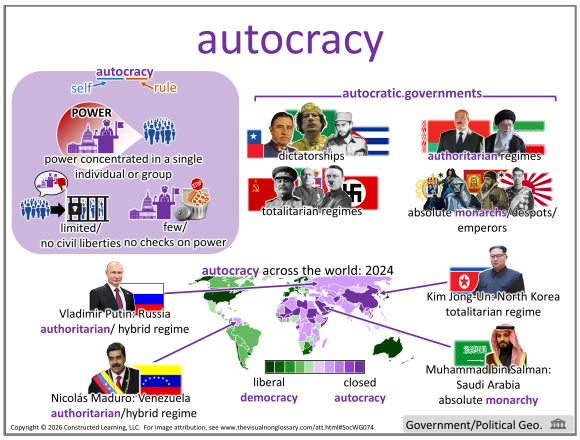
# Teacher Guide for the Lesson on **autocracy**




**Standard:**
WG.14(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries

**Content Objective:**
We can compare how an **autocracy** operates in specific countries, including how power is concentrated and maintained by a single individual or group.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

> If you were an **autocratic** leader, what measures would you implement within your government in order to consolidate power and prolong your rule?
>
> *If I were an **autocratic** leader, one measure I would implement as a way to to consolidate power is... because...*

**Other key vocabularies:** autocracies, democracies, autocratic

**By studying this visual, students might:**

| Notice | Wonder |
|---|---|
| • The autocratic leader is positioned above others, indicating control. | • Why does the leader in an autocracy have so much control? |
| • Citizens are arranged below the leader, showing hierarchy. | • What stops people from challenging an autocratic leader? |

| | |
|---|---|
| • There are no visible voting symbols or ballots. | • Can an autocracy exist with some democratic features? |
| • The use of arrows shows decision-making power flowing one way—from the leader to the people. | • How are autocracies and democracies different in real life? |
| • Other government types like democracy and monarch are presented for comparison. | • Are there current countries that are considered autocracies? |

**EXTENDING THE DISCUSSION**

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

**Structured Conversation Prompts**

| OBSERVATIONAL | RELATIONAL | INFERENTIAL |
|---|---|---|
| What is **autocracy**?<br><br>**Autocracy** is... | How are **autocracies** different from **democracies**?<br><br>One way **autocracies** are different from **democracies** is... because... | If you were an **autocratic** leader, what measures would you implement within your government in order to consolidate power and prolong your rule?<br><br>If I were an **autocratic** leader, one measure I would implement as a way to to consolidate power is... because... |

**Example Student Responses to the Observational Question**

| Low-Level | High-Level |
| --- | --- |
| **Autocracy** means one leader is in charge of everything. | **Autocracy** is a form of government where one person holds all power and makes decisions without input from citizens. |

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS




Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: Q-SSS-A.

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

Here is an example of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*

**Structured Reading**

| READING PURPOSE | PAT LIST | POST-READING DISCUSSION |
|---|---|---|
| The purpose for reading is to compare different types of **autocratic** governments to **democracies** so we can understand how unchecked power can lead to oppression. | • Words that describe how autocracy works<br>• Differences between autocracy and democracy<br>• Examples of autocratic leaders in history and today<br>• Ways autocratic governments keep power<br>• What happens when power is not limited | What do past and present **autocratic** leaders show us about the dangers of unchecked power?<br><br>Past and present **autocratic** leaders show that unchecked power is dangerous because... |

## STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

## DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

| BELOW GRADE LEVEL | ON GRADE LEVEL | ABOVE GRADE LEVEL |
| --- | --- | --- |
|  *Triangle is bottom-left* |  *Square is bottom-left* |  *Circle is bottom-left* |

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.