. All “Students 1s” go to Table 1 (these might be lower achieving students) while all “Student 2s” (higher achieving) go to Table 2. In the "Game" phase, students are placed in homogeneous groups with students of similar ability and compete against one another. Use the same questions and repeat the “Game Directions” provided in Procedure 1. For every question a student answers correctly, he or she earns a point. One person at each “tournament table” must keep scores for every individual at the "Game" table.
3. **Report Scores:** Students return to their Team Game tables and report their scores. Team scores are compared and the winning team earns a reward.
4. **Assessment:** Students take an assessment. The scores for each Team (e.g. A, B, C...) are compiled and averaged. Offer “bonus points” for the team that earns the highest average and/or “improvement points” to the team that improves its average the most over previous assessments.

Tips for the Teacher:

- Have students place any numbers for which they were unable to come up with the correct answers in a small bag. Collect those numbers and use them to guide for reteaching.
- Many questions allow for several plausible answers. Teacher should circulate and resolve disagreements relating to the “correctness” of responses. Keep things orderly by taping a green and red cup together. If the students need you, they should turn the green cup (Ok to come) up. If they do not need you, turn the red card (stay away) up. Use the Civics Clarification Document at <http://www.doe.k12.de.us/Standards/index.html> for guidance in judging the correctness of responses.

Recommended Readings: *Cooperative Learning: Theory Research and Practice* by Robert E. Slavin. Published by Allyn and Bacon, 1990.

Attachment 1: Game Questions

1. –In which famous documents would you find the structures of our federal and state governments described?
2. How are the powers of government separated in the United States?
3. What are the functions of the three branches of government?
4. Why are the powers of government separated in the United States?
5. Why do people create governments (or, for what purposes do governments exist)?
6. Why do different levels of government have different functions?
7. -What is “due process?” What does “due process” require our government to do?
8. Why might due process have been added to the American political system?
9. How does due process protect American citizens?
10. Why should a government obey the laws it makes?
11. How am I protected from those with authority over me?
12. What is required from citizens who live in a society that values individual liberty?
13. What is civic responsibility? What are some examples of civic responsibilities?
14. What is personal civility? What are some examples of personal civility?
15. What makes a good citizen? How do I know if I’m one?
16. What happens if enough people aren’t good citizens?
17. Why is civic responsibility required of people who live in our society?
18. Why is personal civility required of people who live in our society?
19. -What are some examples of the fundamental rights that are listed in the Bill of Rights?
20. Why do we have a Bill of Rights?
21. Give an example of how a fundamental right that is listed in the Bill of Rights might be applied in everyday situations?
22. Why are the rights in the Bill of Rights important to American citizens?
23. Are there any limits on the rights of Americans? Use an example to explain your answer.
24. -How can a citizen become better at selecting effective leaders?
25. How do groups make decisions in a democracy?
26. What are some examples of democratic methods?
27. What are some costs and benefits of democratic methods?
28. How might citizens participate in democratic processes?
29. For whom should I vote? Why?
30. How might I find out a candidate’s position on an issue?
31. Why should groups choose to make decisions democratically when it would be easier if one person made all the decisions? Explain.

Handout 2: T-G-T Numbers

1 2 3 4

5 6 7 8

9 10 11 12

13 14 15 16

17 18 19 20

21 22 23 24

25 26 27 28

29 30