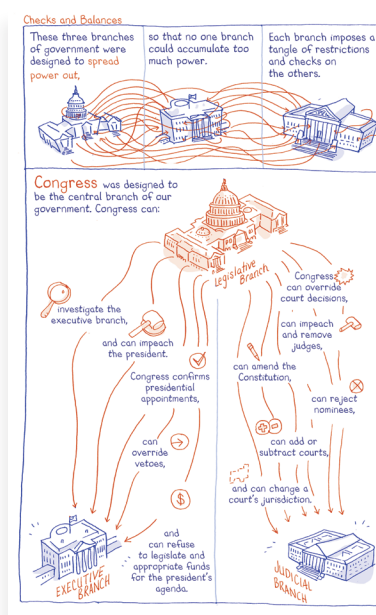
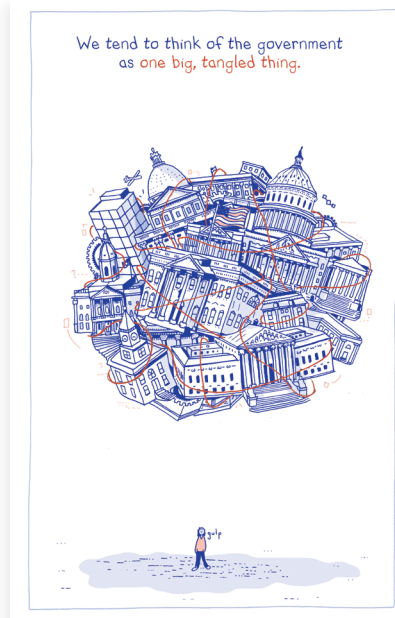


# Teacher's Guide

To This Is What Democracy Looks Like:  
A Graphic Guide To Governance

A 32-page comic book created by The Center for Cartoon Studies, designed to help teachers prepare students to be empowered, informed, and civic-minded.



Download the comic and teaching guide for free at: [cartoonstudies.org/democracy](http://cartoonstudies.org/democracy)



# This Is What Democracy Looks Like, A Graphic Guide To Governance A Teaching Guide

For more information about the C3 Framework, please visit <https://www.socialstudies.org/c3>.

## DAY 1 - LESSON PLAN

*Supporting Question #1: What has democracy looked like throughout history?*

*Suggested question: How do people perceive of democracy differently?*

### Lesson Objective:

Students will be able to distinguish different views of democracy and power and evaluate the key changes in the way democracy has been seen over time.

### Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### C3 Standards

D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

<p><b>Do Now</b> (5 minutes)</p>	<p>Write on the board – “Write a definition of democracy- no longer than 2 sentences”. Give students three minutes to write and then 2 minutes to share with a partner around you.</p>
<p><b>Introduction</b> (15 mins)</p>	<p>First, conduct a brainstorm on the board as a full class- “Who has the most power in our democracy right now?” Then ask the students- “how can ordinary people, like you, help tip the balance of power?” Tell students they will watch a video that describes the different sources of power and how to become more powerful. Ask students to create a bullet point list as they watch- how can you tip the power away from those already have it and towards the citizens who need more influence/ power the most?</p> <p>Watch “How to understand power” Eric Liu video.</p> <p>Give each student 3 post it notes. Ask students to put their top three on the board- then combine similar answers and share out.</p>
<p><b>Inquiry</b> (25 mins)</p>	<p>Look at pages 1-2 and page 26 of the comic and make a list of names of those quoted. Ask individuals or pairs to look up each person and write down their birth and death dates. Then, ask them to, on an 8.5 x 11 sheet of paper, write the quote, the name and the birth and death dates.</p> <p>Next, ask students to work together to turn the quotes into a chronological timeline.</p> <p>Now, give students the time to gallery walk through their timeline and take down any notes that stand out.</p> <p>Finally, divide the class into four groups. Give each group a sheet of butcher block paper and ask them to answer one of these four questions as a group either in words or in a visual presentation/image of their creation:</p> <ul style="list-style-type: none"> <li>• Group 1: How has the definition of democracy changed over time?</li> <li>• Group 2: What role do citizens play in a democracy?</li> <li>• Group 3: How has the definition of citizenship evolved over time in our country?</li> <li>• Group 4: How might one’s definition of citizenship affect his/her/their definition of democracy; how are the two concepts linked?</li> </ul>
<p><b>Assessment</b> (10 mins)</p>	<p>Now that the students have explored key questions and different perspectives on democracy, ask students to define democracy using this frame:</p> <p>I believe democracy means.... (define it yourself)</p> <p>Others might say that democracy is... (in what ways might others disagree with your definition?)</p>

