

Take a Stand!

Government and Economics

Socratic Discussion in History

Teacher Edition

DEDICATION

Dedicated to Zdenka and the De Gree Kids

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Edited by Jessica De Gree

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I. What is The Classical Historian?

The Classical Historian teaches the student to know, understand, engage, and love history. Classical education in history nurtures a young person's natural inclination to seek the truth in all things and trains students to be independent thinkers and lifelong learners. Key in our approach is the Socratic discussion in history.

The Classical Historian provides a comprehensive, classical approach to history effective in classrooms and in the home school. The classical approach challenges students to know history content and to think, read, and write critically about past and current events. Key to this approach is the Socratic discussion in history. The Classical Historian approach is engaging, interesting, and teaches students to be independent thinkers and lifelong learners.

Classical Historian students learn how to analyze history and current events with a critical eye. Students acquire the basic facts of history through a clear concise text and primary source documents. They acquire critical thinking skills specific to history. Using this knowledge and skills, students become adept at finding out the truth in past events. They then use these thinking tools when learning current events.

Students learn how to become a part of the conversation of history by answering key open-ended questions designed to not only test their knowledge of facts but also develop critical thinking skills. Classical Historian students use the Socratic dialog with their classmates or family members and learn to listen to the perspectives of others and grow in their own thinking.

History is not just a list of dates and events but is open to differing interpretations. Classical Historian students know history but also engage the past with critical thinking tools. Students who use these tools in their history class then apply them throughout their lives. We hope you and your student become a part of the conversation.

Grammar, Logic, and Rhetoric

The Classical Historian uses a five-step program to teach history. The first step is the "Grammar of History." Steps two through five are the "Logic and Rhetoric of History." Grammar refers to the basic facts of history; Logic refers to the thinking skills of the historian; Rhetoric refers to the speaking and writing skills of the historian.

1. The Grammar of History
2. The Tools of the Historian
3. Research
4. The Socratic Discussion
5. The Analytical Essay

The Grammar of History

The grammar of history refers to the basic facts of an historical event and do not require analytical thinking. Answers to the questions of "who, what, when, and where" constitute the grammar of history. It is essential for a historian to know the grammar of history. Children in the ages of pre-k

through grade 5 can handle this stage. Students at this age (3-11) are eager to memorize, parrot, and recite. Even so, learning the grammar of history never stops at a certain age. Even an adult acquires historical knowledge through reading, lectures, visits to museums, and discussions. Young children also love games that have clear rules for all, and games where it is possible to improve and become a master at playing. The Classical Historian produces games that not only teach basic history facts; they also teach intellectual and social skills that aid a child's overall academic development.

The Logic and Rhetoric of History

The Dialectic and Rhetoric of History refer to the thinking, speaking, and writing tools essential for analysis and expression in history. They include, as well, the ability to research various sources, engage in Socratic discussions, and write analytical essays.

The Tools of the Historian

The tools of the historian below are taught through the Classical Historian Socratic Discussion DVD Curriculum and the *Take a Stand!* series. The Classical Historian products show you how to use these tools and train your students how to use them as well.

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
14. Writing a Thesis Statement for an Analytical History Essay
15. Writing an Outline for an Analytical History Essay
16. Writing a Rough Draft for an Analytical History Essay
17. Revising an Analytical History Essay
18. Citing Sources in the Text of an Analytical History Essay
19. Writing a Works Cited Page

Forces that Influence History

In every history, the following forces play an influential role. In our *Take a Stand!* books, we challenge the young historian to analyze the past based on the following forces. For an in-depth explanation of these, please read Carl Gustavson's *A Preface to History*.

1. Technology
2. Social forces
3. Institutional factor

4. Revolution
5. Individual in history
6. The role of ideas
7. Power
8. International organization
9. Causation
10. Loyalty

Research to Answer Open-Ended Questions

Behind every good historian is the research he conducts to form his analysis. The beginning historian, 11 or 12 years old, shouldn't be expected to begin with a long list of resources. Most sixth graders will only need one or two sources to analyze the past. As the child ages, he should use primary source documents, conflicting sources, and as many varied texts that he can. Once the tools of history are learned, the student can use these tools and apply them to various author's interpretations of history, when the time is right.

The active, advanced reader recognizes the bias of the writer, and the active student grasps the importance of primary source documents. There is a problem with a student learning history solely through one perspective. If the child does not learn how to analyze history and practice this analysis on various authors, the student is unprepared to analyze conflicting viewpoints. A well-educated historian should not only be able to form the correct perspective, but also refute a lesser than perfect perspective by using historical analysis.

Because much in history is left up to interpretation, this subject is excellent for the Socratic discussion. Open-ended, interpretive questions are those that are impossible to answer with a simple yes or no, but need explanation. Students learn that it is possible to look at history from varying vantage points. This exercise in logic trains the mind. Questions that will stimulate thought and discussion are such as these:

1. What caused the Roman Empire from persecuting Christians to adopting Christianity as the state religion?
2. How did American society change from 1950 to 1990 because of technology?
3. What caused the fall of the Soviet Union?
4. Compare and contrast the Incas with the Aztecs.
5. Compare and contrast the reasons Martin Luther and King Henry VIII founded new religions.

Primary Source Documents

The teacher may assign the students to read primary source documents to help students learn from eyewitness accounts of history. The older the students and the more capable the readers, the more primary source documents can be assigned. We strongly recommend that the first or second time the teacher assigns a primary source document that the teacher reads out loud the document with the students and leads the discussion. With younger students, grades 6-8, the teacher may decide to read the primary source documents together for the entire year. We recommend to assign one primary source document per essay in junior high (grades 6-8) and more for upper grade students.

Questions

The following are question types that historians ask. These questions are found in the *Take a Stand!* books:

1. Change Over Time
2. Cause and Effect
3. Compare and Contrast
4. Define and Identify
5. Statement/Reaction
6. Evaluation
7. Analyzing Viewpoints

The Socratic Discussion in History

One key element of the tools of learning history for the 12 through 18-year-olds is the Socratic discussion. To arrive at the Socratic discussion, students should be able to distinguish between fact and opinion, be able to form good judgment from evidence, and practice analyzing primary and secondary resources. Whereas Socrates used questions to pursue the truth in philosophy, we will use questions to pursue the truth in history.

One point that teachers need never worry about is whether they know enough history to conduct a Socratic discussion. Socrates noted that the best teacher and most intelligent philosopher is one who knows what he does not know. It is essential for the teacher to adopt certain habits of thought and of questioning. Once an interpretive question is chosen and the student has researched and formed a perspective, the teacher needs to ask appropriate questions. Beyond the introductory level of “Who, what, where, and when?” the teacher must ask, “What evidence do you have that supports this?” “Why did this occur?” “How did this occur?” If the evidence is weak, then the student’s judgment will be weak as well. For how can there be a strong conclusion with weak evidence? The open discussion stimulates the mind to think of other possible conclusions. The teacher’s primary role is to be the one asking the questions and therefore, he doesn’t need to be an expert in history.

