

- Describe the competing interests of Native Americans and European powers in the Ohio River Valley. What was the result of the international conflict regarding this area?
- Discuss how democracy worked in ancient Greece and Rome. Who benefited most from democratic reforms in these societies? Compare democracy in ancient Greece and Rome to democracy in America today.

Follow-up Activities

- As conflicts escalated between colonists and the French and Native Americans on the western frontier, Benjamin Franklin proposed that the colonies unite for their protection. In support of his Albany Plan of Union, Franklin published "Join or Die," described as the first political cartoon. Share the cartoon with students and ask them to analyze it. As a follow-up, students may read and discuss Franklin's "The Rattle-Snake as a Symbol of America," and develop their own extended metaphors suggesting an animal or bird they think best represents the United States. Franklin's rattlesnake article may be found at this Web site: www.historycarper.com/resources/twof3/rattle.htm.
- Gottlieb Mittelberger wrote observations of his travels to America on a ship that contained many poor immigrants who were coming to the New World as indentured servants. Ask students to read excerpts from Mittelberger's "Journey to Pennsylvania" and to discuss the difficulties he and his shipmates faced on their journey across the Atlantic. Students may write several diary entries reflecting their understanding of an indentured servant's experience. Portions of "Journey to Pennsylvania" may be found at this Web site: www.swarthmore.edu/SocSci/bdorse1/41docs/40-mit.html.
- Ask students to research Triangular Trade and to develop maps that reflect their understanding of this elaborate and devastating trade system. The class should identify the major ports and shipping lanes between England, West Africa and the North American and Caribbean colonies and calculate the distance of each leg of the journey. Students should also indicate on their maps the homelands of the people and the types of products that were bought and sold.
- The Iroquois Confederacy was the most powerful Indian nation north of Virginia. Ask groups of students to research the political culture of the Iroquois Confederacy. They should then create Venn diagrams in which they compare the government of the Iroquois to the government of the United States. Students may learn more about the Iroquois Constitution, or the Great Bindings Law, at this Web site: www.law.ou.edu/hist/iroquois.html.
- Indigo, rice, fish and furs were products that were in great demand from the English colonies in North America. Break students into small groups and assign each group a colonial resource to research. Each group should identify on a map where in the New World their resource could be grown or found, describe the labor involved in developing this resource and relate why their resource was so desired. Groups may create fun or serious marketing campaigns to promote the sale of their products.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- alumni.cc.gettysburg.edu/~s330558/schooling.html
Gettysburg College's "Schooling, Education and Literacy In Colonial America" includes sample pages from *The New England Primer*.
- www.history.org/history/
The Colonial Williamsburg site offers students and teachers valuable resources about colonial life in North America.
- carlos.emory.edu/ODYSSEY/GREECE/democracy.html
Emory University provides information about life in ancient Greece and the development of democracy.

Suggested Print Resources

- Bober, Natalie. *Countdown to Independence*. Atheneum Books, New York, NY; 2001.
- Keehn, Sally. *I Am Regina*. Putnam, New York, NY; 2001. Based on a true story of a young woman kidnapped during the French and Indian War.
- Hakim, Joy. *Making Thirteen Colonies*. Oxford University Press, New York, NY; 2003.
- Kleinman, Joseph and Eileen Kurtis-Kleinman. *Life on an African Slave Ship*. Lucent Books, San Diego, CA; 2001.

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.
Curriculum Specialist, Schlessinger Media

TITLES

- ORIGINS OF DEMOCRACY (1688-1765)
- CAUSES OF THE REVOLUTION (1765-1774)
- DECLARING INDEPENDENCE (1774-1776)
- THE REVOLUTIONARY WAR (1776-1783)
- CREATING A NEW NATION (1783-1791)

Teacher's Guides Included
and Available Online at:

800-843-3620



Teacher's Guide and Program Copyright 2004 by Schlessinger Media,
a division of Library Video Company
P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620
Executive Producer: Andrew Schlessinger
Programs produced and directed by Issembert Productions, Inc. D6861
All rights reserved. V6141



ORIGINS OF DEMOCRACY (1688-1765)

Grades 5-9

This guide is a supplement designed for teachers to use when presenting programs in the *The American Revolution for Students* series.

Before Viewing: Give students an introduction to the topic by relaying aspects of the program summary to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Program Summary

The idea of democracy did not originate in colonial America in 1776, but is rooted in the thoughts and ideas of classic Greece and Rome. However, in these ancient societies active participation in government was mostly limited to the wealthy and other influential citizens. The rediscovery of ancient democratic ideas in England resulted in the signing of the Magna Carta in 1215 and led from the slow evolution of democracy for the few, to the unique American notion of democracy for the masses.

When the early settlers left Europe for the New World, they risked everything to start over in a strange land. Those who made the long ocean passage endured many hardships in establishing their homes and communities. Although many people, especially enslaved Africans and Native Americans, did not enjoy the benefits of freedom, America by the 18th century was the most democratic society in the world, founded on the principles of equality, liberty and justice for all — a place where the people governed themselves. The American colonists experienced more political and religious freedom than they had ever known.

