

Checks and Balances

By: Jessie Tensmeyer, Wasatch Range Writing Project Teacher Consultant

Burning Question: Can the United States system of checks and balances be used as a model for division of responsibilities in the classroom? Can students learn more about checks and balances from devising their own system based on the system in the United States?

Objectives:

- Students will become familiar with the system of checks and balances as delineated in the Constitution.
- Students will create their own system of checks and balances using the Constitution as a model.
- Students will evaluate the effectiveness of the systems they created.

Context: This lesson is designed to be used surrounding a group project. The study of the Constitution will be done before the project. Students will use the systems of governance they create during the project, and evaluate how their systems worked after the project is complete. As most classes do group projects, this lesson could be adapted for any class.

Materials:

- *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey
- A document camera (if possible)
- Poster board
- Markers

Time Span: Approximately one class period for the beginning of the lesson and one for the end of the lesson. As the group project comes between the two parts and is completely up to the teacher, the time span will vary.

Procedures:

1. Begin by using *The United States Constitution: A Graphic Adaptation* to explain the governing powers of the different branches of the U.S. government and the system of checks and balances to the students. Pages 27-73 cover the first three articles of the Constitution. If available, a document camera can be used to show students the graphics as you read. To read this entire section aloud would take approximately one hour, so you may want to only read some and explain the rest in your own words.
 - The American constitutional system includes a notion known as the Separation of Powers. In this system, several branches of government are created and power is shared between them. At the same time, the powers of one branch can be challenged by another branch. This is what the system of checks and balances is all about.

- There are three branches in the United States government as established by the Constitution. First, the Legislative branch makes the law. Second, the Executive branch executes the law. Last, the Judicial branch interprets the law. Each branch has an effect on the other.
- 2. Assign students to groups. Have each group develop its own individual but equal responsibilities for each member and create its own system of checks and balances (as it pertains to an upcoming group project). Have the group create a chart that illustrates their system and how it will work.
- 3. As students complete a group project, they will each need to fulfill their responsibilities that they decided upon as a group.
- 4. After completing the group project, students will write an analysis of how their separate but equal responsibilities and their system of checks and balances worked while they were fulfilling their group project.

Extensions:

- Have students create 2 charts—one illustrating the United States system and one illustrating the system the students created.
- Make the group project a more in-depth study of the Constitution.
- Have students read the first 3 articles of the Constitution before looking at them in the graphic novel.
- Have students consider other “systems” and discuss if there are checks and balances in those systems. (Examples: school systems, sports associations, etc.)

Rationale: Often, in group projects, the responsibility is not evenly distributed. This lesson allows students to ensure that the responsibility will be evenly distributed. It also allows the students to be the ones who decide how the responsibility will be divided in a separate but equal fashion. Furthermore, this lesson helps students become familiar with the importance of checks and balances in the government and with how the government in the U.S. operates.

Resources:

- Hennessey, Jonathan and Aaron McConnell. *The United States Constitution: A Graphic Adaptation*. New York: Hill and Wang, 2008.
- Rakove, Jack N., ed. *Founding America: Documents from the Revolution to the Bill of Rights*. New York: Barnes and Noble Classics, 2006.
- From *U.S. Constitution Online* is a summary of Checks and Balances: http://www.usconstitution.net/consttop_cnb.html
- It is in *Federalist Paper #51* that James Madison argues that the Constitution has created a system of checks and balances: <http://www.constitution.org/fed/federa51.htm>

Propaganda and the Grievances Listed in *The Declaration of Independence*

By: Jessica Tensmeyer, Wasatch Range Writing Project Teacher Consultant

Burning Question: Can the grievances listed in *The Declaration of Independence* be viewed as propaganda? How can we recognize if something is propaganda? Why is it important to recognize propaganda?

Objectives:

- Students will become familiar with the list of grievances listed in *The Declaration of Independence*.
- Students will be able to define the term “propaganda” and give examples of propaganda.
- Students will identify how to recognize propaganda and will be able to tell why they feel it is important to recognize propaganda.
- Students will write mock obituaries for the British governance of its 13 colonies and identify the propaganda in the writing (based on the point of view of the obituary).

Context: This lesson is intended not only to help students become familiar with a part of *The Declaration of Independence* that many of them are not familiar with, but also to teach students the meaning of propaganda, how to recognize propaganda, and the importance of recognizing propaganda. Discussions of propaganda can connect to many different content areas in many different units. NOTE: teachers need to be careful when teaching this subject that they keep their own opinions at bay and allow students to form their own opinions. Teachers must create an environment for very open discussion.

Materials:

- A copy of *The Declaration of Independence* for each student
- A sheet of plain white paper for each student
- Markers, colored pencils, and/or crayons

Time Span: Approximately two 90 min. class periods.

