

# Activity One: Ancient Athenian Democracy

## INDIVIDUAL REPORT

Compare and contrast Athenian Democracy and United States Democracy. What are the shortcomings of both systems? What are the positive aspects of both systems? Which democracy would you rather live in? Why?

### Evaluation Criteria

- Compares at least three aspects of Ancient Athenian democracy and present-day United States democracy
- Cites and clearly explains three pros & cons of each system of government
- Specifies the society in which you would prefer to live & justifies your choice with at least three reasons
- Explains to what extent Ancient Athenian society was democratic

### Democratic Ideals

**Revised 9/00**

## Activity One: Ancient Athenian Democracy

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
Compares at least three aspects of Ancient Athenian democracy and present-day United States democracy (25%)	Compares more than three aspects (25%)	Compares three aspects of Ancient Athenian democracy & present-day United States democracy (21%)	Compares two aspects (18%)	Compares only one aspect of Ancient Athenian democracy & present-day United States democracy (15%)
Cites and clearly explains three pros & cons of each system of government (25%)	Cites & clearly explains three pros & cons of each system of government with elaborate examples, or explains more than three pros & cons (25%)	Cites and clearly explains three pros & cons of each system of government (21%)	Cites and clearly explains two pros & cons of each system of government (18%)	Cites and clearly explains only one pro & con of each system of government (15%)
Specifies the society in which you would prefer to live & justifies your choice with at least three reasons (25%)	Specifies the society in which you would prefer to live & justifies your choice with more than three reasons (25%)	Specifies the society in which you would prefer to live & justifies your choice with three reasons (21%)	Specifies the society in which you would prefer to live & justifies your choice with two reasons (18%)	Specifies the society in which you would prefer to live & justifies your choice with only one reason (15%)
Explains to what extent Ancient Athenian society was democratic (25%)	Explains to what extent Ancient Athenian society was democratic with specific examples and considers how it was not democratic (25%)	Explains to what extent Ancient Athenian society was democratic with specific examples (21%)	Explains in general terms to what extent Ancient Athenian society was democratic (18%)	Unclear or incomplete explanation (15%)

## Activity Two: The Evolution of British Parliament

### INDIVIDUAL REPORT

Imagine that you are a British citizen from the time of the Magna Carta. You have discovered a time machine and will use it to make three stops in the future of your country before returning home. Choose any three of the events and time periods from the list below for your stops, and staying in character, write a brief journal entry describing and reacting to the changes you see in your country's government.

Possible stopping places: 1) the creation of the Model Parliament 2) the signing of the Petition of Right 3) the Glorious Revolution and the creation of the English Bill of Rights 4) at the point of any of the reforms of the nineteenth and early 20<sup>th</sup> centuries OR 5) Britain today.

#### Evaluation Criteria

- Includes three journal entries, each written from the point of view of a British citizen who lived in the time before the Magna Carta
- Each journal entry both describes and reacts to the changes in government
- Journal entries include historically accurate information
- Report includes commentary on the contributions that the British form of government has made worldwide understanding of democracy

## Activity Two: The Evolution of British Parliament

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
Includes three journal entries, each written from the point of view of a British citizen who lived in the time before the Magna Carta  (25%)	Includes three journal entries, each written from the point of view of a British citizen who lived in the time before the Magna Carta. Information from the Resource Cards is embedded in the journal entries  (25%)	Includes three journal entries, each written from the point of view of a British citizen who lived in the time before the Magna Carta  (21%)	Includes two journal entries, each written from the point of view of a British citizen who live in the time before the Magna Carta  (18%)	Includes only one journal entry, written from the point of view of a British citizen who lived in the time before the Magna Carta  (15%)
Each journal entry both describes and reacts to the changes in government  (25%)	Each of the three journal entries both describes and reacts to the changes in government, and specific information from the Resource Cards is embedded in the journal entries  (25%)	Each of the three journal entries both describes and reacts to the changes in government  (21%)	Each of the two journal entries both describes and reacts to the changes in government  (18%)	There is only one journal entry which describes and reacts to the changes in government, or the journal entries either describe OR react to the changes in government, but not both  (15%)
Journal entries include historically accurate information  (25%)	All of the journal entries include historically accurate information from multiple Resource Cards  (25%)	All of the journal entries include historically accurate information  (21%)	Only two of the journal entries include historically accurate information  (18%)	Only one of the journal entries includes historically accurate information  (15%)
Report includes commentary on the contributions that the British form of government has made worldwide understanding of democracy  (25%)	Report includes commentary in the contributions that the British form of government has made to the worldwide understanding of democracy. With specific connections to present-day democracy  (25%)	Report includes commentary on the contributions that the British form of government has made to the worldwide understanding of democracy  (21%)	Report includes commentary on the contributions that the British form of government has made to the understanding of democracy, although not with a worldwide application  (18%)	Some commentary on contributions that the British form of government has made to the understanding of democracy is included, but is unclear or incomplete  (15%)

