



# Champion Teacher



Ballard & Tigue

**Yellow Level**  
**Early Advanced-Advanced**

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# CHAPTER 25: ORIGINS OF DEMOCRACY

## Lesson 1: Origins of Democracy (Part 1)

Language Level: Early Advanced

**Approximate Teaching Time:** 11 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion CD-ROM*; *Champion Writer* (Activity 1-7); *Champion Audio CD*; standard and bilingual dictionaries; manila folder for each student; overhead transparencies; chart paper/pens/pencils/paper; a blue and black pen for each student

### Target Vocabulary

**Nouns:** assembly, authority, behavior, chance, city-state, consideration, council, crime, family ties, impatience, majority, oligarchy, preference, response, role, tyrant

**Verbs:** to arise, to benefit, to emigrate, to overshadow, to punish, to spot, to vary

**Adjectives:** civic, constant, democratic, effective, judicial

**Quantifiers:** few, many, much, several

**Adverbs:** informally, necessarily, simply, tacitly

**Prepositions:** for, from ... to, since, until

**Pronouns:** anyone, anything, anywhere, everybody, everyone, everything, everywhere, something, somewhere

**Figurative/Idiomatic Language:** majority rules



### WARM-UP (2 Class Periods)

1. Introduce the chapter topic and connect with prior knowledge.
2. Preview the chapter content.
3. Have students complete the first two columns of a KWL chart and identify what they know and what they want to know about the origins of democracy.
4. Have students create an assessment portfolio and preview target vocabulary.

### Homework

### Observing Student Progress



	Language Objectives <sup>†</sup>	Language Functions & Forms	Page
	L: 1-3, 5, 7-8 S: 1-2, 4 R: 1, 5 W: 2		30-33

<sup>†</sup> Language Objectives for Unit 7 are listed on pages 22-24.



## CONNECT (6 Class Periods)

1. Review homework and topics covered in the previous class session.
2. Have students work in groups to define target nouns and present them to the class.
3. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection.
4. Read the text with students; have students ask questions to clarify meaning and answer comprehension questions orally.
5. Have students answer comprehension questions orally and in writing.
6. Have students connect information from text to self.
7. Focus on grammar: pronouns.
8. Focus on grammar: words used as quantifiers (*few, many, much, several*).
9. Focus on grammar: verbs.
10. Focus on grammar: adjectives and adverbs.
11. Focus on grammar: prepositions.

### Putting It All Together

#### Homework

#### Observing Student Progress



## Language Objectives

L: 2-7, 10  
S: 1-2, 4, 8-10  
R: 1-5, 13  
W: 3, 7, 13-14

## Language Functions & Forms

**Naming people, places, things:** Content area abstract nouns (e.g., consideration, response); Synonyms (e.g., authority/power)

**Renaming people, places, things:** Indefinite pronouns (e.g., Anyone could have made that error. Someone took my book.)

**Describing how many or how much:**  
Quantifiers (e.g., Until recent times, very few large societies were organized as democracies. In some groups, several people might get together informally and serve as a council that makes decisions for the group.)

**Describing actions:** Verbs, synonyms (e.g., to arise/to occur)

**Describing what kind:** Adjectives (e.g., He said that in order to be considered “good,” a government had to be effective.)

**Describing how:** Adverbs (e.g., In some groups, several people might get together informally and serve as a council that makes decisions for the group.)

**Analyzing word structure:** Root words, affixes (e.g., democratic/democracy)

**Connecting ideas:** Specialized prepositions (e.g., She was in the U.S. for nearly 10 years before she became an American citizen.)

## Page

33-39



### EXTEND (3 Class Periods)

1. Review homework and topics covered in the previous class session.
2. Have students complete the third column of a KWL chart and identify what they learned about the origins of democracy.
3. Have students take notes from oral and written instructions.
4. Have student groups restate, summarize, describe, and/or paraphrase information acquired through reading and listening and present information.
5. Have students revisit the target vocabulary and complete a self-assessment of learning.

