

World History Lesson Plan

Does Citizenship make you “One of the People

Name: Karl Asher

School: Edna Karr High School

Grade Level: 12th Grade

Title of Lesson: Does Citizenship make you “One of the People

Time Required: 5- 50 minute lessons

Do Now:

Day 1-What is Citizenship?

Day 2-Give two examples from history in which the rights of the citizen of a country were taken away.

Day 3- What are the options of citizens when the government abuses its rights?

Day 4-Does the citizens have the right to question the authority of the government? Give examples from history

Lesson Objective: TLWBAT use a series of primary documents to explain if citizenship makes a person “one of the people”

1. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1)
2. Analyze the point of view of an historical figure or group in world history (H-1A-H2)
3. Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2)
4. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
5. Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
6. Conduct historical research using a variety of resources to answer historical questions related to world history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)

Anticipatory Set/Essential Question:

Does citizenship make you “one of the People”?

Materials Required:

Textbook, mobile computer lab, internet, worksheets, Promethean Board, PowerPoint

Instructional Strategies Used:

Grouping (groups of 4); peer tutoring, individualized instruction

Guided Practice or Mini Lesson:

The teacher will begin each class with a mini lesson dealing with the following items

1. The rights of the English given to them by the English Bill of Rights
2. The causes and effects of the French Revolution
3. The causes and effects of the Corn law
4. The Russian Revolution

Once the mini lesson have been completed, the students will be working in groups to analyze documents and answer the on the worksheets

Process or Activity Period:

The students will be working in groups of 4 to analyze the documents and answer the accompanied questions. Each student will be responsible to complete his/her worksheet. In addition, the students will be responsible to complete the study guide for homework. This portion of the lesson will last 4 class periods.

On day five, using the documents provided, each student will write essay. This will be an individualized assignment and the student may not get help from his/her classmates. (See worksheet for Document-based Question)

Assessment:

- Answer the questions on the worksheet (see worksheets for questions)
- Use the documents provided to write an essay

Closure Activity:

Once the DBQ have been completed, there will be a class discussion on the question: Does Citizenship make you "One of the People

Name _____ Period _____ Date _____

Does citizenship make you “one of the People”? - Study Guide

Identify the following items

1. Charles I
2. Petition of Rights
3. Louis XVI
4. Estate General
5. First Estate
6. Second Estate
7. Third Estate
8. Tennis Court Oath
9. French Revolution
10. Declaration Rights of Man
11. Declaration Rights of Women
12. Congress of Vienna
13. Age of Metternich
14. Klemens Wenzel von Metternich
15. Carlsbad Decrees
16. Corn Laws:
17. Peterloo massacre:
18. The Six Acts :
 - a. The Training Prevention Act
 - b. The Seizure of Arms Act
 - c. The Seditious Meetings Act
 - d. The Blasphemous and Seditious Libels Act
 - e. The Misdemeanours Act
 - f. The Newspaper Stamp Duties Act
19. Russian Revolution
20. Socialism
21. Captialism
22. communal farming
23. Vladimir Lenin
24. Soviet Union

Document-Based Questions

This question is based on the accompanying documents (1-8). Some of the documents have been edited for the purpose of the question. As you analyze the documents, take into account both the context of each document and any point of view that may be presented in the document.

Directions:

Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

The Three Estates



Image depicting the three estates during the Old Regime

Questions for Document 1: The Third Estate

1a. Who do the three figures in the picture represent? Explain your answer.

b. Why is the bottom figure being mistreated?

c. Explain the artist's purpose for creating this image.

d. How did treatment of the Third Estate lead to the French Revolution? Justify your answer.

Document 2

Olympe de Gouges, *The Declaration of the Rights of Woman* (September 1791)

Mothers, daughters, sisters [and] representatives of the nation demand to be constituted into a national assembly. Believing that ignorance, omission, or scorn for the rights of woman are the only causes of public misfortunes and of the corruption of governments, [the women] have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman in order that this declaration, constantly exposed before all the members of the society, will ceaselessly remind them of their rights and duties; in order that the authoritative acts of women and the authoritative acts of men may be at any moment compared with and respectful of the purpose of all political institutions; and in order that citizens' demands, henceforth based on simple and incontestable principles, will always support the constitution, good morals, and the happiness of all.

