



HISTORY Colorado

DEMOCRATIC PRINCIPLES

Program Description

Democratic Principles explores how democratic principles have not only evidenced themselves throughout Colorado’s history, but also how they have come into conflict in different historic episodes, as well as in the present. The program contains three instructional components:

- PRE-VISIT ACTIVITY: introduces students to several key democratic principles and also encourages them to think about when those values might be in conflict.
- VISIT TO THE HISTORY COLORADO CENTER: students look for and record evidence of the democratic principles in the museum’s exhibit and then share their stories with the class.
- POST-VISIT ACTIVITIES: students synthesize and expand their knowledge.

Curriculum Fit

This set of activities can be used in several courses:

- In a civics/government class in a unit on the foundations/principles of U.S. government or in any unit that looks at what happens when democratic principles come into conflict (for example, in a unit on important Supreme Court decisions or on making public policy).
- In a U.S. or Colorado history course studying any of the events featured in the History Colorado exhibits (the activities could be narrowed to on those specific exhibits).
- As a writing activity in a language arts class.
- Homeroom, leadership development and/or extracurricular activity

Colorado Academic Standards Addressed

	Eighth Grade	High School
Civics	Analyze elements of continuity and change in the United States government and the role of citizens over time. The place of law in a constitutional system	Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies. Purposes of and limitations on the foundations, structures, and functions of government.
History	Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another.	Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. The key concepts of continuity and change, cause and effect, complexity, unit and diversity over time. The significance of ideas as powerful forces throughout history.

*These activities also address standards in Reading, Writing, and Communicating, specifically in the areas of Oral Expression and Listening, writing and Composition, and Research and Reasoning.

Pre-Visit Activity

Overview:

The purpose of this activity is to introduce students to the democratic principles that will help frame their investigation of the History Colorado Center exhibits, as well as their discussion of what they learned at the museum. It uses peer teaching to engage students with the principles and provide practice thinking of examples of when values conflict.

Timeframe: Two 50 minute class periods

Materials Needed:

- Classroom set of the Democratic Principles Cards
- Copies of the Welcome to History Colorado & Democratic Principles handouts for all students.

Procedure: Part One

1. Break the class into groups of 3-4 students
2. Tell students that, in preparation for a visit to the History Colorado Center, they are going to be thinking about some important principles of democracy that can be seen in past and present events in Colorado and the nation. Students will each contribute to the class' overall understanding of these principles.
3. Point out that our history can be viewed as a collection of stories about Coloradans believing and practicing these core democratic principles. Indeed, it is our shared belief in these principles that enables us to have a democracy and a civil society. Students will become acquainted with several democratic principles as a foundation for considering the degree to which Coloradans throughout our history have accepted and demonstrated these principles. The list of principles that students are looking at is not complete. These simply represent a sample of key principles.
4. Give each student one of the Democratic Principles Cards. Explain that they are going to be responsible for teaching their fellow classmates about the principles on their cards. Ask students who have the same principles to find each other. Within these groups, students should read and discuss their cards, focusing on how they might explain that principle to others in the class. Point out that one of the ways that the principles will "come alive" is through examples of how they can be seen in real life. Encourage students to make notes on their cards so they can teach about the principle without simply reading from the card.

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5. Announce how long students will have to teach their principles to other students and to learn about the other principles (10 to 15 minutes should be enough time). The teaching/learning is to take place one-on-one; that is, students should not in large groups. Instead, they should be in pairs, with each student in the pair teaching his/her principle to the other student; students should feel free to ask questions and make comments as they learn. Once a pair has exchanged information, they should move on to teach and learn from others. Provide copies of the Democratic Principles handout for students to take notes on. It's a good idea to point out that when the class discusses the principles you will be asking students to report on what they learned, rather than what they taught, so listening and talking are equally important.
6. Allow time for the peer teaching. You may need to remind students not to create larger groups.
7. Call time and ask students to return to their seats. Begin the debriefing by asking: What did you learn from your classmates? As students respond, ask follow-up questions to draw out examples and to ensure that all of the principles have been discussed. If students do not have notes on all the principles on the handout, they can add information during this debriefing discussion. With older students who have had a civics class, you may also want to ask if students can think of any principles that are missing. (Examples include loyalty or patriotism, truth-telling, separated and shared powers, checks and balances, separation of church and state, transparency, free and fair elections, limited government, etc.)
8. Tell students that these principles often come into conflict, resulting in controversy. For example, after the terrorist attacks of September 11, 2001, many people felt more should be done to enhance national security; some of the actions taken to improve security curtailed individual rights. Thus, security and individual rights came into conflict.

