

Instructor: Mr. Cegielski

Introduction to Civics!

Welcome, my students!

Essential Questions:

- What is a constitutional democratic republic?
- What are the purposes and functions of different political structures?
- How do different political structures shape domestic and foreign affairs?

They killed Kenny!
You *%#!
Hey! I just got censored!

Thinking Ahead...

Objective: You are in high school now! This course is designed to teach you practical skills that you will use as successful, adult citizens!

Do now: Identify your top three objectives, expectations, and fears concerning the academic year ahead (3 min).

Today's Agenda

Welcome to the course!

1. Getting to know each other
2. Seating
3. Course Texts

Course Description

1. Respect/Expectations for a peaceful classroom
2. Syllabus (and other online documents)

Government of Citizens

1. What government should do/not do
2. Why study government?
3. Taking Action--3 ways you can affect government?

Activity for our first day!

- Create a two-sided list by:
 - Dividing paper into two sides.
 - In the left side, list what government should do.
 - In the right side, list what government should not do.
 - Leave room at bottom to write a short reflection. Explaining three ways you can affect government.
 - Prepare to contribute to class discussion in 5 minutes!

What Government Should Do	What Government Should Not Do
<ul style="list-style-type: none"> • Three ways government affects you • Three ways you can affect government. 	

So what is government?



- A **government** is the organization, that is the governing authority of a political unit, the ruling power in a political society.

5

Why is it important to study government?

- In order to become active participants in American society, you need to understand how government works.

Example: How can you expect to make an intelligent decision while voting unless you are educated?

- The study of government also allows us to explore our nation's history as well as our response to current world affairs.

- At least 90% of political conflict has historically revolved around the questions of

- Who has the power/responsibility and who doesn't?
- How much government is necessary?

• Today that conflict continues

6

High Expectations and No Appreciation of the Good

- Lately, Americans have become increasingly pessimistic and critical of our government, especially about the economy and its role in the Middle East.
 - Be careful about criticizing something before you actually understand the issues! Our society needs more discussion and open debate featuring informed citizens!
- Many Americans do not know what government actually does for them. Examples:
 - Regulation of airwaves for TV and Radio
 - Clean water
 - FDA inspections
 - Air Traffic Control

Let's explore more about how government affects you! mssids.org/democracy/mygov/index.html



Rules and Laws

Understanding Goal:
Society uses rules and laws to create order.



Investigative Question:

Do people need rules and laws?

Explore: What do the people in each image have in common? Why do you think the people are gathered together?

Connect: What laws do you think were created to help the people in each image?



Missouri Governor Frederick Gardner signs the resolution ratifying the 19th Amendment to the Constitution.

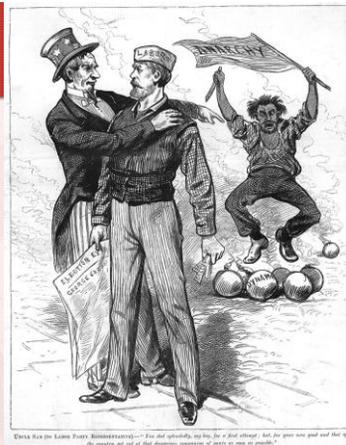
Warm Up: Evaluate this statement: **“To Be Free, One Must Be Chained.”**

- **Directions:** Take 5-10 minutes to write down what this statement represents in a half-page or less. After completion, have each student will read his/her paper while listing the main points under the statement on the whiteboard.
- **Next question:** Wouldn't it be possible for all Americans to live as they choose with total freedom and without a government establishing limits on our individual freedoms?
- **Next:** Examine how you, as individuals, play a very important role in the function of government. Answer the following questions: a. What are your duties and responsibilities as a citizen of the United States? b. What is the role you play in government?

9

Socratic Seminar on this cartoon!

Question:
“Can anarchy and government ever coexist?”



Charles Keeler (The Liberty Bearer) Remonstrates:—“You don't absolutely do this, but a good thing! But do you ever find that the liberty you get out of that despotic compressor of paper is one so good?”

What if government did not exist?

