

# Delaware Civics Standards



## Teams-Games-Tournaments

by  
Fran O'Malley  
Democracy Project

**Lesson Description:** This lesson features a lively and effective cooperative learning game (“Teams-Games-Tournaments”) that can be used as a way of uncovering prior knowledge, diagnosing civic understanding, or reviewing the Delaware civics standards.

**Audience:** Grades 9-12

**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 as a 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 and placing one in the center of each table. 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 – T-G-T Civics Standard Questions**

1. Why do governments exist?
2. Why are governments around the world structured differently?
3. How is the government of the United States structured?
4. Why is the government of the United States structured as it is?
5. How might the different structures of governments around the world reflect different ideologies, cultures, values, and histories?
6. How might the different structures of governments around the world reflect different ideologies?
7. How might the different structures of governments around the world reflect different cultures?
8. How might the different structures of governments around the world reflect different values?
9. How might the different structures of governments around the world reflect different histories?
10. What is the relationship between the political culture and experiences of a country and the form and structure of its government?
  
11. Why do political parties exist?
12. Why are America's political parties "extra-constitutional" rather than constitutional?
13. How can we account for the two-party system?
14. To what extent are political parties necessary to democracy?
15. Why do two political parties dominate in America but other democracies have more?
16. Under what conditions might political parties evolve or collapse?
17. What problems would arise if a government failed to adapt to changing needs and desires of the people?
18. How has the United States government been able to remain effective through over two centuries of change?
19. To what extent do the structures and traditional processes of government minimize the dangers of change?
  
20. Why are citizens expected to keep themselves informed in a representative democracy?
21. Why are citizens expected to participate in a representative democracy?
22. Why are citizens usually expected to uphold the laws of the land in a representative democracy?
23. What are the consequences of citizens not participating in democracy?
  
24. Why is it important to learn the skills and processes under which government organizations operate?
25. How should groups engaged in political activities organize to accomplish their goals?

Attachment 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