



## ***Is Democracy Still Alive in the United States?***

by Brad Baker, 2017 CTI Fellow  
William Amos Hough High School

This curriculum unit is recommended for:  
United States History, High School Level, 11th grade

**Keywords:** Democracy, Founding Fathers, American Revolution, Voting, Elections, President, Executive Branch, Mayflower Compact, Direct Democracy, Legislative Branch, Judicial Branch, Federalist, Anti-Federalist, Britain, France, Free Will, Consent of the Governed, Crisis, Philosophy, John Locke, Thomas Jefferson, Grand Conversation, John Adams, George Washington, Republic, Nation, Immigrants, Slavery, French and Indian War, War of 1812, Constitution, Common Sense, Thomas Paine, Articles of Confederation, Semantics, Nationalism, Patriotism, Economics

**Teaching Standards:** See [APPENDIX I](#) for the teaching standards used in this unit.

**Synopsis:** Unit topic will cover the development of the United States government with the emphasis on the focus of democratic ideals of the citizens of the United States. My unit will trace the steps of how we became a democratic nation. From the American Revolution to the failures of the Articles of Confederation to the writing of the Constitution and beyond. What worked? What didn't? How did the founders come to the agreements of how our country's government will operate? Did the United States form a true democracy? We will focus on the development of the Articles of Confederation, which was written in part to maintain the independence and sovereignty of the states, but had weaknesses that created a very weak central government, which led to its downfall after Shay's Rebellion. Shay's Rebellion convinced the founders that the first constitution was too weak to maintain a Republic and a new constitution must be written. The new Constitution provided for a more stable, stronger federal government by establishing a chief executive, federal courts, and taxing powers, and by including as its first three words "We the People" thus affirming that the government's purpose will be to serve the citizens of the United States. We will discuss the compromises and influences of creating the new Constitution. We

will discuss the philosophies of government that influenced the Founders, such as John Locke's Second Treatise of Government, and the similarities of the English Parliament to the creation of the House of Representatives and Senate in the United States.

The unit will focus on the development and change over time of democracy in America. A large focus will be discussing whether the democracy of today is what the Founding Fathers had in mind for America when it was developed, and if not, what is it? The unit will also focus on how democracy was developed and what influenced the creation of democracy in the United States. The unit will focus on the purpose of a democratic government: protecting rights, promoting rule of law, preparing for common defense, providing public services, and supporting the economic system. Students will be responsible for debating whether these four purposes of a democratic government are true, if changes need to be made, and what is working versus what is not working for our country.

*I plan to teach this unit to eleventh grade students.*

*I give permission for the Charlotte Teachers Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

### **Influence of 'Rise and Fall of Democracies Around the World' - A Charlotte Teachers Institute Seminar on content research led by Dr. Shelley Rigger**

I was fortunate enough to be a participant in the Charlotte Teachers Institute's (CTI) seminar entitled, 'The Rise and Fall of Democracies Around the World.' This seminar was led by Dr. Shelley Rigger, professor at Davidson College in Davidson, North Carolina. The seminar focused on discussion of how democracy has been defined by leading experts, philosophers, and citizens over time. We discussed how democracy can be cultivated into a nation and discussed examples of how democracies started in several different countries and what impact that had on the people and the country as a whole.<sup>1</sup>

The 'Rise and Fall of Democracies Around the World' was an incredible professional development opportunity to sit down and discuss the creation, purpose, and implementation of democracy around the world. We discussed the use of democracy by different countries and governments and its impact on the people of those countries, including the United States. We had an in depth discussion about Samuel P. Huntington's book entitled, *The Third Wave*, which outlines democratic transitions and democratization throughout much of the developing world. *The Third Wave* also outlines different causes of democratic transitions and why democracy works in some countries and not in others. We also discussed the development of American democracy from the American Revolution to the problems a young republic faced thereafter. We outlined the problems with new democracies around the world and how the United States fit the

mold of the hardships new democracies face. Several of these concepts within the Charlotte Teachers Institute seminar had a great impact on development of this content curriculum and will be discussed throughout the unit.

## **Is Democracy Still Alive in the United States?**

*Sean Bradley Baker*

“Democracy is not just a question of having a vote. It consists of strengthening each citizen’s possibility and capacity to participate in the deliberations involved in life in society.”<sup>2</sup> This quote by Fernando Cardoso, former President of the Social Democracy Party in Brazil, was written on a board in one of my college classrooms and has stuck with me ever since. I have it posted in my classroom today to remind students that living in a democratic country is not always easy. It is not just about voting for who you believe would best represent you, but what you can do as a citizen in a democracy to improve the country as a whole. This is a key instrument in my curriculum unit as I present content materials, historical documents, and visual documents to my students to help them understand the social, cultural, and political development of the United States of America as a Republic. We will focus primarily on the time period of 1776-1812.

