

Lesson Title: Democracy on the Home Front during WWI – Inquiry Lesson

Standards:

NCSS Themes:

- I. Culture
- II. Time, Continuity, and Change
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- IX. Global Connections
- VII. Civic Ideals and Practices

Illinois Learning Standards:

Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

B. Understand the development of significant political events.

16.B.5b(US) Analyze how United States political history has been influenced by the nation's economic, social, and environmental history.

16.B.5c(W) Analyze the relationship of an issue in world political history to the related aspects of world economic, social, and environmental history.

16.B.5a(W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

16.B.5b(W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.

Objectives:

By the end of this lesson, students will:

1. Be able to identify democratic principles being violated in the United States during the “war for democracy.”
2. Understand that the democracy we know today in the United States has evolved over the years.

Materials/Equipment:

- Board and chalk/markers
- 4 copies each article (for class of 30 and teacher):

- "Negroes Plan to Be Neighbors of Evanston Elks"
 - "Debs' Sentence Confirmed by Supreme Court"
 - "A.P.L. Valuable Aid in Draft Roundup"
 - "Investigation Waits On Inquest Monday"
 - "Our "Conscientious" Objectors"
 - "Heading into Trouble with the Draft"
 - "Arrests Foil I.W.W. Slacker Plot in Mills"
 - "Anti-Draft Film to the Censor Again"
 - "Students to Try Teacher Called Anti-American"
 - "Singing Patriotic Songs in Schools"
 - "Full Suffrage Here Seen as Blow to Foe"
- Copies of article analysis for each student
 - Copies of democratic principles list for each student
 - Copies of essay assignment for each student
 - Copies of articles summary for each student

Procedures:

Pre-class Preparation:

Day 1:

- If you have previously discussed development of democratic theories, you may want students to also cite philosophers who have contributed to democratic theories. If so, keep philosophers (in blue text) in the list of democratic principles. If not, delete these from the list.
- Decide if you want students to be working individually or in groups on Day 1. If in groups, decide how they will be split up.
- Make all copies.
- Write instructions on board: "In class: 1. read article, 2. determine which democratic principle has been violated (see list) and write in table, 3. determine which document(s) support that principle (see list) and write in table, Note: may be only 1 or as many as 4 principles violated 4. look up date of document in your textbook and write in table, in parentheses. Note: date

principle originated is date piece was published, law was put into effect, or date of ratification."
"At home: essay, due tomorrow" "Tomorrow: prepare and give quick presentations summarizing article for class"

Day 2:

- Write instructions on board: "Include in your presentation: the event described in the article, whose freedom was violated and by whom, and which democratic principles were violated."

Day 1:

Anticipatory Set:

- If a country gets involved in a war to spread democracy, should it be democratic itself? (A: Students' opinions.)
- How democratic do you think the United States was in 1917-1918? (A: Students' opinions.)

Objectives:

By the end of this lesson, you will:

- Have figured out which democratic principles were being violated in the United States while it was fighting "for democracy" in other parts of the world.
- See how democratic principles have changed and evolved in the United States.

Outline of Lesson Contents:

- Today you are going to read primary documents which will show you some ways the United States was not totally democratic itself during its so-called war for democracy. Q: What are some of the principles we believe in, as a democracy? (A: See democratic principles list.) (If students don't have ideas, you might want to rephrase it as rights, and systems of government.)
- At various times during our nation's history, these principles have been violated. During World War I, which the United States government promoted as a war to spread democracy, democratic principles were being violated right here at home, by both our government and by citizens. Today we will use newspaper articles from 1917 and 1918 to find out how democracy was not necessarily upheld in the United States.
- As you read your article, I want you to use this table to analyze it. (Distribute tables.) Decide which of the principles of a democracy was violated by the event described in the article. Then, figure out which documents support that democratic principle. There might be articles or amendments to the Constitution, laws, or other political writings that lay out that principle as being important to democracy. Give the date of that document, so you can see how our principles evolved over time, and/or continued to be violated even after they

were established. I am giving you a key, listing the commonly held democratic principles, and the documents supporting them. (Distribute democratic principles list.) All you have to do right now is to read your article, decide which democratic principles might have been violated, note which documents support that principle, and use your textbook to look up the date that document was published. Make sure to use the democratic principles list to help you choose principles and documents! When it comes down to dates, the date the principle originated is the date the piece was published, the law was put into effect, or date of ratification.

- I am now going to distribute the articles. I want you to work (alone or in groups, teacher's choice) to fill in this table for your article only. I will circulate around to see how things are going and if I can help.

