



DATE: 11/7/11

UNIT TITLE: Forming the Republic

LESSON TITLE: INTRODUCTION - Democracy v. Republics

TIME: 50 minutes

TOPIC: Comparison and contrast between DEMOCRACY and REPUBLICS.

STATEMENT OF PURPOSE:

An introduction to the unit following the Declaration of Independence leading up to the Constitutional Convention and the formation of the U.S. Constitution. The lesson not only will bridge the previous lessons on the Revolution with the Constitution, it also asks students to review their understanding of "Democracy".

MATERIALS:

Other than standard LCD Projector and white board:

Test tubes, beakers and bunsen burner, white lab coat and thick glasses

An umbrella

HBO, *John Adams* DVD (Chapter 3; Tape 2)

STANDARDS:

- In accordance with 9-12.G.4.1.2, the students will analyze one of the basic, foundational ideas of our Founding Fathers - the use of representation to provide for the will of the polity.
- In accordance with 9-12.G.4.2.6, the students will begin to understand differences between government philosophies, beginning with "Democracy".

LEARNING OBJECTIVES:

- Students will distinguish between a major mis-conception many have (that we are a Democracy) and the truth (that we are a Republic)
- Students will comprehend the fears and concerns the Founding Fathers held as they began to form our Constitution



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QUOTES

In that land the great experiment was to be made, by civilized man, of the attempt to construct society upon a new basis; and it was there, for the first time, that theories hitherto unknown, or deemed impracticable, were to exhibit a spectacle for which the world had not been prepared by the history of the past..... Let it not be said that the time for the experiment is already past; for the old age of nations is not like the old age of men, and every fresh generation is a new people ready for the care of the legislator..... The Americans, then, have not relied upon the nature of their country to counterpoise those dangers which originate in their Constitution and in their political laws. To evils which are common to all democratic peoples they have applied remedies which none but themselves had ever thought of before; and although they were the first to make the experiment, they have succeeded in it.

de Tocqueville, Democracy in America, pp. 23, 62, 183

The American experiment is the most tremendous and far reaching engine of social change which has ever either blessed or cursed mankind. ~ *Charles Francis Adams*

America is the most grandiose experiment the world has seen, but, I am afraid, it is not going to be a success. ~ *Sigmund Freud*

A.C.

Make sure today you do the Pledge of Allegiance (you'll emphasize "unto the Republic" later)

Come in white lab coat and have spread out before you some test tubes (with food-colored dyed water) - large goofy glasses will finish the motif. Explain that you are a SCIENTIST of POLITICAL SCIENCE and you wish to conduct an "EXPERIMENT".

Read the quote from de Tocqueville's Democracy in America stuck in large, old book - read it as if you are creating from a recipe:

1 part - "power to the people" - sprinkle DEMOCRACY lightly and slow cook for some two hundred years

2 parts - "representative government" - split the meal into TWO HOUSES

1 part - "rule by the consent" - garnish with the PEOPLE'S WISHES and DREAMS

1 part - "law" - blend in all together with LAWS established by the consent of the people

SERVINGS - over 180 million

Ask how it is an "EXPERIMENT" - is it still an "EXPERIMENT" today?

Now explain the metaphor - America and our form of government was UNTRIED before the 1780s.

There were two main concerns (that would eventually be the Madison Dilemma - to be studied later) - the rule of mob majority (which as Plato warned could lead to tyrannical overthrow) - and the rule of aristocratic minority (which could still lead to tyranny, and definitely oligarchy). So how could we maintain a balance between the desire for the rule of the people and an ambitious central government?

We feared:

A return to monarchical control

A military that could mistreat its citizenry

Laws which would not be upheld by the wealthy and powerful



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Hence we started our nation under a CONFEDERACY - a weakly connected alliance of thirteen separate nation states who feared a strong central government.

This will lead to major issues and problems we will study later.

But before we get to those disastrous moments in our history - WHAT IS THE DIFFERENCE BETWEEN A DEMOCRACY AND A REPUBLIC?

I. ASSIGNMENTS - pass out copies of the Article of Confederation and assign the students to read tonight

Remind the students of the upcoming "CONSTITUTIONAL TIME-MACHINE" assignment, due next Monday.

II. THE DIFFERENCES "GAME"

- A. Tell the students we will be creating laws for our class that will be enforced from this time forward (whether you do that or not will not affected the illustration).
- B. DIRECT DEMOCRACY - now have each student vote for each "law". They each have only one vote. Do the math and determine was a 9/13 ratio to the class would be - without that number ratifying the law, it is not implemented. Now (to illustrate the Confederation's amendment process) explain that unless each law change is voted unanimously, the change is not implemented.
- C. INDIRECT DEMOCRACY - now have the students elect a certain percentage of the class as "REPRESENTATIVES" who may only vote exactly as their classmates tell them (explain that you are in a distant city and they appoint their REPRESENTATIVES to come see me to tell me what the people have decided).
- D. REPUBLIC - now to illustrate pre-ordained laws on the voting process, write on the board the following:
 - All REPRESENTATIVES will bring the teacher a snickers bar while voting
 - All REPRESENTATIVES will say "Sir" to the teacher while voting, and
 - All REPRESENTATIVES will vote only when all are standing before the teacher

The entire game can also be conducted by using an UMBRELLA.