The teacher’s role is not to tell the student what to think, but rather question and challenge the student’s conclusions, forcing the student to continually clarify and defend with historical evidence and sound judgment. If other students are available, the teacher can encourage students to debate each other’s ideas, with the intention of arriving at the best possible conclusion together. If there are no other students available, the teacher should encourage the student to present a perspective that is contrary to the student’s own perspective. In this exercise, the student exercises his mind to view what the opposing side may see. The teacher’s goal is to create a scholarly atmosphere where students are free to express their ideas but careful to cite the historical evidence that supports their thesis statement. The Classical Historian DVD and Take a Stand! curriculum teaches the Socratic discussion in history.

Reflections

In this Classical Historian course, teachers may decide to teach and assign one writing assignment per open-ended question. This book has been designed to teach one Reflection Piece per open-ended question. In analytical writing in history, substance takes precedence over style. The student needs to take a perspective that he can defend with evidence and explanation. Writing a narrative which only explains the major points of the Renaissance is not an analytical piece. Writing that Leonardo de Vinci was the most influential artist of the Renaissance and using evidence to defend this point, however, is analytical, because somebody may argue that Michelangelo was more influential.

The *Take a Stand!* series provides questions that compel the student to think and write analytically. Each assignment is crafted so that the student must take a stand on an issue that can be answered from a variety of perspectives. The prewriting activities provided in our Take a Stand! series gives students the necessary guidance to find evidence that will support or refute their thesis.

II. How to Teach The Classical Historian

This book, along with the *World History Detective* from Critical Thinking Company, and primary source documents from the Classical Historian website, is designed to make teaching The Classical Historian practical and interesting. You may, as the teacher, start on page 1 and continue to the end of the book, following instructions as you go along. The lessons in this book are designed to be taught once per week with your students for about one hour, and homework suggestions are stated. Of course, the teacher who is teaching more than once per week will have to adjust or modify the program.

Lessons from the book and DVD Curriculum *The Socratic Discussion in History* provide the teacher training in order to teach The Classical Historian. **The teacher needs to begin with this program first.** Watch the DVDs and follow along in the book before you begin teaching students. Understanding how to use these tools correctly prepares teachers to be historians and enables teachers to competently teach and lead Socratic discussions in history and teach analytical writing in history.

Sources

Basic American Government, by Clarence B. Carson, American Textbook Company, 1993, ISBN 978-1931789196

Lessons for the Young Economist, by Robert P. Murphy, Von Mises Institute, 2010, ISBN 978-1933550886. Please note: There is a free digital download at von Mises Institute website for this book.

Primary Source Documents from www.classicalhistorian.com, link “Primary Sources”

Primary sources are crucial to a historian to forming his own judgment on events and people of the past.

The Socratic Discussion in History DVD Curriculum

Take a Stand! Government and Economics, by John De Gree, The Classical Historian, 2019.

Homework

Homework for this course will vary from under one hour to about two hours per week.

Lessons

The lessons designed in this booklet are created for a one-hour class. A teacher may also have a class meet for 1 ½ hours. Before the instruction starts, it is also advisable to have students play a game based on history. This will allow for friendships to develop, which will make it easier for students to have discussions on history.

Ideas to Enrich This History Class That Can Also be Assigned as Homework

The Classical Historian Go Fish Game: Go Fish

Following instructions from the game, students play go fish, and become familiar with historical names and images.

The Classical Historian Go Fish Game: Collect the Cards

Follow the game instructions. This game teaches the students inductive thinking and teaches historical facts. You will be amazed how fast the students will learn to associate the hints with the images and events on the cards. At first, the reader will win most cards, but after a few games, the other participants will capture the cards. Throughout the year, your students will benefit by having these pieces of knowledge (signposts) in their memory. Students will be able to attach new learning onto their signposts.

The Word Game

This is a game to review the Grammar/vocabulary words. One student describes a vocabulary term but does not use the word in his description. The person who guesses the word correctly then describes another term.

Biographies

The best literature to read while studying history is biographies. Biographies are non-fictional and give the students a feeling for the people involved in the history. Once students learn the Socratic discussion approach, it is a great idea to have students deepen their historical studies with biographies.

History Party

Would you like your students to have good friendship with each other, and at the same time encourage the study of history? Plan a history party. The most challenging part of this is choosing a date, or dates, for the event. Once that is done, assign students homework to prepare for the History Party. The History Party could be the event where the students act out a historical play they have been working on. Students could display any art work they have made. Students could play multiple history games. After hours on these fun and educational activities, the students will surely suggest that a history movie be shown. You choose the movie, so that it is educational. Food should be a part of this party. If you are the teacher, you can suggest this idea to the parents

of the students. One parent may love to host parties and take care of the food. Asking for help may provide someone with a chance to help out in the class.

Semester Final:

Sometime before the end of 16 weeks announce to the students that they will be responsible to present to the whole class, and to their parents, two of their essays from the first semester. No note cards are to be used. Students do much better in short presentations when they are not reading from notes. One week or two weeks before the presentation, have students do a trial run and present to the class. After each student presents, ask each listening student to say one thing that the presenter did well, and one thing he could improve on. Pay attention to how much time lapsed during the presentation to make sure the student is relaying enough information. For the first semester, a 2-5-minute presentation is fine. Also, in the presentation, the student should not only speak about his perspective, but he can also speak about an opposing perspective, and add the reason why he does not agree with this. The goals of the presentation are:

1. Practice public speaking.
2. Share with the parents and students the knowledge the student has obtained.
3. Advertise to the parents what your students are learning.
4. Highlight and honor students publicly for their work.

All should get dressed up for the presentation. It may be the first time the male student has to wear a tie. And, they will be introduced to the need to look good while making a presentation.

Year Final: I strongly recommend that in the spring, the students, in addition to completing regular class assignments, choose one topic from semester 2 to be an “expert.” The student should read a biography from this time period and should also be compelled to research from at least three primary sources not found in the textbook. The student should also know they are responsible for about a 5-10 minute final presentation (or two five minute presentations). Much like the semester final, this final looks the same, however, the student will only present one topic in depth.

Quizzes and Tests

To make a simple quiz based on the Grammar, ask five questions, using the identical language of the questions from the Grammar sections. To make a simple test, ask 10 or 20 questions based on all of the Grammar lessons in one unit.

A Note on the Presentations

When you announce the requirements for the presentations, realize that at first, the assignment may scare your students. This is normal. Once they present at the semester final, they will see they can do it and it will boost their confidence. Also, because some students excel, or are more academically developed than others, be very gentle during the actual presentation. If the student stumbles, the teacher or the students may ask questions to help the presenter speak. And, do not focus on the number of minutes initially. Basically, whatever the student gives you, acknowledge their work.

