



Is Democracy Ready For The Next Wave of Change?

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This curriculum unit is recommended for: American History I & II (IB, Honors & Standard), World History (IB, Honors and Standard), and American History: The Founding Principles, Civics and Economics (IB, Honors and Standard)

Key Terms: Democracy, Direct Democracy, Representative Democracy, Limited Government, Popular Sovereignty, Inalienable Rights, Natural Rights, Feudalism, Magna Carta, Parliament, Authoritarianism, Fascism, Totalitarianism, Absolutism

Teaching Standards: [Appendix 1](#) addresses the teaching standards in this curriculum unit.

Synopsis: With the political climate in the United States and throughout the world in 2017, many believe that democracy is in danger and that the American system of democracy is under an emergency, is broken, and needs to be healed, fixed or perhaps even replaced by revolution. In Naomi Wolf's book, *The End of America: Letter of Warning To A Young Patriot, A Citizen's Call to Action*, she cites echoes of events of the past and outlines the Ten Steps of how freedom gets lost and regained through revolt.¹ Should American democracy be altered? Is democracy the best political system for America and for other countries around the world? Do successful and failed democracies share common traits? Many believe that they do. In *The Fate of Young Democracies* by Ethan B. Kapstein and Nathan Converse, the authors argue that democracies share common traits of regular contested elections for political office and certain economic policies.² Must democracies be flexible, adaptable and effective in order to be successful? When is the right time for change and does this change have to occur through revolution? Is it time for democracy to evolve? Samuel Huntington believes that democracy comes in waves. In his book, *The Third Wave: Democratization in the Late Twentieth Century*, he states, "... the unwinding of authoritarianism is gradual and ... democracy is often not a government for everyone and ... transformation and change come from within the regime."³

¹ Wolf, Naomi. 2007. *The end of America: letter of warning to a young patriot*. White River Junction: Chelsea Green Pub. Pg.IX

² Kapstein, Ethan B., and Nathan Converse. 2008. *The fate of young democracies*. Cambridge: Cambridge University Press, 7.

³ Huntington, Samuel P. 1991. *The third wave: democratization in the late twentieth century*. Norman: University of Oklahoma Press.

I plan to teach this curriculum unit during to next (2018) school year semester to my World History classes.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online.

Introduction

Rationale

I have always considered myself a Revolutionary, or at least I have identified with the spirit of changing things for the better, and that has drawn me into the beliefs that animate democracy and all the components surrounding it: *Life, Liberty and Pursuit of Happiness, Justice and Equality for All, For the People and By the People*, etc.

As a Middle School and High School teacher of Social Studies, I have had to tackle not just educating the next generation on democracy but guiding them to find inequalities in their lives then inspiring them through historical events to work toward change. Nineteen years ago I started my teaching journey with an amazing group of young people at an overlooked, underperforming high school in New Jersey. Many of the students had several study hall classes within their class schedules. I was concerned, enquired, and discovered that there were not enough teachers to fill the positions and study halls were put in as replacements for the students' classes. One of my main concerns was their academic requirements for college. I was teaching American History at the time and the unit happened to be the American Revolution. The students immediately made the personal connections with the concepts of the lack of representation, liberty, justice for all, boycotting, protesting with declarations and demands. They organized a boycott, walk out of school and marched to the Board of Education and requested a meeting with the Superintendent. They became the change they wanted to see in their worlds! The School Board hired teachers within the month and I was hooked on empowering the future generations through teaching history. Ironically, the write up in the local paper felt the students had support and encouragement from their teachers due to their organization, constitutional knowledge and of all things, their protest signs. I admit now, that when students asked to use art supplies I didn't say no!

This unit uses instruction to allow teachers and students to analyze, explore and examine what makes democracies (including those formed out of revolutions) successful and why some democracies fail. This unit will introduce students to a series of successful and failed revolutions (American, French and Russian) and the forms of democratic government that were created out of these revolutions. It invites students to present to their peers revolutions, creating then comparing and contrasting timelines of the events that led to revolutions. Students will analyze the outcomes and effect of these revolutions and the forms of democracies created. They will debate the ideologies of democracy, direct and indirect. Finally, they will create their own democracies. Students will use their critical thinking skills to answer the following questions: Why is – or *is* – a democratic government the best or most effective form of government? Does

revolution bring about the best change? Is there a blueprint for creating a successful democracy? If so, what would it take to create a successful democracy?