Despite English mercantilist laws that attempted to control colonial trade, colonists developed thriving businesses, taking advantage of America's fertile landscape to produce valuable crops such as indigo and rice. Because Great Britain remained focused on other parts of its vast empire, many American colonists found ways to avoid paying British taxes and some even participated in outright smuggling to evade British trade restrictions.

In the aftermath of the Seven Years' War, Great Britain controlled much of the land east of the Mississippi River, but suffering economically due to the tremendous cost of the long conflict, the British turned to the Americans for help. Many colonists rejected new British attempts to raise revenue, such as the Stamp Tax, and fought against the attempts to enforce existing British trade laws. Parliament and the royal ministry were now seen as trying to limit American freedoms, something many colonists wouldn't stand for.

Time Line

c. 600 BCE — Ancient Greece implements democratic reforms.

c. 500 BCE — Democracy appears in ancient Rome.

1215 — The Magna Carta is signed.

1600s — English colonists begin to establish successful settlements in North America.

1619 — The first enslaved Africans are brought to North America.

1688 — England's Glorious, or Bloodless, Revolution begins.

1689 — The English Bill of Rights is created.

1754 — The French and Indian War begins.

1754 — Benjamin Franklin proposes the Albany Plan of Union.

(Continued)

1759 — Fighting in North America ends with the British victory in Quebec.

1763 — The Treaty of Paris officially ends the French and Indian or Seven Years' War.

1765 — The British government imposes the Stamp Tax on colonists.

Vocabulary

New World — The name used by Europeans during the Age of Colonization to describe lands across the Atlantic Ocean.

democracy — A system of government in which political control is exercised by all citizens, either directly or indirectly, through elected representatives.

monarchy — A system of government characterized by a king or queen having ultimate authority as the head of state.

Magna Carta — A document written in 1215 that guaranteed certain or select rights to British nobles. Magna Carta is Latin for "great charter."

Parliament — The legislative body of Great Britain, consisting of a king or queen, the House of Lords and the House of Commons. Other countries also have legislatures called parliaments.

Glorious Revolution — The events that took place from 1688-1689 that allowed William III and Mary II to rule England. Also called the Bloodless Revolution.

English Bill of Rights — A document that declared that Englishmen had certain civil and political rights, reduced the power of the monarch and strengthened Parliament's role in the government.

Puritans — Also known as Pilgrims or Separatists, a group of people who first came to New England on the Mayflower in 1620 in search of religious freedom.

Quakers — Members of a religious group in England, also known as the Religious Society of Friends, who settled mainly in lands granted to William Penn in the colony of Pennsylvania.

indentured servant — A person who borrows money and agrees to pay off the debt by working for a specific amount of time. Many American colonists paid for their passage across the Atlantic in this way.

plantations — Large agricultural estates where crops are tended by residential workers.

indigo — A lucrative crop grown in the southern colonies that produced a blue dye.

slavery — The practice or system of people owning other people and forcing them to work.

The American Revolution — The war in which America won its independence from the British.

mercantilism — The economic policy of European nations during the era of discovery and colonization of the Americas, designed to make Europe rich and powerful.

(Continued)

French and Indian War — A conflict from 1754 to 1763 involving the French and their Native American allies against the British. This war was part of a broader European conflict known as the Seven Years' War.

Albany Plan of Union — A proposal to unite the colonies, developed by Benjamin Franklin, that was approved at the Albany Congress in 1754, but was later rejected by colonial legislatures.

The Treaty of Paris — The agreement that ended the Seven Years' War and gave Great Britain control of almost all North American lands east of the Mississippi River.

Stamp Tax — An unpopular 1764 British law that placed new taxes on American colonists.

Pre-viewing Discussion

- Which were the original thirteen colonies in America? How did they form? How was life different in the northern, middle and southern colonies?
- Ask students to consider factors that would cause them to move thousands of miles from home. Students could then speculate about reasons why European colonists came to North America.
- Students may brainstorm their own definitions of democracy. Ask students to discuss the pros and cons associated with this type of government.

Focus Questions

1. What was the significance of the Magna Carta?
2. Describe the quality of life for most people in England at the turn of the 17th century. Why did many come to North America?
3. Compare and contrast life in the New England, middle and southern colonies.
4. How did English mercantilism affect American colonists?
5. How did English colonists respond to Native American cultures?
6. Why did the French and British each want to control the Ohio River Valley?
7. What role did George Washington play in the French and Indian War?
8. What was the Albany Plan of Union?
9. Why did Great Britain strengthen enforcement of tax and trade laws at the end of the Seven Years' War?
10. How did many colonists respond to the Stamp Act?

Follow-up Discussion

- Explain the system of mercantilism and its effect on economic life in the colonies. Why do you think many colonists chose to ignore mercantilist laws? Were the colonists justified in evading British trade restrictions? Why? Why not?

(Continued)