No government =
“state of nature” or anarchy

Tying It All Together: If a society could function without a government (Anarchy), it would only work as long as every person is in total cooperation with every other person. This is unlikely, and therefore, a government, for the people, is absolutely necessary. Do we all agree?

11

Government and the State

- **Government** is the institution through which society creates and enforces public policy.
- **The State** is a body of people living in a defined area with a government and the power to govern themselves.
 - There are four major theories about the origin of the State:
 - (1) force theory — forceful takeover of authority by a person or group
 - (2) evolutionary — natural outgrowth of family systems through increasingly large and complex communities
 - (3) divine right — a god or gods created the State
 - (4) social contract — humans organized to form States to ensure their own survival
- The **purpose** of the American government is to serve the citizens of the United States.

Chapters



How do we define politics?

- Defend or attack the following statements:
 - Politics** is the process of deciding "who gets what, when, and how."
 - Politics** is the authoritative *allocation* (distribution) of scarce resources.

Monte Palmer, Comparative Politics: Political Economy, Political Culture and Political Independence (Itasca, IL: F.E. Peacock, 1997), 11-12.

- Both definitions address the issue of a shortage of things people value most (money, power, prestige, security).

13

Politics Involves Conflict and Compromise:

- competition for scarce resources
- humans are social maintain effective social organizations for survival
 - Societies which emphasize cooperation and compromise are generally more developed and prosperous (greater wealth, power, prestige, and security)

Conflict is the enemy of social organization. If unchecked, warring factions will divide society and valuable resources will be wasted.

14

Activity: The Vending Machine Debate!

- The school would like to purchase a new vending machine for the school cafeteria.
- Divide into groups of 4. Half of the groups will represent the students of CVSA. The other half will represent parents on the PTA.
- In your groups, you must decide whether to purchase a vending machine with snacks and candy or a vending machine with fruit and yogurt. Debate the issue and decide what to purchase.
- Then, the whole class will come together and debate the issue. After the debate, what compromises can be made?



15

Points that should have been considered in The Vending Machine Debate!

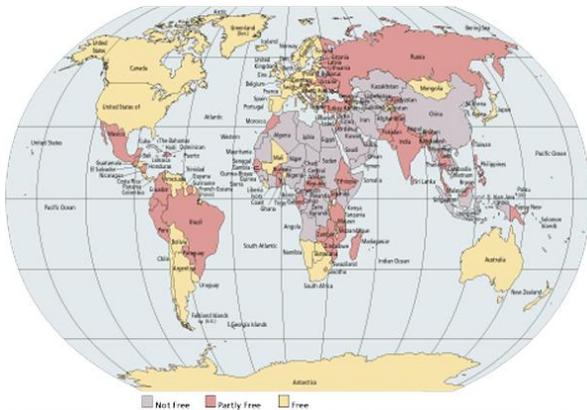
General Points in Support of Healthier Vending Machines

- America's youth are becoming more and more obese. The products served in our school's vending machines are exacerbating this problem.
- This action will improve the marketplace for healthful snack alternatives.
- The sugar and caffeine in these products often serve to increase the attention and focus problems many children face. Children will not be banned from eating these products. The schools will simply stop playing a role in supplying them.

General Points in Opposition

- It is not up to the schools to determine the eating habits of children or teachers. These decisions should be made by those individuals themselves.
- The revenues from these vending machines are used to pay for a range of school expenses, from football team uniforms to band trips. Machines serving healthful alternatives are not likely to generate the same amount of income.
- In banning these machines, the schools are sending a message that some foods are "bad". People should be able to make those determinations themselves and to gain an understanding that most foods are acceptable in moderation. Rather than banning the machines, the schools should provide more education on healthy nutrition and the benefits of exercise.
- Banning these foods on campus will cause many students to leave the school campus during the day in search of their preferred snacks. This will create additional safety concerns and cause potential increases in tardiness.

16



Question: What is a free country? A partially free?