	<p>But I would say .... (counter that argument)</p> <p>Therefore...(this is their conclusion- convince us your definition is right!)</p>
<b>HW</b>	<p><u>Extension Activity:</u> On Page 2 the quote from Bill McKibben reads “We all needed to be reminded that democracy isn’t just voting every four years and then trusting him to fix things. Democracy is about getting together with your community to think about your future.”</p> <p>Write: Who do you view as YOUR community? List as many “communities” you belong to as you can think of. How do you get together with them? What kinds of issues do you discuss? Finally- who do you think has more control over <i>those</i> issues- the president, or your local government?</p>
<b>Modifications/ Extensions</b>	<p>Modification: Instead of the four separate questions in four groups for the “chalk talk”- use two groups with the first 2 questions in one group and the second two in another.</p> <p>Modification/Tech Extension: Ask students to go to YouTube and conduct three searches:</p> <ol style="list-style-type: none"> <li>1. US Supreme Court</li> <li>2. Congress</li> <li>3. President</li> </ol> <p>Click on a recent story from a credible news source like CNN, NBC, CBS, BBC, Washington Post etc. and as you watch take note of 3 things for each video: “What kind of action is being taken or not taken?” “Who does it affect?” “How much say do you think the people it affects have in the decision?”</p>

# DAY 2 - LESSON PLAN

*Supporting Question #2: How is our democracy set up?*

## Lesson Objective:

Students will be able to distinguish between the powers and responsibilities of the three branches of government and analyze their comparative power.

### Common Core State Standards

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### C3 Standards

D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

<b>Do Now</b> (5 minutes)	Student quick write: Who do you think is more powerful- the president, the congress or the courts? Why do you think that? Who is <i>supposed</i> to be most powerful?
<b>Introduction</b> (15 mins)	Follow up from the Do Now discussion by sharing that the three branches of government are supposed to be “co-equal” or hold an equal amount of power, but also that, as you’ll see in the comic, the founders wanted the congress to be the center of the action of government. Note