Consequently, the sex that is as superior in beauty as it is in courage during the suffering of maternity recognized and declares in the presence and under the auspices of the Supreme Being, the following Rights of Woman and of Female Citizens.

Article 1

Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article 2

The purpose of any political association is the conservation of the natural and imprescriptible rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression.

Article 3

The principle of all sovereignty rests essentially with the nation, which is nothing but the union of woman and man; no body and no individual can exercise any authority which does not come expressly from it [the nation].

Article 4

Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason.

Article 5

Laws of nature and reason proscribe all acts harmful to society; everything which is not prohibited by these wise and divine laws cannot be prevented, and no one can be constrained to do what they do not command.

Article 6

The laws must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents.

Article 7

No woman is an exception: she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.

Article 8

The law must establish only those penalties that are strictly and obviously necessary, and no one can be punished except by virtue of a law established and promulgated prior to the crime and legally applicable to women.

Article 9

Once any woman is declared guilty, complete rigor is [to be] exercised by the law.

Article 10

No one is to be disquieted for his very basic opinions; woman has the right to mount the scaffold; she must equally have the right to mount the rostrum, provided that her demonstrations do not disturb the legally established public order.

Article 11

The free communication of thoughts and opinions is one of the most precious rights of woman, since the liberty assures the recognition of children by their fathers. Any female citizen thus may say freely, I am the mother of a child which belongs to you, without being forced by a barbarous prejudice to hide the truth; [an exception may be made] to respond to the abuse of this liberty in cases determined by the law.

Article 12

The guarantee of the rights of woman and the female citizen implies a major benefit; this guarantee must be instituted for the advantage of all, and not for the particular benefit of those to whom it is entrusted.

Article 13

For the support of the public force and the expenses of administration, the contributions of woman and man are equal; she share all the duties [corvees] and all the painful tasks; therefore, she must have the same share in the distribution of positions, employments, offices, honors and jobs [industrie].

Article 14

Female and male citizens have the right to verify, either by themselves or through their representatives, the necessity of the public contribution. This can only apply to women if they are granted an equal share, not only of wealth, but also of public administration, and in the determination of the proportion, the base, the collection, and the duration of the tax.

Article 15

The collectivity of women, joined for tax purposed to the aggregate of men, has the right to demand an accounting of his administration from any public agent.

Article 16

No society has a constitution without the guarantee of the rights and the separation of powers; the constitution is null if the majority of individuals comprising the nation have not cooperated in drafting it.

Article 17

Property belongs to both sexes whether united or separate; for each it is an inviolable and sacred right; no one can be deprived of it, since it is the true patrimony of nature, unless the legally determined public need obviously dictates it, and then only with a just and prior indemnity.

Questions for Document 2: *The Declaration of the Rights of Woman*

2a. When was this document written?

b. Why did Olympe de Gorges write this document?

c. How does this document compare to the Declaration of the Rights of Man and Citizen?

d. How do right depicted in this document compare to the actual rights of French women of the time? Be specific. Justify you answer.

Document 3

Excerpts from The Petition of Rights

To the King's Most Excellent Majesty,

We humbly show unto our sovereign lord the king, the lords spiritual and temporal, and commons in Parliament assembled, that whereas it is declared and enacted by a statute made in the time of the reign of King Edward I, commonly called *Stratutum de Tallagio non Concedendo*, that no tallage or aid shall be laid or levied by the king or his heirs in this realm, without the good will and assent of the archbishops, bishops, earls, barons, knights, burgesses, and other the freemen of the commonalty of this realm; and by authority of Parliament holden in the five-and-twentieth year of the reign of King Edward III, it is declared and enacted, that from thenceforth no person should be compelled to make any loans to the king against his will, because such loans were against reason and the franchise of the land; and by other laws of this realm it is provided, that none should be charged by any charge or imposition called a benevolence, nor by such like charge; by which statutes before mentioned, and other the good laws and statutes of this realm, your subjects have inherited this freedom, that they should not be compelled to contribute to any tax, tallage, aid, or other like charge not set by common consent, in Parliament:

II. Yet nevertheless of late divers commissions, directed to sundry commissioners in several counties with instructions, have issued; by means whereof your people have been in divers places assembled, and required to lend certain sums of money unto your Majesty, and many of them, upon their refusal so to do . . . have been constrained to . . . make appearance and give utterance before your privy council and in other places, and others of them have been therefore imprisoned, confined, and sundry other ways molested and disquieted. . . .

III. And whereas also, by the statute called *The Great Charter of the Liberties of England*, it is declared and enacted, that no freeman may be taken or imprisoned or be disseized of his freehold or liberties, or his free customs, or be outlawed or exiled, or in any manner destroyed, but by the lawful judgment of his peers, or by the law of the land. . . .

V. Nevertheless, against the tenor of the said statutes, and other the good laws and statutes of your realm to that end provided, divers of your subjects have of late been imprisoned without any cause showed; . . . and whereas of late great companies of soldiers and mariners have been dispersed into divers counties of this realm, and the inhabitants, against their will, have been compelled to receive them into their houses, and there to suffer them to sojourn against the laws and customs of this realm, and to the great grievance and vexation of the people. . . .

X. They [Parliament] do therefore humbly pray your most excellent Majesty, that no man hereafter be compelled to make or yield any loan, gift, benevolence, tax, or such like charge, without common consent by act of Parliament; and that none be called to make answer, or take such oath, or to give attendance, or be confined, or otherwise molested or disquieted concerning the same, or for refusal thereof; and that no freeman, in any such manner as is before mentioned, be imprisoned or detained; and that your Majesty would be pleased to remove the said soldiers and mariners, and that your people may not be so burdened in time to come; and that the aforesaid commissions, for proceeding by martial law, may be revoked and annulled; and that hereafter no commissions of like nature may issue forth to any person or persons whatsoever, to be executed as aforesaid, lest by color of them any of your Majesty's subjects be destroyed or put to death, contrary to the laws and franchise of the land.

XI. All which they most humbly pray of your most excellent Majesty as their rights and liberties, according to the laws and statutes of this realm; and that your Majesty would also vouchsafe to declare, that the awards, doings, and proceedings to the prejudice of your people, in any of the premises, shall not be drawn hereafter into consequence or example; and that your Majesty would be also graciously pleased, for the further comfort and safety of your people, to declare your royal will and pleasure, that in the things aforesaid all your officers and ministers shall serve you, according to the laws and statutes of this realm, as they tender the honor of your Majesty, and the prosperity of this kingdom.

Questions for Document 3: *The Petition of Rights*

3a. Why was this document written?

b. What were some of the things Charles I did to make Parliament to write this document?

c. What did Charles I do after he signed the Petition of Rights?

d. How did the actions of Charles I violate the rights of Parliament and the English people? Be specific. Justify your answer.