#### Homework



#### Observing Student Progress

Language Objectives	Language Functions & Forms	Page
L: 1-3, 5, 7, 10 S: 1, 4-5, 8-10 R: 10 W: 6-7, 13-14		39-41

### WARM-UP (2 Class Periods)

1. **Introduce the chapter topic and connect with prior knowledge.** If this is your first class with students, introduce yourself: **Good morning** [afternoon or evening]. **I am your teacher. My name is \_\_\_\_\_.** Write your name on the board. Go around the room and have each student introduce himself or herself. After the introductions are completed, tell students: **I am very excited to work with you on your English language development. We will be using a program called *Champion of IDEAS*. You will learn about language arts, social studies, science, and mathematics as you develop your English language skills. Some activities will focus on listening and speaking. Others will focus on reading and writing. If you have any questions, please raise your hand, and I will do my best to answer them. I am here to support you and help you achieve academic success. I know you can do it!**

**What you are learning in this class will help you do well in your other classes. Do you have any questions? Pause.** Give students a chance to ask any questions.

Tell students: **Today we will begin Unit 7 in the *Champion of IDEAS* program. The title of Unit 7 is “Culture and Society.”** Write the unit title on the board and ask students what the terms *culture* and *society* mean. Lead students to understand that the word *culture* has several different meanings, but in the context of this unit, it refers to all the socially transmitted behavior patterns, arts, beliefs, and institutions that are characteristic of a community or population. Similarly, the word *society* has different meanings, but in this unit it refers to a group of people broadly distinguished from other groups. Draw a T-chart on the board. Within the framework of these definitions, ask students to give examples of *culture* and the *society* it applies to; record their ideas on the chart.

Examples:

Culture	Society
<ul style="list-style-type: none"><li>• Driving on the right side of the road</li><li>• Driving on the left side of the road</li><li>• Shaking hands when meeting a new person</li><li>• Bowing when meeting a new person</li></ul>	<ul style="list-style-type: none"><li>America, Mexico, Canada</li><li>Australia, England, Singapore</li><li>Western societies</li><li>Japan, China, Korea</li></ul>

... and so forth.

This provides a good opportunity to help students understand how cultural misunderstandings can take place. For example, some people might say: **The British drive on the wrong side of the road.** Help students understand that the British do not drive on the wrong side of the road; they drive on a different side of the road than, for example, Americans. Give another example of something that is done in one culture, but not in another (e.g., patting a person on the head, making direct eye contact) and ask students to offer advice and/or possible solutions to avoid cultural misunderstandings. Have students take out their *Champion Writer*. Introduce the book and tell students that they will be writing in this book throughout the year. Have them write their name on the cover. Organize students in pairs and introduce Activity 1 in the Writer. Pairs are to discuss and respond to the questions. Allow time in class for pairs to share their responses.

2. **Preview the chapter content.** If students are continuing from Unit 6, say: **As you know, each chapter in the *Champion* program focuses on a different topic. What topics did you learn about in Unit 6?** Record student answers on the board and help them as needed by reviewing the reading selections in Unit 6. [*Chapter 21: the distant past; Chapter 22: exploration; Chapter 23: space; Chapter 24: the human body*]

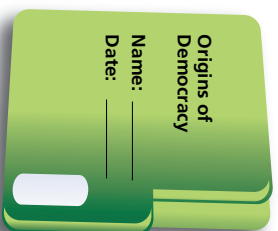
Tell students: **The first chapter in Unit 7 is titled “Origins of Democracy.”** Write the title on the board. **What do you think you will learn about in this chapter?** Give students a chance to share their ideas. **We are going to read about the time and place where the idea of democracy got started.** Write the words *origin* and *democracy* on the board and have students look up the words in a standard dictionary and read the definitions aloud. Students are likely to find multiple definitions for origin. Ask them which definition is probably intended in this chapter by drawing a conclusion from your introductory statement. Ask: **Where do you think democracy started? When do you think it started?** Encourage students to explain and provide logical support for their responses. Encourage a sustained conversation by inviting other students to respond with their ideas. Say: **Participating in an academic group discussion is different from the conversations you have with friends at lunch or in the hallways. Why are academic discussions different?** [*purpose, audience, subject matter*] Yes, at lunch or in the hallways you are more likely to have casual conversations with your friends about social topics. Academic discussions are more formal conversations with people you may or may not know or like. If you are having a social conversation and your friend says something you don’t understand, what would you say? Give students a chance to share ideas. **When we ask someone to help us better understand something, we are asking for clarification.** If you are participating in an academic discussion and you don’t understand something, it is important to ask for clarification. However, we ask for clarification in academic discussions in a more formal way than if we were talking to our friends. For example, suppose Camille said, “I think democracy started in the Mediterranean world.” If you don’t know where the “Mediterranean world” is, you might say, “Camille, you mentioned that democracy began in the Mediterranean world. Can you be more specific about the location?” What are some other ways you could ask for clarification?