Procedure: Part Two

1. Organize students into the groups that they will be working in at the History Colorado Center. Then use Option A or B to explore the conflicts among democratic principles.

Option A: If your students have a good grounding in U.S./Colorado history or current events, ask each group to come up with two or three historical or current examples of democratic principles in conflict. After about five minutes of small group discussion, ask each group to share one example they came up with. Tell students they will be working in these same groups at the History Colorado Center,

where they will have an opportunity to explore the importance of the democratic principles in Colorado's past.

Option B: If you do not think your students have sufficient knowledge to come up with examples on their own, read the examples below; after each, stop and let groups discuss which principles they think are in conflict. When students have discussed all the examples, tell them they will be working in these same groups at the History Colorado Center, where they will have an opportunity to explore the importance of the democratic principles in Colorado's past.

Examples:

Security vs. Property

Residents of a neighborhood feel that traffic in their neighborhood has become dangerous for children living there. Traffic picked up when several people in the neighborhood started businesses in their homes. The city council is considering a proposal to limit home businesses.

Equality vs. Justice or Rule of Law

Two young people are arrested for robbing a fast food restaurant. One of the young people has a mental disability. His lawyer says he was brainwashed by his partner in crime and should not be treated as harshly.

Equality or Diversity vs. Justice

A school district opens a school for boys only. School district officials say that boys are not doing as well as girls in school and therefore they need special attention.

Rights in Conflict

The judge issues a gag order in a murder case. The gag order means that none of the people in the case can comment publically on the case. The judge does not want possible jurors to be prejudiced by what they read on the Internet or see on TV. Reporters are angry that they cannot get any information. (This is a case of two rights in conflict—right to a fair trial and freedom of the press.)

Rule of Law vs. Property

Many workers come to the United States without government authorization. Colorado employers say that they need these workers to make their businesses successful. Other people say these workers and employers are breaking the law.

2. You may want to use the Welcome to History Colorado handout to introduce students to the exhibits they will be seeing on their visit to the museum. Encourage them to begin thinking about the democratic principles that may be important in the various exhibits.

Follow-up

Have students find an example of their principle. This might be a national symbol, a newspaper story, a cartoon, or a saying or quote that exemplifies the importance of their principle.

As you teach other students about your principle, take notes on what they teach you about their principles.

	DEFINITION	EXAMPLE
RULE OF LAW		
EQUALITY		
LIBERTY/RIGHTS		
SELF GOVERNMENT		
SECURITY		
PROPERTY		
COMMON GOOD		
JUSTICE		
DIVERSITY		
LIFE		

RULE OF LAW

The rule of law means that no one is above the law. Everyone must obey the law. If they do not, they will be held accountable. The rule of law means that people cannot exercise power over others unless they are given the authority—the legal right—to do so.



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LIBERTY/ RIGHTS

People have freedoms that cannot be taken away by the government. The Bill of Rights—the first ten amendments to the Constitution—lists some of these rights. Some important rights are freedom of speech and press, religious liberty, right to a fair trial, freedom from unreasonable search and seizure, and protection from cruel and unusual punishment.



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EQUALITY

Equality does not mean all people are or must be the same. Rather, it means all people have equal value. They have equal opportunities. They are not discriminated against because of such things as race, religion, ethnic group, gender, sexual orientation, or age.