Ultimately, the goal of this unit is for students to create a democracy. The democratic states they design will be challenged with several political, economic, social and catastrophic events. Finally, through debriefing discussions, students will evaluate the strengths and weakness of their democracies and how they withstood the challenges. They then will make necessary revisions and adjustments. Research-based learning will occur, as students analyze successful democracies, failed democracies and the challenges of newly formed democracies. Students will be able to answer in open-ended written responses essential questions about democracy, such as: Is true democracy possible? Does democracy in its essence, work? Is democracy the best form of government for the United States? Ultimately, they will create a new democracy based on their findings.

Possible objective outcomes are the creation of a blueprint for democracy and perhaps students redefining democracy. The student-designed democracies will be given scenarios of challenges and then will need to show step by step how their government would deal with the challenge. The success of the project is not based on whether their government solves the problem, but on how well their governmental process reflects what they have learned.

Unit Goals /Teaching Objectives (State Standards)

The students will analyze, explore, research, synthesize, then present on successful and failed democracies throughout history and the world. Students will construct their own democracies and examine to what degree their democracies can withstand political, economic, social and catastrophic events. Each lesson within the unit will contain an introductory PowerPoint that provides background knowledge about the definition, origin, and values of democracy; foundations of governments created through revolutions; and types of regimes.

This unit addresses North Carolina State Standards and Common Core Curriculum Standards <http://ssnces.ncdpi.wikispaces.net/> in History, Geography & Environmental Literacy as well as Civics and Economics. The CMS Social Studies department mission is as follows:

“We believe that Social Studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. CMS Social Studies aligns core beliefs and goals for ambitious Social Studies instruction with the mission and vision of the National Council for Social Studies (NCSS).” www.NCPublicSchools.org

This unit is designed for my 9th grade World History Classes. Several lessons within this curriculum unit will connect to English (Literacy) with writing for understanding, open-ended response questions, argumentative writing, Document Based Question writing, persuasive essay writing, and close reading assignments. It can be adapted, modified, and used in American History I & II and Civics and Economics courses as well.

The unit addresses the Common Core Essential Standards for World History, Civics and Economics and American History I for this curriculum unit in the following ways:

- Essential Standard FP.C&G.1 of American History I: The Founding Principles, Civics and Economics – Students will be able to analyze the foundations and development of American government in terms of principles and values. Students will be able to explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy (including required concepts and terms such as mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Sons of Liberty, etc.).
- Clarifying objectives FP.C&G.1.1 and FP.C&G.1.2 – Students will be able to explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality, which will pull in such concepts as natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.
- Essential Standard FP.C&G.1.4 of Civics and Economics – Students will analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed/individual rights-life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).
- Clarifying objective FP.C&G.1.5 – Students will practice evaluating the fundamental principles of American politics in terms of the extent to which they have been used to effectively maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.)
- Essential Standard WH.H.4 of World History – Students will analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.
- Clarifying objective WH.H.4.2 – students will explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).
- Essential Standard WH.H.6 of World History – Students will understand the Age of Revolutions and Rebellions. Students will be able to explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g, Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).

- Clarifying objectives WH.H. 6.1 and WH.H.6.2 – Students will analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g. Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).
- Included in the Essential Standard WH.H.7 of World History – Students will understand how national, regional, and ethnic interests have contributed to conflict among groups and nation the modern era.
- Clarifying objective WH.H.7.1 – Students will be able to evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).
- Essential Standard WH.H.8 of World History – Students will analyze global interdependence and shifts in power in terms of political, economic, and social and environmental changes and conflicts since the last half of the twentieth century. Students will also analyze economic and political rivalries, ethnic and regional conflicts and nationalism, and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII) in addition to being able to explain how international crisis has impacted international politics (e.g. Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9-11” terrorism, etc.) and analyze the “new balance of part of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., Post WWII, Post Cold War, 1990’s Globalization, New World Order, global achievements and innovations). Students will explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g. U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.). These standards area reflected in clarifying objectives WH.H.7.3, WH.H.8.2, WH.H.8.3 and WH.H.8.6
- Literacy Standards for *Key Ideas and Details* CCR.ELA.RL.9-10.1 – Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from text.
- Literacy Standards for *Interrogations of Knowledge and Ideas* CCR.ELA.RL.9-10.7 – Students will be able to integrate information presented in different media or formats.
- Literacy Standard for *Text Types and Purpose* CCR.ELA.W.9-10.2.a.b. – Students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Additionally, students will be able to introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,

quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Literacy Standards for *Research to Build and Present Knowledge* CCR.ELA.W.9-10.7 – Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Literacy Standard CCR.ELA.W.9-10.9 – students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Literacy Standards for *Comprehension and Collaboration* CCR.ELA.SL.9-10.1.a.c. – Students will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will be able to come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. They will learn to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. As a part of clarifying objectives CCR.ELA.SL.9-10.2. Students will be able to integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Literacy Standard *Presentation of Knowledge and Ideas* CCR.ELA.SL.9-10.4 – Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

School Demographics

Originally established as "Harry P. Harding High School" in 1935, it remained an all-white school until 1957 when the school was integrated and later changed the name to Harding University High School of Math, Science, and Technology. The school now is known as Harding University High School. It is one of CMS district fourteen Title I, Beacon Schools. Title I is the largest federal education-funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Title I used to be known as Chapter I. The Beacon School Initiative is a school turnaround model designed to provide constant support to accelerate students' achievement. The school includes a partial Inter baccalaureate Magnet Program with over 200 students. The school is part of a large inter district school system including 36 high schools with 180 schools total district wide. Districtwide, CMS schools implement National Common Core Curriculum. The school's total enrollment is

approximately 1,643, with a student body that is 56% African-American, 35% Hispanic (that is over 590 Hispanic students of which 364 are English Language Learners), 3% Asian, 2% White, .18% (3 pupils) Pacific Islander, .4% (8 pupils) American Indian and 2% identify as persons with two or more races. Additionally, 200+ students classified as and are receiving Special Education services; and over 80+ students that are homeless. These students are classified under support services and a program called McKinney Vento.

This information is relevant because many of our students are dealing with environmental issues that are out of their control, such as having to translate for parents, working full or part-time to contribute to household income, or not having stable housing, which lead to school-wide low attendance which is one of the many factors that contribute to the school's low academic performance.

Although challenging at times, teaching at Harding University High School has many fulfilling rewards. Recently I was out one day due to conjunctivitis in my left eye. Upon my return, I found a plaque on my desk, created by two of my students that read as follows: *“Every Weakness you have is an opportunity for God to show His strength in your life.”* ***My grace is sufficient for you, for my power is made perfect in weakness.*** 2 Corinthians 12:9 with a note attached saying, “Ms. Roach, We hope you feel better! From your Favorite Students!”

These are hardworking students who have also organized and formed a group at school called ‘Save Me Club’ which helps young people address and deal with abuse. Being a part of the village to assist in raising these children and to watch students’ growth and development into critical thinkers and productive citizens make any challenging days worthwhile.

Content Research

The history of democracy is deeply rooted in the need for people’s voices, desires and inalienable rights to be recognized. Democracy as a form of government goes back to Greek and Roman times. It is considered a form of social organization in which the source of political power is the input and will of the people, and the government is carried out by the people.

The bigger question we all must ask about democracy is, how did we get here? Why did we shift from being told what to do to controlling what we did? How did we shift from feudalism to nation-states, and to limiting absolute power? Is man’s desire for more freedom and power natural? Most of us would say yes.

In Europe, the decline of Rome gave rise to feudalism, a form of social and political organization that gave power over the land and people to nobles. Above the nobles were Monarchies (King/Queen). During the era of feudalism, European Nation-States consolidated and grew stronger, opening the way for national identities and nationalism. As the sense of nationhood grew, people became loyal to the Nation-States rather than the Lords and Monarchs. Leaders under the Monarchies set up systems of common laws and courts.