Procedures:

- Tell students to imagine that the principal of our school lived in a different state, but that he and the people who worked under him made all the rules for our school and then sent detention officers to enforce those rules. No one from our school was ever allowed to be a part of the rule making process. Why would that be a problem? Explain to students that the British subjects in the 13 colonies had created their own governments. England had not directly governed them for over

100 years until after the French and Indian War, 1754-1762. The British government then began to directly govern the colonists. Colonial legislators began to protest. "No taxation without representation" was one of the protests from the colonial legislature of Virginia

- Take the list of grievances against King George III from the Declaration of Independence and assign one to each student. Give students each a plain white sheet of paper and crayons, colored pencils, or markers to work with. Ask students to draw a graphic representation (as they would see in a graphic novel) of the grievance they have been assigned. You may use *The United States Constitution: A Graphic Adaptation* as a sample of what a graphic novel looks like.
- When the students have finished creating their graphic representations, have each student show his/her picture, explain what the grievance was and how the picture represents it, and then post the picture on the wall. Allow a few minutes for students to walk around the room and look at all of the pictures.
- Define propaganda:
 1. the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person.
 2. ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause.
- Discussion:
 - Was the Declaration of Independence propaganda?
 - Why or why not?
 - What are some other examples of propaganda that you can think of? (You may want to show some other examples of propaganda.)
 - Why is it important to recognize whether something is or is not propaganda?
- Divide students into 2 groups. Tell all students that they are going to write an obituary for the British rule over the United States. Show some examples of obituaries and have students help create a list of features needed in an obituary (example - brief biography, list of interests, how the person died, list of relatives still living, etc.). Now, specify the perspective.
 - Tell group 1 that they are writing the obituary from the perspective of the British.
 - Tell group 2 that they are writing the obituary from the perspective of the revolutionaries in the U.S.
 - Allow the students time to work on their obituaries. Teachers may also want to consider dividing students into three groups for this activity: the revolutionaries, the loyalists, and those living in Great Britain who opposed the revolutionaries.
- As a class or in small groups, ask some of the students from each group to share their obituaries. Talk about the difference between the two sides. Is their propaganda on either side? Both sides? Explain.

Extensions:

- After discussing what propaganda is, ask students to bring in an example of propaganda to discuss the next class period.
- Look at examples of propaganda from opposing sides about the same issue
- Have students write an essay about the effects of propaganda in a specific situation.
- Have students write a newspaper article about a certain issue. Ask different students to write it from different points of view.
- Ask students to find both a very biased news article and an unbiased news article. Have them compare the two.
- Examine Thomas Paine's *Common Sense*.

Rationale: Students are often bombarded with many different opinions from a great number of sources. It is important for students to recognize when those sources are working to further their own cause or harm the cause of their opponents (propaganda). It is also important that students become familiar with *The Declaration of Independence*, all parts of it. This lesson helps them to become familiar with a section of the Declaration that is often overlooked, while exploring other issues at the same time.

Resources:

- The Declaration of Independence is available from the National Archives: http://www.archives.gov/exhibits/charters/declaration_transcript.html
- Also from the National Archives is a presentation on "The Stylistic Artistry of the Declaration of Independence": http://www.archives.gov/exhibits/charters/declaration_style.html
- The Declaration of Independence is also in: Rakove, Jack N., ed. *Founding America: Documents from the Revolution to the Bill of Rights*. New York: Barnes and Noble Classics, 2006.
- Merriam Webster Dictionary online: <http://www.merriam-webster.com/dictionary/propaganda>
- From *Answers.com* is a summary of colonial governments: <http://www.answers.com/topic/colonial-government-in-america>
- From *Digital History*, "Exploration: The Revolutionary War: Art as Propaganda" (Paul Revere's engraving of the Boston Massacre) http://www.digitalhistory.uh.edu/learning_history/revolution/revolution_art.cfm

Defining Democracy

By: Maria Inglefield, Teacher Consultant, Wasatch Range Writing Project

Burning Question: What is democracy, in theory and practice?

Objective/introduction: The objective of this lesson plan is to help students define democracy and to consider how democracy works in our daily lives.

Context: 8-12 grades in U.S. History or Government or Literature

Materials:

- Web-based texts
- Paper, Pen/Pencil
- Document Camera (helpful)
- Poster board, glue, index cards, etc.

Time Span: Variable

Procedures:

- **Discussion:** *Democracy—a system in which the governed can participate in their own government, not just through voting. Democracy means you can protest or instruct or initiate law yourself. If you cannot do these things, the order established is not democratic.*
- **Class Conversation Starters/Writing Prompts:** How do you participate in a democratic society? Is a school a democratic institution? What is the role of student government in your school? Do you understand that having a say means you also have a responsibility to listen to someone else's opinions?
- **Introduce students to examples of democracy created prior to the establishment of the United States (1783):**
 - **The Iroquois Confederacy.** The people of the Six Nations, also known by the French term, Iroquois Confederacy, call themselves the Hau de no sau nee (ho dee noe sho nee) meaning "People Building a Long House." Located in the northeastern region of North America, originally the Six Nations was five and included the Mohawk, Oneida, Onondaga, Cayuga, and Seneca. The sixth nation, the Tuscarora, migrated into Iroquois country in the early eighteenth century. Together these peoples comprise the oldest living *participatory* democracy on earth. This council operated on consensus. Benjamin Franklin was particularly impressed by this confederation.
 - After working with the Iroquois Constitution and other materials, students will work in groups about these issues:
 - Describe the deliberative process at the Iroquois councils.
 - What was the political role of Iroquois women?