For Direct Democracy, have each member of the class reach into the center of the room and "participate" in opening the umbrella.

For Indirect Democracy, have the class appoint "OPENERS" to go to the center of the room and open the umbrella on their command.

For Republic, have the class appoint "OPENERS" but they must adhere to guidelines written out on the board.

Record the different results from the votes and explain the differences of the processes.

III. Democracy vs. a Republic

A. DEMOCRACY - $\delta\eta\mu\omicron\varsigma + \kappa\rho\alpha\tau\omicron\varsigma$ = the people (mob) have the power (active not potential power)

1. ATHENS under Pericles - "Our constitution is name a democracy because it is in the hands not of the few, but of the many."

a. He also said, "Our government is not copied from those of our neighbors: we are an example to them rather than they to us."

b. Athens was where the citizens had a voice where by nature there is:

(1) EQUALITY

(2) LIBERTY

(3) INDIVIDUALISM

2. Women, slaves and non-citizen classes were not included in the process - only roughly 10% of the population was allowed to participate in the political arena.

3. Our Founding Fathers feared a true democracy (similar to Plato and Aristotle).

a. They knew the source of the problem - Romans 3:23 - our sinful nature

b. MOB rule was their main concern (solidified later with the French Revolution and the Great Terror)



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Explain the differences between DIRECT and INDIRECT democracies.

B. REPUBLIC

1. James Madison defined a REPUBLIC as "a government in which the scheme of representation takes place."
2. John Adams defined it this way - "There is no good government but what is Republican....because the very definition of a Republic is 'an Empire of Laws and not of men'."
3. READ ARTICLE IV, Section 4 of the U.S. CONSTITUTION together in class. What form of government does our Constitution call us? [a REPUBLICAN government]
4. This was chosen for two main reasons:

[1] FEAR of MOB RULE (again, our sinful nature)

[2] GEOGRAPHY - how to hold a government "of the people" together in large territories

DRAW a map of the country and show how difficult it would be for all of our parents to drop what they're doing and fly to Washington DC every time a vote was needed (part of John Locke's "inconveniences of government").

To alleviate these issues:

(1) Self-government by representation was established

(2) FEDERALISM was established - to separate the power between State and Federal - but NOT YET (we're still under a confederacy)

C. LIMITATIONS - on purpose

1. The Constitution was designed to put up "limitations" between powers - a principle called "SEPARATION OF POWERS".
2. Two innovations were implemented in the Constitution in order to overcome:
 - a. Montesqueui's concept of DIVISION OF POWER - three branches
 - b. The Bill of Rights

D. Characteristics of DEMOCRACY

1. Majority rule - is this fair to the minority?
2. Equality - something we did not have fully until only recently
3. Liberty - personal and political freedom
4. Necessity to Compromise - it keeps the process going (even if we do not agree)
5. Individual Worth - created in God's image (Gen. 1:27; 9:6)

E. Conditions for DEMOCRACY

1. Opportunity
2. Education
3. Moral Responsibility

IV. THE CONVENTIONS - an introduction

- A. We are entering territory of DEBATE, DISAGREEMENT and often times DOWNRIGHT DIRTY FIGHTIN' between our Founding Fathers; the "Federalists" and "Anti-Federalists"; the Strict Constructionists and Loose Constructionists.
 1. They fought over ego, fear and different cultures (remember, all 13 colonies were separated up and down the east coast)
 2. Some of their disagreements were intense and fierce
- B. **SHOW HBO John Adams, Tape 1, chapter 3** - the debates at the Continental Convention over the Declaration of Independence (just to illustrate this was not an easy task - and arguments occurred often).



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V. CONCLUSION

- A. "Let's get ready to rumble!" - in the next class we begin the DEBATES and COMPROMISES that provided us the greatest civil, legal document in the history of mankind.
- B. **ASSIGN** - Read the Preamble to the Constitution - be ready to explain each clause in the next class.

ASSESSMENT:

None for this class session; expect discussion and reading Q/A on the Preamble in the next class session.

REFERENCES:

Richard Beeman, *Plain, Honest Men: The Making of the American Constitution*

Catherine Drinker Bowen, *Miracle At Philadelphia: The Story of the Constitutional Convention May - September 1787*

Alexis de Tocqueville, *Democracy in America*

The Federalist Papers