Over time, many Monarchies became corrupt – greedy for wealth and weak in their loyalty from the people. This was the case in England during the 1100’s with Henry the II’s son John,

who was extremely unpopular with the people and as a result was forced to sign the Magna Carta in 1215. This document – in which King John promised to share power with the English nobility – not only limited to power of the King but it reopened the door to toward indirect democracy. As the English middle class began to grow, Englishmen demanded more representation and say in government. A series of English kings began to allow the nobility, and later the middle class, limited advisement on government policies. The body that was formed to institutionalize their relationship with the crown became known and still exists today as Parliament. Democracy was reborn!

The English parliament is the precursor to today's democracies, which take many forms, but share a single purpose: Democracy cannot limit itself to representing the diverse parts of society but must serve to bridge the gaps. Democracy does not mean that we are all in accord; it is a way to gather various people's views. Samuel P. Huntington in *The Third Wave: Democratization in the Late Twentieth Century* defines democracy as a form of government rooted in the sources of authority for government, the purposes served by government, and the procedures for constituting government.⁴ He poses the question: “democracy today gives everyone an equal right to be different, or does it?”⁵

Huntington goes on to state that transitions to democracy come in waves: “The 1st wave of democracy has its roots in the American and French Revolutions. The 2nd wave started during World War II and the 3rd wave started in the 1970's [and extended] to current times with the replacement of dictatorships with democratic regimes in thirty-plus countries around the world.”⁶

Many political scientists argue that democratic systems have alienated themselves from the original foundations of direct and representative democracy and need repair.⁷ It is the belief of Kapstein and Converse, the authors of *The Fate of Young Democracies*, that “the health of democracy is failing and fragile at best.”⁸ They go on to examine the shared common traits of democracies around the world. Democracies must have regular, contested elections for public office, at a minimum.⁹ Huntington agrees that these commonalities identify a democracy: “key indicators and factors of a democracy are fairness of elections, restrictions on political parties, freedom of the press.”¹⁰

However, in *The Future of Social Democracy: Views of Leaders From Around the World*, many political leaders express the view that democracy is constantly evolving. It is their belief

⁴ Huntington, Samuel P. 1991. *The third wave: democratization in the late twentieth century*. Norman: University of Oklahoma Press Pg. 6

⁵ Huntington, Samuel P. 1991. *The third wave: democratization in the late twentieth century*. Norman: University of Oklahoma Press.Pg.61

⁶ Huntington, Samuel P. 1991. *The third wave: democratization in the late twentieth century*. Norman: University of Oklahoma Press.Pg.13

⁷ Wolf, Naomi. 2007. *The end of America: letter of warning to a young patriot*. White River Junction, Vt: Chelsea Green Pub.

⁸ Kapstein, Ethan B., and Nathan Converse. 2008. *The fate of young democracies*. Cambridge: Cambridge University Press.xiii

⁹ Ibid. Pg.7

¹⁰ Huntington, Samuel P. 1991. *The third wave: democratization in the late twentieth century*. Norman: University of Oklahoma Press.Pg.11

that “politics around the world is going through a process of reorganization.”¹¹ One example of that evolution and reorganization is the idea that a country’s assets and size no longer determine its democracy; instead, countries’ opportunities are a function of their scientific and technological standards of excellence.¹²

As an educator, I hold true to the belief that future generations will need to read, write and problem solve in order to become productive citizens in a global society. It will be the task of the next generation to reorganize and reframe democracy; education, science, and technology will be key to their success. It may require peaceful/positive revolution but change will come. The evolution of democracy and the transition into the best form of government for the social and political climates of that given time has always come; for example, in the case of Ancient Greece and Rome, although these countries did not originally include women and slaves as citizens, they did later allow them a role in parts of government. Authors Bolman and Deal of *Reframing Organizations: Artistry, Choice and Leadership*, discuss and reflect on reframing leadership as a spiritual discipline and argue that, “using what one know to figure out what’s going on, will be the future leader's responsibility.”¹³ Although democratic transition has never been easy it is necessary for change. In the comparative perspective *Decentralization and Local Governance in Developing Countries*, by Bardhan and Mookherjee they consider decentralization a “rearrangement of accountability and relationships among citizens, political organizational providers and service providers and the invariable ascendance of some actors relative to others.”¹⁴ These description suggest the new directions democracies will take in the future.