The British colonists in the mid-1700s were at a crossroads of sorts in trying to determine if their will to become a strong, independent, democratic society was attainable or just a dream. Although they were of British heritage, by 1763 many of the British citizens born in North America had never set foot in England. A deadly war in which the British colonists joined forces with the almighty imperialistic juggernaut Britain to defeat the duo of France and North American natives had just ended. The idea of expansion crossed the colonists’ mind only to be imprisoned by an imaginary line that was drawn in the Proclamation of 1763. The colonists yet again had been beguiled by a king they had never met nor seen 3000 miles away. Showered with new taxes to pay for the war, the colonists grew tense and claimed the king was being unjust. Murmurs about independence were starting to form, but this would be treason and many colonists would not entertain the idea due to possible harsh punishments. As the English parliament passed act after act and the colonist’s demands for fairness were ignored, the colonists had to determine whether to stay the status quo course or go into a world of the unknown and become independent. They would have to start to think and act on the idea of being their own nation and form a representative democracy – a term later coined by John Adams in 1794.

This unit will focus on providing my students the appropriate content to understand the history that took place during this time period, but will also use historical documents and cultural

perspectives of the time period in the hope that students can make connections as to how the United States changed their culture, politics, and social structure to become their own independent country. More importantly, after understanding the historical context and analyzing the purpose and meaning of forming a democracy for our country, my students will determine whether or not the will of people in our country today is what the Founding Fathers had envisioned and if not, what has happened to democracy in the United States, and whether it is still an effective form of government. As I present the material to the students I have to get them in the mindset and teach them how to be independent thinkers, but also to help develop their historical literacy minds while reading texts. Students have to ask themselves many questions while increasing the historical literacy skills. They should learn to ask questions of text like: whose voice is missing? What is the evidence for that claim? How are conclusions about this topic limited? History offers opportunities for students to learn how to identify and write causal claims, use hedging language to assert neither too little nor too much, identify ambiguities, and weigh evidence to make a convincing claim.<sup>3</sup>

The British colonists experienced a major revolution first hand. They fought hard for the idea that was an independent, democratic United States. They developed the idea of a perfect nation in the light of their experience before, during, and after the American Revolution. As part of the curriculum in AP United States History, I require that my students think on a more critical and in-depth level. Students will develop an idea of what colonists thought democracy should be in order to be a successful, independent country and to also develop their own idea of how democracy is working in modern America and how it has changed over time by examining the historical context of the time periods as well as analyzing historical speeches of colonial leaders, political cartoons, and propaganda and their influence on the people to fight for independence.

Through this unit my students will educate themselves on the major events leading up to the Declaration of Independence and analyze the importance and significance of these events on the development a democratic nation. I want them to come up with an educated political idea of what they believe being a democratic country is and how that reflects our nation through language, writing, traditions, customs, etc. I want them to develop a sense of what is important to them and what would happen to their social and political behavior during a major event during their lifetime. Developing and understand historical context skills will be key in completing the goals of the unit. All historical challenges are designed to promote inquiry skills, historical knowledge acquisition and the development of critical thinking and literacy skills. Developing historical literacy necessitates a particular mode of engaging with history – both in terms of evidence and narrative. When students are challenged to think like historians they must tackle series of essential questions that cannot be answered simply with classroom texts.<sup>4</sup>

Unit questions that will guide discussions and background information and lead to classroom activities are as follows:

- What were the causes and effects of the Declaration of Independence?

- What were the causes and effects of the American Revolution?
- What is democracy?
- What shaped American democracy after the American Revolution and what shapes democracy today?
- What has caused American democracy to change overtime?
- What ideals inspired the revolutionary cause that reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century?
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- \* What role do Americans play in democracy – then and now?
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

### Content Objectives

Unit objectives will follow the AP College Board curriculum and will meet the requirements of the North Carolina Common Core (See Appendix 1).

Over the course of this unit, the students will engage in activities following the standards found in the NCSCOS and the College Board. The students will engage in various rigorous activities that will result in answering the unit questions and explain the causation of American independence and the development of a democratic nation. They will review the economic, political, and social characteristics of the French and Indian War and American Revolution. We will look to see how people during these events reacted and if, overtime, their social and political behavior changed. They will understand the characteristics of social and political behavior and how that behavior can be influenced or manipulated in a time of crisis through analysis of historical documents, speeches, and political cartoons. We will look to see how events of this magnitude and different forms of thinking influenced the development of a democratic society.