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SELF-GOVERNMENT

In our democracy, sovereignty rests with the people. In order for the people to take part in self-government, they must participate in a variety of ways. These include voting, being informed about issues, running for office, attending public meetings, joining voluntary organizations, paying taxes, and the like.



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DIVERSITY

Our democracy has drawn strength from the differences among its people. While majority rules in most situations, the rights of minorities are also protected. People who are not in power must be allowed to speak freely.

PROPERTY

People have the right to own goods. They should be able to use that property as they see fit. Government should interfere as little as possible.

SECURITY

A key purpose of government is to protect people. This protection involves threats from outside the country. It also involves protecting people from threats from our fellow citizens.

LIFE

Life is one of the inalienable rights mentioned in the Declaration of Independence. Thus, any action that would take another's life is subject to question.

COMMON GOOD

In our democracy, the “good citizen” must, from time to time, act for the common good. That is, he or she must put the benefits of society as a whole above his/her own interest.



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JUSTICE

Justice means fairness. The government must make fair decisions. Justice also refers to the procedures used to correct wrongs and injuries and to distribute benefits and burdens.



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The History Colorado Center has many exciting exhibits. When you visit the Museum, you will be looking for how the democratic principles have played out in Colorado history. Here are the exhibits you will see:

Confined Citizens: The Amache-Granada Relocation Center, 1942–1945

After Pearl Harbor, 120,000 Japanese and Japanese Americans were forced into internment camps—including one in Colorado called “Amache.” Half of Colorado’s newly imprisoned population were children. Two-thirds were American citizens. None was accused of a crime.

Convergence: Bent’s Fort, 1833–1849

Weary Santa Fe Trail travelers cheered when they saw the adobe “Castle on the Plains”—a marketplace like no other. Come inside and test your trading skills with the men and women who called the fort home.

Mountain Haven: Lincoln Hills, 1925–1965

Coloradans love the outdoors. But African Americans were once barred from leisure opportunities most whites took for granted. Come explore a Rocky Mountain haven where African Americans could hike, fish, and camp—and leave discrimination behind.

Top of the World: A Silverton Silver Mine, 1880

Hard-rock mining is hard! In Silverton, miners were mountaineers, gouging ore out of deep snow and steep granite slopes. Do you have what it takes? The shift boss is hiring—come and find out!

Jumping for Joy: Steamboat Springs, 1915

Mountain men, mail carriers, and miners ranged the Rockies on skis. Pretty soon, people figured out skiing was fun! Norwegian ski champion Carl Howelsen taught Steamboat’s children to fly. Now it’s your turn to make the leap!

Resilience: Ute Indian Tribes

Since time immemorial, Ute people have faced challenges and made the decisions that keep themselves true to their identity. Ute tribes are the original Coloradans, maintaining strong values of family, leadership, culture, and sustainability.

Borderlands: Southern Colorado 1700–Today

“I didn’t cross the border, the border crossed me.” Living between rival empires, Coloradans learned what that meant. Ute, Spanish, Comanche, French, Apache, Mexican, and American leaders redrew borders and redefined empires—leaving people a bewildering variety of languages, laws, and beliefs.

Destination Colorado: Keota, 1920

It’s flat, windy, and dry—the middle of nowhere. The Eastern Colorado prairies look pretty bleak to most people. But to new homesteaders, they look like heaven. A family can prosper here and build for the future. There’s plenty of land (it’s free—just stake a claim), a railroad, a good school and a strong community. Folks can support themselves, build some savings, maybe leave something behind for the next generation.

Dust Bowl, 1930s

Families flocked to southeastern Colorado in the 1910s and 20s. Some were first-time farmers, hoping free land meant success. Over plowing and drought led to one of the worst man made, environmental disasters of all time.

El Movimiento: The Chicano Movement in Colorado, 1960s–Today

In the 1960s and 1970s, Chicano activists in Colorado—an important center of the Chicano movement—fought to end discrimination, secure rights and gain political and social power through education, culture and the arts.