- How did the council document important decisions and laws?
- How were the Sachems (Lords) kept accountable and responsive to the people?
- What are the main similarities and differences between the Iroquois and United States Constitutions? Do you think that the Iroquois influenced the founders? Why or why not?
- Students in small groups use the talking circle (for description see: <http://www.edukits.ca/aboriginal/leadership/teachers/circle.htm>) to make a decision about policy in the classroom.
 - What is important to you in the daily workings of a civil classroom community?
 - Do you think you could make positive changes?
 - Do you feel your teacher is willing to listen to your ideas?
- [New England town meetings](#). New England Town Meetings first began 300 years ago, approximately 1620, in the New England colonies. The Puritans developed a type of town meeting to discuss issues religious and secular. Town meetings are still held in New England. At these meetings, usually held once a year, all eligible citizens of the town may become legislators; they meet in face-to-face assemblies, debate the issues on the agenda, and vote on them.
- After working with information about town meetings, students could:
 - Consider an issue in the school or in the community. Assign students to research the issues through interviews and research.
 - Review basic parliamentary procedures with students.
 - Hold a town meeting at which the issues are discussed. Vote on solution.
- [Pirates](#). According to new research, far from being the bloodthirsty fiends portrayed in popular culture, pirates created a harmonious social order. Pirates created self-regulating, democratic societies aboard their ships, complete with checks and balances, more than half a century before the American and French revolutions brought such models to state-level governance.
- After working with information about pirate democracy, students could:
 - Write a code for the class.
 - Write a code for the school. How does it compare with the institutional code the school already has?

Extensions:

- Building on *found lines* in Founding Documents or using the poems about Democracy found on PoemHunter.com, create your own shadow poem. Copy and paste the original lines onto a document, leaving space for your own lines in between. When you are finished, you can keep the original lines embedded in your poem and consider it a poem for two voices or erase the original lines for your own stand-alone poem. Always make sure (if sharing these with peers or not) that the original author is credited. (The idea for this shadow poem came from a book called, *The Practice of Poetry*, edited by Robin Behn and Chase Twichell.) At PoemHunter.com, filter for "democracy" and 109 poems titled "Democracy" or having to do directly with democracy will pop up. Some of the authors are Langston Hughes, Leonard Cohen,

- Rimbaud, Narendra Kuppan, and John Greenleaf Whittier. See <http://www.poemhunter.com/search/?q=Democracy&Submit.x=44&Submit.y=6>
- Pick favorite lines from these poems you have created to create a classroom poem about Democracy. Share sentences and build a document together. Poll and Process: Can you define what is lost and gained in working together? Which exercise did you find most productive with the best end product? *See if your principal will approve your reading of the poem during morning announcements!*
 - Passing Notes exercise—Each student writes a sentence or two for the classroom constitution and then passes it to another student in class. Interpret a line written by another student. Ask her/him if you got it right? Can you represent someone well? How precise are you being? Do you need to flesh out your writing by using good description and examples? Do you need to work on listening?
 - Post the classroom constitution or democracy poem with its writers and signers (note dissenters if you would like). See how you do adhering to your own classroom rules for a week and talk about the process at that time. Make changes, amendments, if you would like. As the year goes on, revisit the document and see how it has held up. Make video of roundtable discussions.

Rationale: Students need to be able to experience/practice democracy in order to understand how it works.

Resources:

- From *Teach US History.org*: information about how impressed Alexis de Tocqueville was with town meetings when he traveled to the United States in 1831 and wrote his book: *Democracy in America* <http://www.teachushistory.org/detocqueville-visit-united-states/overview>

Inalienable Rights

By: Maria Inglefield, Teacher Consultant, Wasatch Range Writing Project

Burning Question: Do students understand the concept of inalienable rights as expressed (and not expressed) in our Founding Documents?

Objectives:

- Students will become knowledgeable about the theory of inalienable rights.
- Students will become knowledgeable about the theory of inalienable rights in relation to theories of governance.
- Students will become knowledgeable about the theory of inalienable rights and the contradiction of slavery, which is protected in the 1787 U.S. Constitution.
- Students will become knowledgeable about the theory of inalienable rights and the responsibilities we all have towards each other.

Context: Students in grades 8 - 12 in American History, American Government, or American Literature.

Materials:

- Texts
 - The Declaration of Independence: <http://press-pubs.uchicago.edu/founders/documents/v1ch1s5.html>
 - The Slaves' Petition, 1774: <http://press-pubs.uchicago.edu/founders/documents/v1ch14s9.html>
 - The Pennsylvania State Constitution of 1776: http://avalon.law.yale.edu/18th_century/pa08.asp
 - *The United States Constitution*, by Hennessey and McConnell
- Poster Boards
- Yarn (for sandwich boards)
- Note/Index cards
- Writing Supplies

Time Span: Variable

Procedures:

- Students will review the definition of inalienable rights:
 - Inalienable rights, also called natural rights, also called human rights, refers to rights that cannot be surrendered, sold or transferred to someone else, except with the consent of the person possessing those rights. Inalienable rights are part of what makes us human. Governments are instituted to “secure,” not grant or create, these rights. In other words, governments are not the source of inalienable rights. These rights cannot

be bartered away, or given away, or taken away by government except by due process of law. Students will read the second paragraph of *The Declaration of Independence*.