## Activity Three: The Enlightenment

### INDIVIDUAL REPORT

What position do you take regarding the debate between living in a “state of nature” or living in a “civil society”? Explain in detail your reasons for taking the position you have chosen, and how your thinking compares to that of Thomas Hobbes, John Locke, Jean-Jacques Rousseau and Baron de Montesquieu. How have the philosophies of these four thinkers contributed to the concept of democracy?

#### **Evaluation Criteria:**

- Response demonstrates an understanding of both a “state of nature” and a “civil society.”
- Response states which you would prefer, to live in a “state of nature” or a “civil society,” and includes at least three reasons for your decision
- Response includes a comparison between your thoughts and those of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu
- Response includes an explanation of the extent to which Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu contributed to the concept of democracy.

## Activity Three: The Enlightenment

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
Response demonstrates an understanding of both a “state of nature” and a “civil society.”  (25%)	Response demonstrates an understanding of both a “state of nature” and a “civil society” with advantages and disadvantages of both clearly stated  (25%)	Response demonstrates an understanding of both a “state of nature” and a “civil society.”  (21%)	Response demonstrates an understanding of either a “state of nature” or a “civil society.”  (18%)	Response demonstrates an unclear or incomplete understanding  (15%)
Response states which you would prefer, to live in a “state of nature” or a “civil society,” and includes at least three reasons for your decision  (25%)	Response states which you would prefer, to live in a “state of nature” or a “civil society,” and includes more than three reasons for your decision  (25%)	Response states which you would prefer, to live in a “state of nature” or a “civil society,” and includes at least three reasons for your decision  (21%)	Response states which you would prefer, in a “state of nature” or a “civil society,” and includes two reasons for your decision  (18%)	Response states which you would prefer, to live in a “state of nature” or a “civil society,” and includes only one reason for your decision  (15%)
Response includes a comparison between your thoughts and those of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu  (25%)	Response includes a comparison between your thoughts and those of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu. With each philosopher’s specific position clearly identified  (25%)	Response includes a comparison between your thoughts and those of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu  (21%)	Response includes a comparison between your thoughts and only three philosophers  (18%)	Response only compares your thoughts to two of the philosophers, or the comparison is unclear or incomplete  (15%)
Response includes an explanation of the extent to which Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu contributed to the concept of democracy.  (25%)	Response includes an explanation of the extent to which Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu contributed to the concept of democracy, with each philosopher’s specific beliefs clearly identified.  (25%)	Response includes an explanation of the extent to which Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu contributed to the concept of democracy.  (21%)	Response includes an explanation of the extent to which only three of the philosophers contributed to the concept of democracy.  (18%)	Response includes an explanation of the extent to which only two of the philosophers contributed to the concept of democracy, or the explanation is unclear or incomplete.  (15%)

## Activity Four: The Bill of Rights

### INDIVIDUAL REPORT

Which rights in the *Bill of Rights* most impact your life at the present time? In what ways and with what consequences? Be specific and give examples.