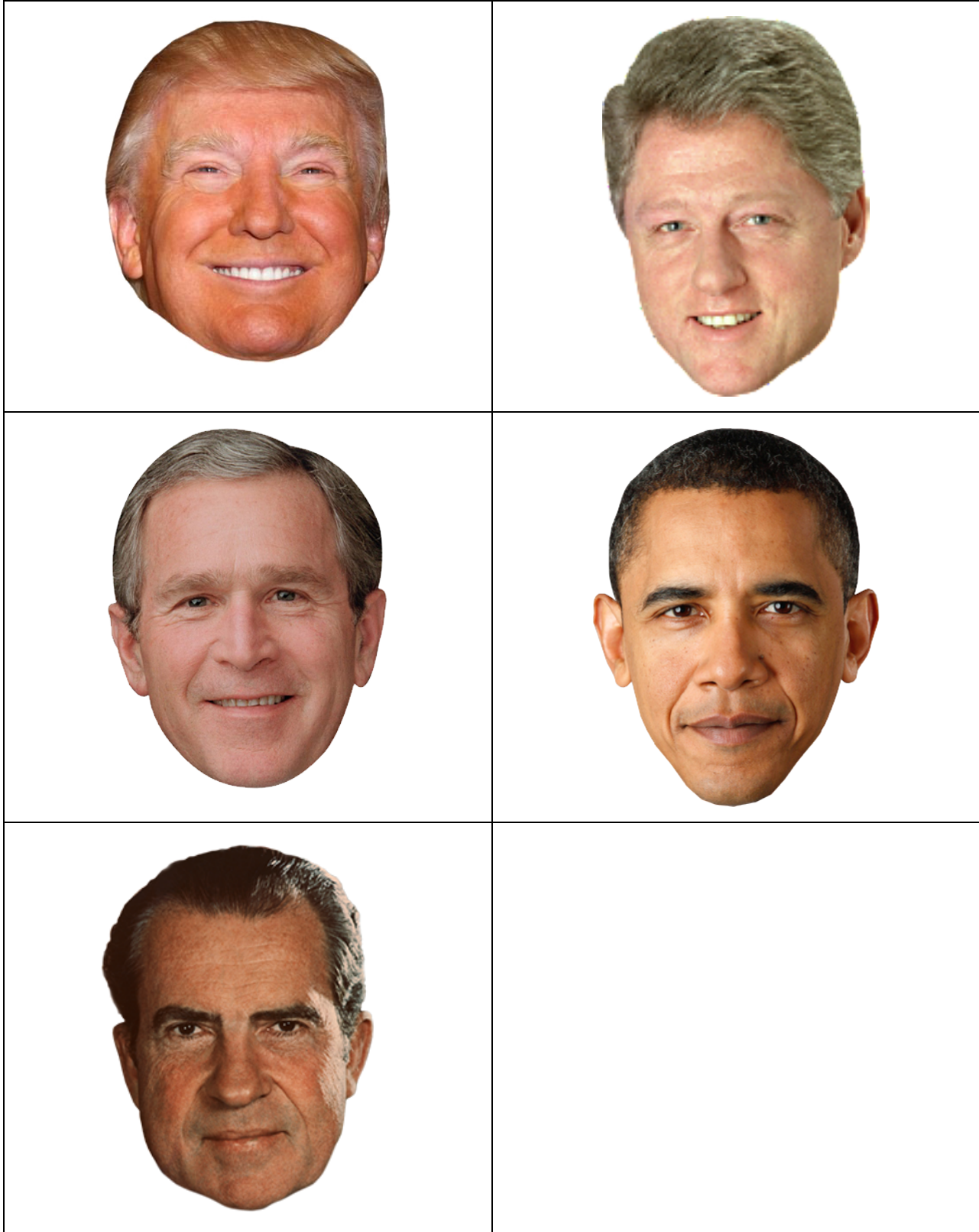
	<p>Students should now skim/ re-read independently pages 7-15 in the comic.</p> <p>Briefly, discuss as a class:</p> <ul style="list-style-type: none"> <li>• What are the three branches of our federal government, and what is the purpose of each?</li> <li>• What are the specific powers of the congress? Why are they so important? Who do you think often takes power away from congress?</li> </ul>
<p><b>Inquiry</b> (25 minutes)</p>	<p>Tell students that, as discussed, the congress is extremely important but the varying roles and realities of the other two branches are often not fully understood. They will now participate in two activities to better understand the presidency and the supreme court.</p> <p><b>#1 The Many Hats of the President:</b> Read Teacher distributes the presidential faces from the handout around the room and tapes them on the wall/ board. Put the hat cut outs up front taped to the wall. Then distribute the “many hats” handout. Read each story, or ask students to reach each short story. Ask students to silently write on their paper which hat the president was wearing/ role the president was fulfilling when they took that action. Then ask for a volunteer to come up and grab the correct hat and put it on the correct president in the room. Discuss why that example matches that role. (15 mins)</p> <p><b>#2- Partisanship on the High Court-</b> Next, explain to students that the justices of the Supreme Court, as the comic says, are supposed to be non-partisan. Hand out to students the quotes on facts on the cut-out sheet in the materials. Give each pair of students, depending on numbers, one quote or fact. Then, ask them to tape up the quotes/facts that they think prove the court is partisan (or favoring one political party instead of deciding the truth objectively) on the right side of the board and proof that they are NOT partisan/ they are concerned only with the facts of the cases they see, on the left. Then discuss and vote- are the Supreme Court justices neutral or partisan? (10 mins)</p>
<p><b>Assessment</b> (10 minutes)</p>	<p>Using the evidence you gathered from the comic, write a paragraph that explains how our government’s form of “checks and balances” limits the power of each branch of the federal government.</p> <p>Before you end class, pick an issue that you care about as a class. Some ideas: The voting age, gun control, climate change, the death penalty. Vote and come to a quick consensus on which you will address for homework.</p>
<p><b>HW</b></p>	<p>Taking the issue that you chose as a class- each student should write a brief example of what each of the three branches of government might do to address that issue. Then, under each one, what the other two branches could do to check their power to take that action. See the homework organizer</p>