17

Forms of Government

- (1) **unitary government**—all powers held by a single central agency
- (2) **federal government**—all powers divided between central and local governments.
 - Example:* The United States—We have a national government, centered in Washington D.C., and fifty semi-independent state governments.
- (3) **confederation**—an alliance of independent States
 - Example:* During the American Civil War, the Southern states formed the Confederacy—an alliance of independent states with a weaker central government located in Virginia.

Forms of Government Continued...

- Government can be classified by the percentage of citizens who can participate:

Examples:

- (1) **dictatorship**—One-person rule, usually through military forces. The dictator is not accountable to the people who have no say in government.
- (2) **democracy**—people hold authority, directly or through representatives. Supreme political authority rests with the people.



19

U.S. political system Vs. the British Parliamentary System

- U.S.--the top political officer, the president, is elected independently of the legislative branch
- Britain**--Parliament elects the prime minister.
- U.S.--American presidents serve four-year fixed terms
- Britain**--Prime ministers rule for indefinite terms.
- U.S.--The Senate is a co-equal and powerful chamber of Congress

20

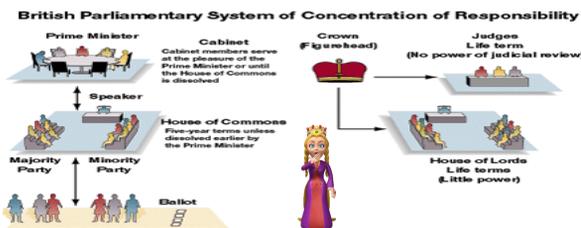
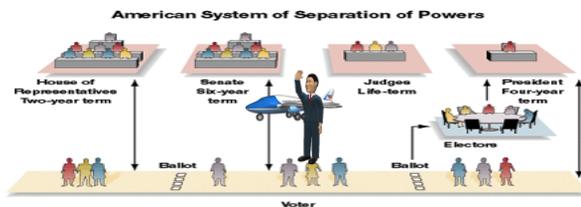
GREAT BRITAIN The British Government

- The British judiciary lacks the power of judicial review enjoyed by their American counterparts.
- Parties are more important in the British system.



The House of Commons And Big Ben

21



Other Forms of Government



- **Autocracy**—the power and authority of the government is in the hands of a single person.
 - (1) **Monarchy**—a government by a king, queen, emperor, empress, or tsar. There are **absolute** and **constitutional** monarchies. The ruler usually inherits the throne.

Historical Examples: Queen Elizabeth, Louis XVI, King Addullah
 - (2) **Dictatorship**—A single leader rules, not through inheritance, but through military force. Types:
 - Authoritarian**—the dictator can use arbitrary power and is not subject to constitutional limitations.
 - Totalitarian**—a leader seeks to control all aspects of social and economic life.

Historical Examples: Adolf Hitler, Fidel Castro, Saddam Hussein

23

A Monarch: King Addullah SAUDI ARABIA



- (left) **Abdullah of Saudi Arabia**
- The central institution is the Saudi monarchy. The Basic Law adopted in 1992 declared that Saudi Arabia is a monarchy ruled by the sons and grandsons of the first king, Abd Al Aziz Al Saud, and that the Holy Qur'an is the constitution of the country, which is governed on the basis of Islamic law (Shari'a).

24

A Dictator: Fidel Castro



- **(left) Fidel Castro Ruz** led Cuba beginning in 1959, when he overthrew the regime of Fulgencio Batista, and transformed Cuba into the first Communist state in the Western Hemisphere.
- Due to illness, Castro recently stepped down and gave full power to his brother.