Teacher Instructions for Week One Political Crisis, or Hand-wringing

During Class:

1. Icebreaker: Two Truths and a Lie
This is an ice breaker I like to use with pre-teens and teenagers. Each person (including the teacher) writes down two truths and a lie about himself, in any order. Then, each person reads out loud the three statements, and everyone guesses which statement is the lie. No matter how well or how poorly the students know each other, an ice breaker activity is recommended. Learning is fun and social, and the ice breaker loosens everyone up. It is FANTASTIC for the students to see a sincere smile from each other and from the teacher before learning happens.
2. Teach the lesson Fact or Opinion in *Take a Stand!*
3. Teach the lesson Judgment in *Take a Stand!*
4. In *Basic American Government*, read out loud the Preface, and start reading Chapter 1 out loud.

Homework:

1. Complete reading Chapter 1 of *Basic American Government*.
2. Answer the Socratic Discussion Open-Ended question #1. Be prepared to discuss in class. Please note that you may need to use other chapters of the *Basic American Government* book or outside sources to find the answers to the research activities.

Note:

Classroom Structure, Environment, Habits:

Lessons One and Two are the most important lessons to teach in regards to establishing a classroom structure and environment for learning, and building good habits in your students. Without these, it does not matter what curriculum a teacher chooses. Whether the teacher has one child or 40, the students will learn the classroom structure and environment for learning, and will build learning habits that are initially established in this first unit. “You never have a second chance to make a first impression.”

The best advice for establishing a positive environment, the very first moment of class, is to greet each student with a smile, individually, before each lesson. This is true for the classroom of one student as well as the classroom of 40 students. For large classrooms, the teacher can stand at the door and smile at each student as each walks into the classroom. Continue this greeting throughout the year, every lesson, despite your personal feelings or moods. Beginning the lesson with a smile and positive greeting tells each student that the teacher is choosing to care about the student, all the time.

The teacher should include play as an essential part of the classroom. Play allows students to lower their inhibitions, appeals to nearly all young people (under 18), and can be used to teach. The Classical Historian recommends its various Go Fish Games, specifically using the Collect the Cards option. In a class that lasts for one and a half hours and meets once per week, use the first half hour for game playing. In a class that meets every day for an hour, pick one day of the week as Game Day.

In Lessons One and Two, the teacher establishes the speaking and listening standards for the class. These two classroom rules are my favorites:

1. If you want to speak, wait for the teacher to call on you.
2. If someone is speaking, listen carefully. Depending upon the size of the class, the teacher can modify rule number 1. However, even in a classroom of two students, both students need to feel that their voices will be heard when they would like to speak. A student can be silenced in a small group as well as in a big group. The teacher needs to take care to establish respectful lines of communication.

Teacher Instructions for Week Two American Government

During Class

1. Lead the class in the two Socratic discussions.
2. Direct students to write a Reflection on one of the discussions that was held.
3. Have students read out loud the Reflection piece.
4. Discuss the students' summary of Federalist Paper #78.
5. Teach the lesson Supporting Evidence in *Take a Stand!*
6. Teach the lesson Primary or Secondary Source Analysis in *Take a Stand!*
7. Begin reading out loud Chapter 2 from *Basic American Government*.

Homework

Read Chapter 2 from *Basic American Government*.

In writing, complete the activities below:

1. Make a separate list of the major powers of the three branches.
2. Write the importance of a written constitution.
3. Write how the U.S. government is a mix of a monarchical, aristocratical, and a democratic government.
4. Describe why the American founding fathers established a limited government.
5. Write which Bill of Rights may be the most important. Explain why you think this is the most important right.
6. Why did the American founding fathers create a Republic? Why didn't they create a democracy?
7. Read Federalist Paper #51, found online here: [https://www.classicalhistorian.com/free-primary-sources.html#/.](https://www.classicalhistorian.com/free-primary-sources.html#/)
8. Complete the Socratic Discussion Open-Ended Question #2.

Note to the Teacher

Student answers to the questions may vary. It is the duty of the teacher to read the chapter and to ponder the questions and answers before class begins. The teacher may want to allow for discussion on any of the questions.

Teacher Instructions for Week Three Ancient and Medieval Heritage of Political Thought

During Class

1. Review all homework.

2. Lead the Socratic discussion from Week Two.
3. Direct students to write the Reflection.
4. Teach “Using Quotes” and “Paraphrasing.”
5. Direct students to begin reading chapter three in *Basic American Government*.

Homework

1. Complete reading chapter three and four in Basic American Government.
2. From the reading, answer these questions:
 - a. What is the Judeo-Christian background to the American government?
 - b. What did the Greeks contribute to the formation of the American government?
 - c. What did the Romans contribute to the formation of the American government?
 - d. What was the impact of the Middle Age on the formation of the American government?
 - e. What was the impact of the Renaissance on the formation of the American government?
 - f. What was the impact of The Reformation on the formation of the American government?
 - g. What was the Age of Reason and how did it impact the formation of the American government?
2. Complete the Socratic Discussion Open-Ended Question #3
3. Read George Washington’s Farewell Address, located here:
<https://www.classicalhistorian.com/free-primary-sources.html#/>
List three main points of his address.

Teacher Instructions for Week Four

Our English Heritage

During Class

1. Review all homework assignments.
2. Lead the class in the Socratic discussion.
3. Direct students to write the Reflection.
4. Read an excerpt from John Locke’s Second Treatise on Civil Government.
5. Begin reading chapter five out loud in class.

Homework

1. Complete reading chapter five of *Basic American Government*.
2. Answer the following questions:
 - a. What were the main political changes of the 17th century in Great Britain?
 - b. Summarize the political writings of the following British writers
 - a. Richard Hooker
 - b. Thomas Hobbes
 - c. John Milton
 - d. John Locke
 - e. Trenchard and Gordon
 - f. Sir William Blackstone
 - g. Adam Smith

3. Read an excerpt from John Locke’s Second Treatise on Civil Government at this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>

Teacher Instructions for Week Five

American Colonial Experience and Making the Constitution

During Class

1. Discuss all of the homework. Read part of John Locke’s Second Treatise on Civil Government out loud.
2. Preview the two Socratic discussion open-ended questions for this week.
3. If there is time, read out loud Federalist Paper Number 10. Discuss this Federalist Paper. What is Madison’s view of the nature of man? Is Madison correct?

Homework

1. Read chapters 6 and 7 of Basic American Government.
2. Read Federalist Paper #10 and #51 located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>
3. Complete both Socratic discussion open-ended questions.

Teacher Instructions for Week Six

The Beginning of American Government

During Class

1. Lead the students in the Socratic discussions.
2. Direct students to write the Reflection on one of the discussions.
3. Students may begin reading and answering the homework questions from chapters 8 and 9 of Basic American Government.

Homework

1. Answer the following questions from Chapter 9:
 - a. Describe the laws Congress passed in 1789.
 - b. Describe Hamilton’s economic program.
 - c. How did the U.S. develop as a power among nations from 1789 – 1820?
 - d. What were the key elements of Washington’s Farewell Address?

