

Stephany Anderson

#### Unit 4: Evolution of Democracy

Concepts from the Course: Understanding self with a synthesized narrative, Creating Dialogue out of Difference, Knowledge of World Trends, Asking Good Questions, See self as player not bystander

Guided by World Governance/Human Rights and Disciplinary (world history/political science)

Lessons: 7 block schedule 90-minute sessions or 14 45-minute sessions.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Students describe the diverse contributions of several cultures, eras &amp; documents to the establishment and continual evolution of the US governmental system.</p> <p>Students can describe select government systems and evaluate the individualist and/or collectivist nature of the systems and their impact on culture.</p> <p>Students can explain the cultural and hierarchical tension between absolutism and the divine right of kings and emerging philosophies of the Age of Reason and the Enlightenment and relate these tensions to differing modern political philosophies.</p>	<p><i>Transfer</i></p>	
	<p><i>Students will be able to independently use their learning to...</i></p>	

	<p>Identify places/times when basic human rights and freedoms are not recognized.</p> <p>Apply historical knowledge about the evolution of democracy to current developments towards rights-based governing in diverse situations.</p> <p>Identify ways they can support the preservation of human rights in our nation and the world.</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Modern democracies have evolved from past systems and continue to evolve to preserve the rights of citizens.</p> <p>There are conflicting views on the fairness of the American democratic system and that other systems have contributed to the preservation of natural rights as well.</p> <p>That there is still tension between the political philosophies of absolutism and democracy.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Where do my rights and freedoms come from?</p> <p>Do others deserve/have rights and freedoms?</p> <p>Do I have a moral obligation to defend others' rights and freedoms?</p> <p>What is the appropriate balance between self-rule and federal rule?</p> <p>Why does local control matter?</p> <p>Why is the Paleolithic model of consensus and equality important in modern government?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Specific documents that were precursors to our Constitution and Bill of Rights.</p> <p>How European nations developed differently.</p> <p>How different understandings of the philosophical concepts of Natural Rights and Social Contract lead to different governing systems.</p>	<p><i>Students will be skilled at...</i></p> <p>Interpreting legal /government primary source documents.</p> <p>Demonstrating how changes in legal and government systems in different time periods would impact a legal decision.</p> <p>Demonstrate the use of critical discourse to improve collaboration and inclusion.</p>

	Engaging in critical discourse ensures the preservation of natural rights and freedoms.	Finding links between documents and philosophical perspectives. Creating dialogue out of differences by being able to restate a concern, position or value from another political system/position without distorting it.
<b>Stage 2 – Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>1. Inquisitive, Listens to others' perspectives, incorporates and expands on others' ideas, promotes deeper analysis</p> <p>2. Clearly articulated, insightful, well researched</p> <p>3. Clear symbolism, includes diverse contributions, organized</p>	<p><b>TRANSFER TASK(S):</b></p> <p><b>1. Fish Bowl Discussion:</b> Research a law/rule you dislike. Listen to a person who likes the law/rule. Discuss opposing viewpoints regarding it. Restate opposing view. Create a law/rule change that would more fully meet needs of all parties.</p> <p><b>2. Trial of Socrates Transfer:</b> Research Socrates' trial. Research trials in a different time periods and locations. Create a skit where he is tried in the different time period/location and determine what his punishment would be in the different time period (and if he would be punished).</p> <p><b>3. Visual Essay:</b> Create a learning diagram that symbolizes the evolution of democracy and incorporates representations of several documents/ideas leading to the creation of our government system. Include symbols of opposing modern governing systems from other nations.</p>	

4. Detailed, Accurate 5. Collaborative, Productive 6. Thoughtful, Relevant, Diverse	OTHER EVIDENCE: 4. Primary Source Notes 5. Observation of group work 6. Higher Order Question Creation	
<b>Stage 3 – Learning Plan</b>		
<p><i>Summary of Key Learning Events and Instruction</i></p> <ol style="list-style-type: none"> <li>1. Purpose/Necessity of Government Inquiry – series of readings from different areas/eras on the need/purpose of government ending with an analysis of the Preamble of the US Constitution.</li> <li>2. Fishbowl Discussions – see description above</li> <li>3. Types of Government Inquiry Readings – Sumerian, Greek, Roman, Feudalism, Italian City-State, French Absolutism vs English Parliamentary</li> <li>4. Primary Source Inquiry: Hammurabi's Code, Court of Athens, 12 Tables/Law of Nations, Justinian's Code, Magna Carta, Petition of Right, English Common Law, English/US Bill of Rights</li> <li>5. Trial of Socrates Transfer Skits – See notes above</li> <li>6. Trial of Socrates Discussion/Era Comparison – Create open ended historical inquiry questions for discussion on balancing protection of</li> </ol>		

<p>rights with national security paralleling both “fair” and “unfair” aspects of era trials compared to US &amp; international trials today.</p> <p>7. Visual Essay – see description above</p> <p>8. Written Essay – In what time/place would Socrates have obtained the most fair trial? Choose one era/place from this unit and explain in detail how the documents and ideas of that era have contributed to the modern democratic movements.</p> <p>9. Following an economics unit the evolution of democracy topic will be revisited in the final course unit (Unit 6) with analysis of current Middle East Conflicts with a comparison between the evolution of democracy in Europe and the US with the current democratic movements in the Middle East.</p>		
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