Instructional Implementation

This curriculum unit is designed to consist of seven to ten days of instructional block schedule classes. However, the pace of this unit can be modified to fit level of desired instruction time. There are daily informal assessments in the form of Warm-ups, Writing Prompts, Do-Nows and Exit Tickets, Graphic Organizers, Guided Notes, Critical Thinking Questions, Frayer Model Vocabulary, Timelines, Foldables (Russian Revolution Brochure) to guide students’ understanding and mastery of content information. This unit also includes three formal assessments which include but are not limited to group student presentations (Revolution Presentations), culminating group (Students’ Democracy) project and Mini DBQ writing assignment.

Day one of instruction

Students will learn through guided notes and PowerPoint (English/Spanish) presentation lecture on the decline of feudalism and the rise of nation-states, the creation of the Magna Carta, and the development of the British Parliament. Students will read then close read primary source

¹¹ Russell, Peter H. 1999. *The future of social democracy: views of leaders from around the world*. Toronto: University of Toronto Press. Pg. 56

¹² Ibid. Pg.54-55

¹³ Bolman, Lee G., and Terrence E. Deal. 2013. *Reframing organizations: artistry, choice, and leadership*.Pg 411

¹⁴ Bardhan, Pranab K., and Dilip Mookherjee. 2006. *Decentralization and local governance in developing countries: a comparative perspective*. Cambridge, Mass: MIT Press. Pg 87

documents (Mini DBQ Activity) on Absolutism vs. Democracy then create written position based on documents on what form of government was most effective for that time period in history.

Day two of instruction

The students will explore for the origins of democracy through visual discovery method. Video clip from Minute Video Democracy: Short Introduction.

<https://www.youtube.com/watch?v=u6jgWxkbR7A>

The lesson will close with the Vice News Video “What is Democracy and Does Democracy Work?” https://youtu.be/D_7Oo3Dv2xY. This video will provide a transition from the previous day’s lesson, which gave prior knowledge of the idea of democracy. Students will complete a “3-2-1 Exit Ticket” (three things they learned, two questions then still have, define the one term, Democracy) using the Frayer Model. [Frayer Model - The Teacher Toolkit](#)

Days three and four of instruction

Students will analyze the concept of revolution through PowerPoint and Guided Notes on Scientific Revolution and the Enlightenment Thinkers. Students will complete both the Scientific Revolution and Enlightenment Thinkers Graphic Organizers with guided notes and open ended questions.

The instructor will assess students’ understanding of materials with questioning. The instructor will present students with the Revolution Project requirements via PowerPoint. Groups of no more than three students will work together to research, create and complete their Revolution Project Presentations.

Note- It will be necessary to set aside one class period for student presentations. Students will assess one another’s presentations with the revolution presentation rubric. All instructions, Entry and Exit tickets are included in the PowerPoint for students.

Days five and six of instruction

Students will examine and compare the causes of political revolutions. Students will complete a graphic organizer based on the information in the PowerPoint on the American, French and Russian Revolutions. For their “Exit Ticket,” students will view Crash Course Videos on the American, French and Russian Revolutions: (Crash Course American Revolution: [Tea, Taxes, and The American Revolution: Crash Course World History #28](#)) (Crash Course French Revolution: [The French Revolution: Crash Course World History #29](#)) (Crash Course Russian

Revolution: [Russia, the Kievan Rus, and the Mongols: Crash Course World History #20](#)). They also will list at least three causes of each revolution, two common causes between causes of revolution, and answer the following Exit Ticket questions: Were revolutions avoidable? Does Revolution Always Led to War? How successful were democracies after revolutions? Students will create and complete the Russian Revolution Brochure for homework. Instructions and rubric are in PowerPoint and Google Classroom for students.

Day seven of instruction

Students will explore deeper the ideal of democracy. Students will define the following terms using the Frayer Model: Direct Democracy, Indirect Democracy, Authoritarianism, Totalitarianism, Representative Democracy. Students will then view TedTalk: Our Democracy No Longer Represents the People ([Our democracy no longer represents the people. Here's how we fix it | Larry Lessig | TEDxMidAtlantic](#)). They will then answer the following Exit Ticket questions: How can we make representative democracy possible? If you had the power and ability to design a democracy, what would it look like? For homework, students will create outlines of their democracies.

