

U1 Pledge of Allegiance, Forms of Government, Political Philosophers

SSCG1 Compare and contrast various **systems of government**.

a. Determine how governments differ in **geographic distribution** of power, particularly **unitary, confederal, and federal** types of government.

b. Determine how some forms of government differ in their level of citizen participation particularly **authoritarian (autocracy and oligarchy)** and **democratic**.

c. Determine how the role of the executive differs in **presidential and parliamentary systems** of governments.

d. Differentiate between a **direct democracy, representative democracy**, and/or a **republic**

SSCG2 Demonstrate knowledge of the **political philosophies** that shaped the development of United States constitutional government.

a. Analyze key ideas of **limited government** and the **rule of law** as seen in the **Magna Carta, the Petition of Right**, and the **English Bill of Rights**.

b. Analyze the impact of the writings of **Hobbes** (Leviathan), **Locke** (Second Treatise on Government), **Rousseau** (The Social Contract), and **Montesquieu** (The Spirit of the Laws) on our concept of government.

c. Analyze the ways in which the philosophies listed in element 2b influenced the **Declaration of Independence**

SSCG 16c, Students should know and understand the **Pledge of Allegiance**.

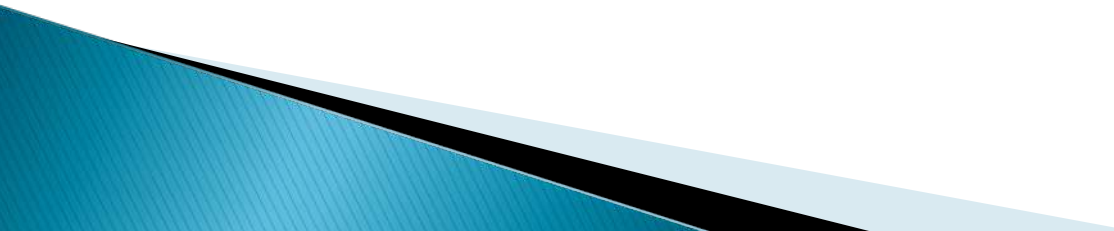
ELA11-12RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA11-12RH4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

ELA11-12RH5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

ELA11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

U1 Topics

- **Topic 1; The Pledge of Allegiance ✓**
 - Topic 2; Distribution of Power
 - Topic 3; Political Philosophy
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Origins of the Pledge

- Buy Youth's Magazine got a free flag
- Subscriptions slowed, wanted to boost sales
- 1892 Columbus Day
- Hired Francis Bellamy to create flag ceremony

YOUTH'S COMPANION

Published Weekly by the Youth's Companion Co., Boston, Mass., for the Youth's Companion Co., Boston, Mass., at the office of the publisher, No. 10, N. W. Cor. of State and Washington Sts., Boston, Mass., Vol. 10, No. 1, 1892.



THE FLAG

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The Pledge 1892

- Original “Pledge to *My Flag*” with the Bellamy Salute
- Afraid Immigrants might think of old flag
- 1923 Flag Conference change My Flag to *the Flag of*



