

Northwest History Consortium

Tracing Democracy

Char Seawell

5th Grade

National Standard

Era 3: Revolution and the New Nation (1754-1820s) / Standard 3

Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

From Washington State Standards

Trace the ideas, principles, and government structures the U.S. democracy borrowed from other times and cultures.

PROBLEM

The fifth grade teachers at Forest View Elementary, our neighbor school, have been faced with a dilemma. Their students in history class believe that democracy is a new idea that somehow sprouted up when the Pilgrims appeared.

Create a visual that will communicate this information to these fifth grade students.

TEACHER NOTES

- Day 1:** KWL - Show prompt and have students analyze what is necessary using KWL
Day 2: Analyze Declaration of Independence to determine main ideas about government and leaders
Day 3: Have students read in groups and note major influences on Constitution from text.
Day 4: Film and discussion
Days 5-7: Read and analyze documents including, but not limited to, those listed below.
Days 8-10: Create visuals

SCENARIO

The teachers have asked you to come up with a visual that will help their students see how the idea of “democracy” comes from a variety of pieces from other times and cultures.

TASK

Using created visuals as “notes,” students are to write on the following topic: *Trace the ideas, principles, and government structures the U.S. democracy borrowed from other times and cultures.*

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RESOURCES

Bok, Hillary. "Baron de Montesquieu, Charles—Louis de Secondat." 2003. Stanford Encyclopedia of Philosophy. 2009. Stanford University, Palo Alto, CA. 12 July 2009 <<http://plato.stanford.edu/entries/montesquieu/> - 4.1>.

Dallek, Robert Dr., et al. American History: Beginnings Through Reconstruction. Geneva, IL: McDougal Littell/Houghton Mifflin, 2008.

Davis, G. R. C. "The Text of Magna Carta." From Magna Carta. Revised edition, British Library, 1989. Fordham University. 1995. Bronx, NY. 12 July 2009 <<http://www.fordham.edu/halsall/source/magnacarta.html>>.

Dowden, Bradley, Ph.D., editor. "John Locke (1632-1704)." 2006. The Internet Encyclopedia of Philosophy. 2009. Martin, TN. 12 July 2009 <<http://www.iep.utm.edu/l/locke.htm> - Two%20Treatises%20of%20Government>.

"[English] Bill of Rights, 1689." Constitution Society. 1995-2009. Austin, TX. 12 July 2009 <http://www.constitution.org/eng/eng_bor.htm>.

"Foundations of Democracy [film]." United Streaming (Discovery Education). 12 July 2009 <<http://students.discoveryeducation.com/genericStudentIndex.cfm?cdPasscode=>>>.

Jefferson, Thomas. "Declaration of Independence." 1776. Constitutional Rights Foundation (CRF-USA). 2009. Los Angeles, CA. 6 July 2009 <<http://www.crf-usa.org/foundations-of-our-constitution/declaration-of-independence-text.html>>.

Kemerline, Garth. "Aristotle: Politics and Art." 2001. Philosophy Pages. 1997-2006. 12 July 2009 <<http://www.philosophypages.com/hy/2t.htm> - jus>.

ASSESSMENT

Assess students written work on the following topic: *Trace the ideas, principles, and government structures the U.S. democracy borrowed from other times and cultures.*

Visuals are also assessed separately.

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REFERENCES/CITATIONS

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

OSPI. “Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12.” Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://www.k12.wa.us/SocialStudies/pubdocs/FinalDocument-SocialStudiesGLEs-GradesK-12-12-1-08.pdf>>.

Seawell, Char. “Tracing Democracy.” NWESD Organization. 2008. Anacortes, WA. 12 July 2009 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3_TracingDemocracy.Seawell.5.pdf>.