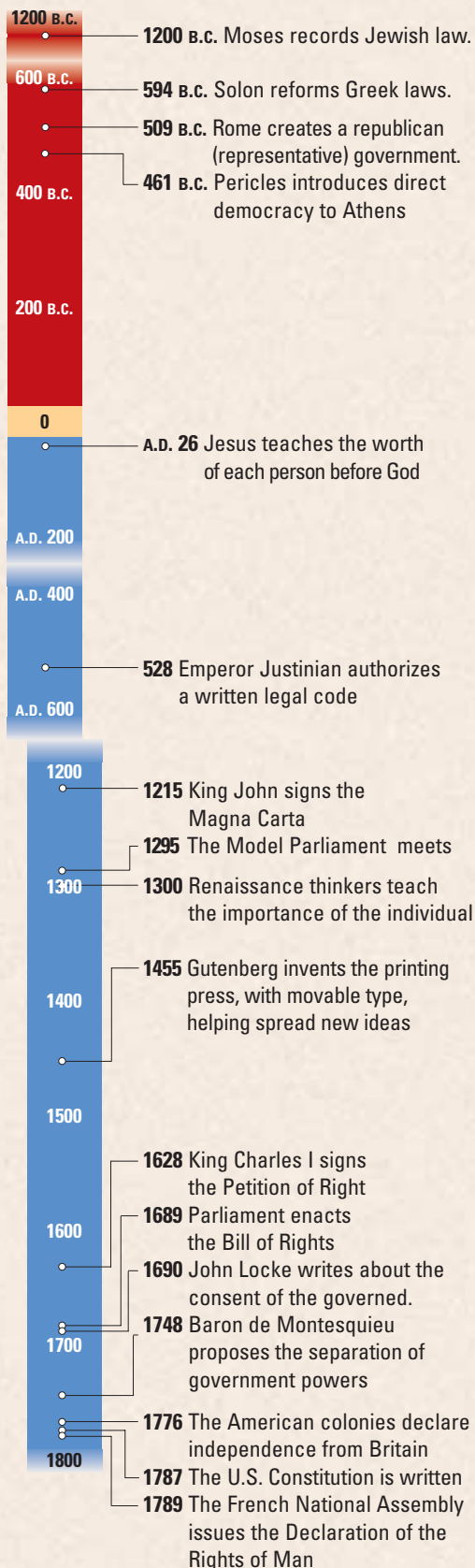




# PROLOGUE Assessment

## Visual Summary

### The Rise of Democratic Ideas



#### TERMS & NAMES

Briefly explain the importance of each of the following to the rise of democratic ideas.

- |                       |                              |
|-----------------------|------------------------------|
| 1. aristocracy        | 6. divine right              |
| 2. direct democracy   | 7. constitutional monarchy   |
| 3. monarchy           | 8. social contract           |
| 4. republic           | 9. representative government |
| 5. due process of law | 10. federal system           |

#### REVIEW QUESTIONS

SECTION 1 (pages 5–9)

##### The Legacy of Ancient Greece and Rome

11. What changes did Pericles introduce into Greek government to make it more democratic?
12. In what ways is a republic different from direct democracy?
13. What does the phrase “government of laws, not of men” mean?

SECTION 2 (pages 12–16)

##### Judeo-Christian Tradition

14. What did the Hebrew tradition teach about the responsibilities of the individual and community to combat injustice?
15. How did the Reformation contribute to the growth of democracy?

SECTION 3 (pages 17–21)

##### Democratic Developments in England

16. How does common law differ from Roman law?
17. Name two basic individual rights guaranteed in the Magna Carta.
18. In what three ways was the power of the English monarch limited by the English Bill of Rights?

SECTION 4 (pages 22–27)

##### The Enlightenment and Democratic Revolutions

19. What question did the framers of the American Constitution have to deal with, and what was the answer?
20. What is required in a society for democracy to work?

#### Interact *with* History



On page 4, you were asked to think about why people would risk death to have or preserve democracy. Imagine yourself as a television news reporter. Write at least five questions that you would ask the young man in the photo. Compare your questions with those of at least one other person in your class.



## CRITICAL THINKING

### 1. LESSONS OF DEMOCRACY

**THEME CULTURAL INTERACTION** Name some examples from this chapter in which the positive impact of the ideas of democracy helped promote democracy in another part of the world.

### 2. DEMOCRATIC THINKERS

**THEME POWER AND AUTHORITY** Create a chart like the one below. For each philosopher, list his ideas about government and the book in which they are found.

Philosopher	Ideas About Government Power and Authority	Book
Hobbes		
Locke		
Rousseau		
Montesquieu		

### 3. FORMS OF DEMOCRACY

This chapter describes both direct and representative democracy. For what reasons would a nation in today's world choose representative democracy rather than direct democracy?

### 4. ANALYZING PRIMARY SOURCES

In the following selection from *Politics*, Aristotle presents his views on where the power of the state should reside. His conclusions reflect the idea that moderation is the best path to civic virtue. Read the paragraph and then answer the questions that follow:

#### A VOICE FROM THE PAST

Where ought the sovereign power of the state to reside? . . . The state aims to consist as far as possible of those who are alike and equal, a condition found chiefly among the middle section. . . . The middle class is also the steadiest element, the least eager for change. They neither covet, like the poor the possessions of others, nor do others covet theirs, as the poor covet those of the rich. . . . Tyranny often emerges from an over-enthusiastic democracy or from an oligarchy, but much more rarely from middle class constitutions . . .

- What is Aristotle arguing here?
- How closely does this model of an ideal state correspond to the reality of Athenian democracy?
- Do you agree with Aristotle? Support your opinion.

## CHAPTER ACTIVITIES

### 1. LIVING HISTORY: Unit Portfolio Project

Your portfolio project focuses on the rise of democratic ideas. As documents, the U.S. Constitution and the Bill of Rights include many of the ideas of democracy that developed over the years. Use the information in this chapter and in Chapter 6, Section 4, to help you with one of the following ideas to add to your portfolio.

- Create a map that shows the countries where the ideas found in the U.S. Constitution originated.
- Working with a team, create a television public service announcement showing the democratic rights guaranteed in the U.S. Constitution. Videotape your announcement or present it to the class.
- Write a dialogue between James Madison and Thomas Jefferson on the topic of democratic ideas to be included in the U.S. Constitution.

### 2. CONNECT TO TODAY: Cooperative Learning

**THEME REVOLUTION** Democratic ideas continue to have enormous influence throughout the world. In the last 25 years of the 20th century, democratic changes have taken place in Mexico, Brazil, the former Soviet Union, and South Africa. Work with a team to create a chart comparing steps toward democracy in the countries above.



Using the Internet or your library, research changes that took place in each of the countries listed.

- With the group decide on a set of categories you can use to compare the steps toward democracy in these nations. For example, you might want to compare changes in voting patterns in elections.
- Create a large poster chart comparing or contrasting the changes that took place.

### 3. INTERPRETING A TIME LINE

Look at the time line in the visual summary. Pick four events and tell why you think they are the most important events of the ones listed.

## FOCUS ON GRAPHS

The percentage of registered voters who take part in elections in democracies varies widely, as shown on the graph to the right.

Compare the percentage of voters in the following countries.

- Which country had the highest voter turnout? Which had the lowest?
- Which countries had about 75 percent of the voters participate?

#### Connect to History

Based on the percentages, what can you conclude regarding the way people in South Africa and in the United States feel about the responsibilities of democracy?

