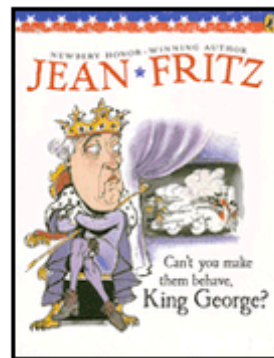
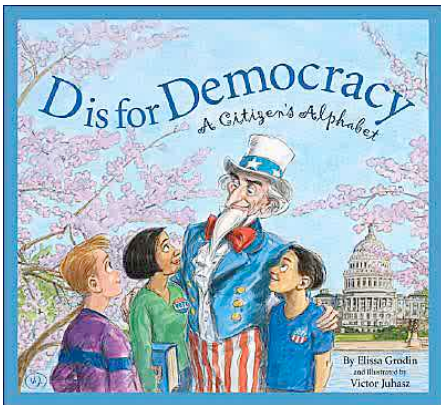


Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709

Monarchy, Democracy, and Dictatorships: How Did This Affect the Revolutionary War?

(a discussion of three types of government: democracy, dictatorships and monarchy)



Fifth Grade

Created by: Mary Beth Manns,
Stinson Elementary
Northwest Local Schools

Duration 3 class periods (35 -45 minutes)
Additional time needed at home to complete ABC book.

Overview

- This lesson will help students distinguish the differences between three types of government: monarchies, dictatorships and democracies using three children's books. Children will also use primary sources to discover the benefits or weaknesses of each type of government. At the end of this unit, the students will create an ABC book about one of these types of government.

Ohio's New Learning Standards

- Government – Roles and Systems of Government
12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.
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Historical Background

After the French and Indian War, Britain had a great deal of debt. Because the British said the war was fought in part to help defend the colonists, King George III (the monarch of England) said it was only fair to tax the colonists. In 1765, Parliament passed the Stamp Act which taxed all printed materials in the colonies. This really angered the colonies. They felt that as they had no vote in Parliament, it was unfair for them to be forced to pay this tax. The popular cry was “No taxation without representation!”

After much protest from the colonists and the new protest group, the Sons of Liberty, British leaders decided to repeal the Stamp Act. However, they decided to tax other goods through the Townsend Acts. Taxes, or tariffs, were placed on paper, tea, wool and other goods. This only added to the problems between the colonists and the monarch back in Great Britain.

British soldiers stationed in Boston were involved in a skirmish on March 5, 1770. Five people were killed in what was to be known as the Boston Massacre. The Townsend Acts were repealed. Britain took back all taxes except one, the tax on tea. On December 16, 1773, colonists dressed as Native Americans, climbed aboard British ships and dumped all the tea aboard the ship into the Boston Harbor. King George III was angered and felt the colonists needed to be punished.

This led to the Intolerable Acts. The British soldiers who had left Boston after the Boston massacre were sent back to Boston. The citizens of Boston were responsible for feeding and housing these soldiers. Instead of having their own leader, Boston was put under the control of a British general, Thomas Gage. Finally, the port of Boston was closed. No ships would be allowed in or out. These measures would be in effect until the tea that was destroyed had been paid for.

In 1774, leaders from all colonies except Georgia, met in Philadelphia to discuss these problems and to decide what to do. One of their solutions was to create a militia in each colony to be ready to fight back against the British. These various situations led to the start of the Revolutionary War. The Revolutionary War was fought by the colonists to win their independence and to allow them to create a democratic government, rather than be ruled by a monarchy, ruled by a king living far across the ocean.

Enduring Understandings/ Essential Questions

Enduring Understandings:

The student will understand

- People develop systems to manage conflict and create order.
- Conflict resolution can involve aggression, compromise, cooperation, and change.

Essential Questions:

- How are governments created, structured, maintained, and changed?

Instructional Strategies

Day One: Monarchy

1. Write monarchy on the board. What does this word mean to you? Can you break it down into 2 parts: “mono” and “archy.” What do these roots mean? Remind them to think of their Greek roots. Mono means “one” and archy mean “rule or reign by.”
2. Have them come up with the conclusion that monarchy means “rule by one.” Discuss any countries they are familiar with that are ruled by a monarch.
3. Read the book aloud Can't You Make Them Behave King George, by Jean Fritz aloud and discuss. (I will use a document camera to display the pictures as the book is read aloud. The book can be held up by the teacher as well if a document camera is not available.) Discuss the story. How is a king chosen in a monarchy? Why was King George not ready to be the king? Why can that be a problem in a monarchy? What if he didn't want to be king? Do you want someone to be your ruler if they are not qualified or don't want to be the king?
4. Pass out copy of political cartoon “Poor Old England” showing Britain pulling strings to keep the colonists reigned in. Discuss the cartoon. Why would you not want to be controlled by someone all the way across the ocean? Why would you want to make your own rules and have a say in your government? Why do you think the colonists were unhappy being ruled by a monarch living across the Atlantic Ocean? (*Cartoon is Appendix A*)
5. List characteristics of a monarchy on graphic organizer. (*Appendix B*)