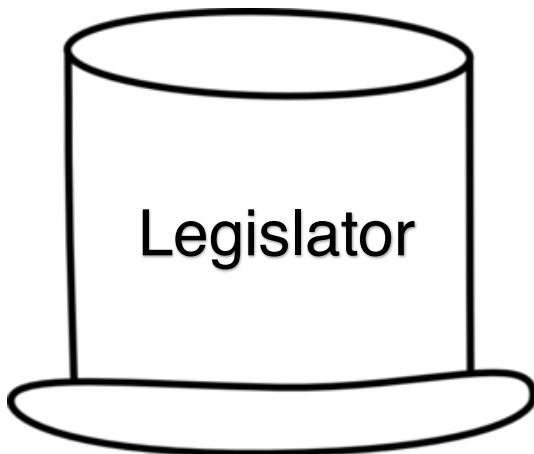
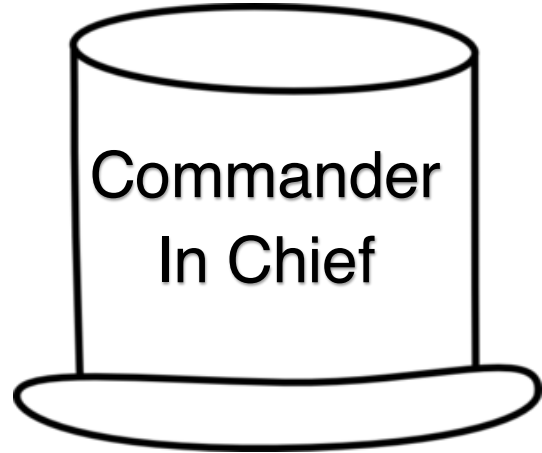
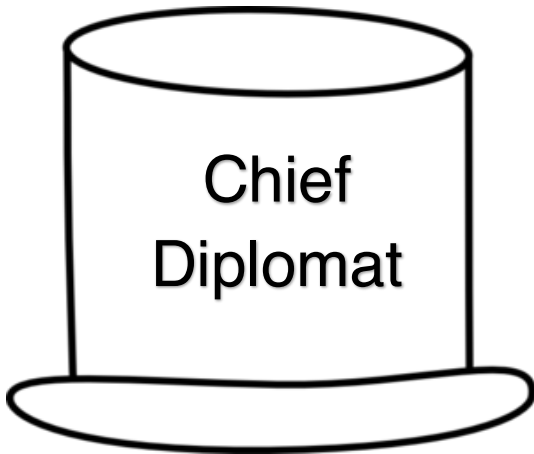
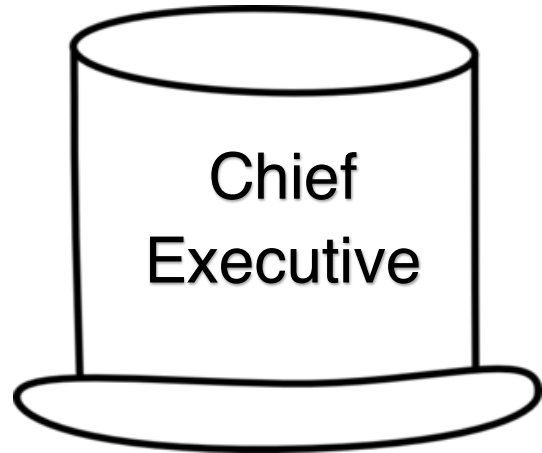
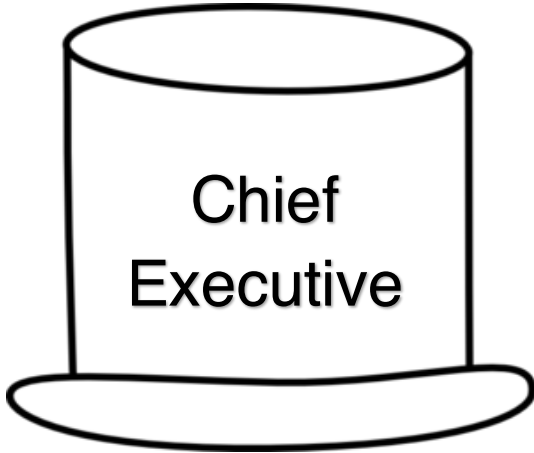
	<p>below.</p> <p>For homework, student must also READ PAGES 15-19 OF THE COMIC</p>
<p><b>Modifications/ Extensions</b></p>	<p>As an advanced extension to this lesson- tell students that there are many proposals for how to change the Supreme Court – ask them to read these two ideas and write a brief 2 paragraph response on one of them- whether they favor or oppose the idea and why.</p> <ol style="list-style-type: none"> <li data-bbox="483 499 1425 680">1. The Pennsylvania 2015 State Supreme Court Election in Comparative Perspective Jenna Kane – Commonwealth 2016 <a href="https://www.nbcnews.com/politics/2020-election/inside-pete-buttigieg-s-plan-overhaul-supreme-court-n1012491">https://www.nbcnews.com/politics/2020-election/inside-pete-buttigieg-s-plan-overhaul-supreme-court-n1012491</a></li> <li data-bbox="483 722 1026 789">2. Term Limits <a href="https://fixthecourt.com/fix/term-limits/">https://fixthecourt.com/fix/term-limits/</a></li> </ol>