History Colorado Center Visit

Overview:

This activity is designed to provide a framework for students' exploration of the exhibits at the History Colorado Center. As students examine the exhibits, they look for and record evidence of the democratic principles and then share their stories with the class.

Timeframe: Two hours

Materials Needed:

- Evidence Collecting handout

Procedure:

1. Before the museum visit, divide the class into small groups. Assign each group an exhibit topic. There are nine exhibit topics to explore.
2. Give each group a copy of the Evidence Collecting handout and allow time for students to read it. Tell the students that they will be exploring their exhibit to find evidence of democratic principles. The evidence can be things they found in the exhibit itself. For example, objects, photos, and quotes. Tell the students to be prepared to give a brief tour (approximately 5 minutes) to the class. The goal is to show their evidence.
3. Tell students how much time they will have to complete the assignment. You may find it helpful to provide an example. For example, the case of Silverton, which deals with the difficulty of mining, certainly relates to the principle of property. It may also relate to the principle of security, as the miners faced many dangers in their work. Today, the government protects miners' safety by regulating mines, but that was not the case in the 1880s. Students might also find evidence of evidence of the common good, as miners had to work together to be successful.
4. When students have completed their exploration of the exhibits, they should return to the groups designated meeting place. Have students report out on the principles they found to be in conflict in the exhibits they visited.
5. Conduct a discussion using the following questions as prompts:
 - Which principles were the most difficult to find evidence about?
 - Which principles, if any, caused the most disagreement among group members?
 - Which principles seem to most often be in conflict with other principles? Why do you think this is the case?
 - Is there a principle that seems to have been especially hard to maintain throughout Colorado's history? Why do you think that is the case?
 - Can the class agree that any of the principles are of greatest importance in terms of allowing democracy to thrive in Colorado?

Note that different groups will see different principles at work in the same exhibit. The notes below are designed to provide you with some ideas about principles that might be mentioned, but they are not "right answers"; other answers are also possible.

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Teacher Key

The following is a summary of which democratic principles are at work in the History Colorado Center exhibits by topic.

A Test of Loyalty: The Amache-Granada Relocation Center, 1942-1945

Many of the principles can be found in this exhibit—equality, liberty/rights, justice, property, diversity. At the time, some U.S. leaders felt these principles were in conflict with the principle of security and clearly placed a greater emphasis on security.

Convergence: Bent's Fort, 1833-1849

Bent's Fort was a crossroads and a trading center. Thus, it represents diversity and property, principles that conflicted when different groups were competing for the same resources.

Mountain Haven: Lincoln Hills, 1925-1965

Students examining the Lincoln Hills exhibit will find evidence of the principles of diversity, property, equality, liberty/rights, and justice. A conflict is apparent in the ability of white resort owners (property) to exclude African Americans (equality, diversity, justice).

Top of the World: A Silverton Silver Mine, 1880

Mining has been an important economic activity (property) throughout Colorado history; it has always raised safety issues (security). The common good—the ability to work together—was a principle that helped people succeed.

Jumping for Joy: Steamboat Springs, 1915

Students may be more challenged to find the principles in this exhibit than some others, but they should be able to list property, liberty, and equality (the absence of women's ski jumping from the Olympics).

Resilience: Ute Indian Tribes: Students can find nearly all the principles at play in this exhibit, including property, equality, diversity, liberty/rights, self-government/participation, and the common good.

Borderlands: Southern Colorado, 1700-Today

The complex story of the borderlands of Southern Colorado deals with many of the principles, including justice, self-government/participation, and liberty/rights.

Destination Colorado: Keota, 1920

Much of Keota's story is a story about economics (property) and a group of people's efforts to build a community (common good). Equality, particularly as it related to women, can also be examined in this exhibit.

The Dust Bowl, 1930s

Common good, property and government regulation play a large role in the Dust Bowl. The role of government in protecting citizens from environmental threats is also apparent.

El movimiento: The Chicano Movement in Colorado, 1960s-Today

Equality and diversity are central to this story. Individuals involved with this social justice movement encountered various levels of resistance.

