

The Classical Historian

Scope and Sequence

American Government and Economics

In the Classical Historian course, students will learn the American government as the American Founding Fathers intended. Principles of government, political philosophy, and the practical elements of the Constitutional federated republic. They will also learn free market principles and practice. Along with government and economics content, students will learn historical thinking skills, including the Socratic discussion. History will come alive with interesting historical content and exciting Socratic discussion. Students will research from their government and economics texts and primary source documents. At the end of each semester a final is given. It is strongly recommended that students will present in front of their students and community at the end of the semester and at the end of the year. In this course, emphasis is on learning government and economics, taking a perspective on open-ended questions, and discussing and arguing over the meaning of government and economics based on evidence and logic.

Government Text: *American Basic Government*, by Clarence Carson.

Economics Text: *Lessons for the Young Economist*, by Robert Murphy

Primary Source Documents: Primary Sources Online

Government and Economics Scope

I. Foundations of the Constitution

1. Ancient and Medieval Heritage
2. John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, William Blackstone, and Alexis de Tocqueville.
3. Development of Individual liberty
4. Magna Carta

II. American Founding Fathers

1. Understanding of Human Nature
2. Federalist Papers
3. Principles of the Constitution
4. Limited, Constitutional Republic

III. The Bill of Rights

1. Economic and political rights
2. Federalism
4. freedom of religion, speech, press, assembly, petition, privacy

IV. Citizenship

1. Private Property
2. Duties and Obligations

3. Obey the law, serve as a juror, and pay taxes
4. Civic mindedness
5. Naturalization Process
6. Role of religion in public morality

V. Structure of the U.S. Government

1. Three Branches
2. Powers of the Three Branches
3. Checks and Balances
4. Amendment Process
5. Landmark Supreme Court Cases
6. Judicial Activism v. Judicial Restraint
7. Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Peña, and United States v. Virginia

VI. Political Process

1. Campaigns
2. Role of Political Parties
3. Electoral College
4. Campaign Financing

VII. State and Local Governments

1. Powers
2. Loss of Power to the Federal Government

VIII. Media and American Politics

1. Bias
2. Influence in Elections
3. Social Media

IX. Comparison and Contrast

1. Republic and feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems
2. Which system offers most liberty, most prosperity
3. Study tyrannies in other countries
4. Twentieth-century communism and genocide
5. Overthrow of communism in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel)

X. Principles of Economics

1. Common economic terms and concepts

2. scarcity
3. opportunity cost and marginal benefit and marginal cost
4. private property
5. financial markets
6. agricultural production

XI. Role of Government in a Market Economy

1. National defense, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. taxation, borrowing, spending and their influence on production, employment, and price levels.
3. Monetary Policy, the Federal Reserve

XII. Labor Market

1. U.S. labor in a global setting
2. Unions
3. Current economy and labor market
4. Supply and demand
5. Unemployment rate throughout history

XIII. Trade

1. Tariffs
2. Free Trade
3. The Dollar

XIV. Socialism v. Free Market

1. Compare and contrast
2. Liberty, Prosperity
3. Venezuela, Cuba, Soviet Union, China

Sequence of Government and Economics Lessons

Week One: Political Crisis, or Hand-wringing

Week Two: American Government

Week Three: Ancient and Medieval Heritage

Week Four: Our English Heritage

Week Five: Colonial Experiences and the Constitution

Week Six: The Beginning of American Government

Week Seven: Jefferson and Jackson

Week Eight: The Judiciary

Week Nine: State Governments

Week Ten: The Civil War and Reconstruction

Week Eleven: Leviathan

Week Twelve: Transformation of the American Government

Week Thirteen: The Warren Revolution

Week Fourteen: The Constitution Ignored
Week Fifteen: Conclusion
Week Sixteen: The Media and Political Bias
Week Seventeen: Robinson Crusoe Economics
Week Eighteen: Private Property
Week Nineteen: Labor and Specialization
Week Twenty: Investment
Week Twenty-One: Supply and Demand
Week Twenty-Two: The Stock Market
Week Twenty-Three: Socialism
Week Twenty-Four: The Failure of Socialism
Week Twenty-Five: Fascism and Communism
Week Twenty-Six: Price Controls
Week Twenty-Seven: Sales and Income Tax
Week Twenty-Eight: Government and Prohibition
Week Twenty-Nine: Government-Run Healthcare
Week Thirty: Government Debt
Week Thirty-One: Government and Business
Week Thirty-Two: Economics

Primary Sources

In addition to the following sites, Prager University at www.prageru.com offers excellent videos and transcripts with sources for many of the open-ended questions.

