

LESSON PLANS

DEMOCRACY

AN HISTORICAL OVERVIEW

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Calella, 2008

Democracy : An historical overview. Unit 0: Introduction

LEARNING OUTCOMES	CONTENT		COMMUNICATION	COGNITION
<p>Knowledge: -A broad Knowledge of today's political world -A preliminary definition of Dcr and Aut -An initial overview of HR</p> <p>Be able to: -Define the idea of Dcr and its differences with Aut -Define and differentiate Rep/Mon, and Unitary/compound st. -Enumerate Modern Times stages</p> <p>Be aware of: -Evolution of democracy -Non-political aspects (social) economic, cultural...) -Philosophical views</p>	<p>Activities A) Initial approach 1 Activate prior knowledge about politics, regimes and principles. Place your bets 2 Analysis, comprehension and opinion about Dcr/Aut 3 Language activities on the World countries today 4 Distribution of Freedom in the world</p> <p>B) Introduction 1 Matching word-prefix 2 Circle the correct word 3 Reading and translating 4 Adopting Right-Names and understanding HR</p>	<p>Resources Examples provided by the teacher Maps (continents, world-maps on Dcr/Aut) Tables of world states Lists of countries in the World (Catalan and English versions)</p> <p>Documents: UDHR (full and shortened),</p>	<p>Language Learning Vocabulary: Descriptive / Evaluative expressions Word bank</p> <p>Structures: Time adverbs and expressions (present, past, future)</p> <p>Questioning: Who What When How Where Why</p> <p>Contrasting/comparing</p> <p>Reasoning: introducing reasons and conclusions</p>	<p>Thinking skills Information processing Understanding: Organising information: a) Sequencing information: historical development, cause-effect, b) Comparing/contrasting information c) classifying</p> <p>Imagination: Putting yourself in the shoes of others</p> <p>Foreseeing the future</p> <p>Reasoning: Give/Accept reasons</p>

Dcr. Democracy

Aut: Autocracy

HR: Human Rights

Stg: stage

CGW: Class-group work

GW(n.): Group Work of n. people

PW: Pair Work

Lesson Plan Unit 1: Unit 1: How things were before

LEARNING OUTCOMES	CONTENT		COMMUNICATION	COGNITION
<p>Learning Outcomes</p> <p>Knowledge: The regimes of Modern Times: when, where they existed; The difference Abm/DR</p> <p>Be able to: Differentiate Abm and DR Relate the concepts back to our past</p> <p>Produce comprehensive criticism as regards politics</p> <p>Be aware of: How brittle democracy can be</p> <p>The setbacks that can bring Dcr back to Aut</p>	<p>Activities</p> <p>1 Check the definitions of Abm and DR 2 Contrasting Abm/DR 3 Creative thinking: place yourself in the king's shoes 4 Comments on the film "Cromwell"</p>	<p>Resources</p> <p>Texts</p> <p>Video: Some sequences of "Cromwell"</p> <p>Documents: Magna Carta, The file of an Inquisition Trial</p>	<p>Language Learning</p> <p>Vocabulary: A glossary of relevant items</p> <p>Structures: Deepen contrasting and opposing ideas</p> <p>Definition-language</p> <p>Cause-effect language</p> <p>Prediction</p> <p>Functions:</p>	<p>Thinking skills Classifying and opposing</p> <p>Information processing</p> <p>Identifying characters with ideas</p> <p>Causal-process knowledge: direct and indirect causes and effects</p>