- Students will write or verbally respond to questions about the argument being made to justify independence from England using the argument of inalienable rights:
 - Who has inalienable rights according to the document?
 - How are "all men created equal"?
 - Where do inalienable rights come from?
 - What is "pursuit of happiness"?
 - Why do humans create governments?
- Students will read aloud the *Slave Petition to the Governor, Council, and House of Representatives of the Province of Massachusetts*, which was written two years prior to *The Declaration of Independence*. Students will write or discuss in small groups the two arguments the slaves present for their freedom:
 - the one based on the theory of human or inalienable rights
 - the one based on religion
- Students will read the *A Declaration of the Rights of the Inhabitants of the Commonwealth or State of Pennsylvania* which was part of the state constitution of 1776. This text committed that government to protect inalienable rights. Students will work in small groups to determine what rights are listed.
- Students will discuss the fact that the 1787 *U.S. Constitution* does not commit the national government to protect inalienable rights or the inhabitants. The Bill of Rights is a series of amendments (#s 1-9) that actually take power away from national government in order to protect inalienable rights, in stark contrast to the reconstruction amendments (#s 13-15) which expand the power of the national government to actively protect both civil and inalienable rights.
- Students will discuss Due Process of Law which means the government can deny people life, liberty and property, but only through process of law.
- Break students into nine groups. Assign each group an amendment to read and report back on to the class, using the graphic novel *The United States Constitution* by Hennessey and McConnell. Use effective grouping strategies so that all learners can take part in the process. Students will transform the graphic novel rendering of their assigned amendment into an artistic sandwich board to wear and share with the class.
- Review the first major court case having to do with inalienable rights, *Dred Scott v. Sandford*. See p 120 of *The United States Constitution: A Graphic Adaptation* by Hennessey and McConnell. See also www.streetlaw.org/en/Case.17.aspx. This site can be accessed through the Weber County Library- Teen Sites Section. Look under Government and Politics and click on Landmark Supreme Court Cases. Included with the case information is a series of teaching strategies, such as case study, moot court, role-play, political cartoon analysis, legislative simulation and many other great teaching ideas.
- Review the changes to the Constitution which overturned the *Dred Scott* case.
 - How do these amendments overturn the interpretation of the Constitution in the *Scott* case?

- How do these amendments limit the power of the states to deny inalienable rights? to deny civil rights?
- How do these amendments increase the power of the national government to actively protect inalienable rights? civil rights?
- Talk about the difference between inalienable rights and civil rights. Refer to page 126 of *The United States Constitution: A Graphic Adaptation* by Hennessey and McConnell. Read to the end of the book with your class and discuss the last group of amendments.
 - Inalienable rights are the rights every individual has whether in or out of society.
 - Civil rights are rights granted by the government. They are not inalienable. Civil rights include such things as the right to drive and the right to vote. Civil rights are legitimately created by the society to maintain peace, order, and security.
 - Revisit the WCL site to access the court cases, *Plessy v. Ferguson*, followed by its reversal, *Brown v. Board of Education*. Students should be writing questions for the teacher on note cards to pass to the teacher at an appropriate time. She/he should take up these cards and get correct answers for the students.

Extensions:

- Using modern short stories such as Aldous Huxley's *Young Archimedes*, chapters from Gloria Naylor's novels, *The Women of Brewster Place* or *Bailey's Café*, and novels like *Flowers for Algernon* or *The Education of Little Tree*, teachers can use fiction to increase student exposure to and understanding of the idea of inalienable rights. This short list of possible fiction choices is just a jumping off point. Augment and use you own discretion as to which fiction is best suited to your needs or classroom community.
- Teach students about the Universal Declaration of Human Rights of 1948. (See <http://www.un.org/en/documents/udhr/>.)

Rationale: Listed are a few connections to the Utah Core.

- Objective 4

- Analyze the rights, liberties, and responsibilities of citizens. Identify the responsibilities of citizenship: vote, perform jury duty, obey laws.
- Examine the Bill of Rights and its specific guarantees.

- Objective 3

- Examine the basic structure of the Constitution.
- Explain the purpose of the Constitution as outlined in the preamble.
- Determine the role of the Constitution as a living document.

Resources:

- Hennessey, Jonathan and Aaron McConnell. *The United States Constitution: A Graphic Adaptation*. New York: Hill and Wang, 2008.
- Slaves Petition 1774: <http://press-pubs.uchicago.edu/founders/documents/v1ch14s9.html>
- Pennsylvania Constitution of 1776, Declaration of Rights: http://press-pubs.uchicago.edu/founders/documents/bill_of_rightss5.html Poster Boards
- From *Digital History*, information about the Dred Scott case: http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=334
- Landmark Supreme Court cases: <http://www.streetlaw.org/en/landmark.aspx>

The Bill of Rights and the United States Today

By: Jessie Tensmeyer, Teacher Consultant, Wasatch Range Writing Project

Burning Question: Can students see the effects of *The Bill of Rights* in the U.S. today? How does *The Bill of Rights* affect them? Why is it important to recognize the role of *The Bill of Rights* in our lives?

Objectives:

- Students will be able to identify what rights are protected by *The Bill of Rights*.
- Students will be able to both recognize and explain when the rights identified in *The Bill of Rights* are protected or violated (in their own lives and in current events).
- Students will illustrate why they think any one of the first 10 amendments to the *U.S. Constitution* is important by creating and presenting a persuasive speech.
- Students will utilize [Monroe's Motivated Sequence](#) in writing their speeches to make their speeches persuasive.

Context: Because this lesson discusses inalienable rights, *The Bill of Rights*, the power of persuasion, current events, and asks students to write speeches, it could be used in a variety of classes: history, civics, debate, current events, speech, English, etc.

(A note about *The United States Constitution: A Graphic Adaptation*: It is important to point out to students that as this text gives examples of applications of the amendments in the Bill of Rights, it uses contemporary examples, not examples from the time when the Bill of Rights was written. Furthermore, it, like any text, reflects the perceptions of the author.)