Teacher Instructions for Week Seven

Jefferson and Jackson

During Class

1. Review all homework.
2. Lead the class in the Socratic discussion.
3. Direct students to write their Reflection.
4. Direct students to read chapters 10 and 11 in *Basic American Government*.
5. Introduce students to the Socratic discussion.

Homework

1. Read chapters 10 and 11 in Basic American Government.
2. Complete the Socratic discussion work.

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.

Socratic Discussion Open-Ended Question
Should the United States Return to the Gold Standard?

Teacher Instructions for Week Nineteen

Labor and Specialization

During Class

1. Review the homework.
2. Play the Word game with vocabulary from lessons 5 and 6.
3. Read lessons 7 and 8 out loud. Direct students to answer the review questions when you come to them.
4. Introduce students to the open-ended question for this week.

Homework

1. Complete the review questions for lessons 7 and 8.
2. Study the vocabulary words from lessons 5, 6, 7, and 8.
3. Read Book I from Butler's Condensed Wealth of Nations.
3. Prepare your argument for the open-ended question involving the corporate tax rate. You may find a great deal of information on this topic at this weblink: <https://www.classicalhistorian.com/free-primary-sources.html#/>.

Teacher Instructions for Week Twenty Investment

During Class

1. Review the homework.
2. Play the Word game with lessons 5-8.
3. Lead the class in the Socratic discussion on the federal tax rate.
4. Direct students to write a reflection on the discussion.
5. Begin reading out loud lessons 9 and 10. Answer the study questions at the end of each lesson.

Homework

1. Complete the study questions from lessons 9 and 10.
2. Study the vocabulary from lessons 9 and 10.
3. Read Book II from Butler's Condensed Wealth of Nations. Summarize it.
4. Prepare for the Socratic discussion open-ended discussion. You may find evidence for it at <https://www.classicalhistorian.com/free-primary-sources.html#/>

Socratic Discussion Open-Ended Question
Should the Federal Government Enforce a Minimum Wage?

Teacher Instructions for Week Twenty-One Supply and Demand

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.
3. Direct students to write their reflection.
4. Play the Word game with the vocabulary from lessons 9 and 10.
5. Begin reading out loud lessons 11 and 12.

Homework

1. Read Book III of Butler's Condensed Wealth of Nations. Summarize it.
2. Complete all study questions from lessons 11 and 12.
3. Study the vocabulary from lessons 11 and 12.
4. Prepare for the Socratic discussion.

Socratic Discussion Open-Ended Question
Should the U.S. Adopt a Universal Basic Income?

Teacher Instructions for Week Twenty-Two The Stock Market

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.
3. Direct students to write their reflection.

4. Play the Word game with the vocabulary from lessons 11 and 12.
5. Begin reading out loud lessons 13 and 14.

Homework

1. Read Book IV of Butler's Condensed Wealth of Nations. Summarize it.
2. Answer the study questions from lessons 13 and 14.
3. Prepare for the Socratic discussion.

Socratic Discussion Open-Ended Question
Is a College Education Worth It?

**Teacher Instructions for Week Twenty-Three
Socialism**

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.
3. Direct students to write their reflection.
4. Play the Word game with the vocabulary from lessons 13 and 14.
5. Begin reading out loud lessons 15.

Homework

1. Read Book V of Butler's Condensed Wealth of Nations. Summarize it.
2. Answer the study questions from lesson 15.
3. Watch three videos or more from www.prageru.com on Socialism.

Socratic Discussion Open-Ended Question
Does Socialism and Communism Go Against Human Nature?
What is Human Nature?

**Teacher Instructions for Week Twenty-Four
The Failure of Socialism**

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.
3. Direct students to write their reflection.
4. Play the Word game with the vocabulary from lessons 15.
5. Begin reading out loud lesson 16.
6. If finished in class, answer the study questions.

Homework

1. Answer the study questions from lesson 16.
2. Watch three videos or more from www.prageru.com on Socialism. Take notes on what you watched.
3. Read the Communist Manifesto, located here: [https://www.classicalhistorian.com/free-primary-sources.html#/. Write 10 questions based on the Communist Manifesto.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Teacher Instructions for Week Twenty-Five Fascism and Communism

During Class

1. Review the homework. Direct students to quiz each other based on their 10 questions they wrote regarding the Communist Manifesto.
2. Introduce students to the Socratic Discussion open-ended question. Let them know they will need to do their own research to find the answers to the questions.

Homework

Prepare for the Socratic discussion.

Teacher Instructions for Week Twenty-Six Price Controls

During Class

1. Lead the Socratic discussion from Week Twenty-Five.
2. Direct students to write the Reflection.
3. Play the Word game with vocabulary words from lessons 15 and 16.

Homework

1. Read lesson 17 and answer the study questions.
2. Watch the Prager University video, Capitalism v. Socialism, located here:
<https://www.classicalhistorian.com/free-primary-sources.html#/>
 - a. What is the speaker's main point?
 - b. What evidence does he offer for his claim?
 - c. What is your opinion of what he argues?

Teacher Instructions for Week Twenty-Seven Sales and Income Tax

During Class

1. Review the study question answers from lesson 17 in *Lessons for the Young Economist*.
2. Lead the discussion about the Prager University video.
3. Direct students to write their Reflection on the video. Have students share in class.
4. Begin reading lesson 18 in *Lessons for the Young Economist* out loud.

Homework

1. Read lessons 18 and 19 *Lessons for the Young Economist* and answer the study questions for both lessons.
2. Answer the study questions for lessons 18 and 19.
3. Go to prageru.com and watch 2-3 videos regarding the economy. Come to class ready to discuss what these videos discussed, and give your opinion on each of them.

Teacher Instructions Week Twenty-Eight Government and Prohibition

During Class

1. Review the homework.

2. Direct students to choose one of the videos or discussions and write their Reflection.
3. Have students share their Reflection.
4. Begin reading lesson 20 out loud.

Homework

1. Finish reading lesson 20 and answer the study questions.
2. Answer the open-ended question: Should the government prohibit certain drugs?

Teacher Instructions for Week Twenty-Nine Government-Run Health Care

During Class

1. Review the homework.
2. Lead the Socratic discussion.
3. Direct students to write their Reflection.
4. Have students share their Reflection.
5. Begin reading lesson 21 from Lessons for the Young Economist.

Homework

1. Complete reading lesson 21.
2. Answer the study questions from lesson 21.
3. Study the vocabulary from lesson 21.
4. Answer the open-ended question, “Should the U.S. government provide health care to all Americans?”
5. At Prageru.com, do a search with the word “medicine.” Watch two or three videos on the topic of government-run health care.

Teacher Instructions for Week Thirty Government Debt

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.
3. Direct students to write the Reflection.
4. Read out loud lesson 22 in Lessons for the Young Economist.