## The Many Hats of the President

1. President Trump nominated far more judges to the federal courts, over 90, than most presidents before him, who have been confirmed by the senate and will serve life-terms on the court. Which power was he using?
2. President Bill Clinton signed the North American Free Trade Agreement, a deal with neighboring countries Canada and Mexico to allow free trade with the United States. What power was he using?
3. President George W. Bush orders 130,000 American troops to invade Iraq and take out the dictator Saddam Hussein and work to change Iraq from a dictatorship into a democracy. Which power was he using?
4. President Obama works with the leadership of the country of Iran to produce a deal in which they commit to not producing nuclear weapons. In exchange, the U.S. will not impose economic sanctions (penalties) on Iran. Which power was he using?
5. In 1971 President Congress passed a bill to provide billions of dollars to develop a national day care system for children but President Richard Nixon used his power to veto the bill. Which power was he using?
6. After the Supreme Court ruled that America's schools must be integrated, President Dwight Eisenhower ordered the National Guard to protect nine black children attempting to integrate a previously all-white school. Which power was he using?







## Is The Court Partisan? Fact and Quote Cut Outs

The most common result of Supreme Court cases is 9-0, unanimous rulings in which all justices, those appointed by Democrats and those appointed by Republicans, agree on the decision. 36 % of cases since 2000 have been unanimous. 19 % have been decided 5 to 4.