Materials:

- *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey
- *Founding America: Documents from the Revolution to the Bill of Rights*, introduction and notes by Jack N. Rakove and/or a copy of the Bill of Rights for each student
- A document camera (if possible)
- Notes on Monroe's Motivated Sequence

Time Span: Approximately three 90 minute class periods

Procedures:

- Ask students what rights they think everyone ought to have. Create a list on the board as they name different rights. Chances are, almost everything they list will be a right from *The Bill of Rights*. Explain that the students believe these rights are inalienable rights, rights that are not alien to us or, in other words, rights that we have just by being human. Explain to students that the founders of our country

also felt that we have inalienable rights and that those rights needed to be protected by our government. Because of this, they changed the original constitution and added a bill of rights in order to limit the power of the national government to deny those rights. Be sure students know that *The Bill of Rights* protects rights but does not grant them.

- Explain to students that there was no language protecting inalienable rights in the original 1787 Constitution.
- Read out loud to your students pages 88-118 of *The United States Constitution: A Graphic Adaptation*. If possible, use a document camera to show the book as you are reading so students can all see the pictures and follow along in the book with you. Before reading the explanation of each amendment, read or have a student read that amendment. Answer questions students may have about the amendments. NOTE: It takes approximately 45 minutes to read *The Bill of Rights* and this section of *The United States Constitution: A Graphic Adaptation* out loud. Because that is quite a long time to spend on the same activity, you may want to split the reading in half and do it over two days or possibly only cover one or two amendments over the several days.
- Discuss the importance of *The Bill of Rights* in today's society. Ask students where they have seen examples of the rights listed being protected or violated.
- Homework: Assign each student one of the amendments (may want to split some, such as #1, into sections). Do not assign #3, #9, or #10 as these would be much more difficult to use for this assignment. (Amendment #3 is clearly about colonial issues. Amendment #9 declares that the rights listed previously are not the only rights humans have. Amendment #10 is not about inalienable rights, but is about sovereign power.) Ask students to bring back a current event for the following day that is somehow tied to their assigned amendment and the rights listed in that amendment. The current event may show that right being protected, it may show when that right has been violated and the consequences of the violation, it may show something that someone was able to do because he/she has that right, etc.
- When students return the next day, have each student share their current event and how it is connected to *The Bill of Rights*. Discuss the current events and the role that *The Bill of Rights* plays in our society. Ask the students what the United States would be like if we didn't have these rights protected. Discuss their answers. Explain to students that in order to include a bill of rights with the Constitution, many delegates had to meet to discuss what rights ought to be included. They did not all agree on all of the rights that they wanted to have written in the Constitution. Because of this, the different delegates needed to present their opinions in a persuasive manner so that they could get other delegates to agree with them.
- Introduce students to Monroe's Motivated Sequence (see notes at the end of the lesson). You may want to provide guided notes or have students take their own notes on the five steps.
- Have each student choose one amendment or one right that they feel is especially important. (You may need to assign or find some other way to be sure that all students do not pick #1, which is a list of several rights.) Assign students to imagine that that right had not been included in *The Bill of Rights* and that they

are delegates who are trying to persuade their fellow delegates that the right they have chosen *needs* to be included. Assign students to write a persuasive speech (using Monroe's Motivated Sequence) that is designed to convince their classmates (fellow delegates) to add a certain right to *The Bill of Rights*.

- Have each student suggest a right they think humans have but which is not specifically listed. Access to education? Privacy? Safety?
- Give students time in class to write their speeches. (NOTE: although this lesson plan could be adjusted to create time for students to edit and create several drafts of this speech, at this point time has not been allowed for this to be a multi-draft assignment.) After sufficient time has been given (may go into the next day), have students present their speeches in small groups. Then, have a few students present their speeches to the whole class.

Extensions:

- Divide students into groups. Have groups act out different parts of *The Bill of Rights*.
- When discussing Monroe's Motivated Sequence, show some commercials and have students point out each of the five steps within the commercial. Infomercials work great.
- Have students create their own commercials using Monroe's Motivated Sequence.
- Make the persuasive speech a multi-draft assignment. Have students memorize their speeches and present them to the class. Turn it into a contest with a prize for the person with the most persuasive speech.
- Instead of a persuasive speech, use *The Bill of Rights* as a springboard for students to write a persuasive essay.
- In addition to looking up current events, have students look up an event from U.S. History that shows an inalienable right being violated. Discussion—are inalienable rights always protected? Why or why not?
- Using the discussion of inalienable rights, connect this lesson to a novel unit (for a variety of novels) where rights play a vital role.
- Have students debate about including the different rights presented by the persuasive speeches. Assign sides so that students are forced to look at both sides of the issue and recognize what kinds of arguments those in favor of including a bill of rights would have had to face.

Rationale: Most students feel very strongly that they have rights and that those rights need to be protected, which is exactly how students should feel. However, many students do not truly understand what rights our Constitution explicitly protects. This lesson is designed to help students understand what their rights are and where they can see evidence of those rights in their own lives. It is designed to help students be aware of when their rights are being protected or violated. Furthermore, it is designed to help students understand why many of the founders fought to have a bill of rights included in the Constitution and to help students imagine what it would be like to be one of the founders who needed to persuade others that a certain right needed to be included in the Bill of Rights.