Day Two: Dictatorships

1. Ask students to review what they know about a monarchy from previous lesson.
2. Tell students we are going to discuss another type of government, dictatorships today. Ask students if they have heard of a dictatorship and discuss what they know.
3. Orally read The Composition by Antonio Skarmeta. Discuss what happens to Daniel's father. Discuss characteristics of a dictatorship. How is this type of government like a monarchy? How is this type of government different from a monarchy? What might have happened if the United States had been taken over by a dictator as we fought for our independence.
4. Pass out copies of 1973 newspaper article about Chile book burning. (*Appendix C*) Read and discuss the article. Then discuss how their lives would be different if we were taken over by a dictatorship.
5. List characteristics of a dictatorship on the graphic organizer. (*Appendix B*)

Day Three: Comparing/Contrasting Democracy, Dictatorships and Monarchy

1. Read aloud the book, D is for Democracy by Elissa Grodin. Discuss story.
2. List characteristics of a democracy on the graphic organizer/
Go over these completed graphic organizers on the board to share ideas. (*Graphic Organizer is Appendix B*)
3. Assign an ABC book project. Go over assignment sheet to be sure children understand the requirements. Also, present the rubric so children understand what will be used to assess their book. Allow remainder of class to list suggestions for letters on board and begin work on individual projects. Assignment will be due in 2 weeks. (*ABC Book Requirements are Appendix D/Rubric Appendix E*)

Differentiation Suggestions

- I would be sure to meet with my special needs students to create a list of suggestions for each letter for democracy, dictatorships, or monarchy based on which system of government they choose.
 - I will provide a selection of children's books on all three types of government to allow them to peruse to offer suggestions for letter ideas.
 - I may pair some of my special needs students together to have them create an ABC book as a group.
 - I might complete an ABC book together as a class, assigning each student just one letter.
 - I allow typing to help students who have fine motor skill problems.
 - A gifted child might want to create their ABC book in the form of a Powerpoint presentation, making it a kind of online book.
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Classroom Materials

- Can't You Make Them Behave by Jean Fritz
 - The Composition by Antonio Skarmeta
 - D is for Democracy: A Citizen's Alphabet, by Elissa Grodin
 - 1 Copy of Per Student: Primary Source "Poor Old England" (Appendix A)
 - 1 Copy of Per Student: Graphic Organizer for Types of Government (Appendix B)
 - 1 Copy of Per Student: Newspaper article "Burning of Books in Chile" (Appendix C)
 - 1 Copy of Per Student: ABC Book Requirement Explanation Sheet (Appendix D)
 - 1 Copy of Per Student: ABC Book Rubric (Appendix E)
 - Additional children's books on monarchy and democracy (Suggestions listed on Appendix F)
 - Samples of ABC books
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Resources

- Anderson, Jack and Whitten, Les. "Chile Resorts to Book Burning." *The Washington Post*, August 30, 1975, The Harold Weisberg Archive Digital Collections, <http://jfk.hood.edu/Collection/White%20%20Files/Chile/Chile%20361.pdf> (accessed May 7, 2013).
- Antonio Skarmeta, *The Composition* (New York: Greenwood Books, 2003).
- Darly, Matthew, "Poor Old England endeavoring to reclaim his wicked American children," London: 39 Strand, April 1777. <http://www.loc.gov/pictures/item/2004673329/> (accessed February 20, 2013)
- Elissa D. Grodin, *D Is For Democracy: A Citizen's Alphabet* (Ann Arbor, Michigan: Sleeping Bear Press, 2007).
- Jean Fritz, *Can't You Make Them Behave, King George?* (New York: Penguin Group, 1996).

Summative Assessment (or Question)

- Final Assessment - Students will create an ABC book relating to the topic of democracy, dictatorship, or monarchy.
(Requirement sheet is included as Appendix D.)
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Assessment or Answer Key

- No answer key will be used. Instead please see attached assessment rubric.
ABC Book – Appendix E

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Final Assessment Rubric

- Assessment rubric will be filled out by both the student and the teacher.
 - Assessment will be given with the explanation of assignment when it is introduced.
 - Assessment rubric is included in Appendix E.
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Appendices

- Appendix A – Political Cartoon “Poor Old England”
- Appendix B – Types of Government Graphic Organizer
- Appendix C – Newspaper article, 1973, “Book Burning in Chile”
- Appendix D – Requirement/Description of ABC Book
- Appendix E – ABC Book Rubric
(INCLUDED ARE PICTURES FROM A SAMPLE BOOK CREATED BY STUDENTS)
- Appendix F– List of additional monarchy, dictatorship, and democracy children’s picture books

Appendix A - Political Cartoon "Poor Old England"



Courtesy of the Library of Congress

Appendix B – Graphic Organizer for Democracy/Dictatorship/Monarchy

List characteristics of each of these types of government.