Document 4

Article described the events of The Peterloo Massacre

The Peterloo Massacre, 16 August 1819

A little before noon on the 16th August, the first body of reformers began to arrive on the scene of action, which was a piece of ground called St. Peters Field, adjoining a church of that name in the town of Manchester. These persons bore two banners, surmounted with caps of liberty, and bearing the inscriptions, 'no corn laws', 'annual parliaments', 'universal suffrage', 'vote by ballot'. Some of these flags, after being paraded round the field, were planted in the cart on which the speakers stood; but others remained in different parts of the crowd. Numerous large bodies of reformers continued to arrive from the towns in the neighbourhood of Manchester till about one o'clock, all preceded by flags and many of them in regular marching order, five deep. Two clubs of female reformers advanced, one of them numbering more than 150 members and bearing a white silk banner. One body of reformers timed their steps to the sound of a bugle with much of a disciplined air; another had assumed to itself the motto of the illustrious Wallace; 'God armeth the patriot'. A band of special constables assumed a position on the field without resistance. The congregated multitude now amounted to a number roundly computed at 80,000, and the arrival of the hero of the day was impatiently expected. At length, Mr. Hunt made his appearance, and after a rapturous greeting, was incited to preside; he signified his assent, and mounting a scaffolding, began to harangue his admirers. He had not proceeded far, when the appearance of the yeomanry cavalry advancing towards the area in a brisk trot, excited a panic in the outskirts of the meeting. They entered the enclosure, and after pausing a moment to recover their disordered ranks, and breathe their horses, they drew their swords, and brandished them fiercely in the air. The multitude, by the direction of their leaders, gave three cheers to show that they were undaunted by this intrusion, and the orator had just resumed his speech to assure the people that this was only a trick to disturb the meeting, and to exhort them to stand firm, when the cavalry dashed into the crowd, making for the cart on which the speakers were placed. The multitude offered no resistance, they fell back on all sides. The commanding officer then approaching Mr. Hunt, and brandishing his sword, told him that he was his prisoner. Mr. Hunt, after enjoining the people to tranquillity, said he would readily surrender to any civil officer on showing his warrant, and Mr. Nadin, the principal police officer, received him in charge. Another person named Johnson, was likewise apprehended, and a few of the mob, some others against whom there were warrants, escaped in the crowd. A cry now arose among the military of, 'have at their flags' and they dashed down not only those in the cart, but the other dispersed in the field; cutting to right and left to get at them. The people began running in all directions; and from this moment the yeomanry lost all command of temper; numbers were trampled under the feet of men and horses; many, both men and women were cut down by sabres; several, and a peace officer and a female in the number, slain on the spot. The whole number of persons injured amounted to between three and four hundred. The populace threw a few stones and brick bats in their retreat, but in less than ten minutes, the ground was entirely cleared of its former occupants, and filled by various bodies of military, both horse and foot.

The Annual Register, 1819

Questions for Document 4: The Peterloo Massacre

4a. Why was the people protesting?

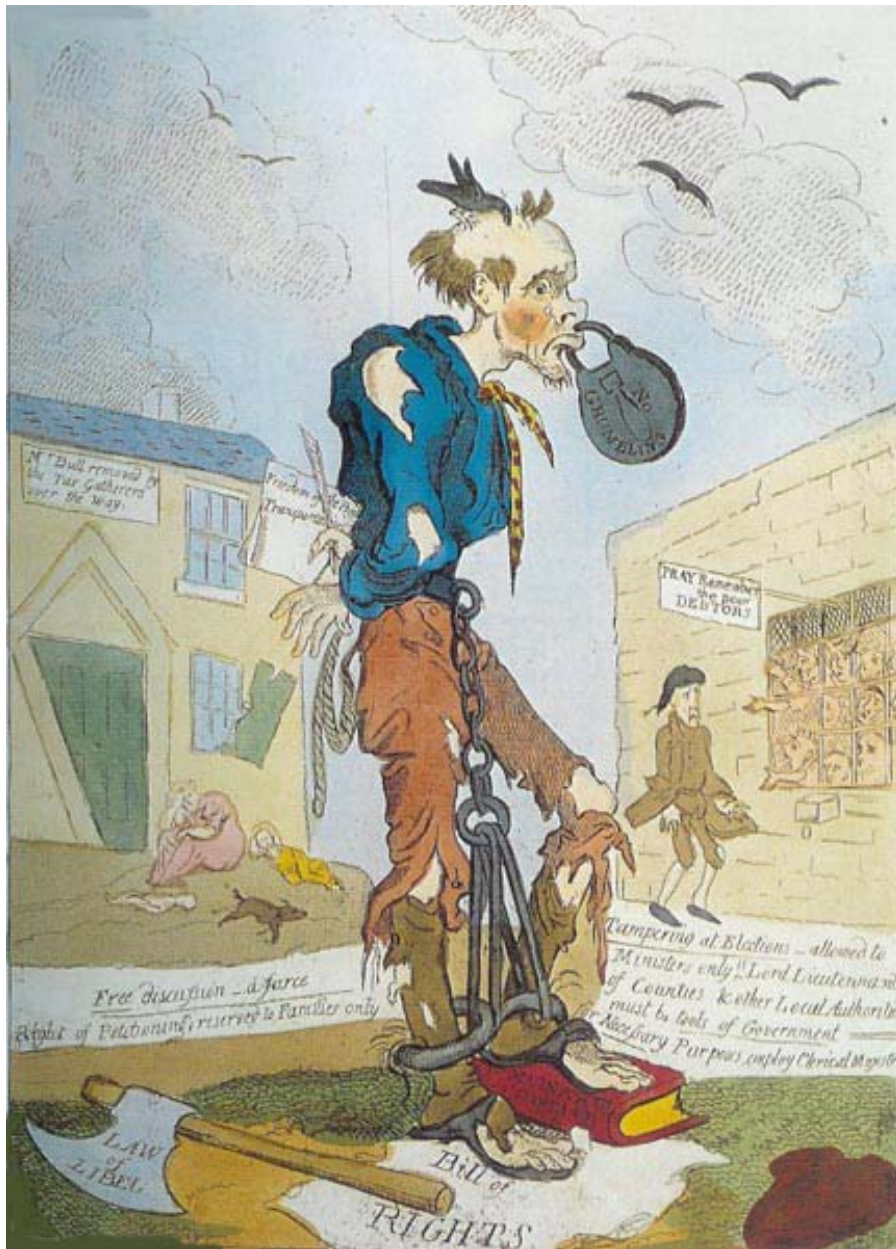
b. What were the Corn Laws?