Students will be divided up into groups of four to analyze our objectives and to create a presentation answering the objectives at hand. They will develop their own personal and historical thought to see what political trends developed during the American Revolution. Students will create a visual presentation. This presentation may be created using poster boards, a PowerPoint, a video, etc. The goal is to show the political and social history of the events and people and what led to the creation of a democratic society and government. They will outline, explain, and develop opinions about the ‘American’ point of view by analyzing historical documents, speeches, and political cartoons during the American Revolution. They are to show social behavior and political behavioral patterns through social change, voting, major legislative decisions, Supreme Court decisions, etc. through the documents provided to them and the research they do on their own. They are also to show their own personal feelings about major events and express how they would have reacted both socially and politically. They will compare those thoughts to those of today. Is the sense of culture and writing developed in the 1700s the same as it is today in America?

## Rationale

I have come to the conclusion that many high school students do not understand the importance of history – shocker, I know. They don't understand how events in the 1700s impact them today, nor do they care. This is not a new discovery by any means, but it is one that I hope to change and help to make students connect more to historical developments and their impact on today's world. The goal of this unit is to make my students more 'historically literate' that exceeds the requirement of being 'content smart' historically by reading and memorizing facts. Because "...historians' expertise is not so much their vast historical content knowledge but their "historical literacy," that is their ability to read, write, and think critically about the past," I want my students to develop historical literacy skills so they can make a greater connection to the content material and develop a vast forte of historical thinking, reading, and writing skills.<sup>5</sup> I want my students to understand that defeating a world power and establishing a democratic government did not happen overnight. A genie did not close their eyes and nod their head and poof – democracy. Winning the war against the British was the "easy" part and establishing a working democratic government to represent an entire country was the hard part. There are so many ongoing issues in trying to create a democracy. How do they create stability economically, socially, politically? How do you develop and maintain a democratic culture while dealing with social issues and with the past? My students will develop answers to all these questions while focusing on what it means to be a democratic nation and whether democracy is still working for America today.

## School Background and Information

William A. Hough High School opened on August 25, 2010 to meet the needs of the growing population in northern Mecklenburg County. It is built on land on Bailey Road and it is a prototype for future high schools in the Charlotte-Mecklenburg School system. It consists of 99 classrooms along with a full array of athletic facilities. One of the unique features of our school is the fifteen rain gardens that dot the landscape. They filter run-off water through natural filters and then drain the water back into the creek which runs along the back of the property. Hough High School is named after a former principal of North Mecklenburg High School; Mr. Hough served from September 1955 to July 1974 and was very much loved and respected by the people of this area. Hough offers students a traditional North Carolina educational program. We offer Standard, Honors and Advanced Placement courses in each of the four core areas: English, Math, Science and Social Studies. In addition, we offer a variety of elective courses to enrich students' education.

Based on 2015-2016 statistical data, 86% of the student population was white, 8% African American, 3% Asian, 2% Hispanic, and 1% other. The school has over 2,600 students and consists of 109 full-time certified teachers.

William A. Hough High offers a standard course of study curriculum which includes a college/university preparation track, a college technical preparation track, a dual college/university & technical preparation track, and a career track. An occupational course of study leading to an occupational diploma is also available for qualified students in the Exceptional Children's Program. The curriculum is administered on a modified/hybrid 4x4 block schedule (with some A/B classes), allowing for flexible scheduling, re-looping and acceleration.

William A. Hough High uses weekly collaboration through content area meetings. We encourage student centered classrooms that focus on rigor. We encourage higher level thinking and encourage students to develop answers to problems on their own. This philosophy will play an intricate part in my unit. Students will be organized into groups to understand the political campaign process, which will be important to the development of their political ideology.

As a teacher at William A. Hough High School, I use input, advice, and collaboration from other teachers. Our alignment discussions among Civics teachers are key to focusing on the NCSCOS and the new Common Core that has been implemented in the past few years. We use high level reading resources and implement objective writing assignments to meet the requirements of the Common Core. These writing assignments will play an important part in my unit. Students will actively engage in writing a political party platform and interpret specific propaganda to identify major forms of propaganda and its influence.

According to its website, Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte, North Carolina region and provides academic instruction, rigor and support each school day to more than 141,100 students in kindergarten through 12th grade in 162 schools throughout the cities and towns of Mecklenburg County. CMS believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, CMS students are prepared to be leaders in a technologically savvy and globally competitive world.

CMS is proud of its diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. CMS offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. CMS also educates, supports, and meets the needs of students with learning and physical disabilities.