Allow students to share their ideas. Help them recognize appropriate ways of speaking according to the purpose, audience, and subject matter.

3. **Have students complete the first two columns of a KWL chart and identify what they know and what they want to know about the origins of democracy.** Give each student a copy of Guide 1 (located on the *Champion* CD-ROM). Tell students to write the topic (the origins of democracy) at the top of the chart. Then review each column with students—what they know about the origins of democracy, what they Want to know about the origins of democracy, and what they Learned about the origins of democracy. Have students work with a partner to complete the first two columns of the chart. Circulate around the classroom as students are working and help them as needed. Call on pairs to share their responses with the class. Have students put the chart in their chapter portfolio. They will complete the third column of this chart in the EXTEND portion of the lesson.

Guide 1		
KWL Chart		
Topic: _____		
Know	Want to know	Learned

4. **Have students create an assessment portfolio and preview target vocabulary.** Draw a manila folder cover on the board and write the following information on the cover:



Read the title, “Origins of Democracy,” and tell students that they will be learning about different ways of governing groups, the first ideas of democracy in ancient Greece, different models of democracy, and ideas about democracy in later civilizations, including the United States. Give each student a manila folder and ask them to write information on it following the model you provided on the board. Provide help as needed. If desired, allow students about five minutes to decorate the cover of their portfolio with pictures and words that represent the chapter topic. Tell students that as they complete work for Chapter 25, you will ask them to place their work in this portfolio folder. When students finish the chapter, you will review with them the work that they have collected in their portfolio. Remind students to bring the folder with them to every class.

Next, display the Chapter 25, Lesson 1 Vocabulary Sheet (located on the *Champion* CD-ROM). Also give each student a copy of the sheet. Starting with the Nouns, read each word in the column aloud and have students repeat after you. Point out that there are sometimes differences in regional pronunciation (and usage) of words. For example, the standard pronunciation for the word *response* is *rib-SPAWNZ*. However, in some parts of the United States, people may pronounce this word as *REE-spawnz*. Emphasize that a standard dictionary will provide them with information about standard pronunciations, but that they may encounter regional pronunciations. Give students a chance to share their experiences and ideas with standard vs. regional pronunciations. Help students understand that regional pronunciations are not incorrect; they are just different from standard pronunciations.

# Champion *Reader*



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# Origins of DEMOCRACY

Part 1

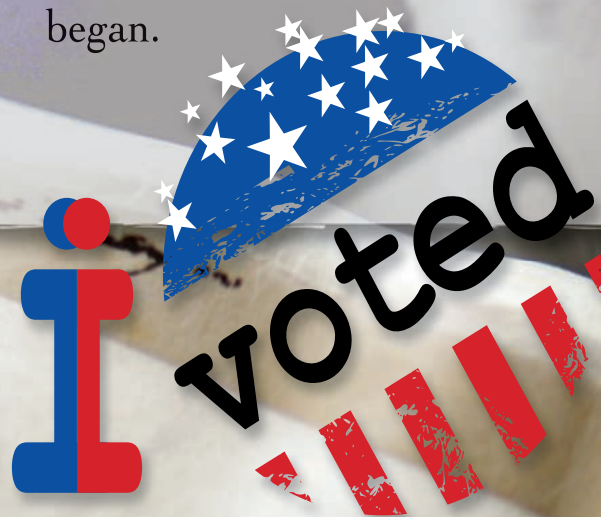
by Gregory Blanch



**D**iego sighed loudly when he spotted the long line of people standing outside Grover Elementary School. Hundreds of colorful signs filled the grassy areas around the school, and Diego wondered if they simply overshadowed one another. As Diego searched for a place to park the car, his mother Gloria sensed his impatience. “I can’t find anywhere to park,” Diego complained. “Keep looking,” his mother responded. “You have no idea how lucky you are.” All Diego could think about was the basketball game he would probably miss because of this “civic responsibility,” as his mother called it.