Resources:

- Hennessey, Jonathan. *The United States Constitution: A Graphic Adaptation*. New York: Hill and Wang, 2008.
- “Persuasive Speaking/Monroe’s Motivated Sequence.” *Mike Berry’s Website*. 2011. San Juan Unified School District. Web. 18 July 2011.
<http://www.sanjuan.edu/webpages/mikeberry>
- “The Bill of Rights: As Ratified by the States,” in Rakove, Jack N., ed. *Founding America: Documents from the Revolution to the Bill of Rights*. New York: Barnes and Noble Classics, 2006.
- The Bill of Rights Institute maintains an archive of court cases significant in defining and protecting inalienable rights:
<http://www.billofrightsinsitute.org/page.aspx?pid=469>
- The ACLU of Rhode Island maintains a list of court cases involving student rights: <http://www.riaclu.org/CourtCases/StudentsRightsFeatured.html>

Monroe's Motivated Sequence

Monroe's Motivated Sequence (MMS) is an organizational pattern used to develop a sense of *want* or *need* in the audience, satisfy that want or need, and help the audience get enthused about the advantages of that solution.

Need versus Want

Before presenting MMS, it is important to understand the difference between a *need* and a *want*. A need, according to Webster, is a "necessity." A want, also according to Webster, is "a desire for." Note the difference.

–A need is something that fills a significant, life impacting void. For example, we need food, water, shelter. We need money to secure our needs. We need other people.

–A want, on the other hand, is something we would like to have, but does not impact our lives in a significant way. An Ipod may be nice to have, but it does not impact our lives in significant ways.

Why is this distinction important? Knowing whether to build a need or want tells you what your focus of the speech is going to be. If your persuasive goal is to fulfill a *want*, and you present it as if it were fulfilling a *need*, your audience may be offended. If, on the other hand, you sell a need as a want, you may miss some strong persuasive appeals. Thus, you need to determine and adhere to what kind of appeal you are going to build—a need or a want.

Monroe's Motivated Sequence—The Five Steps

<u>STEP</u>	<u>FUNCTION</u>	<u>IDEAL AUDIENCE RESPONSE</u>
Attention	to get audience to listen	"I want to hear what you have to say."
Need	to get audience to feel a need or want	"I agree. I have that need/want."
Satisfaction	to tell audience how to fill need or want	"I see your solution will work."
Visualization	to get audience to see benefits of solution	"This is a great idea."
Action	to get audience to take action	"I want it."

For your presentation, you need to use MMS something like this:

Step 1: Get Attention—Through the use of attention getting devices, you will aim to do two basic things: get the audience's attention, and ease the audience into the topic.

Step 2: Build the Need/Want— In this step, you will work to get your audience to feel a need or want, whichever you determine to be appropriate. This is accomplished via four steps:

- A. Statement: give a definite, concise statement of what the need or want is.
- B. Illustration: give one or more examples illustrating the need or want. This is where you try to “paint pictures” verbally to really get the audience to feel that need or want.
- C. Ramification: here you can offer additional evidence, such as statistics/testimony/examples that give even more weight to the need or want.
- D. Pointing: this is where you really point out how this need or want is directly related and important to the audience.

Step 3: Satisfy the Need/Want—In this step, you will now fill the need/want you built in step 2. It is vital that you be consistent, i.e., be sure the solution you offer really does fit the need/want. There are five steps here:

- A. Statement: tell your audience in a very specific, direct sentence what it is you want them to do. (THIS IS THE *FIRST TIME* WE WILL HAVE HEARD PRECISELY WHAT IT IS YOU ARE ADVOCATING)
- B. Explanation: Explain what exactly it is you are advocating.
- C. Theoretical Demonstration: This is where you make it clear how what you are advocating fulfills the need you built in step 2.
- D. Reference to Practical Experience: This is where you bring in external evidence supporting the value of your proposal.
- E. Meeting Objections: here you anticipate counter-arguments and you preempt them, i.e., address them before the audience has time to actually bring them up.

Step 4: Visualizing the Results—In this step you are working to intensify your audience’s desire for your product/service. This is often called the projection step because it looks forward to the future. There are three options here:

Option A: The Positive Method: Using this method, you offer vivid descriptions of how much better the person’s life will be as a result of buying your product or service.

Option B: The Negative Method: Using this method, you offer vivid descriptions of how bad the person’s life will be as a result of not buying your product or service.

Option C: The Contrast Method: Using this method, you combine the previous two methods, addressing negatives first, and positives second.

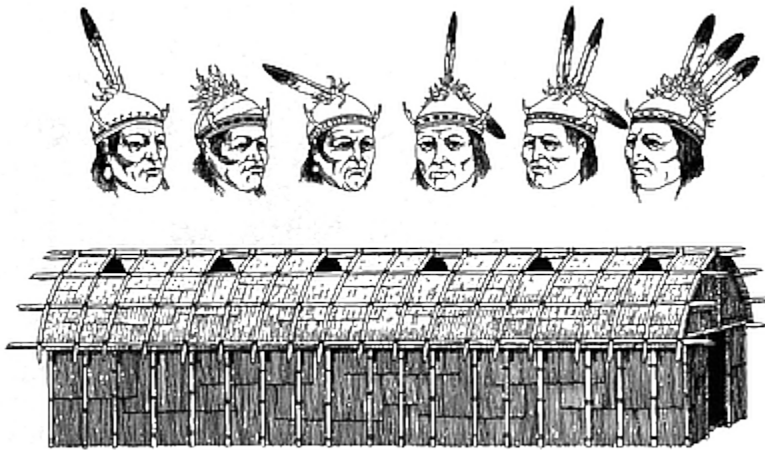
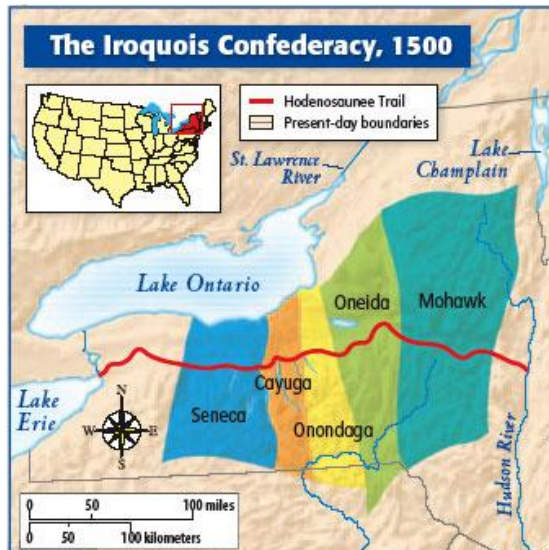
Step 5: Call for Action—This step is the final call for the buyer to actually make the purchase, the “go out and get it already” step. It should be brief, powerful, and well worded. End on a strong note, then sit down.