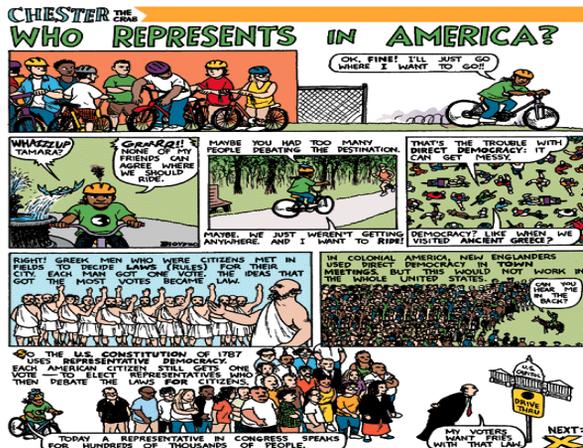
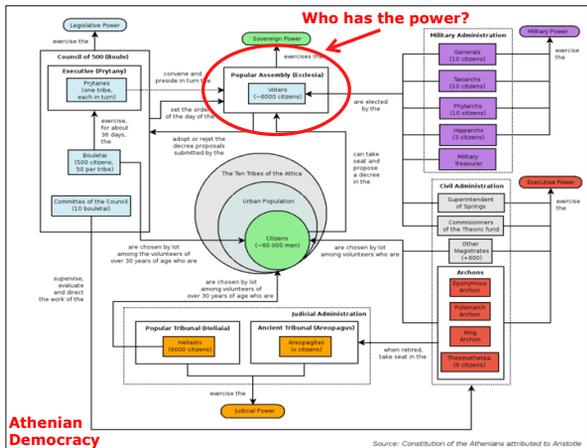
25

Defining Democracy

- **Direct democracy**--the will of the people was directly translated into public policy. Invented by ancient Greeks.
- Today, **democracy** means a government by the people.
- **Representative democracy** or **republic**-- a nation in which the supreme power rests in those who are entitled to vote and is exercised by elected representatives who are responsible to voters and who govern according to the law. The U.S. has this form.



26



Defining a Democracy Continued...

- Our government is also a **constitutional democracy**—those who exercise governmental power do so as a result of winning free and frequent elections, an enforced limit on the powers of all government officials.
 - Thomas Jefferson supported constitutional democracy.
- **Constitutionalism**—refers to checks and balances, federalism, separation of powers, rule of law, due process, and the Bill of Rights which force our leaders to think before acting.

A Webquest Project

Democracy in Ancient Greece and Modern U.S.

A WebQuest for 6th Grade Social Studies

Designed by Mrs. Knabl
Mrsknabl@optonline.net



Yes, I know it says "6th grade" but this project is awesome and challenging enough!
Go to the following website:
<http://www.knabl.us/webquest.htm>

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#)

Introduction

The concept of democracy came from Ancient Greece. The Greek words, demos, meaning people, and kratein, meaning to rule formed an ideal that is still in existence today.

With some subtle and some major changes the Athenian form of government has endured the test of time. Most notably, our United States Government is firmly rooted in the structure of the Greek Assembly.

In order for you to understand the contribution and influence of Ancient Greece on our government today, you will embark on an exploration of their similarities and differences from multiple perspectives.

Task

Your task is to work together first in pairs, then two groups, and finally as one committee to come up with a visual representation of the forms of government in Ancient Greece, and the United States today. Your visual must in some fashion note the similarities and differences such as using different shapes or colors on the chart. The graphic must follow a debated issue through its process. You may chose to use Inspiration, Word or a less technical method of illustration. The rubric will be the same.

Process

1. Your instructor will divide you into two groups of Then and Now. Pairs in the group will be assigned one of the following roles:

Then: Male Citizen, Non-Citizen, Female Citizen, Non-Citizen, and Slave

Now: Male Citizen, Non-Citizen, Female Citizen, and Non-Citizen

2. Each of you should look at the following items quietly from your single perspective. Write down what your role is (if any) in the process of the government you're assigned to. Take notes so that you can explain your position with sufficient detail when you get together with the others in your group. Your instructor will keep track so that everyone will finish at the same time.

How does government affect me? Diagram our government and the duties of each branch by clicking on the Capitol.

Visit the rotunda for the charters of freedom.

How laws are made today.

Contributions of ancient Athens to our democracy

Government of Ancient Athens

Democracy and the Age of Pericles

Classical period of Greece

Cradle of western civilization and links about Athens and Sparta

Greek democracy and modern democracy

3. Now come together as one group. Share your observations about each perspective. Your task is to arrive at consensus that takes each perspective into account and visually represents a comparison of the process of government. **Then** and **Now**.