After parking the car, Diego and Gloria walked to the end of

the long line. “Do you have your ID?” Gloria asked her son. “Yes, Mom. You only reminded me to bring it 15 times.” Diego knew this event was very important to his mother. Gloria emigrated from Cuba where people don’t have the same voting rights they have in the United States. She was in the U.S. for nearly 10 years before she became an American citizen. Gloria was frustrated that her son took this right—this privilege—for granted. “You know people have died so that you and I could stand here and take part in choosing the next president of our country,” Gloria told her son. Diego thought about that and wondered how it all began.



# Government— Who Makes the Decisions?

When people live together in groups, they need to determine how they will make the decisions that will affect everybody in the group. From the time when the earliest humans lived as hunters and gatherers thousands of years ago to modern times, this has remained constant. The hunters and gatherers of long ago didn't necessarily stop and ask themselves, "How will we govern ourselves?" However, they tacitly addressed that question when they made decisions about where they would hunt, whether people would get much food to eat, what was a crime and how crimes would be punished, who was responsible for different roles in the group, and everything else that affected the group.

Each group had to figure out a way to govern the actions or behavior of the people in the group. In some groups, the strongest person might make the decisions for the group. In others, the oldest person might be the decision maker. In some groups, several people might get together informally and serve as a council that makes decisions for the group. In other groups, everybody might have a chance to be part of the decision making.

- ▶ Throughout history, groups everywhere have had to figure out how they will make the decisions that affect everyone in the group.



*Did you know ...*  
The word govern comes from the Latin gubernare, which means "to steer or direct."





## Comprehension Check

1. Why do you think Gloria was frustrated that her son Diego took voting for granted?
2. What is a monarchy? How is that form of government different from an oligarchy or a democracy?
3. How do people in a democracy express their preferences?



## Make Connections

1. How are decisions made in your family? See if you can name something that everyone in your family has a say in and something that only one person decides. Is there anything that a few people decide together? Using this information, describe the “government” of your family in terms of who makes decisions and how decisions are made.
2. If you were in charge of developing voting rules somewhere, how would you answer the question, “Who has the right to vote?” Explain why your answer makes sense.
3. What would it be like to be a citizen of a country where you could not vote? How would you feel about the laws of the country? How would you feel about the leaders of the country? Would you want to leave that country? Explain your answer.



# Champion *Writer*



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**Name:**

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Dear Student,

This workbook is called the **Champion Writer**. It includes worksheets so you can practice and apply what you are learning in class. You will complete some worksheets by yourself. You will complete other worksheets with a partner, in a small group, or with the entire class.

Here are some other ways you can practice and apply what you are learning in class:

- ▶▶ **Have conversations in English inside and outside of school.** The more you use English, the more you will learn. Joining a school club or sport or getting a part-time job is a great way to meet new people you can talk to. Choose a new English word each day, and use it in a conversation.
  - ▶▶ **Ask questions.** If you have a question, ask it! Most people are happy to answer your questions.
  - ▶▶ **Read articles in your local newspaper.** You will learn more about the place you live and improve your reading skills. Write down unfamiliar words in a notebook. Look up the words in a dictionary, or ask your teacher what they mean.
  - ▶▶ **Study, study, study!** Do all of your homework after school. Ask your teacher if you need extra help. The more you study, the more you will succeed.
- English is a difficult language to learn, but with time and effort, you can do it!



Best wishes,



Roberta Stathis & Patrice Gotsch  
The **Champion of IDEAS** Authors

# “Origins of Democracy” (Part 1) Comprehension Check

**DIRECTIONS:** Answer the questions about the selection “Origins of Democracy” (Part 1) in the *Champion Reader*. Write your answers in complete sentences.