CMS is one of the largest employers in Mecklenburg County with approximately 18,800 teachers, support staff and administrators. CMS is fortunate to have tremendous support from Charlotte's corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.<sup>6</sup>

## **Curriculum Content Information**

### Organizing Colonies

Students will have some prior knowledge of how the British established colonies in America from previous schooling, but we will focus on analyzing those establishments over time leading up to the era of salutary neglect when the British colonies started forming their own governments. The students will have a prior understanding of the basic characteristics of each colony; its political, social, cultural and economic role in the colonies; and how those roles may differ from colony to colony. We will review the evolution of each colony and how the colonies' point of view of their relationship with England changed over time. We will point out how many

northern colonies were seen as more revolutionary than some of the southern colonies. We will comprehend the major events that happened in some of the colonies that helped form a more radical role when it came to the idea of America (i.e. the Boston Tea Party in Boston, Massachusetts). Review of material prior to activities may be necessary to some. We will focus on these developments to have students come to the conclusion that the colonists were not Americans at first. The goal is to show the development of basic democracy overtime. Students will see how colonies started creating their own “state” governments that will eventually lead to state constitutions after the Revolutionary War based upon republicanism, a bicameral legislature chosen by the people, and a Bill of Rights of the people. As John Jay stated, as “...the first people whom heaven has favoured with an opportunity of deliberating upon, and choosing the forms of government under which they should live,” the American people will be the basis of future government.<sup>7</sup>

### Pre-Revolutionary War Era

In order to see the birth and implementation of a new government based upon the will of the people, the students have to know what events in colonial America led to that decision. The students will complete a discussion regarding three major events leading up to the American Revolution and then the war itself. We will complete a one page notes outline on the political and social effects of the establishment of British colonies in America (overtime), the French and Indian War, and the ‘Road to Revolution’ which outlines the increased tension developed overtime between the British and the colonists of America and made the public realize the oppression of a monarchy should be replaced with a new form of government.

We will discuss the magnitude and importance of these events and their social and political impacts on the people during that time period. We will read historical documents to see the influence and change over time of the political mindset of the colonists. The students will be able to see how events taking place during or prior to the end of the American Revolution helped shaped the idea of a change and how historical documents such as Thomas Paine’s ‘Common Sense’ influenced the need for independence from Britain. This will help them see the importance of being fully educated on the topics going on at the time and how each played an important role in shaping our American identity. We will discuss major topics of the American Revolution as well as reading the philosophical political ideas of John Locke, Thomas Paine, Baron de Montesquieu, and Jean-Jacque Rousseau and mix this with more modern ideas from philosophical leaders of the 21<sup>st</sup> century. “All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions” – John Locke.<sup>8</sup> We do this and analyze historical documents like John Locke’s Second Treatise of Government, to develop their sense of how a new form of government could be possible in America and how heroic measures were needed for the future of the United States.

### H.A.P.I Template for Analyzing Historical Documents

Throughout this unit we will look at primary historical source documents such as *Common Sense*, the Second Treatise of Government, the Olive Branch Petition, and the Declaration of Independence. We also look at primary source political cartoons and propaganda of the time to see the influence (for or against) the American Revolution and the creation of a



new democratic nation. We use the H.A.P.I. template to develop skills needed to analyze documents in order to increase student's ability at using historical documents to write a document based essay question required for the Advanced Placement exam. "The DBQ requires students to analyze common themes, assess varied perspectives on major historical events, and provide historically based evidence and reasoning to support their ideas. These skills, of course, are valuable in completing tasks other than answering a DBQ."<sup>9</sup> We use the H.A.P.I. template as a way to help analyze historical documents. – one is a strategy known as the acronym 'H.A.P.I':

- H (Historical Context explaining time period)
- A (Author's point of view of the document)
- P (Purpose of the document)
- I (Intended Audience of the document)

The analysis of documents will help students develop and establish different point of views from key events and leaders of the time period in hopes to see how literature, voice, and actions helped shaped the idea of a democratic nation. For example, reading and discussing Thomas Paine's Common Sense, the students will be able to see a shift in colonists who were once loyal to an idea of living under a British monarchy to a sense of extreme pride for the idea of an independent America and a new government for the people and by the people. The overall goal of the historical documents is to have students focus on the roles that ideas, beliefs, social mores, and creative expression have playing in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

### Collaborative Groups

Cooperative learning techniques usually demonstrate superior effects in instructional goals important to social studies teachers. These goals include improved student motivation and time on task, attendance, attitude toward school, friendship between students of different social groups (e.g., race, gender, handicap status, nationality), relationships between students of different groups, and academic achievement.<sup>10</sup> Cooperative or collaborative learning is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills needed later in life. Diverse skill levels, backgrounds, and experience allow each individual to bring strength to a group. Each member of the group is responsible to not only contribute his/her strengths, but also to help others understand the source of these strengths in order to develop the necessary skills required to be successful on the AP exam. Any member who is at a disadvantage or not comfortable with the majority should be encouraged and proactively empowered to contribute. Learning is positively influenced with a diversity of perspective and experience, increasing options for problem solving, and expanding the range of details to consider.