Abm: Absolutism

DR: Divided Sovereignty

Lesson Plan Unit 2: The 19th century Liberal State

LEARNING OUTCOMES	CONTENT		COMMUNICATION	COGNITION
<p>Learning Outcomes</p> <p>Knowledge: the UDHR. Division in 3 categories</p> <p>The 1st category: Civil rights</p> <p>LS against Abs</p> <p>The LS: essential traits</p> <p>Be able to: enumerate different sorts of Rights</p> <p>Correlate HR with different Stg of Dcr</p>	<p>Activities</p> <p>1 A. Revisiting previous knowledge and vocabulary</p> <p>1 B. Fast-reading activity</p> <p>2 Language and comprehension:</p> <p>3 Reading, defining and justifying</p> <p>4 Cause-effect reasoning</p> <p>5 Contrasting and arguing. Reading.</p> <p>6 Match words with historical characters</p> <p>7 Contrasting and opining</p> <p>8 Identification and prediction. Relating theory with everyday life</p>	<p>Resources</p> <p>French Declaration of the Citizen’s Rights</p> <p>Fragments of US Constitution</p>	<p>Language Learning</p> <p>Vocabulary: Glossary of HR and political notions</p> <p>Structures: Moral assessing - language</p> <p>Enumerative language</p> <p>Linking events language</p> <p>Functions:</p>	<p>Understanding:</p> <p>Differentiate, compare and contrasting regimes</p> <p>Define, trace the borders between concepts</p> <p>Comprehensive vision of human rights’ nature and role</p> <p>Reasoning: Getting to the causes of historical events</p> <p>Information processing</p>

UDHR: Universal Declaration of Human Rights
LS: liberal sta

Lesson Plan Unit 3: The democratic liberal state

LEARNING OUTCOMES	CONTENT		COMMUNICATION	COGNITION
<p>Learning Outcomes</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -The democratisation of the liberal state -Political rights <p>Be able to:</p> <ul style="list-style-type: none"> -Assess the pure principle of democracy -Compare this principle with liberal ones -Identify political rights and differentiate them from civil and social-economic-cultural ones <p>Be aware of:</p> <ul style="list-style-type: none"> -The social and political progress in history -The power of social movements to change history 	<p>Activities</p> <ol style="list-style-type: none"> 1 Reading and interpreting a graph. Describing and Predicting 2 Describing an image and explaining the motives 3 Cause-effect analysis of political change 4 Identifying political rights 5 Introducing new vocabulary 6 Reading and comprehension of a text 	<p>Resources</p> <ul style="list-style-type: none"> Graphs Texts Images 	<p>Language Learning</p> <p>Vocabulary:</p> <p>Structures:</p>	<p>Information processing</p>

Lesson Plan Unit 4: The Welfare State

LEARNING OUTCOMES	CONTENT		COMMUNICATION	COGNITION
<p>Learning Outcomes</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Understanding the ideas behind WS -Getting the concept of social-economic-cultural rights <p>Be able to:</p> <ul style="list-style-type: none"> -Identifying the role of different institutions of social life -Differentiate civil and political rights from the socio-economic-cultural ones <p>Be aware of:</p> <ul style="list-style-type: none"> -The pros and cons of the WS 	<p>Activities</p> <ol style="list-style-type: none"> 1 Activating prior knowledge 2 Causal reasoning 3 Sequencing a causal set of events 4 Creative thinking, Predicting 5 Concepts understanding: cross the wrong word 6 reading, translating and comprehension 7 Identifying real institutions with political concepts 	<p>Resources</p> <p>Flow graphs Texts</p>	<p>Language Learning Vocabulary:</p> <p>Structures:</p>	<p>Information processing</p>

Lesson Plan Unit 5: Conclusion

LEARNING OUTCOMES	CONTENT		COMMUNICATION	COGNITION
<p>Learning Outcomes</p> <p>Knowledge: -An overview of the whole system: institutions and rights</p> <p>Be able to: -Remember stages and places -Differentiate civil and political rights from the socio-economic-cultural ones -Give a list of some rights of each kind</p> <p>Be aware of: -Predict from the past what is going to happen in the future -The huge changes in Contemporary history</p>	<p>Activities</p> <p>1 Table-analysis of countries 2 Text-analysis: Summarizing, classifying and drawing conclusions from premises 3 Filling the gaps of a set of sentences about HR with a set of words 4 Path-game</p>	<p>Resources</p> <p>Table of stages / regimes / rights</p>	<p>Language Learning</p> <p>Vocabulary:</p> <p>Structures:</p>	<p>Information processing</p>