c. What was the action of the yeomanry cavalry?

d. The immediate effect of Peterloo was a crackdown on reform and the passing of the Six Acts. What was the effect of the Six Acts on the English people? Be specific.

Document 5

The Six Acts



A contemporary cartoon depicted the effects of the Six Acts as the shackling and gagging of British freedoms.

Questions for Document 5: The Six Acts

5a. Who does the person in the picture represent?

b. Why is there a padlock on this person's mouth? Explain your answer

c. What is the artist trying to say about the Six Acts? Justify your answer by giving examples

d. How did the Six Acts violate the rights of the English people?

Document 6

Excerpts from the Carlsbad Decrees

Provisional Decree Relative to the Measures To Be Taken concerning the Universities

Sect. 1. The Sovereign shall make choice for each university of an extraordinary commissioner, furnished with suitable instructions and powers, residing in the place where the university is established; he may be either the actual curator, or any other person whom the government may think fit to appoint.

The duty of this commissioner shall be to watch over the most rigorous observation of the laws and disciplinary regulations; to observe carefully the spirit with which the professors and tutors are guided in their public and private lectures; to endeavour, without interfering directly in the scientific courses, or in the method of instruction, to give the instruction a salutary direction, suited to the future destiny of the students, and to devote a constant attention to every thing which may tend to the maintenance of morality, good order and decency among the youths.

Sect. 2. The governments of the states, members of the confederation, reciprocally engage to remove from their universities and other establishments of instruction, the professors and other public teachers, against whom it may be proved, that in departing from their duty, in overstepping the bounds of their duty, in abusing their legitimate influence over the minds of youth, by the propagation of pernicious dogmas, hostile to order and public tranquillity, or in sapping the foundation of existing establishments, they have shown themselves incapable of executing the important functions entrusted to them, without any obstacle whatever being allowed to impede the measure taken against them, so long as the present decree shall remain in force, and until definitive arrangements on this point be adopted.

A professor or tutor thus excluded, cannot be admitted in any other state of the confederation to any other establishment of public instruction.

Sect. 3. The laws long since made against secret or unauthorized associations at the universities, shall be maintained in all their force and rigour, and shall be particularly extended with so much the more severity against the well-known society formed some years ago under the name of the General Burgenschaft, as it has for its basis an idea, absolutely inadmissible, of community and continued correspondence between the different universities.