1. Why do you think Gloria was frustrated that her son Diego took voting for granted?

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2. What is a monarchy? How is that form of government different from an oligarchy or a democracy?

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3. How do people in a democracy express their preferences?

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# Indefinite Pronouns

**DIRECTIONS:** Complete each sentence with an indefinite pronoun from the word bank. You may use each word more than once. Follow the example. Then write two original sentences using two different indefinite pronouns from the word bank.

<b>Word Bank</b>	something	anyone	everyone
	somewhere	anywhere	everything
	anything	everybody	everywhere

**Example:** If this doesn't work, I know something that will.

- I need a mechanic to help me. Do you know \_\_\_\_\_ ?
- They didn't get one answer right because they didn't know \_\_\_\_\_ about fractions.
- I can't find my cell phone \_\_\_\_\_ .
- Is \_\_\_\_\_ allowed to vote?
- The room is big enough to hold \_\_\_\_\_ .
- My best friend knows \_\_\_\_\_ about me.
- I saw that book yesterday. It is on this shelf \_\_\_\_\_ .
- We searched \_\_\_\_\_ for the book but couldn't find it.
- She needs to eat \_\_\_\_\_ healthy for breakfast.
- It's so quiet here today. I have not seen \_\_\_\_\_ in the building.

Now write two original sentences using two different indefinite pronouns from the word bank.

- \_\_\_\_\_
- \_\_\_\_\_



## Activity 6

Date: \_\_\_\_\_

# Adjectives and Adverbs

**DIRECTIONS:** Read the sentence and choose the correct word to complete it. Follow the example.

**Example:** I often talk informally with my family and friends.

- informal  
 informally

1. It is your \_\_\_\_\_ duty to vote.  
 civic  
 civilly
2. Your answer is not \_\_\_\_\_ wrong, but I'll need to check to be sure.  
 necessary  
 necessarily
3. Young children seem to be in \_\_\_\_\_ motion.  
 constant  
 constantly
4. It is \_\_\_\_\_ unbelievable that you can swim so fast.  
 simple  
 simply
5. We live in a \_\_\_\_\_ society.  
 democratic  
 democratically
6. The counselor's nod indicated that he was \_\_\_\_\_ in agreement with my decision.  
 tacit  
 tacitly
7. Scientists are always looking for \_\_\_\_\_ new medicines to improve our health.  
 effective  
 effectively
8. In the United States, people have a right to a \_\_\_\_\_ review of their cases.  
 judicial  
 judicially



# Champion *Tester*



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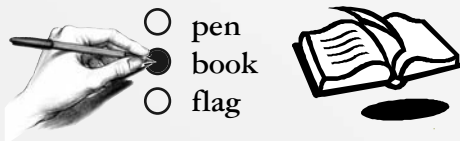
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**Yellow Level**

Dear Student,

This book is called the *Champion Tester*. Your teacher will give you tests in this book to find out what you have learned and areas where you need more practice. Your teacher will tell you what to do in each part of the test. Listen carefully to your teacher's instructions. You will read, write, listen, and speak.

Some questions will ask you to bubble in a circle.



Fill in the circle completely. If you change your mind, be sure to erase your first answer.

Some questions will ask you to fill in the blank, complete a sentence, answer questions, or write a paragraph.



tree

Write your answer clearly. If you change your mind, be sure to erase your first answer.

Taking tests makes some people nervous. Try to relax. And remember these test-taking tips:

- ||> Read every question carefully.
- ||> Review your answers.
- ||> Do your best!

Best wishes,



Robin Stevens  
The *Champion Tester* Author

**Part 3: Listening Comprehension**

**DIRECTIONS:** Read the questions. Then listen to the passage. Bubble in the circle next to the correct answers.

11. What is this passage mainly about?
- the creation of the U.S. government
  - why there is a professional army
  - an important historical figure
12. Where did James Madison go to college?
- Virginia
  - New Jersey
  - Canada
13. What happened after Madison became president?
- He completed his college degree.
  - There was a war across the U.S.
  - Madison ended a war with Canada.
14. Why does the passage mention the White House?
- to tell about something that happened during the war
  - to describe where Madison lived most of his life
  - to explain why the U.S. went to war with Great Britain
15. What does the author suggest at the end of the passage?
- Madison would soon become president.
  - Madison did not believe in fighting the war.
  - Madison did not always support a professional army.