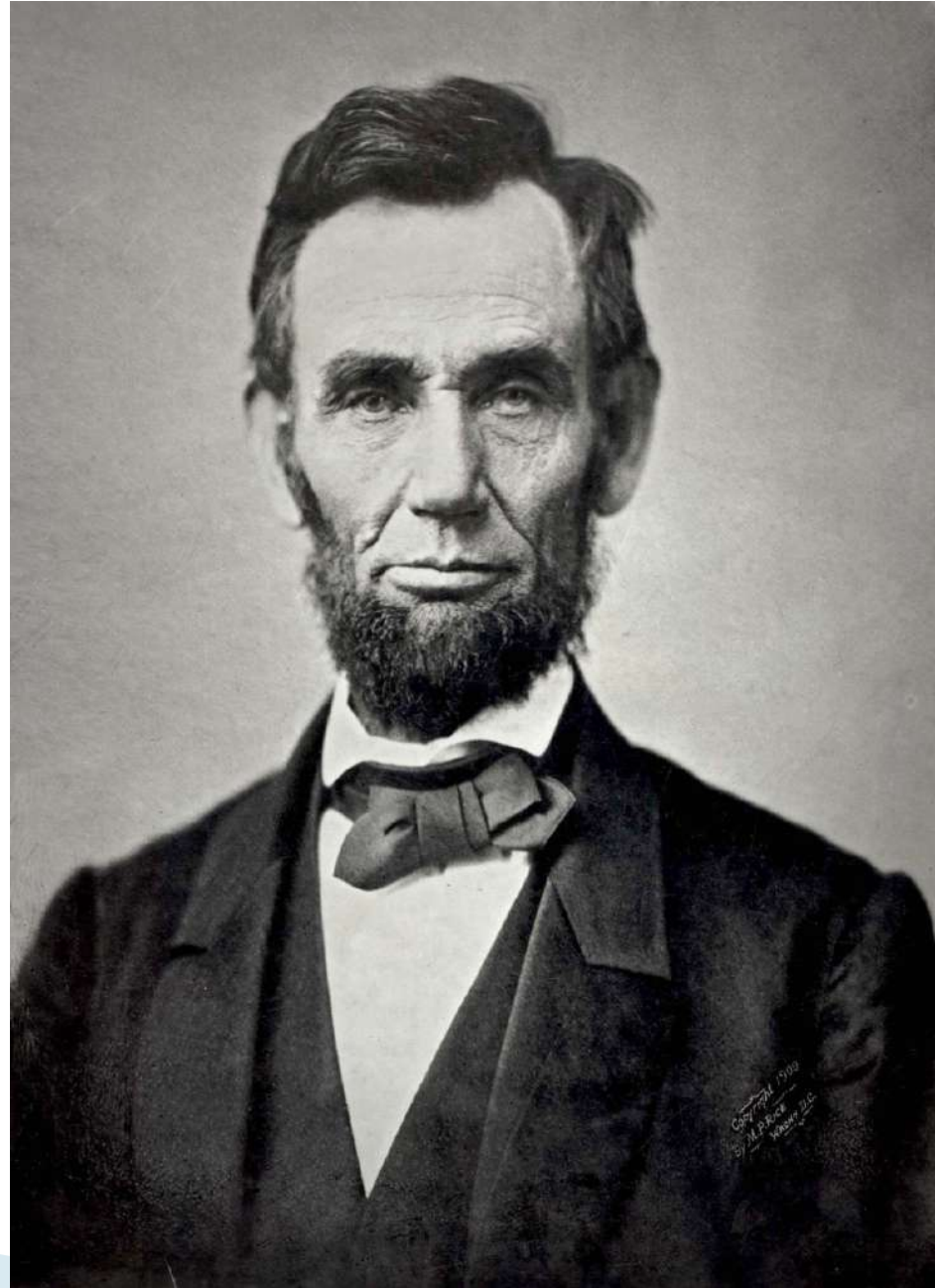
Pledge by Law

- 1942 US Congress passes Flag Code
- Adopted Current text Version (-)
- Added Hand over heart
- No Punishments for violators
- West VA. vs Barnette—compulsory unification of opinion



“Under God”

- Honor Lincoln Gettysburg address, “this nation, under God”
- Post WW2 Anti-Communist (Atheists) scare
- Added to Flag Code to Show U.S. love of God



Controversy

- Pledge is made compulsory in public schools by states
- Forced to pledge to “Flag”, or to “God”.
- School children can't give consent



Constitutional Issues

Minersville, Pa.
Nov. 5, 1935

Our School Directors

Dear Sirs

I do not salute the flag be-
cause I have promised to do
the will of God. That means
that I must not worship anything
out of harmony with God's law.
In the twentieth chapter of
Exodus it is stated, "Thou shalt
not make unto thee any graven
image, nor bow down to them nor
serve them for I the Lord thy God
am a jealous God visiting the in-
iquity of the fathers upon the children

- Gobitis said it was interfering with his religious beliefs
- First Amendment
Establishment and Free Exercise of Religion Clause
- The Right to "Freedom of Speech" includes right not to
- Current Rules; Schools can conduct it, can't be forced, can't interfere, can't be judged

Follow All Directions

