

★ Monarchy Game ★

Purpose

The purpose of this lesson is to teach students how a monarchy affects various people in a society. Students will participate in a simulation designed to illustrate the characteristics of a monarchy that could lead to revolution.

Objective

The student will apply an understanding of the monarchy system to an analysis of the causes of the American Revolution.

Theme-Freedom & Progress

An all-inclusive definition of freedom is “the absence of coercion.” The decision of the colonists to declare their independence from a coercive monarchy resulted in the democratic way of life that created America. America is a nation that has because of freedom attracted people from all over the world who want a better life for themselves and their families.

NCSS Standards

- Ib. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Ive. identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives.
- Va. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- Vlf. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Time

45 minutes

Materials

- ★ Game Players Handout/ Transparency
- ★ Role Cards
- ★ Treasuries/Crown Cash
- ★ Events Journal sheets

Preparation

- ★ Prepare Game Players as a transparency or handout for students.
- ★ Copy and cut Role Cards. The following ratio is suggested:

	Class Size		
	20	25	30
King/Queen	1	1	1
Noblemen	2	3	3
Merchants	2	3	3
Craftsmen	5	6	8
Peasants	10	12	15
		Add	Add
	Role Card sheets 1, 2	Role Card sht 3, col 1	Role Card sht 3, col 2

- ★ Copy and cut Treasuries (1) and Crown Cash (20 students—5 sheets, 25 students—6 sheets, 30 students—7 sheets).
- ★ Affix Treasury labels to envelopes and fill with extra Crown Cash.
- ★ Copy Events Journal sheets for each student.

Focus

Draw a line down the center of the chalkboard or transparency. Write the words **monarchy** and **democracy** on opposite sides of the line. Have students brainstorm ideas about the two words (e.g. What do these words mean? or What would it be like to live in this system?). Ask students on which side they would put the following words: oppression, freedom, tyranny, and liberty.

Activity

1. Using Game Players as a transparency or handout, discuss the various roles played in the Monarchy Game. Focus on the fact that roles were largely determined by birth, with little chance of social mobility. Discuss the rights and responsibilities of the various roles.
2. Distribute the role cards. Roles may be assigned by the teacher, selected at random, or both assigned and selected (e.g., the teacher may want to assign king/queen and noblemen roles and then let the rest of the class select at random).
3. Distribute the Events Journals. Students should write their role and its description from their card on the top of the Events Journal.
4. After roles have been determined, separate the king/queen and divide the remainder of the class into towns. The following ratio is suggested:

20 students	2 towns of 9-10
25 students	3 towns of 8
30 students	3 towns of 9-10

Each town is headed by a nobleman. Divide the merchants, craftsmen, and peasants evenly among the towns. (See the Class Size chart in the Preparation section.)

5. Distribute Crown Cash in the following amounts:

King/Queen	Crown Treasury
Noblemen	Nobleman's Treasury
Merchants	\$50
Craftsmen	\$50
Peasants	\$10

6. Simulation—The teacher will write the name of each event on the board or on a transparency of the Events Journal and then lead the students through a simulation and discussion of the event. Students are to record answers and/or thoughts/feelings/reactions in their Events Journal following each event. Discuss connections to the British king and causes of the American Revolution.

Activity—Simulation (continued)**Event #1: Tax Collection**

The king/queen directs each nobleman to pay taxes for each town. Rather than pay from their own money, the noblemen collect money from the townspeople. The noblemen pay the king/queen and keep any extra money.

Event #2: War

In order to increase his/her wealth and power, the king/queen decides to invade a neighboring country. The king/queen directs the noblemen to provide three soldiers and money from each town. Discuss who the noblemen will select to fight and to pay.

Event #3: Colonization

In order to further increase his/her wealth and power, the king/queen decides to establish a colony in America. The noblemen must provide colonists and investors from the townspeople. Discuss who would be most willing to volunteer to go and who would be best able to invest. Also, have merchants and craftsmen suggest rules to the noblemen and king/queen that the colonists should follow related to taxes and trade.

Enrichment Activity

Students may complete the “Songs” reading comprehension activity which compares the lyrics of “God Save the King” to “America” (“My Country, ‘Tis of Thee”).

Closure

Have students discuss or write on the back of their Events Journal who they think was the winner of the Monarchy Game. Ask students to defend their answers.

Assessment

Students will write an essay or journal entry explaining how two things they learned from the Monarchy Game might have been reasons why colonists would revolt against the British King.



Game Players

King (Queen)

You are the absolute ruler of your country. The church says your power is given to you by God. You can make or change laws any time you want. You can use the force of your army to achieve your goals. You control all trade and business to add to your own wealth.

Nobleman

Your responsibility is to serve the king. You show your loyalty by collecting and paying taxes to the king, by providing military support to the king's army, and by enforcing the king's law. In exchange for your loyalty, you share in the wealth of the kingdom.

Merchant

You make your living by buying and selling goods inside and outside of the country. You are protected by the king's army and laws. You must share your profits with the nobleman by paying taxes.

Craftsman

You have a special skill that you use in your job (for example, a blacksmith or carpenter). You are protected by the king's army and laws. You must provide services and pay taxes to the nobleman.

Peasant

You have no education or special skills. You farm the land in order to grow food to feed your family. You must also use some of what you grow to trade or sell for money to get things you need from the craftsmen and merchants and to pay your taxes to the nobleman. In exchange for your loyalty and service you are protected by the king's army and laws.

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Role Cards

Add this column for 25 students.

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The Treasury



CROWN



TREASURY



**NOBLEMAN'S
TREASURY**



**NOBLEMAN'S
TREASURY**



**NOBLEMAN'S
TREASURY**



Crown Cash



Events Journal

ROLE _____

DESCRIPTION

EVENT

1 _____

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

EVENT #2 _____

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

EVENT #3 _____

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

Songs

GOD SAVE THE KING British

God save our gracious King,
Long live our noble King,
God save the King:
Send him victorious,
Happy and glorious,
Long to reign over us:
God save the King.

Lord our God arise,
Scatter his enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all.

Thy choicest gifts in store
On him be pleased to pour;
Long may he reign:
May he defend our laws,
And ever give us cause
To sing with heart and voice
God save the King.

MY COUNTRY 'TIS OF THEE American

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From ev'ry mountainside
Let freedom ring.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

1. How many times are the words **liberty** and **freedom** used in the American song?
How many times are these words used in the British song?
2. How does the American song describe God in the second line of the last verse?
3. How many times does the British song use the phrase "God save the King"?
4. What is God called in the last line of the American song?
5. Why do you think Americans used the music from "God Save the King" but changed the words?