Group Work Peer Assessment

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Collaboration-Contribute					
Collaboration-Research and gather information	Does not collect any information that relates to the topic.	Collects very little information-some relates to the topic.	Collects some basic information-most relates to the topic.	Collects a great deal of information-all relates to the topic.	
Collaboration-Share information	Does not relay any information to teammates.	Relays very little information-some relates to the topic.	Relays some basic information-most relates to the topic.	Relays a great deal of information-all relates to the topic.	
Collaboration-Take Responsibility					
Collaboration-Fulfills team role's duties	Does not perform any duties of the assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Collaboration-Participates in final product	Does not speak during the group presentation.	Either gives too little information or information with is irrelevant to topic.	Offers some information-most is relevant.	Offers a fair amount of important information-all is relevant.	
Collaboration-Share equally	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.	
Collaboration-Value Others' Viewpoints					
Collaboration-Listens to Other teammates	It always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.	
Collaboration-Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.	
Collaboration-Make Fair Decisions	Usually wants to have things their way.	Often sides with friends instead of considering all views.	Usually considers all views.	Always helps team to reach a fair decision.	

Evaluation

Your project will be evaluated as a group based on the criteria of Arrangement, Links, Content, Graphics, Text, and Design according to the Rubric for a Graphic Organizer. You will be individually evaluated by your peers to make sure you do your share. Everyone will fill out an evaluation form for the other members of their group. (Then and Now) labeled Peer Assessments.

Rubric for Graphic Organizers**Inspiration Diagrams**

CATEGORY	Exemplary	Proficient	Developing
Arrangement of Concepts	Main concept easily identified, subconcepts branch appropriately from main idea.	Main concept easily identified, most subconcepts branch from main idea.	Main concept not clearly identified, subconcepts don't consistently branch from main idea.
Links and Linking Lines	Linking lines connect related items point in correct direction, linking words accurately describe relationship between concepts, hyperlinks effectively used.	Most linking lines connect properly, most linking words accurately describe the relationship between concepts, most hyperlinks effectively used.	Linking lines not always pointing in correct direction, linking words don't clearly relationship between concepts, hyperlinks don't function or fail to enhance the topic.
Graphics	Graphics used appropriately, greatly enhance the topic and aid comprehension, are clear, crisp and well situated on the page.	Graphics used appropriately most of the time, most graphics selected enhance the topic, are of good quality, and are situated in logical places on the page.	Graphics used inappropriately and excessively, graphics poorly selected and don't enhance the topic, some graphics are blurry and ill-placed.
Content	Reflects essential information, is logically arranged, concepts accurately presented, no misspellings or grammatical errors.	Reflects most of the essential information, is generally logically arranged, concepts presented without too many excess words, fewer than three misspellings or grammatical errors.	Contains extraneous information, is not logically arranged, contains numerous spelling and grammatical errors.
Text	Easy to read, appropriately sized, no more than three different fonts, amount of text is appropriate for intended audience, boldface used for emphasis.	Most text is easy to read, uses no more than four different fonts, amount of text generally fits intended audience.	Font too small to read easily, more than four different fonts used, text amount is excessive for intended audience.
Design	Clean design, high visual appeal, four or fewer symbol shapes, fits page without a lot of scrolling, color used effectively for emphasis.	Design is fairly clean, with a few exceptions, diagram has visual appeal, four or fewer symbol shapes, fits page well, uses color effectively most of time.	Cluttered design, low in visual appeal, requires a lot of scrolling to view entire diagram, choice of colors lacks visual appeal and impairs comprehension.

Do Now: The Basic Concepts of Democracy

- When you think of our democracy, what basic rights and freedoms come to mind?



34

The Basic Concepts of Democracy

- (1) **Personal Liberty**—the individual's freedom and capacity to act positively to reach his or her goals.
- (2) **Respect for the Individual**—the belief that everyone is endowed with certain unalienable rights.
- (3) **Equality of Opportunity**—the belief that all men are created equal and are entitled to liberty and the pursuit of happiness.
- (4) **Free and Fair Elections**—important for keeping public officials and representatives accountable.