Homework

1. Complete reading lesson 22.
2. Answer the study questions for lesson 22.
3. Study the vocabulary for lesson 22.
4. Answer the open-ended question, “Is America in a debt crisis? If so, what is the best solution? If not, explain.”
5. On www.prageru.com, research videos using the word “debt.”

Teacher Instructions for Week Thirty-One Government and Business

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.

3. Direct students to write the Reflection.
4. Read out loud lesson 23 in *Lessons for the Young Economist*.

Homework

1. Complete reading lesson 23 in *Lessons for the Young Economist*.
2. Answer the study questions from lesson 23.
3. Answer the open-ended question: What is the proper role of government in regards to business?
4. At www.prageru.com, watch three videos by researching the word “business.”

Teacher Instructions for Week Thirty-Two Economics

During Class

1. Review the homework.
2. Lead the students in the Socratic discussion.
3. Direct students to write the Reflection.
4. Ask students to review the entire semester. Have them write down three things they learned this semester regarding economics. Have them share this with their classmates.

Week One: Political Crisis or Hand-Wringing Fact or Opinion?

Fact

A **fact** in history is a statement that is accepted as true and is not debatable. A fact often refers to a date, a person, or a document. For example, “The Declaration of Independence was written and signed in 1776.” We know this happened because we have the original document, the men who wrote and signed this document wrote about it, and observers wrote about it as well. There is no doubt in anybody’s mind whether the facts in this statement are true.

Which of these sentences are facts and which are not?

Fact or Not a Fact?

- | | | |
|-----------|----|---|
| <u>NF</u> | 1. | The first Egyptian settlements were near the Euphrates River. |
| <u>F</u> | 2. | Early civilizations often settled near major rivers. |
| <u>F</u> | 3. | Another way of saying Old Stone Age is Paleolithic. |
| <u>NF</u> | 4. | Early man used guns to hunt buffaloes. |
| <u>NF</u> | 5. | California has the best waves to surf in the United States. |

Opinion

An **opinion** is an expression of somebody’s ideas and is debatable. Opinions that are based on facts and good reasoning are stronger than opinions not based on facts. In history, opinions alone tend to be less persuasive than when a person supports his opinions with facts.

Are the following opinions or facts?

Opinion or Fact?

- | | | |
|----------|----|---|
| <u>O</u> | 1. | Life for early man was more peaceful than our life today. |
| <u>O</u> | 2. | Teachers who are nice don’t assign homework. |
| <u>O</u> | 3. | Almost everybody’s favorite food is pizza. |
| <u>F</u> | 4. | Mesopotamia means “the land between two rivers.” |
| <u>F</u> | 5. | Sumerians were the first people to use wheeled vehicles. |

Now that you've learned the difference between fact and opinion, read the example paragraphs below and answer the questions. These two students attempted to answer the question "Did the ancient civilizations of Mesopotamia contribute much to world civilizations?"

Student 1: The ancient civilizations of Mesopotamia contributed much to the world. These societies rocked! When there was a really big war, the Sumerians and Assyrians knew how to fight hard. These societies would use a lot of arrows in their battles, and the enemy wouldn't know how to respond. Most of the time, the enemy would just die, or quit. Also, everyone knows that Mesopotamia had the best kind of clothing. Have you seen pictures of the great Babylonian kings? Their clothing was "tight." And, Mesopotamia was the land between two rivers, so therefore this area had to have a lot of water. All in all, the ancient civilizations of Mesopotamia contributed much to the world.

Student 2: The ancient civilizations of Mesopotamia contributed much to the world. The Sumerians created the first written language. We call this "Cuneiform." Sumerians also were the first people to use the wheel for transportation. The Babylonian king Hammurabi established one of the first written law codes, known as Hammurabi's Code. These laws helped the weak against the strong, protected women's property rights, and regulated doctors' fees. Also, the Hittites discovered how to use iron, which at that time was the strongest metal in the world that humans could work with. Phoenicians gave us the world's first alphabet, with 22 symbols. In addition, the Hebrews were the first people ever to worship only one God. Yes, the ancient civilizations of Mesopotamia contributed much to the world.

Questions

1. Which of these two students uses more opinion than fact? Student 1 uses more opinion than fact.
2. Copy one sentence that is an opinion. Also, everyone knows that Mesopotamia had the best kind of clothing.
3. Copy one sentence that details at least one fact. The Babylonian king Hammurabi established one of the first written law codes, known as Hammurabi's Code.
4. Which of these two students' writings is more persuasive? Why? Student 2 has a more persuasive essay than Student 1 because student 2 uses more facts than opinions for the supporting evidence.

Judgment

Judgment in social studies means a person's evaluation of facts. For example, if we use the fact that the Romans believed citizens could vote, we can judge from this that the Romans looked somewhat favorably on democracy. Good judgment is very persuasive but bad judgment is not.

Write facts and judgments in the spaces provided. Discuss your judgments in class.

Fact: 11-year-old Maria Perez won the gold medal in the city 800-meter sprint.
Judgment: Maria is a fast runner.
Fact: Private Smith was killed in war and had one wife and 7 children.
Judgment: Private Smith's death was a tragedy.
Fact: Thursday's temperature in Santa Ana was 105 degrees Fahrenheit.
Judgment: Thursday was very hot.

Make your own.

Fact:
Judgment:

Fact:
Judgment:

Fact:
Judgment:

Week Two: American Government

Supporting Evidence

Supporting evidence refers to everything you use to support your thesis. These include, but are not limited to, the following.

1. Diaries and journals
2. Government documents such as birth certificates
3. Songs and stories
4. Coins, medals, jewelry
5. Artistic works such as pictures and paintings
6. Tools and pottery
7. Documents such as the Declaration of Independence
8. Weapons
9. Burial remains
10. Literature and customs

Good writers overwhelm the reader with so many pieces of supporting evidence that the writing will be quickly accepted. Also, the writer has a duty to explain carefully and logically the meaning of the evidence, showing how it supports the thesis. A writer must be careful, however, not to include unnecessary evidence. For example, the fact that Lincoln was born in a log cabin isn't evidence that he was a good president. Also, the dates a president was born and died may be evidence, but they would not support a thesis arguing who was the best president.

Practice

With your teacher discuss which of the following is evidence for the topic "Explain what daily life was like in the Roman Republic in the third century B.C."

1. A diary from 234 B.C: Evidence
2. A newspaper article from A.D. 250: Evidence
3. Your friend likes the subject: Not Evidence
4. A movie about life in the third century B.C: Evidence, if it is a documentary
5. A song Romans sang in the third century B.C: Evidence
6. A story on the crucifixion of Christ: Not Evidence
7. A painting of a Roman slave working in 299 A.D: Evidence

Primary or Secondary Source Analysis

A **primary source** is a piece of evidence authored by a person who witnessed or experienced a historical event. For example, diaries and journals are primary sources. It is usually better to find out something from a person who experienced a particular event than to hear about it secondhand. Primary source documents are usually the most useful for historians.