In this lesson, students will work together to analyze topics prior to the American Revolution through the War of 1812 and act as a group to discuss how the people, events, and actions of the time period had the most influence to the development of a new democratic government when the United States was established. Students will be grouped together based on diverse skill levels and background. Groups will be picked and organized by the teacher. They

must work together to finish with the best product and group grade possible. Students will be responsible for answering the objective questions and back their answers with clear, concise reason and fact. The students will also reflect on whether the basic components of democracy were fair in the late 1700s when developed and also whether those same components are working in modern America. This thinking and reflection will lead to a debate between the groups.

## Group Debates

Recently, former President Jimmy Carter was interviewed by the Huffington Post. He made a very interesting comment in regards to democracy that I thought would be a great topic to debate in this unit. President Carter said, “Democracy is dead. Now it’s just on oligarchy with unlimited political bribery being the essence of getting the nominations for President or being elected President.”<sup>11</sup> As we go through the unit, students understand what democracy is and its role in the development of a new nation in America. Once the students understand the meaning and purpose of a democracy, they will debate whether this meaning and purpose still serves in modern America and whether democracy is “still alive” despite President Carter’s comments.

The intent of the strategy is to engage learners in a combination of activities that cause them to interact with the curriculum. Debate forces the participants to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. The competitive aspects encourage engagement and a commitment to a position. Most debates will center on the point of view of writers of historical documents during the historical time period discussed. Students will take a position asking themselves if the principles of democracy created during the historical time period of early America still serves the purpose for modern American and if it is ‘Still Alive?’. For example, when students read the Huffington Post article with President Carter students can debate the original purpose of democracy and whether if democracy works in the United States today as the Founding Fathers had originally planned. Debates require students to engage in research, reinforce reading comprehension, encourage the development of listening and oratory skills, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation.

## Free Response Writing

Free response essays are a requirement for the Advanced Placement exam. The free-response essay assesses the ability to think critically and analyze the topics studied in the curriculum. Free response writing allows students to demonstrate an understanding of the linkages among the various elements of government. Most free response essay topics are based upon historical document interpretations and content knowledge. Students are usually required to read an excerpt from a historical document, speech, or event. They are required to tie this excerpt with their content knowledge to develop a well thought out, detailed, and historically accurate essay following a rubric set forth by the College Board.

Students will use free response writing in preparing their ideas of American democracy based upon what is learned from the curriculum that is presented to them. Students can use their own words and knowledge to develop a sense of how major events led to the idea of a government based upon democracy in the United States. For example, students can use their free response essays to analyze the colonists' belief in the superiority of republican forms of government based on the natural rights of the people found specifically in Thomas Paine's *Common Sense* and the *Declaration of Independence*. Students can argue that the ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation is based.

### Guided Notes

Students are given an outline of notes (prepared by me) with blanks filled in throughout the notes. As we discuss new topics in class, the note outline is projected on my Promethean Board and as I discuss the material I fill in the blanks and they do the same on their outline. The students will participate in discussion as we fill in the notes and will use the notes to study later on when the assessment is assigned. This allows the students to have a detailed, specific, and organized outline for the content I want them to know for their assessment, but also to incorporate into this lesson. Students will keep the new content material in their notebooks to study later for their test.

### Appendix 1

See AP CURRICULUM FRAMEWORK : <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

### **Student Resources**

#### Study Guide Outlines

For content knowledge purposes, students will complete a detailed chart outlining the formation of the colonies until 1775. Students will analyze the social, political, and economic impacts experienced and the events that may have influenced the role in the American Revolution. I suggest putting students into groups to complete this role. This is a large amount of material and will cut down on the class time for students to divide the colonies and get the information for purposes of analyzing it to see how the colony played a role in the revolution. Students will focus on the environment, economy, labor, religion, and more importantly, type of government of each individual colony to focus on change over time and an eventual movement towards democracy. They will research the history of the colony to see how each colony contributed to the establishment of an independent United States free from British control and their role in the creation of a republic after the Revolution was over.