#### **Evaluation Criteria:**

- Specifies at least three rights from the Bill of Rights that impact your life at the present time
- Explains in what way each of those rights impacts your life at the present time
- Explains the consequences or responsibilities that are connected to each of those rights
- Explains how the Bill of Rights contributes to the concept of democracy

## Activity Four: The Bill of Rights

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
Specifies at least three rights from the Bill of Rights that impact your life at the present time (25%)	Specifies more than three rights from the Bill of Rights that impact your life at the present time (25%)	Specifies three rights from the Bill of Rights that impact your life at the present time (21%)	Specifies two rights from the Bill of Rights that impact your life at the present time (18%)	Specifies only one right from the Bill of Rights that impact your life at the present time (15%)
Explains in what way each of those rights impacts your life at the present time (25%)	Explains in what way each of those four or more rights impacts your life at the present time (25%)	Explains in what way each of those three rights impacts your life at the present time (21%)	Explains in what way each of those two rights impacts your life at the present time (18%)	Explains in what way the one specified right impacts your life at the present time (15%)
Explains the consequences or responsibilities that are connected to each of those rights (25%)	Explains the consequences and the responsibilities that are connected to each of those four or more rights (25%)	Explains the consequences or responsibilities that are connected to each of those three rights (21%)	Explains the consequences or responsibilities that are connected to each of those two rights (18%)	Explains the consequences or responsibilities that are connected to the one specified right, OR explanation is incomplete or unclear (15%)
Explains how the Bill of Rights contributes to the concept of democracy (25%)	Explains how the Bill of Rights contributes to the concept of democracy with specific present-day examples (25%)	Explains how the Bill of Rights contributes to the concept of democracy (25%)	Explains how the Bill of Rights contributes to the concept of a democracy in a very general way (18%)	Explanation is unclear or incomplete (15%)

## Activity Five: The French Revolution

### INDIVIDUAL RIGHTS

Describe the conditions that led to the revolution in France. Do any of those conditions exist in the United States at the present time? Do you think those conditions in the United States could ever lead to a revolution like the one in France in 1789? Why or why not? Present evidence to defend your position.

#### **Evaluation Criteria:**

- Explains how social, economic, and political conditions in France prior to the 1789 led to the French Revolution
- Compares the conditions in present-day United States to those in France prior to the Revolution
- Gives at least three reasons for or against the likelihood of a similar revolution occurring in the U.S. today
- Explains to what extent the ideas of the revolutionaries in France were democratic

## Activity Five: The French Revolution

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
Explains how social, economic, and political conditions in France prior to the 1789 led to the French Revolution  (25%)	Explains how social, economic, & political conditions in France prior to 1789 led to the French Revolution, with specific examples for each of the three conditions  (25%)	Explains how social, economic, & political conditions in France prior to 1789 led to the French Revolution  (21%)	Explains how two of the three types of conditions (social, economic, and/ or political) in France prior to 1789 led to the French Revolution  (18%)	Explains how only one of the conditions led to the French Revolution  (15%)
Compares the conditions in present-day United States to those in France prior to the Revolution  (25%)	Compares conditions in present-day U.S. to those in France prior to the Revolution with at least three specific comparisons  (25%)	Compares the conditions in present-day United States to those in France prior to the Revolution  (21%)	Compares conditions with at least one specific comparison  (18%)	A comparison in conditions is made, but it is unclear or incomplete  (15%)
Gives at least three reasons for or against the likelihood of a similar revolution occurring in the U.S. today  (25%)	Gives more than three reasons for or against the likelihood of a similar revolution occurring in the U.S. today  (25%)	Gives three reasons for or against the likelihood of a similar revolution occurring in the U.S. today  (21%)	Gives two reasons  (18%)	Gives one reason  (15%)
Explains to what extent the ideas of the revolutionaries in France were democratic  (25%)	Explanation specifies which ideas were democratic and which were not  (25%)	Explains to what extent the ideas of the revolutionaries in France were democratic  (21%)	Explanation includes at least two ideas  (18%)	Explanation includes one idea or is unclear or incomplete  (15%)

## Activity Six: Simon Bolivar

### INDIVIDUAL REPORT

Compare some of the unique features of the government designed by Simon Bolivar with the government of the United States. Bolivar's government had: (1) the division of citizens into active and passive, with those lacking certain economic and literary qualifications being labeled "passive citizens" and as a result being unable to vote; (2) a president appointed for life by the people; and (3) a hereditary senate elected by the Congress. Which government is more democratic and why? Justify your arguments with evidence.