The governments shall mutually engage to admit to no public employment any individuals who may continue or enter into any of those associations after the publication of the present decree.

Sect. 4. No student who, by a decree of the Academic Senate confirmed by the government commissioner, or adopted on his application, shall be dismissed from a university, or who, in order to escape from such a sentence, shall withdraw himself, shall be received in any other university; and in general, no student shall be received at another university without a sufficient attestation of his good conduct at the university he has left.

Questions for Document 6: The Carlsbad Decrees

6a. How did the Carlsbad Decree affect the rights of university professors?

b. How did the Carlsbad Decree affect the rights of college students?

c. Why did the Carlsbad Decree focus on universities?

d. How did the Carlsbad Decree reflect Metternich's ideas maintaining the "status quo" and stopping the spread of liberalism?

Document 7

Excerpts from the First Constitution of the Soviet Union, 1918

Sec. 1

Chapter II

3. With the fundamental aim of suppressing all exploitation of man by man, of abolishing forever the division of society into classes, of ruthlessly suppressing all exploiters, of bringing about the socialist organization of society and the triumph of socialism in all countries, the Third All-Russian Congress of Soviets of Workers', Soldiers', and Peasants' Deputies further decrees:

a. In order to establish the 'socialization' of land, private ownership of land is abolished; all land is declared national property, and is handed over to the laboring masses, without compensation, on the basis of an equitable division giving the right of use only.

b. All forests, underground mineral wealth, and waters of national importance, all livestock and appurtenances, together with all model-farms and agricultural enterprises, are proclaimed public property.

c. As the first step toward the complete transfer of factories, works, shops, mines, railways, and other means of production and of transport to the ownership of the workers' and peasants' Soviet Republic, and in order to insure the supremacy of the laboring masses over the exploiters, the Congress ratifies the soviet law on workers' control of industry .

d. The Third All-Russian Congress of Soviets considers the soviet law repudiating the loans contracted by the government of the Tsar, the landlords, and the bourgeoisie as a first blow at international financial capitalism; and it expresses its conviction that the Soviet government will continue firmly in this direction until the complete victory of the international revolt of the workers against the yoke of capitalism.

e. The Congress ratifies the transfer of all banks to the ownership of the workers' and peasants' government as one of the conditions insuring the emancipation of the toiling masses from the capitalistic yoke.

f. In order to exterminate all parasitic strata of society and to organize the economic life of the country, general compulsory labor is introduced.

g. In order to secure the supremacy of the laboring masses and to guard against any possibility of the restoration of the power of the exploiters, the Congress decrees the arming of the laboring population, the formation of a socialist Red Army of Workers and peasants, and the complete disarmament of the propertied classes.

The first constitution of the new Soviet state--the Russian Socialist Federated Soviet Republic--was adopted by the Congress of Soviets on July 10, 1918

Questions for Document 7: The First Constitution of the Soviet Union, 1918

7a. What did the Constitution do to establish the 'socialization' of land?

b. According to the Constitution, what was the role of the worker in the Soviet Republic?

c. What does the Constitution mean by “capitalist yoke”?

d. Describe how the role of the Soviet worker would have been different than that of the worker who live before the Russian Revolution?

Document 8

Letter to Lenin on starving among the workers

Dmitrov, 4 March, 1920

Esteemed Vladimir Ilich,

Several employees of the postal-telegraph department have come to me with the request that I bring to your attention information about their truly desperate situation. As this problem concerns not only the commissariat of mail and telegraphs alone, but the general condition of everyday life in Russia, I hasten to fulfill their request.

You know, of course, that to live in the Dmitrov district on the salary received by these employees is *absolutely impossible*. It is impossible even to buy a bushel of potatoes with this [salary]; I know this from personal experience. In exchange they ask for soap and salt, of which there is none. Since [the price] of flour has gone up – if you manage to get any – it is impossible to buy eight pounds of grain and five pounds of wheat. In short, without receiving provisions, the employees are doomed to a very real famine.