#### Guided Discussion Note

I provided guided notes for my students and post them on my website to download, print, and study.<sup>12</sup> These note outlines focus on the key developments and factual knowledge needed during the time period of pre-American Revolution War through the War of 1812. These will help students understand the information in hopes of discussing the material in order to answer the objective questions for the unit. Students are responsible for printing off each PowerPoint and are assessed on the material of the PowerPoint's at the end of the unit. The PowerPoint's are located on my class website: <http://bakerhistory.cmswiki.wikispaces.net/APUSH+UNIT+II> .

#### Historical Document Reading

Students will read the documents experts from *Common Sense*, the *Declaration of Independence*, *Two Treaties of Government*, and *Federalist Paper #10*. Students will use the HAPI outline to analyze each document and distinguish how these documents influenced American behavior and led to the demise of a monarchy and need for democracy. The students will also have to distinguish how each historical document led to an increased form of American nationalism or influenced thought that led to an increase in nationalism during the time period. This nationalism will influence the development of a new government with power to the people. The Internet provides a large amount of options providing the texts of the documents. The best website for the documents and the one I have my students use is <https://www.archives.gov/historical-docs/>.<sup>13</sup> I post all documents for students to access on my class website.

## Free Response Writing

Students will discuss the topics of ‘Is American democracy still alive?’ and ‘Which historical document had the most influence on America to create a Democracy?’ A class discussion will be led about the historical literacy that was created during the time period and its effect on the time period, based on events that took place between the pre-American Revolution eras through the American Revolution. During the year the students learn skills needed for this activity to work effectively. From the beginning of the year the students will develop the Four C’s content literacy skills written by Ramona Chauvin and Kathleen Theodore.<sup>14</sup> The four C’s consist of Critical Thinking, Communication, Collaboration, and Creativity. This provides an approach to content instruction that cultivates the skills for 21<sup>st</sup> century literacy. Students will be able to use these skills to develop a written essay that incorporates all aspects of the Advanced Placement rubric for essay writing.

Another topic of discussion for this unit will incorporate the discussion and writing about the ‘Problems new democracies face.’ This topic was discussed in my Charlotte Teachers Institute seminar ‘Rise and Fall of Democracies Around the World’ and guided me to have this discussion with my students. In the seminar as we discussed common issues democracies face, the United States faced them all. From economic issues to instability to creating a strong democratic culture, the United States had to go through all of them. This should lead to a collaborative discussion proving to students that a democracy takes time and time is what our Founding Fathers needed in order to get their dream for America put into place until it became an effective form of government.

## Identification Exercise

The identification exercise is a great way of incorporating the whole class into a discussion regarding democracy. The development of social media allows us to see people in a different light. It got me thinking of what the American Revolution would be like through the eyes of social media and got me thinking of what Facebook would look like from the perspective of historical figures from the American Revolution and thought it would be a good idea for my students to do the same.

The students will create Facebook pages for the historical figures of the Revolutionary time period with point of emphasis being placed on the encouragement and support of a democratic form of government. The students were required to incorporate perspective of the historical figures and any influences of their written works that might show their point of view. As Amanda Goodwin explains, “Unlike traditional literacy, in which authors create and readers interpret meaning from fixed text, Facebook introduce users to a new interactive medium that requires them to interact and respond to text, as well as become authors of their own texts.”<sup>15</sup> Students are required to post Facebook pages for a specific historical figure of the time period and other historical figures were required to respond to their Facebook pages from the point of view of their figure. We will bring up the Facebook pages via the Internet and show the interactions from the students. A previous assignment of this type was quite entertaining.

Students were required to show, historically accurately, the interactions between figures using historical literacy skills.

## **Pacing Guide**

### **Day 1:**

- Begin content: “Colonization Begins” PPT. Students will discuss the outlines with the teacher and fill in the missing information during the discussion.
- Pass out and go over the ‘HAPI’ outline for reading historical documents. Also located on website. <http://bakerhistory.cmswiki.wikispaces.net/>
- Pass out and have students complete the HAPI template for the Mayflower Compact. Complete the HAPI template chart on Promethean Board. Have students write in the categories. Show the importance of establishing a direct democracy for the first time.
- Assign project presentation – Top Ten list
- Students can find the UNIT 2 Identifications on the website. Show students how to complete an effective ID on the Promethean Board.
  - Assign ‘Bacon’s Rebellion’ historical documents. Students must fill out HAPI template for both documents and be able to compare the two.
  - Have students print off the PPT outline “Colonies in America”

### **Day 2:**

- Read and go over Bacon’s Rebellion
- Content: “Colonies of America” – complete chart outlines as a class
- Pass out Colonial Map with directions. Allow students to work with partners to complete the map in class. Students may use technology of their choice to complete the assignment.
- Begin brainstorming for in class discussion/writing topics “Is Democracy Alive?”