In the year 2000, the Supreme Court resolved the Presidential Election by deciding, on a 5 to 4 vote, that a recount had to stop and George W. Bush, the Republican, should be declared the winner over Al Gore, the Democratic candidate.

From 1801-1940 only 2 % of cases were decided by only on vote, 5 to 4, in contrast, since 2000 it's been 19 % of the cases decided 5 to 4, where justices typically vote as a block with people were nominated by a president of the same party.

Supreme Court Justice Brett Kavanaugh said, when Democrats tried to derail his nomination to the court over allegations of sexual assault, said "This whole two-week effort has been a calculated and orchestrated political hit, fueled with apparent pent-up anger about president trump and the 2016 election, fear that has been unfairly stoked about my judicial record. Revenge on behalf of the Clintons and millions of dollars in money from outside left-wing opposition groups.

In one of the most consequential decisions for the court in many years, Chief Justice John Roberts, who was appointed by Republican President George W. Bush, sided with the liberal justices appointed by Democrats and ruled that “Obamacare” or the Affordable Care Act was constitutional and could continue.

During the 2016 Presidential Campaign, liberal justice Ruth Bader Ginsberg made comments calling Republican candidate Donald Trump “a faker” claiming he has no consistency and says whatever comes to mind. It was a rare statement about a presidential campaign or candidate from a sitting supreme court justice.

# Homework for Day 2:

## The Three Branches- Action and Reaction

*What is your issue:* \_\_\_\_\_

	Executive Branch The (The President & Agencies)	The Legislative Branch (Congress- House and Senate)	The Judicial Branch (Courts- The Supreme Court)
Action they would take			
How the legislative branch could check their power to do that		<b>X</b>	
How the executive branch could check their power to do that	<b>X</b>		
How the judicial branch could check their power to do that			<b>X</b>

# DAY 3 - LESSON PLAN

## Lesson Objective:

Students will be able to differentiate between the powers of local, state and national government and construct a claim on the importance of each to their daily lives.

### Common Core State Standards

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases

### C3 Standards

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

<p><b>Do Now</b> (5 minutes)</p>	<p>Student quick write: Should a state with 1 million people have the same amount of representation as a state with 20 million people? Why or why not? After quick write, share a few responses.</p>
<p><b>Introduction</b> (10-15 mins)</p>	<p>Who should decide? Vote with Your Feet. Tell students to stand up. If necessary, clear desks away so you can use the full room to walk around. Tell students you will read out a series of issues and you want them to “vote with their feet” to decide who should be responsible for determining that issue- local government (like your town/city), state government or the national (federal) government. After each</p>

	<p>prompt, tell students to move to the left of the room for “local government”, the middle or the room for “state government” and the right side of the room for “national government”. Once they move, discuss, then do the next prompt.</p> <ol style="list-style-type: none"> <li>1. Who should decide whether immigrants who come into the country without authorization should be allowed to become citizens?</li> <li>2. Who should decide whether abortion is allowed?</li> <li>3. Who should decide how much you pay for tolls on the highway?</li> <li>4. Who should decide what kind of security there is at the airports?</li> <li>5. Who should decide how your voting ballot will look?</li> <li>6. Who should decide what the minimum wage should be?</li> <li>7. Who should decide what days are celebrated as official holidays?</li> <li>8. Who should decide how much money your local school receives?</li> </ol>
<p><b>Inquiry:</b> 15-20 minutes)</p>	<p>Conduct a Think-Pair-Share with the question- “What has the biggest impact on your life- local and state government or national government?” Ask students to spend 1 minute thinking about their answer silently, two minutes to share with a partner, then ask students to share what their partner told them.</p> <p>Next, discuss the question of whether states can ignore federal law. Project this video that describes a brief history of states ignoring federal law. Then ask students to discuss- do they think it’s ever justified for states to do this? What makes it okay and when is it not okay?</p> <p>Video: Can States Ignore Federal Law? NowThis World - <a href="https://www.youtube.com/watch?v=7ULPJM6KyoQ">https://www.youtube.com/watch?v=7ULPJM6KyoQ</a></p>
<p><b>Assessment</b> (10-15 mins)</p>	<p>Direct students to answer this question as today’s exit ticket/ evaluation:</p> <p>Based on everything you have learned, Id you had to pick one individual/ position that you think has the most direct impact on your life, who would it be? the mayor of your town, the governor of your state, your member of congress, your senator, the president or justice on the Supreme Court. Defend your answer with evidence from the text.</p>
<p><b>HW</b></p>	<p>For homework, students should read pages 20- 23 in the text.</p>
<p><b>Modifications/ Extensions</b></p>	<p>Instead of the “Vote with your feet” activity, you can print Agree/ Disagree cards for students and they can stay seated and raise Agree/ Disagree cards as you read prompts.</p>