Homework:

- For homework today, you will be writing an essay analyzing your article in more depth. I am passing out the essay assignment now. Tomorrow, you will be handing your essays in, as well as working in groups to prepare a quick presentation for the class about your article.

Day 2:

- Q: How many of you found that a democratic principle was violated in the article you read? (All students should raise hands.) Today we are going to share our articles with the class. Your essays are due today, but I want you to hold on to them in case you want them for reference during class today. You will turn them in at the end of class. (Note: Teacher may choose to check which students have completed homework at beginning of class and let them hold on to it during class.)
- In a moment, you'll get into groups with the other students that have read the same article as you. Choose one representative. Together, plan out a summary of your article. Your summary must include: the event described in the article, whose freedom was violated and by whom, and which democratic principles were violated. (Tell students their groups, circulate to see if they need help and if they are done; planning summaries should take approximately 5-10 minutes).
- Let's start the summary presentations. As your classmates give their presentations, keep track of the information they share on this table I am giving you. (Distribute tables.) You will be turning these in for a grade, so be thorough.

Closing conversation:

- So, now we are aware of what democratic principles were being violated during World War I, and the individuals and groups who were the victims. The more important thing to come away from this lesson with is why was that possible? Q: Did laws, Constitutional protections, and political beliefs exist that should have prevented these violations? (A: Yes,

- some did. However, there have been additional provisions since WWI meant to strengthen democracy in America.)
- Was American democracy in 1917 the same as American democracy in 1782? Is American democracy in 2008 the same as in 1917? (A: No.)
 - Why has it changed? [A: Our definition of "who matters" has widened. We care more about the opinions of the average Joe, and the opinions of women and minorities, than before. For example, in the early 19th century, most states had eliminated property qualifications for voting. Also, African-American men were granted the vote (15th amendment, 1870) - although this did not always happen in practice, due to literacy tests and unequal application of voting registration laws. By 2008, minorities' right to vote has been protected (Voting Rights Act 1965), women have the right to vote (19th Amendment, 1920), poll taxes are illegal (24th Amendment) and those 18 years of age and older may vote (26th Amendment, 1971). *However, even today not everyone has a say in how the country is run, and certainly there is more to democracy than voting rights.*]
 - Do you think American democracy will change during your lifetime? (A: Students' opinions.)

Evaluation:

Evaluate students for the accuracy of their article analysis, the thought, consideration, and accuracy of their essay, and the accuracy of their articles summary.

Teacher's Key

Article	Principle violated	Relevant political/government support, (date principle originated)
Negroes Plan to Be Neighbors of Evanston Elks	Civil society	Amendment 1 (1797)
	Equal rights	Amendment 14 (1868) Civil Rights Act of 1964
	Minority rights	Amendment 14 (1868)
Debs' Sentence Confirmed by Supreme Court	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
	Freedom of speech	Amendment 1 (1791)
A.P.L. Valuable Aid in Draft Roundup	Right to privacy	Amendment 9 (1791) Amendment 14: due process clause (1868)
	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
Investigation Waits On Inquest Monday	Rule of law	US Constitution, Article 2, Section 4 (1791)
	Due process	Amendments 4, 5, 6, 7, 8, (1791)
	Minority rights	Amendment 14 (1868) Federalist 50 (1788) Federalist 51 (1788)
	Equal rights	Amendment 14 (1868) Civil Rights Act of 1964
Our "Conscientious" Objectors	Freedom of religion	Amendment 1 (1791)

Heading into Trouble with the Draft	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
	Minority Rights	Amendment 14 (1868)
Arrests Foil I.W.W. Slacker Plot in Mills	Civil society	Amendment 1 (1791)
	Freedom of the press	Amendment 1 (1791)
	Minority rights	Amendment 14 (1868)
	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
Anti-Draft Film to the Censor Again	Freedom of press	Amendment 1
	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
Students to Try Teacher Called Anti-American	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
	Due process	US Constitution, Article 2, Section 4
	Minority rights	Amendment 14 (1868)
Singing Patriotic Songs in Schools	Political pluralism	Federalist 10 (1787) Federalist 51 (1788)
Full Suffrage Here Seen as Blow to Foe	Popular sovereignty	Declaration of Independence (1776)
	Equal rights	Amendment 14 (1868) Amendment 15 (1870) Amendment 19 (1920) Civil Rights Act of 1964
	Minority rights	Amendment 14 (1868) Amendment 15 (1870) Amendment 19 (1920) Civil Rights Act of 1964