Democracy	Dictatorship	Monarchy

Appendix C – Transcript: 1973 Newspaper article about book burning in Chile

For image of the article, see <http://jfk.hood.edu/Collection/White%20%20Files/Chile/Chile%20361.pdf>

Chile Resorts to Burning Books

By Jack Anderson and Les Whitten

The Washington Post, August 30, 1975

The military rulers of Chile, in an ugly attempt to stamp out ideas they don't like, are burning books.

Among the books that have gone up in flames is one written by Harvard's famed economist, John Kenneth Galbraith. Two books by the renowned Brazilian economist, Celso Furtado, also have been destroyed. One of them, "Development and Underdevelopment," is considered a contemporary classic.

The military junta began putting the torch to controversial books shortly after Marxist President Salvador Allende was deposed and killed in September, 1973.

At first, the military brass denied the book-burning charge, but pictures were produced of the literary bonfires. Then shame-faced Chilean officials conceded that some soldiers, in their counter-revolutionary zeal, had set fire to piles of "subversive" books.

Two years after the coup, however, we have established that books still are being destroyed systematically. A letter has been smuggled to us, for example, from the Valparaiso campus of the University of Chile.

"I am attaching for you," wrote an official to the university's administrative secretary, Dr. Eduardo Quevedo, "the books pertaining to this school's library which have been proscribed because of the political contents."

Quevedo obligingly submitted to the "custodian of the inventory" the "lists of books that must be proscribed from the school for political reasons." He asked the custodian to "devise the means for proceeding with their incineration."

On March 5, 1975, according to another letter lifted from the files, the inventory chief "proceeded to comply with" the book-burning order.

The roster of the forbidden literature, bearing the title, "List of Burned Books," included many books by Communist authors. But several non-Communist authors books, including Galbraith's "The New Industrial State" and Nobel Prize economist Gunnar Myrdal's "The State of the Future," also were reduced to ashes. In all, 60 volumes were tossed into the bonfire.

Footnote: We invited the Chilean embassy to offer its comments or rebuttals. Although we waited 15 days, the embassy was unable to obtain a response from Santiago. Chilean diplomats suggested unofficially, however, that the book burnings were the work of "minor" university officials who acted independently.

Our own sources, who are thoroughly familiar with Chile's university system, dispute this. The book burning would have been impossible, they said without the knowledge and approval of the university's military supervisors.

Appendix D – Requirement Description for ABC book

Alphabet Book

As part of your study of the types of government, you will create an "Alphabet Book" which explains many of the terms, people, events, places, and concepts associated with this type of government and its effect on the American Revolution or world history. You are to use meaningful words and phrases from the materials used in class, as well as from assigned readings and in-class notes.

Monarchy/Democracy/Dictatorship Alphabet Book Requirements:

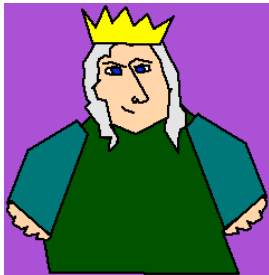
For each letter of the alphabet, you will need one entry.
You will have 26 entries which contain the following:

- 6 aspects of your chosen type of government
- 3 significant people who influenced this government
- 3 key events involving this type of government
- 3 geographical locations where you can find this type of government
- the remaining letters can be your choice

For each entry, write at least *1 to 2 sentences* which provide an explanation or definition of the entry's significance to democracy or monarchy

Example: (Monarchy book) K is for king.

A king is a ruler in a monarchy. King George was the king during the American Revolution.