### **Day 3:**

- Content: Quickly go over Colonial Life. PPT is complete on website. Emphasize important points – highlight/star significant information.
- Short Answer Questions/Discussion – What is Democracy? How has Democracy in America changed overtime? Is Democracy Alive?
- Finish free response writing on discussion topics
- Introduce and discuss identification exercise with Facebook

### **Day 4:**

- Take **quiz on notes** (I usually give them open response questions based on all PowerPoint notes taken up to this point)
- Read and go over John Winthrop historical document
- Work on Top Ten project
- Content: ‘Beginning of Rebellion’ PPT. PPT is complete on website. Emphasize important points – highlight/star significant information.

**Day 5:**

- Road to Revolution PowerPoint Outline
- Present Facebook pages and historical figures

**Day 6:**

- Turn in Top Ten list project and Unit 2 Formal Test

## Teacher Resources

"Avalon Project - Washington's Farewell Address 1796." Avalon Project - Documents in Law, History and Diplomacy. Accessed November 24, 2012.

[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp).

Very simple excerpt from George Washington's Farewell Address that allows the students to use their reading and writing strategies gain from the unit to analyze the text more efficiently.

Bosworth, Kris, and Sharon J. Hamilton. *Collaborative Learning: Underlying Processes and Effective Techniques*. San Francisco, Calif.: Jossey-Bass, 1994.

This volume uses information about current developments in collaborative learning across the country to extend our understanding of its possibilities and offer guidance to faculty who wish to establish effective collaborative learning classrooms.

Dworkin, Ronald. *Is Democracy Possible Here?: Principles for a New Political Debate*. Princeton, N.J.: Princeton University Press, 2006.

Dworkin, one the world's leading legal and political philosophers, identifies and defends core principles of personal and political morality that all citizens can share.

Gagnon, Paul A. *Historical Literacy: The Case for History in American Education*. New York: Macmillan, 1989.

The Bradley Commission on History in Schools was created in 1987 in response to widespread concern over the inadequacy, in quantity and in quality, of the history taught in American classrooms. This book is the practical and prescriptive result, a compelling new argument for Thomas Jefferson's view that the study of history is the only way top free people to look at the future.

Herrell, Adrienne L., and Michael Jordan. *50 Active Learning Strategies for Improving Reading*



*Comprehension*. Columbus, Ohio: Merrill Prentice Hall, 2002.

Practical approach of step-by-step instructional procedures for developing key literacy skills.

Leist, Susan R., and Pamila Cornwell. *Writing to Teach, Writing to Learn in Secondary Schools*. Lanham: University Press of America, 2006.

A comprehensive guide for high school teachers who want to use writing as a teaching tool in any discipline. It provides instructional materials for generating and structuring writing, guidance for developing writing assignments and for evaluating writing, and sample syllabi and assignments.

Provenzo, Eugene F. *Multiliteracies: Beyond Text and the Written Word*. Charlotte, NC: Information Age Pub., 2011.

Emphasizes literacies which are, or have been, common in American culture, but which tend to be ignored in more traditional discussions of literacy--specifically textual literacy.

### **Resources for Students**

Baker, Sean B. *AP US History Classroom Website*. Cornelius, NC: Charlotte-Mecklenburg Schools, 2016. <http://bakerhistory.cmswiki.wikispaces.net/>.

Resource website page used to download notes, class activities, resources, readings, strategies, etc.

"Charlotte-Mecklenburg Schools." Charlotte-Mecklenburg Schools. Accessed November 21, 2016. <http://www.cms.k12.nc.us/>.

Provides background information and demographics of students from Charlotte, North Carolina. Students were used while teaching the curriculum unit.

Chauvin, Ramona. "SEDL INSIGHTS, Vol. 3, No. 1 (Spring 2015) Teaching Content-Area Literacy and Disciplinary Literacy." SEDL Insights, Teaching Content-Area Literacy and Disciplinary Literacy, Vol. 3, No. 1 (Spring 2015). Accessed November 21, 2016. <http://www.sedl.org/insights/3-1/>.

Provides an approach to content instruction that cultivates the skills for 21st century literacy: critical thinking, communication, collaboration, and creativity.

"Course and Exam Description - College Board." AP US History College Board. Accessed November 21, 2016. <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>.

College Board resource page. Outlines class objectives, questions, and pacing requirements for AP US History

"Declaration of Independence | National Archives." National Archives and Records Administration. Accessed November 21, 2016. <https://www.archives.gov/historical-docs/declaration>.

Declaration of Independence. Used in class to read, analyze, and respond to.

"Famous Quotes About Literacy | Quote Addicts." Accessed November 21, 2016. <http://quoteaddicts.com/topic/famous-quotes-about-literacy/>.