Week One:

Federalist Paper #78, by Alexander Hamilton: http://avalon.law.yale.edu/18th_century/fed78.asp

Week Two:

Federalist Paper #51, by Alexander Hamilton or James Madison:
http://avalon.law.yale.edu/18th_century/fed51.asp

Week Three:

George Washington's Farewell Address:

http://avalon.law.yale.edu/18th_century/washing.asp

Week Four:

John Locke Second Treatise on Civil Government

<https://oll.libertyfund.org/pages/john-locke-two-treatises-1689>

Week Five:

Federalist Paper 10:

http://avalon.law.yale.edu/18th_century/fed10.asp

Federalist Paper 51:

http://avalon.law.yale.edu/18th_century/fed51.asp

Week Nine:

An article in favor of the Electoral College:

<https://www.classicalhistorian.com/johns-blog/category/elections-2016#/>

An article with pros and cons of the Electoral College:

<https://www.procon.org/headline.php?headlineID=005330>

Federalist Paper #39:

http://avalon.law.yale.edu/18th_century/fed39.asp

Week Ten:

Lincoln's First Inaugural Address:

http://avalon.law.yale.edu/19th_century/lincoln1.asp

Lincoln's Second Inaugural Address:

http://avalon.law.yale.edu/19th_century/lincoln2.asp

Week Eleven:

16th Amendment

<https://constitution.findlaw.com/amendment16.html>

17th Amendment

<https://constitution.findlaw.com/amendment17.html>

Week Twelve:

<https://www.history.com/speeches/franklin-d-roosevelts-first-inaugural-address>

Weeks 16-32:

www.prageru.com (videos on nearly all of our discussions)

Weeks 18 – 22:

<https://www.adamsmith.org/the-wealth-of-nations>

Choose Eamonn Butler's Condensed Wealth of Nations

Week 18: <https://gold-standard.procon.org/>

Week 19:

<https://corporatetax.procon.org/>

Week 20:

<https://minimum-wage.procon.org/>

Week 21:

<https://www.procon.org/headline.php?headlineID=005363>

Week 22:

<https://college-education.procon.org/>

Week 24:

<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Week 26:

<https://www.prageru.com/video/capitalism-vs-socialism/>

Week 28:

<https://medicalmarijuana.procon.org/>

Sample Teacher Instructions **Teacher Instructions for Week Eight** **The Judiciary**

During Class

1. Review all homework.
2. Lead the Socratic Discussion.
3. Direct students to write the Reflection.

Homework

1. Read Chapter 12 of *Basic American Government*.
2. Complete all activities for the Socratic discussion.

Teacher Instructions for Week Nine **State Governments**

During Class

1. Review all homework.
2. Lead the students in the Socratic discussion.
3. Introduce students to the Socratic discussion for Week 9.

4. Read out loud two articles, each taking opposing sides, involving the Electoral College. The articles are located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>

Homework

1. Read chapter 13 of Basic American Government.
2. Summarize the various sections of chapter 13.
3. Read Federalist Paper Number 39, located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>
4. Complete the open-ended question on the electoral college.

Teacher Instructions for Week Ten The Civil War and Reconstruction

During Class

1. Review all homework.
2. Lead the class in the Socratic discussion.
3. Direct students to write the Reflection.
4. Read out loud Lincoln's first and second inaugural address, located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>

Homework

1. Take extensive notes on chapter 14 of Basic American Government. Be ready to summarize Dr. Carson's writings.
 - a. What is Carson's view of Republicans in power?
 - b. What evidence does Carson present to support his argument?
 - c. Summarize Carson's view of the Conduct of the War and Presidential Reconstruction.
 - d. What evidence does he use to support his argument?
 - e. Summarize Carson's view of Congressional Reconstruction?
 - f. What evidence does he use to support his view?
2. Summarize Dr. Carson's view on how the Constitution fared during the Civil War and Reconstruction. Is Dr. Carson correct in how he interprets how the Constitution fared during the Civil War and Reconstruction?

Teacher Notes

The only way for the teacher to be prepared for this lesson is to read chapter 13 and take detailed notes.

Teacher Instructions for Week Eleven The Rise of Leviathan

During Class

1. Review all homework. Discuss the notes and the reflection.
2. In class, read the 16th and 17th Amendments. You will find the text here: <https://www.classicalhistorian.com/free-primary-sources.html#/>

Discuss the meaning of these amendments.

Homework

Answer the following questions. According to Carson,

- a. What cut away from the American foundations of liberty? Pages 357-364
- b. What does Leviathan refer to? Page 365
- c. What did Henri de Saint Simon propose? Page 365
- d. What did Pierre Joseph Proudhon write regarding private property? Page 365

- e. Describe what happened at Brook Farm.
- f. What happened at New Harmony, founded by Robert Owen? Page 366
- g. List the rulers assassinated by anarchists in the late 1800s and early 1900s. Page 367
- h. What is the difference between revolutionary socialism and evolutionary socialism? 367-370
- i. What is considered the highpoint of Socialism as an outward political force in the U.S.A? 367-370
- j. Describe the major Progressive reforms of the late 1800s and early 1900s. Pages 372-385.
- k. How did Woodrow Wilson explain what Progressives wanted?

Teacher Instructions for Week Twelve

Transformation of the American Government

During Class

1. Review all homework.
2. Listen to Franklin Delano Roosevelt's First Inaugural Address, located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>
3. Begin reading chapter twelve of *Basic American Government* out loud.

