

Core Democratic Values, Past and Present



Educator Guide & Lesson Plan inspired by *Guests of Honor from the Musée du Louvre: Jean-Antoine Houdon's Portraits of Americans in the Age of Enlightenment*



Dr. Franklin Crowned by Liberty (Le Docteur Franklin couronné par la Liberté), 1778, Jean Claude Richard, Abbe de Saint-Non, French; aquatint and etching printed in black ink on laid paper

Learning Target

Through the use of Core Democratic Values (CDV) and the Houdon exhibition materials, students will explore the ways in which ideals promoted by the founding generation connect to the present.

Student Outcomes

Students will

- Understand the contributions of Benjamin Franklin and George Washington to the American Revolutionary war effort.
- Identify and use Core Democratic Values in historical and modern-day examples.
- Analyze the complexities surrounding the development of Core Democratic Values while slavery persisted.
- Publish an analysis of recent examples of the United States moving towards or away from its ideals.

Michigan State Social Studies Standards

Social Studies Process and Skills Standards: Grades 9-12

P1.2

Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.5

Construct and present an argument supported with evidence.

P2.1

Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

World History and Geography

6.2.1

Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.

6.2.3

Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.

Civics

C – 2.1.2

Identify and analyze various democratic values of the United States as found in the Declaration of Independence.

C – 2.2.2

Analyze how influential historical speeches, writings, cases, and laws express democratic values and influenced changes in American culture, law, and the Constitution.

Common Core Standards Alignment

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

21st Century Learning Skills Connection

- Critical Thinking
- Communication
- Collaboration
- Media Literacy

Pre-visit Activities

Activity One

Introduce students to Benjamin Franklin, George Washington, and Robert Fulton by using the links below. Allow time for students to watch the videos more than once if needed.

- Benjamin Franklin Biography Video Clip (2:15 minutes)
- George Washington Biography Video Clip (5 minutes)
- Robert Fulton Accomplishments Video Clip (2:48 minutes)

Ask students to complete the *Video Clip Graphic Organizer* as they watch the videos. This activity can be done as a homework assignment, in a computer lab, or in class with a projector. Discuss their responses as a class and allow time for students to openly discuss any questions they may have.

Activity Two

To review Core Democratic Values, allow students time to work in pairs to match CDVs to famous texts, speeches, and laws. Matches can be examples or non-examples. Print out one sheet of the *Core Democratic Values Match Activity* for each group on white paper. Next, print out the *Core Democratic Values Cards* on colored paper, making one for each group. Cut along the lines and place them in an envelope. (Each pair should have 20 cards total). Provide each group with a copy of the *Core Democratic Values List*, which has definitions of each CDV. As an extension, students can use their textbooks or online sources to locate famous texts, speeches, or laws and create their own excerpts that they match to CDVs.

Remind students that there are many “right answers” in this activity, and that each pair needs to be prepared to explain the reasoning behind each match.

Self-Guide

Students will use the *Guests of Houdon Exploration* graphic organizer to make observations and connections as they explore the exhibition. Have students complete the writing portion at the end of the graphic organizer in a quiet place where they can sit and think, like Rivera Court. The *Core Democratic Values Exploration* graphic organizer can be completed as an extension or taken out, depending on time constraints.

Post-visit Activities

To conclude the field trip experience, students will consider the current role of a Core Democratic Value in the present United States in an online comment. Making their thinking public allows students to share their opinions concerning history and civics on a real-life platform. Once the teacher chooses the guidelines of where the comment will be posted (e.g., Instagram, Facebook, padlet, flipgrid, google classroom, etc.) give students the rubric (located in the Attachments). As an extension, invite students to respond to at least one student’s online comment