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Evidence Collecting

Handout

Explore the exhibit(s) and look for evidence of the democratic principles you have been studying. Identify and document the democratic principles at work in the exhibit. Be prepared to share out to the group.

You will be examining the following exhibit(s):

Make a record of the evidence you find on this handout.

Democratic Principle	Evidence In Exhibit

Which principle was the most important part of the story that this exhibit tells?

Did you see a conflict between principles in the story told in this exhibit? List them below.

_____ Versus _____

Explain: _____

RULE OF LAW

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JUSTICE

Justice means fairness. The government must make fair decisions. Justice also refers to the procedures used to correct wrongs and injuries and to distribute benefits and burdens.

COMMON GOOD

In our democracy, the “good citizen” must, from time to time, act for the common good. That is, he or she must put the benefits of society as a whole above his/her own interest.

Post-Visit Activity

Overview:

Three options are available for following up the class visit to the History Colorado Center. Select the option or options best suited to your needs and the time you have available.

Timeframe: One 50 minute class period

Materials Needed:

Option A: Copies of the Final Four handout

Option B: Newspapers and/or access to Internet news sites.

Question written on the board.

Procedure: Option A

1. Create new five-member groups comprised of students who were members of different groups during the museum visit. Distribute the Final Four handout and go over the instructions with students. Be sure students understand that they are (1) to try to agree on four of the democratic principles that they would rank as the “final four” and (2) prepare one of their group members to take part in a panel discussion in which that person will advocate for their “final four.”
2. Give students 15 -20 minutes to work in their groups. When there are about 2 minutes left, remind students that one group member will be taking part in a panel discussion; they need to make sure that group member is prepared.
3. Convene the panel discussion, using the instructions provided on the student handout. At the end of the panel discussion, poll class members as to the principle they value most highly.

Note: The overall purpose of this option is not to coerce students into agreeing but to encourage them to think and talk about the importance of the principles to them.

Procedure: Option B

1. Remind students of the evidence they found that the democratic principles were important in Colorado’s history. Tell them that today they are going to look for evidence that the principles are still very important today.
2. Show students the two questions you have written on the board and tell them they will be working in groups to answer these questions, using newspapers and/or Internet news sites. Their task is to create a

poster that shows the evidence they find in a graphic format that will communicate the enduring importance of the principles. The poster can include material cut from the newspapers or printed from news sites, as well as text and graphics students create themselves.

The questions are:

- What evidence can you find of the democratic principles at work in Colorado today?
 - Can you connect any of the principles to current controversies in our state? What principles are in conflict in these controversies?
3. Allow time for students to complete their work. Display the work around the room. Tell students they will be conducting a gallery walk to examine the posters. Ask each group to leave one group member with their poster to discuss it with patrons of the art gallery. Other students should travel around the classroom, examining and discussing the posters.
 4. Conclude the activity with a brief discussion of the importance of the democratic principles in Colorado today.



At the History Colorado museum, you collected evidence about the importance of democratic principles. Which principles do you think are most important? Think about the research you did at the museum. Also consider your knowledge of current events and your own life experiences.

Step 1

On the list below, circle the four principles you think are most important:

Rule of law

Equality

Liberty/Rights

Self-Government

Security

Property

Common Good

Justice

Diversity

Life

When everyone in your group has decided on their four principles, poll the group. Let each member present their four principles and give reasons for their choices. Keep a tally of the responses above.

How close is your group to agreeing on four principles? Discuss your areas of agreement and disagreement and see if you can get closer to a "Final Four" list.

Step 2

When you've gotten as close as you can to agreeing on a "Final Four," pick someone to represent your group on the panel discussion.

Each person on the panel will have a chance to present their group's list and summarize the group's discussion (about two minutes per panelist). The other members of the panel will have about two minutes to ask questions. During the questioning, all of your group members can help answer questions. Group members can also suggest questions (via notes) for your representative to ask.

At the end of the panel, each member of the class will have a chance to vote for the principle they value most highly.