Homework

1. Read chapter twelve of *Basic American Government*.
2. Complete the Socratic Discussion.

Teacher Instructions for Week Thirteen

The Warren Revolution

During Class

1. Review the homework.
2. Lead the Socratic discussion.
3. Direct the students to write the Reflection
4. Begin reading Chapter 18 of *Basic American Government* out loud.

Homework

1. Using Chapter 18 of *Basic American Government*, summarize how each of the following influenced the Constitution:
 - a. 16th amendment
 - b. 17th amendment
 - c. Federal Reserve
 - d. Technology
2. How did the federal government get the power of granting money to the states?
3. The Warren Court and the "Warren Revolution." Summarize how each of the following influenced the United States of America.
 - a. Segregation Decisions
 - b. Reapportionment Decisions
 - c. Criminal Prosecutions
 - d. Religion and Morality out of Public Life
 - e. Pornography, Vulgarity, and Obscenity

4. What is Dr. Carson’s opinion of how the American Government changed during the 1900s. Do you think he is correct?

Teacher Instructions for Week Fourteen

The Constitution Ignored

During Class

1. Review the homework.
2. Have a discussion on the students’ reflection of Dr. Carson’s writings.

Homework

1. Read chapter 19 of *Basic American Government*. *Basic American Government* was published in 1993. When reading this chapter, consider any changes that have taken place since that time. You will need to do research to find some of the answers.
2. Answer the following questions from the reading:
 - a. How does Dr. Carson explain the U.S. government is out of control?
 - b. What were the deficits for the last 10 years?
 - c. Compare and contrast President Obama’s policies with President Trump’s policies in these issues:
 - a. Welfare
 - b. Foreign Aid
 - c. National Debt
3. What did James J. Kilpatrick write about bureaucracy? (Pages 454 and 455)
4. What does Dr. Carson write on pages 459 and 460?
5. What does Dr. Carson write about regarding crime, punishment, and litigation?
6. List and describe all of the issues Dr. Carson raises in the “Potpourri” section.
7. In the reflection, write what you think of Dr. Carson’s arguments in this chapter.

Teacher Instructions for Week Fifteen

Conclusion

During Class

1. Review all homework.
2. Read out loud Chapter 19 of *Basic American Government*. Have a discussion on Dr. Carson’s book. What do students think of it? Is Dr. Carson correct? If he is correct, what is the best way to resolve the problem of the Leviathan? If he is incorrect, how is he wrong?

Homework

No homework.

Teacher Instructions for Week Sixteen

The Media and Political Bias

During Class

1. Introduce students to the Socratic discussion open-ended question. Introduce students to the idea that the media is biased, and it is important students are aware of which news organizations represent which political views. Discuss with students news organizations and potential topics to research.

Homework

Complete the Socratic discussion open-ended question.

Teacher Instructions for Week Seventeen **Robinson Crusoe Economics**

During Class

1. Review students' answers to the open-ended question.
2. Direct students to write their reflection.
3. Read out loud Lesson 1 and Lesson 2 of *Lessons for the Young Economist*, reviewing the questions and answers as you come to them. *Please note: With this book, the teacher does not use a Teacher's Guide that has the answers to the review questions. It is better to have students cite in the text where they have found their answers. In this way, students learn reading skills and answers can be stated out loud by students a number of times.
4. Read out loud Lesson 3 of *Lessons for the Young Economist* and review all questions with the students.
5. Instruct students to study vocabulary from lessons 1-4 for next week's vocabulary quiz.

Homework

1. Finish reading Lessons 3 and 4 if the lessons were not completed in class.
2. Commit to memory the vocabulary from Lessons 1-4. Next week will be a quiz on these vocabulary words.
3. What are the lessons we can learn from Robinson Crusoe Economics? Write your answer in the Reflection.

Teacher Instructions for Week Eighteen **Private Property**

During Class

1. Give a 10 question quiz on vocabulary for Lessons 1-4. Review the answers. Play the Word game with all vocabulary words from Lessons 1-4.
2. Read lessons five and six out loud. Have students answer the study questions at the end of each chapter. Review correct answers. At the end of each chapter, after reviewing the study questions, play the word game with the vocabulary words.
3. Introduce students to the Condensed version of Adam Smith's *Wealth of Nations*. It is located at this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>

Homework

1. Finish reading lessons five and six and answering the study questions.
2. Read Eamon Butler's condensed *Wealth of Nations*, the Introduction. Summarize the introduction.

Thinking Curriculum

Students will answer Socratic discussion open-ended questions throughout the year, and will acquire the following skills:

The Tools of the Historian

1. Fact or Opinion?
2. Judgment
3. Supporting Evidence

4. Primary and Secondary Sources
5. Using Quotes
6. Paraphrasing
7. Researching Various Sources
8. The Socratic Discussion in History
9. Making a Counterargument
10. Understanding Cause and Effect
11. Understanding Compare and Contrast
12. Understanding Bias
13. Using Evidence and Not Emotion to Form Judgement