# DAY 4 - LESSON PLAN

*Supporting Question 4: What problems prevent our government from being equal and democratic?*

## Lesson Objective:

Students will be able to identify the ways in which our democracy produces equity, inequities and avenues to address them.

### Common Core State Standards

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

### C3 Standards

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

### Do Now (10 minutes)

Next, tell them they are going to use a website to figure out whether they are represented in the US Congress. If you have access to computers, tablets, phones, etc.. please have them do this individually so they do not have to share personal information with each other they might not want to. If you have to do it as a class, you can ask those who feel comfortable or simply use made up identities and check various inputs.

Now, respond to a partner: how do those results make you feel? How might they be different for your classmates or others in a different school or place? Does it matter to have people who share common characteristics with you in power? Why or why not?

<p><b>Introduction</b> 10 minutes)</p>	<p>Discuss as a group:</p> <ol style="list-style-type: none"> <li>1. What are the largest racial, social, and economic injustices in our country? Create a t-chart with the 3 on the board and brainstorm.</li> <li>2. What is the relationship between a lack of diversity among our elected officials and our government’s slow response to correct racial, social, and economic injustices?</li> </ol>
<p><b>Inquiry</b> (20 minutes)</p>	<p>Now, they will conduct an inquiry to see whether the average opinions of Americans are being represented in congress? Compare polling to the realities of laws in the United.</p> <p>You can choose what issues you want to cover by going to <a href="http://pollingreport.com/issues.htm">http://pollingreport.com/issues.htm</a></p> <p>Looking at the list of issues, ask students to divide into four or five groups, each looking at a different issue. Give each group access to a computer, tablet, phone, etc... to explore the link. Tell them BEFORE they click on their issue, to write down what they believe the current laws are on that issue- for example- if the issue if abortion, write down whether abortion is currently legal or not? What are the restrictions? Check with each group to see if they have the current law more or less right. Then, ask them to click on the link and read several recent polls on the issue. For each poll, they should write one sentence as a group saying “Most Americans believe...” and a second sentence with “I think Congress is/ is not representing the people’s views because..”</p> <p>Then report back to the class.</p>
<p><b>Assessment</b></p>	<p>Student written response/ exit ticket:</p> <ol style="list-style-type: none"> <li>1. I believe my elected leaders represent my views on the issues well because.../ I don’t believe my elected leaders represent my views on the issues well because...</li> <li>2. How might increasing the diversity of our country’s elected officials help combat racial inequities and voter suppression?</li> </ol>
<p><b>HW</b></p>	<p>Students should finish reading the remainder of the text</p>
<p><b>Modifications/ Extensions</b></p>	<p>As an extension- watch this video on the electoral college and answer- should we keep the electoral college or switch to a direct popular vote for president? <b>Does your vote count? The Electoral College explained - Christina Greer</b> TED-Ed - <a href="https://www.youtube.com/watch?v=W9H3gvnN468">https://www.youtube.com/watch?v=W9H3gvnN468</a></p>

# DAY 5 - LESSON PLAN

*Supporting Question #4: As an individual citizen, what steps can I take to solve the racial, social, geographical and/or economic issues affecting the democratic process in our country?*

## Lesson Objective:

Students will be able to identify the ways in which they can personally participate in our democracy and collaborate with other citizens to change their country for the better.

### Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### C3 Standards

D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

<b>Do Now</b> (5 minutes)	Student Quick Write: What could we do to make voting easier in the United States? Why would some people want to make it harder for some people to vote. Write, then quickly discuss.
<b>Introduction</b>	Ask students to make one long line where students are standing shoulder to

(10-15 minutes)	<p>shoulder longways across the room. Move desks if necessary. Now, put a piece of tape or tell students there is an invisible line in front of them. Tell students you will give a series of prompts and ask them to step across the line if the prompt applies to them, and turn around so their classmates can see them. Tell them that for now they won't comment. If they feel uncomfortable with the prompt, they can cross their arms to signal they are choosing not to respond- but they should only do this if they are uncomfortable.</p> <p>Step Across the Line if...</p> <ol style="list-style-type: none"> <li>1. You have ever gone with your parents to vote</li> <li>2. You have ever wished you were old enough to vote in an election</li> <li>3. You or your parents have ever contributed to a political campaign/ candidate</li> <li>4. You have ever met with, called, or emailed an elected official/ politician to ask them to take a certain position or do something</li> <li>5. You believe meeting with or communicating with a politician could make a difference</li> <li>6. You believe certain people are more likely to be listened to by politicians than you are</li> <li>7. You believe politicians WANT everyone to vote</li> <li>8. You believe our elections are fair</li> </ol> <p>Now have students go back to their seats. Ask if there are any of those prompts they would like to share an opinion on and discuss.</p>
<p><b>Inquiry</b> (25 minutes)</p>	<p><b>Paedeia Seminar:</b> Ask students to take out their text. Tell students they will now have a conversation about the text guided by your questions, but without your (the teacher's) involvement. In this type of discussion, once the question is out there, students must conduct the conversation on their own. They will receive credit for responding to the prompt, ensuring the conversation stays on topic, and most importantly, using evidence from the text. They should also help classmates who haven't talked get into the fray- they can pose a question to them to do this. They will get credit for supporting classmates' involvement. First, ask students to go around the whole circle and answer your first question with each person answering. They can skip, but if they skip, when it comes back around they must answer. Once everyone has answered, provoke with question 2 and tell them the floor is now open. It can get awkward when the conversation dies down, but no matter how awkward, tell them you won't intervene- it's their job to carry on the conversation.</p> <p>If it's silent for over 3 or 4 minutes, throw out the next question. Before it starts, take a blank page and draw a map of where each student is seated with their name. As they talk, draw a line from each person who talks to the next</p>

	<p>so you can “map” the conversation. As individuals talk- put an E next to their name when they use evidence from the text and an S next to their name when they support their classmates to keep the conversation going.</p> <ol style="list-style-type: none"> <li>1. How can the typical citizen be part of the democratic process?</li> <li>2. What makes our democracy work and what, in your opinion, would make it work better?</li> <li>3. Why has politics become more about theater, entertainment and personalities than serious conversation on important issues? What can we do to make that better?</li> </ol> <p>After the conversation- tell them they used this format, although it’s hard, because as they participate in their democracy they will always be affected by the actions government takes, but there won’t always be someone asking them or begging them to participate- they must learn to discuss what’s important to them and act on their own.</p>
<p><b>Assessment</b> (5-10 mins)</p>	<p><b>Exit Ticket:</b></p> <p>What first steps can you take to be a more active citizen? Which steps are you most interested in and most excited about taking? When will you do it?!</p>
<p><b>HW</b></p>	<p>No homework (final day).</p>
<p><b>Modifications/ Extensions</b></p>	<p>If the Paedeia Seminar seems to complicated or time is short- use the same questions and do a Socratic Seminar where teachers are more involved in the Q and A.</p>