**Basic Concepts of Democracy Continued...**

- (5) **Faith in Majority Rule**—governance according to the expressed preferences of the majority—with insistence on minority rights. Sometimes, however, a candidate or political party can win an election by **plurality**—winning less than half, or the majority of votes.
- (6) **Freedom of Expression**—freedom of speech, press, and public access to information.
- (7) **The Right to Assemble and Protest**—Citizens must be free to organize for political purposes, including the right to oppose the government, to form opposition parties, and to have a chance of defeating political opponents.

36

Conditions Conducive to Democracy

- **Educational**—The exercise of voting privileges takes some level of education on part of the citizenry.
- **Economic**—A relatively prosperous nation, with an equitable distribution of wealth and a lower level of poverty.
- **Social**—The people have acquired democratic habits and are inclined to participate in social, cultural, and civic groups. This interest in participation is often called **social capital**.



37

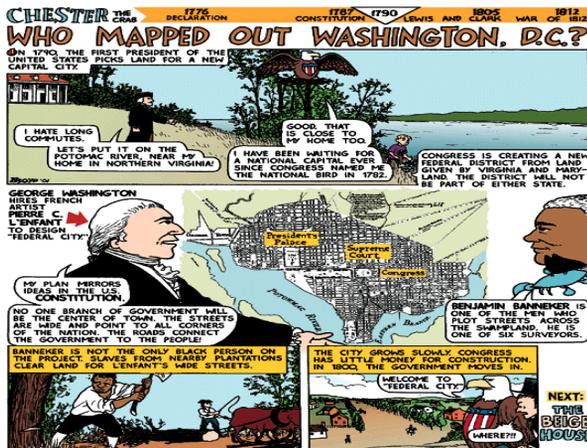
Washington D.C.—The Work Center for Our Nation's Democratic System



WASHINGTON, DC

- (left) *Capitol Hill, Washington D.C. View of the mall area, including the Capitol Building and the Pentagon.*
- Our American government operates in these buildings.
- The origins, organization, operation, and functions of our government will be discussed in upcoming lessons.
- Why was this location chosen, anyways? Let's find out!

38



Activity: Create a New Government for the Country of "Borka!"

- **DIRECTIONS:** Serving as a delegate of a tribe, you will create a new government for an imaginary country, Borka, which consists of four different areas, each of which is ruled by a tribe. The forms of government to choose from are: **A. Dictatorship** or **Absolute Monarchy** **B. Oligarchy** **C. Direct Democracy** **D. Representative Democracy**.
- **FACTS TO CONSIDER (Refer to your fact sheet):**
 - **You are a Tribal Member!** Fate has made you inhabitants of this region and each student will serve as delegate of one of the tribes. One-half the class = **Duda**; 1/5 = **Lakali**; 1/4 = **Kan-Kan**; the remaining are **Woodzi**! Your job is to meet to choose the best form of government to unite Borka.
- **The whole class will reconvene in twenty minutes for the final vote!** Each tribe's delegates will select a representative to the Borkan Assembly. These representatives then meet and debate each question, remembering to concentrate on the reasons for their tribe's choices. The representatives then vote. A tally should be kept on the board. The form of government with the most votes will be adopted as Borka's new government.

TYING IT TOGETHER:

- 1. Dropping your tribal roles, all of you should objectively consider whether the form of government chosen would be supported by all of the Borkan people as well as which form you feel would be best and why.
- 2. You should also consider if it was fair to have just one representative from each tribe at the Assembly.
- 3. Check the U. S. Constitution to see how it resolved these issues.

41

End?

42

Thinking Ahead... Goal Setting

Objective: Create goals to accomplish by the end of this year.

Do now: Identify your top three goals, expectations, and fears concerning the academic year ahead (3 min).



43

Today's Agenda

1. CSAPs!
2. Complete 1st Quarter goals sheets!
3. **Writing Prompt—Write letter/ Journal to yourself (Dear...):**
In at least 100 words, explain how this academic year will be different than last year. What positive goals will you accomplish? What skills will you develop to improve this year?

Note: At the end of this, we will read your letters and see if your met your goals.



44