DEMOCRATIC PRINCIPLES

separation of powers: Each branch of the government has separate and independent powers and responsibilities. This is meant to protect democracy and prevent one part of the government from managing the day to day governing, making the laws, and enforcing the laws. *See John Locke; US Constitution, Article 1, Section 1, Article 2, Section 1, Article 3, Section 1; Federalist 51*

competitive elections: No one candidate or party is guaranteed to win elections. *See US Constitution, Article 2, Section 1, Amendment 22; Federalist 10, Federalist 51*

rule of law: No one, including those in the government, is above the law. All must follow the Constitution and the laws. *See US Constitution, Article 2, Section 4; Federalist 57*

civilian control of the military: The control of the country's military strategies and decisions is in the hands of civilian political leaders (including the President and Congress) rather than professional military officers. *See US Constitution, Article 2, Section 2; Federalist 24*

popular sovereignty: The people create the government, and therefore the government is subject to the will of the people, who are the source of all political power. This is also known as the social contract. *See Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Declaration of Independence*

political pluralism: Different political points of view are considered a good thing, as they will lead to dialogue and ultimately a better government. *See Federalist 10, 51*

civil society: Civil society is the totality of civic and social organizations and intuitions which citizens join voluntarily. They are often considered the training ground for active citizens in a democracy. *See US Constitution, Amendment 1; Tocqueville*

the right to petition elected officials for redress of grievances: People have the right to ask their government to correct injustices without the fear of punishment for doing so. *See US Constitution, Amendment 1*

due process: All of a person's legal rights must be respected when a person is deprived of life, liberty, or property. Due process is considered a civil liberty. *See US Constitution, Amendments 4, 5, 6, 7, 8*

freedom of speech: People are allowed to speak their mind, even if they might criticize government policies. Freedom of speech is considered a civil liberty. *See US Constitution, Amendment 1*

freedom of the press: People can express themselves by publishing and distributing their views, without being censored by the government. Freedom of the press is considered a civil liberty. *See US Constitution, Amendment 1*

freedom of religion: The government can make no law establishing a national religion or prohibiting people from exercising any religion. Freedom of religion is considered a civil liberty. *See US Constitution, Amendment 1*

right to privacy: People have the right to keep some personal information and activities secret from the government and the public. *See US Constitution, Amendment 9, Amendment 14: due process clause*

equal rights: All citizens have the same rights, regardless of race or gender. Equal rights are especially protected in regards to voting, freedom of speech, freedom of assembly, property rights, employment, and access to social services. *See US Constitution, Amendments 14, 15, 19; Civil Rights Act of 1964, Americans with Disabilities Act*

majority rule: The majority of the citizens take part in decision-making. The wishes of the majority guide decision making. *See US Constitution, Article 2, Section 1; Amendment 12; state constitution; Federalist 10*

minority rights: Members of minority groups have the same rights as those in the majority. All citizens have equal rights, therefore even if one is in disagreement with the majority, one's rights are still there to protect her/him. *See US Constitution, Amendments 14, 15, 19*

Name: _____

Period: _____

War for Democracy? Article Analysis

Article	Principle violated	Relevant political/government support, (date principle originated)

War for Democracy?

Essay assignment

Write your name and the title of your article at the top of your paper. Your essay should be at least two pages, handwritten. Answer all questions in your essay. Organize it with an introduction, supporting paragraphs, and a conclusion.

What democratic principles are being violated? Whose rights were being violated, and who was violating them? What do you think were the perspectives of those who were mistreated? What do you think were the perspectives of those at fault? Why were those rights being violated? In what document was that principle established? Were they a part of the American democratic principles at the time of WWI? Is this issue black and white; that is, is one side clearly right or wrong? Why or why not?

Name: _____

Period: _____

War for Democracy? Articles Summary

Article	Victim	Democratic principle(s) violated	Perpetrator
Negroes Plan to Be Neighbors of Evanston Elks			
Debs' Sentence Confirmed by Supreme Court			
A.P.L. Valuable Aid in Draft Roundup			
Investigation Waits On Inquest Monday			
Our "Conscientious" Objectors			
Heading into Trouble with the Draft			
Arrests Foil I.W.W. Slacker Plot in Mills			

Anti-Draft Film to the Censor Again			
Students to Try Teacher Called Anti- American			
Singing Patriotic Songs in Schools			
Full Suffrage Here Seen as Blow to Foe			