Difficulties of Using MMS: (things to watch out for)

1. Be careful of repetition. It is very easy to find yourself repeating points from one step in another step. For instance, the attention step should not get into need building. Or in step four, visualization, don't repeat things from step 3.
2. Be sure to do all steps. Frequently I hear students start these speeches with "I'm here to get you to. . ." Clearly, that is the statement from step 3. Be sure to use some sort of attention getting device and build the need/want first.
3. Be sure to take *time* to build the need. What I think happens is that dealing with the specific action is so straightforward that students want to jump to that. Granted, need/want building is less "definite," but it is so vitally important.
4. Be sure to use clear "statements" at the beginning of the steps. This allows for clear transitions.
5. Be sure your need/want and action advocated are consistent. In other words, make sure your action has solvency. Solvency is when your proposal really does fill the need/want developed in step 2.
6. Make sure all proposals have workability. An advocated action is workable for an audience if they can reasonably do it—that the advantages outweigh the difficulties of doing it. Can they afford it? Do they have time? Are they able to do it?

<http://www.sanjuan.edu/webpages/mikeberry>

Iroquois Confederacy



The Six Nations Confederacy was and is likened to a longhouse.

Copyright (c) 1991 by John Kahionhes Fadden

*The Six Nations Confederacy was and is likened to a longhouse
by John Kahionhes Fadden*

*Images of the Six Nations are identified by the style of hat they're wearing
located about the six smokeholes.*

Dekanawidah is regarded as the author of the Great Law of the Iroquois Confederacy that bound together five Indian Nations, probably early in the late Fifteenth or early Sixteenth Century. A somewhat similar Huron Confederacy is believed to have been instituted in 1450. The Iroquois Great Law replaced cycles of murder, revenge, and violent destruction of villages with a system of justice administered by hereditary chiefs. It is one of the earliest North American constitutions of which we have some knowledge, having been passed down orally with the mnemonic aid of shell-bead patterns, or wampum.

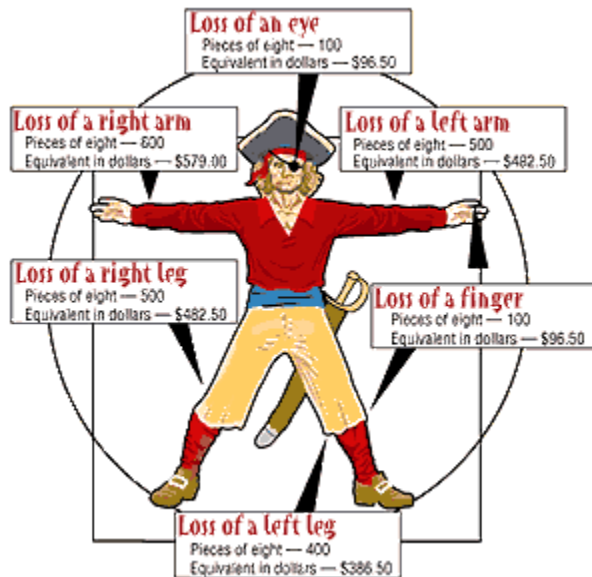
The names of the five nations—Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—were recorded by the first European explorers early in the Seventeenth Century. However, it was not until the Eighteenth Century that the legends of the formation of the Confederacy began to be written down. The process continued, with variations and successive elaboration, into the early Twentieth Century.

Contrary to his portrayal by Longfellow, **Hiawatha** was a statesman, peacemaker, and co-founder of the Iroquois League, Confederacy, or Confederation. The pioneering nineteenth-century linguist Horatio Hale published in 1881 one of the earliest recorded versions of Hiawatha's story, and the one probably closest to historical fact.

Resources:

- From *teachinghistory.com*, review of the question: Did the Iroquois influence the Founders? (<http://teachinghistory.org/history-content/ask-a-historian/24099>)
- Encyclopedia Britannica (<http://www.britannica.com/EBchecked/topic/294660/Iroquois-Confederacy>)
- The Constitution of the Iroquois Confederacy (<http://www.fordham.edu/halsall/mod/iroquois.asp>)
- Bibliography from the Iroquois Museum (<http://www.iroquoismuseum.org/bibliography.htm>)
- The Six Nations (includes a digitized copy of *Forgotten Founders, Benjamin Franklin, the Iroquois and the Rationale for the American Revolution*, by Bruce E. Johansen, 1982. (http://www.ratical.org/many_worlds/6Nations/)
- Dekanawidah's Great Law (<http://www.humanistictexts.org/dekanawidah.htm>)
- *Hiawatha*, a poem by Henry Wadsworth Longfellow, 1855 (<http://etext.lib.virginia.edu/toc/modeng/public/LonHiaw.html>)
- *Hiawatha and the Iroquois Confederation: A Study in Anthropology*, 1881 (<http://www.markshep.com/nonviolence/Hiawatha.html>)

Pirates



(See: <http://www.blackbeardlives.com/day3/code.shtml>)

Anarchy doesn't work on the high seas. Pirates hated authority, but they realized order was necessary to live for weeks at sea. Often, the crew members voted on the captain (executive branch) and the quartermaster (judicial branch). The crew served as the legislative branch, voting on all ship issues, including how many shares of treasure each person received. The captain only had absolute power during battle. Instead of mutiny, they often voted off captains and sometimes let them rejoin the crew.