Days eight and nine of instruction

Students will get into groups of three to five to create their own form of democratic government. (See Rubric) Students will use technology to research and present their democracies to class. Students' democracies must address three themes (flexibility, effectiveness, and adaptability) and be able to answer the following questions:

- How is your government structured? (In terms of Leadership, Policy Making, Implementation)
- What is the election process?
- Who gets to vote?
- What are the voting terms and time frames?
- How long are leaders in office?
- How will government get things done? Collect taxes?
- How will government deal with domestic and international issues such as citizenship, deficits, foreign aid (support to other countries), and protection of its citizens.

This activity should act as a formal unit assessment. Students should use information from previous lessons in addition to research gained to create their democracies.

Reading List for Teachers and Students

Bardhan, Pranab K., and Dilip Mookherjee. 2006. Decentralization and local governance in developing countries: a comparative perspective. Cambridge, Mass: MIT Press.

Bolman, Lee G., and Terrence E. Deal. 2013. Reframing organizations: artistry, choice, and leadership.

Huntington, Samuel P. 1991. The third wave: democratization in the late twentieth century. Norman: University of Oklahoma Press.

Kapstein, Ethan B., and Nathan Converse. 2008. The fate of young democracies. Cambridge: Cambridge University Press.

Russell, Peter H. 1999. The future of social democracy: views of leaders from around the world. Toronto: University of Toronto Press.

Wolf, Naomi. 2007. The end of America: letter of warning to a young patriot. White River Junction, Vt: Chelsea Green Pub.

Appendix 1: Required Materials

1. Frayer Model Vocabulary Activity Sheet [Frayer Model - The Teacher Toolkit](#)
2. TedTalk Our Democracy No Longer Represents The People [Larry Lessig: Our Democracy No Longer Represents The People ...](#)
3. Democracy Short Introduction Minute Video [Democracy - A short introduction | TED-Ed](#)
4. Vice News What is Democracy and Does Democracy Work? [Does Democracy Work? - The People Speak | VICE News](#)
5. (Crash Course American Revolution) [Tea, Taxes, and The American Revolution: Crash Course World History #28](#)
6. (Crash Course French Revolution) [The French Revolution: Crash Course World History #29](#)
7. (Crash Course Russian Revolution) [Russia, the Kievan Rus, and the Mongols: Crash Course World History #20](#)
8. Teacher-created PowerPoint Presentation Decline of Feudalism and Rise of Nation-States
9. Teacher-created PowerPoint Presentation Scientific Revolution and Enlightenment Thinkers
10. Teacher-created PowerPoint Presentation American Revolution
11. Teacher-created PowerPoint Presentation French Revolution
12. Teacher-created PowerPoint Presentation Russian Revolution
13. Teacher-created PowerPoint Presentation Revolution Student Presentation Project

Annotated Bibliography

Bardhan, Pranab K., and Dilip Mookherjee. 2006. *Decentralization and local governance in developing countries: a comparative perspective*. Cambridge, Mass: MIT Press.

This source provided information on democratic transition and the process of decentralization of governments from dictatorship to democracy.

Bolman, Lee G., and Terrence E. Deal. 2013. *Reframing organizations: artistry, choice, and leadership*.

This resource is very useful for those in academic leadership. Although not relevant to topic of democracy or revolution. It gave reflection on reframing leadership from a spiritual discipline.

Huntington, Samuel P. 1991. *The third wave: democratization in the late twentieth century*. Norman: University of Oklahoma Press.

This resource was recommended by Professor Rigger as our seminar summer reading and was referenced throughout the seminar sessions. Additionally, this source provided definition for democracy and outlined stages of democratic transitions.

Kapstein, Ethan B., and Nathan Converse. 2008. *The fate of young democracies*. Cambridge: Cambridge University Press.

This resource provided concise examples and information on challenges that new democracies face.

Russell, Peter H. 1999. *The future of social democracy: views of leaders from around the world*. Toronto: University of Toronto Press.

This book includes a series of short essays from various world leaders on social democracy and the challenges faced. Information could be overwhelming to the reader at times due to countries addresses in essays.

Wolf, Naomi. 2007. *The end of America: letter of warning to a young patriot*. White River Junction, Vt: Chelsea Green Pub.

This book provided clear steps to when democracy is being altered with examples throughout American history. The author showed examples and commonalities from the early Americans need for independence to the Bush Administration.