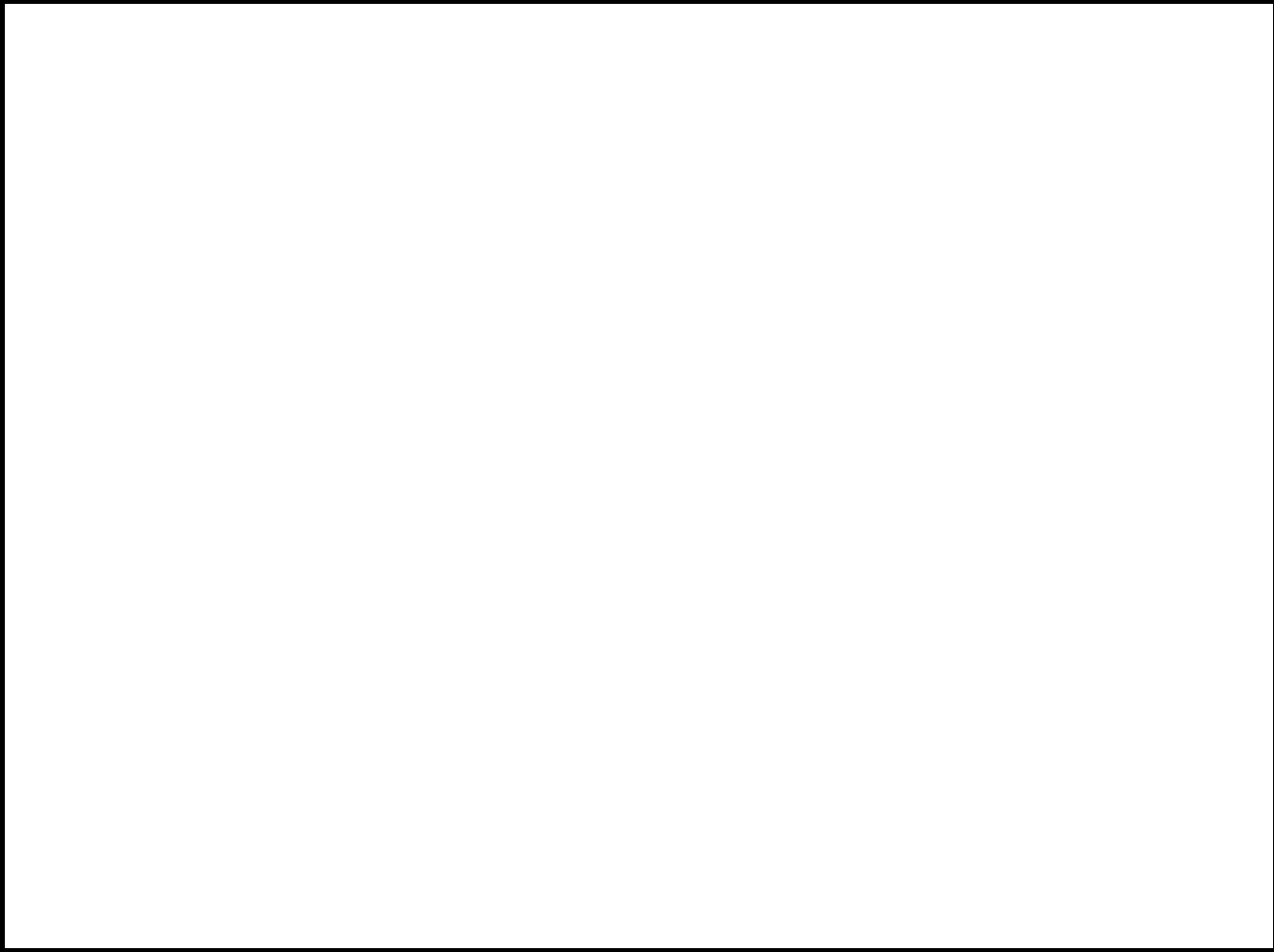


For at least *10* of your entries, you must include an *original visual*. Make sure that your visuals depict how your entry relates to the type of government.

Be sure to check the attached rubric to be sure your alphabet book contains all the required elements. Please return this rubric with your completed book.

Due Date: _____

Appendix E3– Example Page from ABC Book



Appendix F - List of Additional Children's Books

Aaron and the Green Mountain Boys – Patricia Lee Gauch (White Hall, Virginia: Shoe Tree Press, 1972).

The Declaration of Independence – Dennis B. Fradin (New York: Children's Press, 1988).

George Did It – Suzanne Tripp Jurmain (New York: Dutton Children's Books, 2006).

Hannah's Winter of Hope – Jean Van Leeuwen (New York: Puffin Books, 2000).

If I Were Queen of the World – Fred Hiatt (New York: Margaret K. McElderry Books, 1997).

Katie's Trunk – Ann Turner (New York: Macmillan, 1992).

Redcoats and Petticoats – Katherine Kirkpatrick (New York: Holiday House 1999).

Sleds on the Boston Common: A Story From the American Revolution – Louise Borden (New York: Margaret K. McElderry Books, 2000).

We the People: The Constitution of the United States of America – Peter Spier (New York: Doubleday, 1987).

Who's In Charge – Andrew Marr (New York: DK Publishing 2010).