Influential and motivation teaching quote used to inspire and motivate.

Levesque, Stephane. "What Does It Mean To Be Historically Literate." What Does It Mean To Be Historically Literate. [http://www.virtualhistorian.ca/system/files/Levesque On Historical Literacy Winter 2010\\_0.pdf](http://www.virtualhistorian.ca/system/files/Levesque%20On%20Historical%20Literacy%20Winter%202010_0.pdf).

Outline and philosophy of historical literacy. Facts, examples, strategies for historical literacy

Classroom Resources

I. The Thirteen English Colonies Chart

Region	Date of Founding	Founder or People associated with Early History of Colony Notes on the Early History of the Colony: Why was it founded, significant characteristics, terms, and/or laws	Environment, Economy, and Government of the Region; the role of religion in these colonies	How did each colony contribute to the idea of an independent nation from Britain?
<i>New England</i>				
Plymouth and Massachusetts	Plymouth – 1620  Mass. Bay – 1630			
Connecticut	1636			
Rhode Island	1636			
New Hampshire	1623			
<i>Middle Colonies</i>				
New York	1625			
New Jersey	1664			
Pennsylvania	1681			
Delaware				

	1638			
<i>Southern Colonies</i>				
Maryland	1632			
Jamestown and Virginia	1607			
North Carolina	Carolinas – 1663  NC – 1712			
South Carolina	Carolinas – 1663  SC – 1712			
Georgia	1732			

II. PowerPoint Note Outlines can be found on my class website:

<http://bakerhistory.cmswiki.wikispaces.net/APUSH+UNIT+II>

III. Historical Document outlines needed for the unit can be found at:

<https://www.archives.gov/historical-docs/>

IV. H.A.P.I Template

~Interpreting and Dissecting Historical Documents in APUSH~

<p><b>Historical Context:</b> <i>When was the document created and what does that imply?</i></p>	
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<p><i>What historical events, circumstances, and issues surround this time period and source?</i></p>	
<p><b>Author's Purpose:</b> <i>Who is the author of the source? What was his or her goal in writing the document? What is the main idea?</i></p>	
<p><b>Point of View:</b> <i>What is the point of view of the author? What is the feeling that you get reading the document? What stance is taken on what issue?</i></p> <p><i>Additional questions you <u>might</u> answer: What is the author's profession? What is the author's gender or social class? What religion does the author follow? Does the author have an identifiable allegiance to a particular group?</i></p>	
<p><b>Intended Audience:</b> <i>For whom is this document intended? How do you know?</i></p>	

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<sup>1</sup> <http://charlotteteachers.org/seminars/2017-seminars/the-rise-and-fall-of-democracies-around-the-world/>

<sup>2</sup> <https://www.happypublishing.com/blog/15-democracy-quotes/>

<sup>3</sup> <http://teachinghistory.org/nhec-blog/25172>

<sup>4</sup>

[http://www.virtualhistorian.ca/system/files/Levesque%20On%20Historical%20Literacy%20%20Winter%202010\\_0.pdf](http://www.virtualhistorian.ca/system/files/Levesque%20On%20Historical%20Literacy%20%20Winter%202010_0.pdf)

<sup>5</sup> <http://thenhier.ca/en/content/what-does-it-mean-be-historically-literate>

<sup>6</sup> [www.cms.k12.nc.us](http://www.cms.k12.nc.us)

<sup>7</sup> <https://www.gilderlehrman.org/history-by-era/creating-new-government/essays/creating-new-government>

<sup>8</sup> <https://www.brainyquote.com/quotes/quotes/j/johnlocke169395.html>

<sup>9</sup> <https://blogs.loc.gov/teachers/2012/02/document-based-questions-and-primary-sources/>

<sup>10</sup> <http://www.socialstudies.org/sites/default/files/publications/se/5506/550613.html>

<sup>11</sup> [https://www.huffingtonpost.com/entry/jimmy-carter-us-politics\\_us\\_55bbb3c9e4b0d4f33a02ae2b](https://www.huffingtonpost.com/entry/jimmy-carter-us-politics_us_55bbb3c9e4b0d4f33a02ae2b)

<sup>12</sup> <http://bakerhistory.cmswiki.wikispaces.net/APUSH+UNIT+II>

<sup>13</sup> <https://www.archives.gov/historical-docs/>

<sup>14</sup> <http://www.sedl.org/insights/3-1/>

<sup>15</sup> Amanda Goodwin, "Facebook and Social Networking Sites," in Provenza, et al., Eds. *Multiliteracies: Beyond Text and the Written Word*. Charlotte, NC: Information Age Pub., 2011.