**LISTENING SCORE:**

- \_\_\_\_\_ 14-15 Correct: Superior level listening achievement
- \_\_\_\_\_ 12-13 Correct: High level listening achievement
- \_\_\_\_\_ 10-11 Correct: Mid-level listening achievement
- \_\_\_\_\_ <10 Correct: Low level listening achievement

**Part 3: Reading Comprehension**

**DIRECTIONS:** Read the passage. Then read the questions. Bubble in the circle next to the correct answers.

The Statue of Liberty is one of the most famous structures in the world. It was a gift from the French to the United States. It honors the 100-year anniversary of American independence and the friendship between the two countries. The huge statue was made in France. In 1885, it was shipped to the U.S. in 350 individual pieces, where it was stored for 11 months while the base was built. The French paid for the statue and Americans paid for the base. Both countries raised money through entertainment and other types of activities. In America, fundraising was slow. Joseph Pulitzer helped to raise money by publishing articles and editorials in his newspapers. For example, he used his papers to criticize affluent people for not giving more money.

The Statue of Liberty is 305 feet (93 meters) tall. It is made of pure, thin copper hung on a steel frame. This allows the statue to move in heavy winds without breaking. Over time, it has turned a light greenish blue color. This is because of chemical changes to the copper caused by the weather and air. Everything about the statue has a special meaning. The appearance of the woman is based on *Libertas*, the ancient Roman goddess of liberty. The broken chains at her feet symbolize freedom. Her crown has seven spikes. Each spike represents a continent. The tablet she holds represents knowledge. It shows the date of the Declaration of Independence, July 4, 1776.

11. What was the purpose of the Statue of Liberty?
- to honor a Roman goddess
  - to celebrate a relationship
  - to help America raise money
12. Why was the Statue of Liberty shipped in pieces?
- because it was very large
  - because the French ran out of money
  - so it could be designed in the U.S.
13. According to the passage, who did Pulitzer criticize in his newspapers?
- the French
  - his editors
  - the wealthy
14. What is significant about the frame of the statue?
- It is flexible.
  - It is solid copper.
  - It has no base.
15. Why is the statue greenish blue?
- because the copper surface was painted
  - because of the effect of air and water on copper
  - because the statue was treated with chemicals

**READING SCORE:**

- \_\_\_\_ 14-15 Correct: Superior level reading achievement
- \_\_\_\_ 12-13 Correct: High level reading achievement
- \_\_\_\_ 10-11 Correct: Mid-level reading achievement
- \_\_\_\_ <10 Correct: Low level reading achievement

## Writing

### Part 1: Matching

**DIRECTIONS:** Read the beginning of each sentence. Choose a conjunction from Box A and an independent clause from Box B to complete the sentences. Each conjunction and clause can only be used one time.

Box A	Box B
<ul style="list-style-type: none"> <li>• and</li> <li>• but</li> <li>• so</li> <li>• yet</li> <li>• or</li> <li>• because ✓</li> </ul>	<ul style="list-style-type: none"> <li>• she planted flowers in her front yard.</li> <li>• he has many relatives in Chicago, too.</li> <li>• they could choose to start it at their next meeting.</li> <li>• she hasn't asked her mother if she can go yet.</li> <li>• she is going to watch a movie. ✓</li> <li>• he rarely gets in a pool.</li> </ul>

**Sample:** She wants to make a bowl of popcorn because she is going to watch a movie.

1. She wants to see a show tonight, \_\_\_\_\_

\_\_\_\_\_

2. John enjoys swimming the most, \_\_\_\_\_

\_\_\_\_\_

3. He has many relatives in Boston, \_\_\_\_\_

\_\_\_\_\_

4. Kathy wanted to find a way to beautify her surroundings, \_\_\_\_\_

\_\_\_\_\_

5. The group knew they could work on their project now, \_\_\_\_\_

\_\_\_\_\_