A **secondary source** is a piece of evidence that has been worked on by somebody who was not a witness to the historical event. Examples of secondary sources are textbooks, documentaries, and encyclopedias. Secondary sources are valuable but not as valuable as primary sources. Secondary sources contain the bias of the writer. This means that the writer of a secondary source will put his ideas into his explanation of the historical event, even when he may be trying not to.

Take a look at these two examples regarding the same event.

Event: Car accident outside of school

Example 1: "Oh no! I was in the back seat of my mom's car. This kid threw his friend's handball onto the street. All of a sudden, his friend jumped in front of my mom's car to get his ball. He didn't even look if a car was coming. My mom hit him and his body smashed against our windshield. Blood was everywhere!"

Example 2: "Did you hear what happened? Mario told me that his brother was walking home when he dropped his handball onto the street. After his brother looked both ways for cars, he stepped out onto the street to get his ball. Then this mad lady came speeding down the street and aimed her car at him. She hit him on purpose!"

Questions
1. Which is a primary source? Example 1 is a primary source.
2. Which is a secondary source? Example 2 is a secondary source.
3. What is usually more believable, a primary or secondary source? Why? <u>A primary source is usually more believable because the witness saw it firsthand. It's easier to trust somebody who was at the event than somebody who only heard about it.</u>

Socratic Discussion Open-Ended Question #2
The U.S. Constitution

Which Branch is the Strongest?

In 1787, 55 delegates from 12 American states met for over six months in the middle of summer in a small room with windows that were nailed shut for secrecy. In this hot and stuffy atmosphere, the oldest living representative government was created. Founding Fathers, such as John Adams, Benjamin Franklin, James Madison, and Roger Sherman, created a government that separated power into three parts: the legislative branch, the executive branch, and the judicial branch. In “Federalist Paper no. 51,” James Madison discusses the strengths of each of the branches and points out the checks and balances written into the Constitution. Read this document to help you answer the question.

Based on your research of the U.S. Constitution and other evidence, which branch of the American government is the strongest? In your answer, include a discussion of the members of the three branches, the eligibility requirements of its members, and the various powers of each branch.

Powers of the Three Branches

Legislative Branch

1. the power to propose bills and make laws
2. the power to declare war
3. the power to ratify treaties

Executive Branch

1. the power to direct the military as the commander-in-chief
2. the power to grant pardons
3. the power to appoint judges and officials

Judicial Branch

1. the power to interpret law, known as *judicial review*
2. the power to judge federal cases

Analyze on Your Own

Based on your research, which branch do you think is the most powerful? Why? _____

because _____

Checks and Balances

The Founding Fathers wrote the Constitution so that no branch would ever become too powerful. The writers thought that men were greedy and would always try to obtain more power if they could. Each branch, then, has powers to control the other two branches.

In this prewriting activity, list the powers that each branch has to control the other branches. As you are doing this, ask yourself if one of these powers makes this branch stronger.

Powers of the Legislative Branch	
To Check the Executive Branch:	To Check the Judicial Branch:
1. can impeach and remove president	1. can impeach and remove judges
2. can override a presidential veto	2. can approve judges
3. can investigate president's actions	3. can make law that undoes decision

Powers of the Executive Branch	
To Check the Legislative Branch:	To Check the Judicial Branch:
1. can veto a bill	1. appoints judges
2. negotiates treaties	2. can grant pardons to federal criminals
3. can propose laws	

Powers of the Judicial Branch	
To Check the Executive Branch:	To Check the Legislative Branch:
1. can declare executive actions unconstitutional	1. can declare acts of Congress unconstitutional

Questions

1. Based on the facts you found, which branch seems to have the most powerful checks on the other two? _____

2. Why do you think this? _____

“Federalist Paper No. 51”

James Madison, Alexander Hamilton, and John Jay were instrumental in generating support for ratification of the U.S. Constitution by the thirteen states. To detail the best arguments as to why it was in the best interest of each state to ratify the Constitution, these men wrote a series of essays entitled “The Federalist Papers.” Eighty-five essays were written, each showing how the new document created a government and system both strong but protective of liberty. Using “Federalist Paper no. 51,” answer the questions below.

1. In paragraph one, how does Madison argue the best way to keep the branches of government distinct from each other? Madison states that the structure of the government, in the “mutual relations” of the branches, contain elements that will keep the branches in their proper places.
2. In paragraph two, Madison states that it might appear best to have the people vote in each member of the government. Why does he state that for the judiciary this is not the best method? Madison explains that the judiciary must meet certain qualifications and that voting in its members does not guarantee the most qualified judges. Also, because the judiciary has life tenure, once appointed, they lose any allegiance they might have to those who appointed them.
3. In paragraph four, Madison writes that it is necessary to place controls on men so that they do not usurp powers of others. What is his view of man? “If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.”
4. In paragraph six, Madison states that a particular branch of government “predominates.” Which branch is this? The legislative branch dominates.
5. According to Madison, what is the best way to hinder the legislative branch? The legislative branch should be broken into two separate houses, each with a different set of election rules and procedures, and the executive branch should have a veto.
6. The last two paragraphs of “Federalist No. 51” point out two interesting points on the American Republic. The first point deals with how it is good when government is divided. Explain: Under the Constitution, power is first divided between the state and the federal governments. Then, within the state and federal governments, power is further divided among various branches. These divisions create protections for citizens from government becoming too powerful.
7. Explain the last paragraph of “Federalist Paper No. 51.” In a larger republic, it will be very difficult for one group of people to exert its will unjustly over others. Because the country will consist of so many competing interests, it will be very hard for a majority of the people in one region to influence unjustly the majority of all Americans. It will be very challenging for a minority to force the majority to follow unjust policies. Conversely, it will only be when something is seen as just that a majority of all people in a large republic will agree.

Week Three Ancient and Medieval Heritage

Using Quotes

A **quote** is when a writer uses the exact words of another writer. An effective analytical essay in social studies will use quotes. For example, an essay about the use of violence in the Middle Ages will be stronger if certain quotes from this time period are used. When you argue a point about the past, there is no better evidence than a primary source document or quote.

Look at the example below. The paragraph is part of an answer to the question “Was the plague a problem in ancient Greece?”

The plague was most certainly a problem to the ancient Greeks. The Greek historian Thucydides, in “The Peloponnesian Wars,” wrote, “Words indeed fail one when one tries to give a general picture of this disease; and as for the sufferings of individuals, they seemed almost beyond the capacity of human nature to endure.” To the ancient Greeks, the plague was a serious problem.

When using quotes, write the original author’s name and the speech or document from which the quote was taken from. Punctuate correctly with quotation marks.

Practice

Practice writing three quotations taken from your textbook. Use correct punctuation! Pay attention to the commas, the quotation marks, and the end marks. For example, Julius Caesar, when crossing the Rubicon River, said, “The die is cast.”