#### **Evaluation Criteria:**

- Compares Bolivar's concept of passive and active citizens with present-day United States society
- Compares the governmental structure proposed by Bolivar to the structure of the present-day United States government
- Specifies which government is more democratic and justifies your choice with at least three reasons
- Explains to what extent Simon Bolivar's ideas about government were democratic

## Activity Six: Simon Bolivar

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
Compares Bolivar's concept of passive and active citizens with present-day United States society  (25%)	Compares Bolivar's concept of passive and active citizens with present-day United States society including specific examples and incorporating information from the Resource Cards  (25%)	Compares Bolivar's concept of passive and active citizens with present-day United States society, including specific examples  (21%)	Compares Bolivar's concept of passive and active citizens with present-day United States society in general terms.  (18%)	Comparison is unclear or incomplete  (15%)
Compares the governmental structure proposed by Bolivar to the structure of the present-day United States government  (25%)	Compares the governmental structure proposed by Bolivar to the structure of the present-day United States government, with specific examples and incorporating information from the Resource Cards  (25%)	Compares the governmental structure proposed by Bolivar to the structure of the present-day United States government with specific examples  (21%)	Compares the governmental structure proposed by Bolivar to the structure of the present-day United States government only in general terms  (18%)	Comparison is unclear or incomplete  (15%)
Specifies which government is more democratic and justifies your choice with at least three reasons  (25%)	Specifies which government is more democratic and justifies your choice with more than three reasons  (25%)	Specifies which government is more democratic and justifies your choice with three reasons  (21%)	Specifies which government is more democratic and justifies your choice with two reasons  (18%)	Specifies which government is more democratic and justifies your choice with one reason  (15%)
Explains to what extent Simon Bolivar's ideas about government were democratic  (25%)	Explains to what extent Simon Bolivar's ideas about government were democratic, specifically mentioning Bolivar's Central Government plan  (25%)	Explains to what extent Simon Bolivar's ideas about government were democratic  (21%)	Explains to what extent Simon Bolivar's ideas about government were democratic only in general terms  (21%)	Explanation is unclear or incomplete  (15%)

## Activity Seven: South Africa

### INDIVIDUAL REPORT

Has South Africa democracy benefited from lessons learned from other democracies created earlier in history? Which is more democratic, South Africa today or the United States? Why? Which country would you prefer to live in and why?

#### **Evaluation Criteria:**

- States whether or not South Africa has benefited from the lessons of other democracies
- Compares South Africa's Democracy with at least two other democracies from history
- States which country is more democratic and gives at least three reasons why the chosen country is more democratic
- Explain which country you would rather live in and gives at least three reasons why

## Activity Seven: South Africa

EC	Exceeds EC	Meets the EC	Progressing towards the EC's	Minimally addresses the EC's
States whether or not South Africa has benefited from the lessons of other democracies (25%)	States whether or not South Africa has benefited from the lessons of other democracies and includes specific examples from other activities (25%)	States whether or not South Africa has benefited from the lessons of other democracies, and includes specific examples (21%)	States in general terms whether or not South Africa has benefited from the lessons of other democracies, but does not include specific examples (18%)	Attempts to explain, but explanation is unclear or incomplete (15%)
Compares South Africa's Democracy with at least two other democracies from history (25%)	Compares South Africa's democracy with more than two other democracies from history (25%)	Compares South Africa's democracy with two other democracies from history (21%)	Compares South Africa's democracy with one other democracy from history (18%)	Attempts to compare South Africa's democracy with at least one other democracy from history, but explanation is unclear or incomplete (15%)
States which country is more democratic and gives at least three reasons why the chosen country is more democratic (25%)	States which country is more democratic and gives more than three reasons why the chosen country is more democratic (25%)	States which country is more democratic and gives three reasons why the chosen country is more democratic (21%)	States which country is more democratic and gives two reasons why the chosen country is more democratic (18%)	States which country is more democratic and gives one reason why the chosen country is more democratic (15%)
Explain which country you would rather live in and gives at least three reasons why (25%)	Explain which country you would rather live in and gives more than three reasons why (25%)	Explain which country you would rather live in and gives three reasons why (21%)	Explain which country you would rather live in and give two reasons why (18%)	Explain which country you would rather live in and gives one reason why (15%)