According to Matt Perez in his review of *Invisible Hook* by Peter T. Leeson (<http://www.nearsoft.com/blog/pirates-and-workplace-democracy.html>)

By present-day standards, a pirate ship would be considered a model of workplace democracy. Pirate crews were based on "constitutions" that spelled out the rights and responsibility of its crew. These constitutions exhibited many, if not all, of WorldBlu's 10 Principles of Organizational Democracy (<http://www.worldblu.com/organizational-democracy/principles>):

1. Purpose and Vision. A pirate crew came together for one single purpose: profit. This, according to Leeson, drove every other aspect of pirate crew organization and governance.
2. Transparency. As mentioned, pirate crews were bound by a constitution that spelled out the rights and responsibility of its crew.
3. Dialogue + Listening. Crew members had a say in the running of the ship (except in battle, when the Captain reigned supreme). They could at any point vote out the Captain or Quartermaster and elect another. This kept the conversation going.
4. Fairness + Dignity. Every crew member had an equal vote. Pirate constitutions also "created what economists call 'common knowledge' among crew members... this

- enabled pirates to coordinate on a common response to quartermaster abuse, which was to depose him and elect a new one." (pp 78) Injured members got extra compensation according to a scheduled spelled out in the ship's constitution, "for the loss of a right arm, 600 pieces of eight..." (pp 59)
5. Accountability. The Captain's and Quartermaster's responsibilities and limitations were spelled out in the ship's constitution.
 6. Individual + Collective. Crew members were "valued for their individual contribution," with specific bonuses paid out for extraordinary accomplishments. "Those who behaved courageously and performed any deed of extraordinary valour, or captured a ship, should be rewarded out of the common plunder." (pp 72)
 7. Choice. The one-man-one-vote rule gave these crews a "meaningful choice."
 8. Integrity. Integrity is the name of the game, and democratic companies have a lot of it. They understand that freedom takes discipline and also doing what is morally and ethically right.
 9. Decentralization. As opposed to commercial ships, which were run as a dictatorship, pirate ships split executive powers between the Captain and the Quartermaster.
 10. Reflection + Evaluation. Pirates moved from one crew to another at the end of each "account." In so doing, they shared best practices and learned from each experience since each crew member had a say in a new crew's constitution.

Resources:

- The Pirate Code of Conduct: <http://www.elizabethan-era.org.uk/pirate-code-conduct.htm>
- "What Can Pirates Tell Us About Workplace Democracy?" <http://www.axiomnews.ca/gennews/799>
- From *University of Florida News*: "Pirates Pursued Democracy" <http://news.ufl.edu/2006/06/28/pirates/>
- *Invisible Hook*, by Peter T. Leeson, 2011

The New England Town Meeting



The New England town meeting and school district meeting are the only direct democracy institutions in the United States involving lawmaking by assembled voters. Lawmaking by assembled adult males dates to the age of Pericles in Greece in the fifth century B.C. However, today, the only other assembled voters' lawmaking body is the Landsgemeinde in a handful of Swiss cantons.

The first recorded gathering of voters in America took place in Dorchester, MA in 1633. The gist of this historic first was that the townsmen, by vote, agreed to meet at regular intervals to see to the "good and well ordering of the affayres of the Plantation." Soon after, the greater Boston area had begun adopting the process

Proponents of the town assembly emphasize that it is the purest form of democracy that ensures that all policy decisions are in the public interest since no intermediaries are placed between the voters and the public decisions.

Critics of the institution claim that, in practice, it is not the purest form of democracy. They point to low turnout of registered voters, and the alleged domination of the meetings by special interest groups. James Madison, a critic of town meetings, wrote in *The Federalist Number 55*: "In all very numerous assemblies, of whatever characters composed, passion never fails to wrest the scepter from reason. Had every Athenian citizen been a Socrates, every Athenian assembly would still have been a mob."

Studies of New England town meetings have shown that such gatherings cease to be effective for large populations. They may work in communities of a few hundred, but when the population reaches the many thousands, attendance drops and the connection to citizens is not vigorous.

(See: <http://www.newrules.org/governance/rules/town-meetings>)

Resources:

- Interview with Frank M. Bryan, author of *Real Democracy: The New England Town Meeting and How It Works*, 2003.
<http://www.press.uchicago.edu/Misc/Chicago/077977in.html>
- *The Evolution of the Town Meeting* is a pamphlet published by New Hampshire Local Government Center.
http://www.nhlgc.org/publications/item_detail.asp?TCArticleID=49
- From Massachusetts Trial Court Library, information about laws governing town meetings: <http://www.lawlib.state.ma.us/subject/about/townmeeting.html>
- From Old Sturbridge Village, a lesson plan for a town meeting:
http://www.osv.org/school/lesson_plans/ShowLessons.php?LessonID=25