1. _____

2. _____

3. _____

Paraphrasing

Paraphrasing means to take information from your research and to put it in your own words. This is an important skill to have when writing a research paper. If you copy directly from a source, such as a book, but do not place the words in quotation marks and write the author's name, it is called **plagiarism**. Plagiarism is against the rules of writing and your teacher will not accept the work!

Here is an example of paraphrasing a quote from a teacher.

Quote:

"China's mountainous geography made it very difficult for Chinese leaders to unify their country."

Paraphrase:

Ancient Chinese leaders had a hard time unifying their country because of the many mountains in China.

Practice

Quote:

"Confucius lived in a time of turmoil in China. He wrote about respecting parents and authority. Many Chinese grew to believe in what Confucius wrote about."

Paraphrase:

Quote:

"The Chinese were great traders with other cultures. The Silk Road ran from China through central Asia to the Middle East. Along this trail, Chinese met with Arabs, Africans, Europeans, and other Asians."

Paraphrase:

Socratic Discussion Open-Ended Question #3

Western Political Thought and American Government

The political and legal worlds of ancient Greece and Rome, and the religions of Judaism and Christianity, are commonly considered the beginnings of Western political thought. It is from these lands and religions that much of the Western world received the ideas of government, law, philosophy, morality, and religion. Europeans who founded the United States were very aware of the fact that Western political thought inspired laws, religions, and customs in the new country.

In your essay, support or reject the statement “Western political thought and the societies from which it originated are based on ideas that are detrimental to humanity.” Include in your essay a discussion on whether the United States of America is continuing in the framework of Western political tradition or embarking in a different direction. Use your textbook and any other source needed to find the answers.

You should be familiar with these terms and people to answer the question:

Athens	Athenian democracy	Plato	suffrage
citizenship	Pericles	Roman Republic	Judeo-Christian
the Ten Commandments		Roman law	equality
the Stoics and "law of nations"			

Views of Law and Religion

Judeo-Christian Views of Law and Religion

1. According to the Ten Commandments, are there different rules for the rich and the poor? No.
2. According to the Ten Commandments, do kings have to follow the same rules as servants? Yes, the Ten Commandments were written for all people.
3. Based on the teachings of Christianity, is salvation open to everyone, regardless of financial position or race? Yes, salvation is open to all people.
4. According to Judaism and Christianity, do all people have to follow the same laws of God, or do some people not have to? All people have to follow the same laws.
5. In Judaism and Christianity, does God treat all people equally? In the Old Testament, God favored the Jews. In the New Testament, he treated people equally.
6. Do Jews and Christians believe in one God, or many gods? One God.
7. Do Jews and Christians believe their God has a moral code that humans should follow? Yes, Jews and Christians believe God founded a moral code for all.

Greco-Roman Views of Law

1. In ancient Athens, did all citizens have the same political rights? Yes, after the reforms of Solon in the fifth century b.c., most Athenian citizens had the same political rights.
2. In the Roman Republic, did all citizens have the same rights? Yes, after 287 b.c., Roman citizens had equal rights but were split into two main groups.
3. In the Roman Republic, what were the Twelve Tables? The Twelve Tables were laws written and displayed in public throughout the republic.
4. Were laws in ancient Greece or the Roman Republic written? Yes.
5. Which views of law were similar in ancient Greece and the Roman Republic? Laws were written and couldn't be easily changed. Citizens had to follow the laws.
6. Who were the Stoics of the Roman Republic? Stoics were people who believed that God or nature gave man equal rights and morality.
7. Who introduced Stoicism in ancient Athens? Zeno of Citium.
8. According to the Stoics, should a society view all people as equals, or should some people have more rights? Stoics believed that all people should have equal rights.
9. Did ancient Rome and ancient Greece have official religions? Yes.
10. In what American documents is *equality* referred to? The Declaration of Independence and the Constitution.

Greco-Roman Traditions of Government

While both Greek and Roman governments had periods of dictatorship, they both also had the world's first elements of democracy. In this exercise, write how democratic Greece and republican Rome functioned.

Athenian Democracy
Five Branches of Government

Assembly	Council	Board of Generals	Board of Officials	Juries
----------	---------	----------------------	-----------------------	--------

1. Briefly list the duties of each of these branches.
Assembly: It made laws, tried political crimes, made executive decrees, and elected some officials.
Council: The council set the agenda for the assembly.
Board of Generals: Generals were military leaders.
Board of Officials: Officials were state administrators.
Juries: Juries heard and decided legal cases.

2. In Athens, democracy is said to have reached a high point under Pericles (461–429 b.c.). Who could vote during this time? Under Pericles, those born from citizen parentage on both sides could be citizens.

3. Was there another government in the world where people voted for their leader? If so, where? At this time in the world, no other people voted for its leader.

The Roman Republic
Three Branches of Government

Executive Branch: Two Consuls	Lawmakers: A. The Senate B. The Assembly of Tribes C. The Assembly of Centuries	Judges: Praetors
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1. Which modern country has three branches? The United States of America.

2. Why did the Romans think it a good idea to have power in different groups of men?
Romans thought that separation of power would check the greed of men and preserve citizen rights.

Summary of Western Political Thought

1. What are a few basic ideas of Western political thought? All men are created equal. Written laws create a more just society. Power should be distributed among men and not reside in one person. Freedom of thought and speech are necessary for a democratic society. Citizens have rights and duties. Each person has value as a natural right.
2. Where did these ideas originate? These ideas originated from ancient Athens and Rome and from Judaism and Christianity.
3. In what countries or societies do we see Western political thought today, and how do we see these ideas in practice? In the United States of America, Mexico, Canada, European countries, Australia, Japan, and some South American and Asian countries, citizens vote for their leaders; have written laws; enjoy freedom of religion; speech and assembly; and believe that individuals have value.
4. Which American document contains a reference to *equality*? The Declaration of Independence states “all men are created equal.”
5. Are the ideas of Western political thought valid exclusively for one ethnic or racial group? For example, are Western political ideas only good for Greeks (as Plato was Greek) or Jews (as Moses was Hebrew)? No, the ideas of Western political thought are valid for all ethnic and racial groups.
Explain your answer. People of practically all ethnic and racial groups practice the ideas of Western political thought.
6. Are the ideas of Western political thought too hard for today's student to understand? Were people a few thousand years ago more intelligent than we are today? _____

Week Five: Colonial Experiences and the Constitution
Socratic Discussion Open-Ended Question#4
The Declaration of Independence

In the summer of 1776, the Second Continental Congress met in Philadelphia. At stake was the survival of the British Empire in the thirteen English colonies and the rights of English colonists living in America. At this congress it was determined that the colonies had to break away from Great Britain to become free. Delegates decided that a document was necessary to announce to the world why the colonies intended to overthrow the British in America. Thomas Jefferson wrote the original draft of the Declaration of Independence; Benjamin Franklin and John Adams edited it with him. This paper declared the American colonists independent from Great Britain. On July 4, 1776, the Congressional delegates approved and signed this document.