Meanwhile, along with such prices, the meager provisions which the postal and telegraph employees received from the Moscow postal and telegraph supply center (according to the decree of August 15, 1918: eight pounds of wheat to an employee or to employees, and five pounds of wheat to incapacitated members of a family) *have not been delivered for two months already*. The local supply centers cannot distribute their provisions, and the appeal of the employees (125 persons in the Dmitrov area) to Moscow remains unanswered. A month ago one of the employees wrote you personally, but he has received no answer thus far.

I consider it a duty to testify that the situation of these employees is truly desperate. The majority are *literally starving*. This is obvious from their faces. Many are preparing to leave home without knowing where to go. And in the meantime, I will say openly that they carry out their work conscientiously; they have familiarized themselves with [their jobs] and to lose such workers would not be in the interests of local life in any way.

I will add only that whole categories of other Soviet employees can be found in the same desperate condition.

In concluding, I cannot avoid mentioning something about the general situation to you. Living in a great center – in Moscow – it is impossible to know the true condition of the country. To know the truth about current experiences, one must live in the provinces, in close contact with daily life, with its needs and misfortunes, with the starving – adults and children – with running back and forth to offices in order to get permission to buy a cheap kerosene lamp, and so forth.

There is now one way out of these trials for us. It is necessary to hasten the transitions to more normal conditions of life. We will not continue like this for long, and we are moving toward a bloody catastrophe. The locomotives of the Allies, the export of Russian grain, hemp, flax, hides, and other things that are so indispensable to us will not help the population.

One thing is indisputable. Even if the dictatorship of the party were an appropriate means to bring about a blow to the capitalist system (which I strongly doubt), *it is nevertheless harmful for the creation of a new socialist system*. What are necessary and needed are local institutions, local forces; but there are none, anywhere. Instead of this, wherever one turns there are people who have never known anything of real life, who are committing the gravest errors which have been paid for with thousands of lives and the ravaging of entire districts.

Consider the supply of firewood, or that of last season's spring seed...

Without the participation of local forces, without an organization from below of the peasants and workers themselves, it is impossible to build a new life.

It would seem that the soviets should have served precisely this function of creating an organization from below. But Russia has already become a Soviet Republic only in name. The influx and taking over of the people by the "party," that is, predominantly the newcomers (the ideological communists are more in the urban centers), has already destroyed the influence and constructive energy of this promising institution – the soviets. At present, it is the party committees, not the soviets, who rule in Russia. And their organization suffers from the defects of bureaucratic organization.

To move away from the current disorder, Russia must return to the creative genius of local forces which as I see it, can be a factor in the creation of a new life. And the sooner that the necessity of this way is understood, the better. People will then be all the more likely to accept [new] social forms of life. If the present situation continues, the very word "socialism" will turn into a curse. This is what happened to the conception of "equality" in France for forty years after the rule of the Jacobins.

With comradely greetings,

P. Kropotkin

From Selected Writings on Anarchism and Revolution, P.A. Kropotkin, edited and translated by Martin A. Miller. The letter appears in Anarchy Archives with the permission of the editor and translator.

Questions for Document 8: Letter to Lenin on starving among the workers

8a. Describe the condition of the people of the living in the Dmitrov district?

b. According to the document, why are the people of the Dmitrov district starving?

c. What did Kropotkin attribute to the destruction of the soviet?

d. Explain how the ideals written in the Constitution of 1917 differ from the way things actually are in the Dmitrov district

Document-Based Questions

This question is based on the accompanying documents (1-8). Some of the documents have been edited for the purpose of the question. As you analyze the documents, take into account both the context of each document and any point of view that may be presented in the document.

Directions: Write a well-organized essay that includes an introduction, thesis statement, several paragraphs, and a conclusion. Address all aspects of the task by accurately at least 6 documents. Support your response with relevant facts, examples, and details. Include additional outside information

Task: Using information from the documents and your knowledge of social studies, write an essay that answers the following question.

Discuss and analyze ways in which governments have alienated its citizens.