According to the Declaration of Independence, the individual has certain rights that are protected. No government can take away these rights. What are the two most important rights in the Declaration of Independence?

Rights

When Thomas Jefferson wrote the Declaration of Independence, King George III had taken away many rights of the colonists. For example, the colonists lost the right to a speedy trial. If a colonist were charged with a crime, he had to be shipped to Great Britain where he was tried by a British judge. Likewise, a colonist lost the right to control who slept under his own roof. Because of the Quartering Act, British soldiers could be housed in the colonists' houses. Jefferson wanted to make sure the American government would never take away the rights that King George III had.

What are rights? Below is one example of a right you have as a U.S. citizen (from the Declaration of Independence). Try to think of more rights.

- | |
|--|
| <ol style="list-style-type: none">1. <u>You have the right to life.</u>2. <u>You have freedom of speech.</u>3. <u>You have the freedom to choose your religion or to choose not to be religious.</u>4. <u>You have the right to meet with others to organize political activities (right to assembly).</u>5. <u>You have the freedom of press.</u> |
|--|

Share your answers with your neighbor and then with the class. Put a star next to the two rights you consider the most important.

Analyzing a Primary Source Document

A **primary source** is a piece of evidence authored by a person who witnessed or experienced an event. For example, diaries and journals are primary sources. It is usually better to find out something from a person who experienced a particular event than to hear about it secondhand. Primary source documents are usually the most useful for historians.

When you have a question based on a document, you need to start answering the question by doing two things. The first is to understand the question. The second is to read the document.

When you read the Declaration of Independence, you need to read differently than if you were reading a book. As you read the document, you are concerned with answering the question. You are trying to find key phrases related to individual rights.

Key Phrases Involving Individual Rights	
Phrases About Individual Rights	What These Phrases Mean
1. Right to life	1. Murder is illegal
2. Right to liberty	2. Your ideas and choices are protected
3. Pursuit of happiness	3. You may own property and pursue your interests
4. Alter the government	4. You may change the government through political means
5. Abolish the government	5. Citizens may destroy the government to create a better one

Now you need to determine the two most important phrases. Read your textbook, discuss with your teacher, speak with a classmate, and reflect on the ideas for a time. In the space below, list your choices.

Two key phrases about individual rights
1. _____
2. _____

Socratic Discussion Open-Ended Question #5
American Democracy: Founding Ideas

At the beginning of the American democratic experiment, no other government in the world existed that allowed its citizens to participate so fully as in the United States. Over two centuries have passed since the founding of our republic, and the premises upon which our government were created are no longer discussed in detail. Do we not have the discussion because we all agree with the Founding Fathers or have we become lazy? To understand how the American system of democracy was created, it is essential to discuss what the American Founding Fathers thought about people, power, and governance. Once we have learned what these men thought, we should ask ourselves if their ideas are correct.

Alexander Hamilton, John Jay, and James Madison wrote a series of essays supporting passage of the U.S. Constitution when each state voted for its adoption. These essays are known as “The Federalist Papers.” Discuss the ideas put forth by the writers of “The Federalist Papers.” How did these men view the nature of man? How did this view of human nature determine how the U.S. Constitution was written? Based on your historical analysis of history, was the U.S. Constitution founded on a premise or premises that you consider false or true? Defend your thesis with evidence and logic.

To answer this question well, you should be familiar with the following terms and people:

separation of powers	factions, in “The Federalist Papers”	checks and balances
independent judiciary	“The Federalist Papers”	James Madison
Alexander Hamilton	John Jay	federalism

The Federalist Papers

1. What were “The Federalist Papers”? “The Federalist Papers” were a series of 85 essays written to support ratification of the U.S. Constitution. Nine of the 13 states had to approve the U.S. Constitution in order for it to be ratified.
2. Who were the main authors? Alexander Hamilton, James Madison, and John Jay wrote “The Federalist Papers.” Hamilton wrote the majority of essays (most likely 51), with Madison (probably 29) and Jay (probably 5) writing the remainder.
3. After ratification of the U.S. Constitution, what happened to the writers of “The Federalist Papers”? Hamilton served as the first secretary of the Treasury, Madison became the fourth president, and Jay became the first Supreme Court justice.
4. What does James Madison write about the nature of man in “Federalist Paper no. 10”? Madison writes, “If men were angels, no government would be necessary.” Madison did not trust men with power; he thought that people needed to be controlled so that they would not attempt to take freedoms away from others.
5. According to Madison in “Federalist Paper no. 10”, what is the primary control of government? The primary control of government is “a dependence on the people.”
6. According to Madison in “Federalist Paper no. 10,” which part of government naturally dominates? The legislative power is the greatest.
7. What must be done to government in order for government to control itself, according to Madison in “Federalist no. 10”? Government must balance itself by providing a check on each of the powers.
8. What did Alexander Hamilton write about the conflicts between the state and the federal governments in “Federalist Paper no. 28”? Hamilton wrote that the state government can check the federal government, and the federal government can check the state government to insure that neither becomes too powerful.
9. According to “Federalist Paper no. 51,” what is “federalism”? Federalism is the separation of powers between the state and federal governments.
10. In “Federalist Paper no. 51,” Madison wrote, “Ambition must be made to counteract ambition.” What does this mean? Madison believed that men were not angels but rather ambitious individuals who might try to seize more power if unchecked. He wanted to create a government with a system of checks and balances to make sure no person or group seized too much power.
11. What must be done to diminish the power of the legislature, according to Madison in “Federalist no. 51”? The legislature must be divided in two, and the two parts should have little to do with each other.
12. What is your opinion of how the authors of “The Federalist Papers” viewed human nature? Why do you think this? _____

Checks and Balances

The Founding Fathers wrote the Constitution so that one branch would never become too powerful. The writers thought that men were greedy and would always try to obtain more power if they could. Each branch, then, has powers to control the other two branches.

In this prewriting activity, write the powers that each branch has to control the other branches. As you are doing this, think if one of these powers makes this branch stronger.

Powers of the Legislative Branch	
Check the Executive Branch	Check the Judicial Branch
1. can impeach and remove president	1. can impeach and remove judges
2. can override a presidential veto	2. approves judges
3. can investigate president's actions	3. can make law that overrules decision

Powers of the Executive Branch	
Check the Legislative Branch	Check the Judicial Branch
1. can veto a bill	1. appoints judges
2. negotiates treaties	2. can grant pardons to federal criminals
3. can propose laws	

Powers of the Judicial Branch	
Check the Executive Branch	Check the Legislative Branch
1. can declare executive actions unconstitutional	1. can declare acts of Congress unconstitutional

History and the Nature of Man

Using at least two historical examples, write a brief paragraph demonstrating how you view the nature of man. Is your view the same as the authors of "The Federalist Papers"? Why or why not? _____
