

ANTI-DEMOCRATIC IDEOLOGIES AND REGIMES

SS.912.CG.3.1 Analyze how certain political ideologies conflict with the principles of freedom and democracy.

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2023 BENCHMARK UPDATES

- Updated from SS.912.C.3.1
 - Changed from “~~Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.~~” to “Analyze how certain political ideologies conflict with the principles of freedom and democracy.”
- Depth of Knowledge Changes within Benchmark
 - Changed from “Examine” to “Analyze”
- Addition of Benchmark Clarifications
 - Benchmark clarifications are an addition to the 2023-2024 high school civics and government benchmarks. Benchmark clarifications are listed in the lesson summary below.

Essential Teacher Content Background Information

[Teacher Content Notes Not Appropriate For Student Use]

This section addresses the following topics:

1. Historical Examples of Governing Systems and Actions that Conflict With Founding Principles
2. The Importance of American Founding Principles

1. Historical Examples of Governing Systems and Actions that Conflict With Founding Principles

Mao Zedong and the Cultural Revolution

Mao, the father of Chinese Communism, rose to prominence fighting the Japanese in the Second World War. Following that conflict, he and his Communists won the civil war against Chiang Kai Shek and the Nationalists. The Nationalists fled to Taiwan, while a victorious Mao consolidated power in China and worked on implementing his vision of what Communism with a Chinese face should look like. It did not go well. Mao established a centralized and totalitarian government with no room for individual liberty. In an effort to compete with the wealthier capitalist nations, Mao organized what is known as The Great Leap Forward (1958-1962). This attempt to boost China's industrialization was an unmitigated disaster, and led to massive famines and repression that killed millions. It was followed by the Cultural Revolution (1966-1976), which was an effort to stamp out any and all resistance to Chinese Communism. While the death toll did not approach that of the Great Leap Forward, the number was in the high six or low seven figures. The revolution targeted anyone that Mao and the Chinese Communist Party saw as a possible threat to Communism in China: landlords, intellectuals, teachers, private farmers, small business owners, and others that were classified as "enemies of the Revolution." These people, many of whom had been supporters of Mao and communism, were publicly beaten, tortured, jailed, and sent to re-education camps (to ensure that they had the right beliefs), when they were not just massacred. The Cultural Revolution ended only after the death of Mao in 1976.

Vladimir Lenin and the Russian Revolution

Russia in 1917 was trapped in a long brutal world war that they were losing, ruled by a monarchy and elites that had no problem oppressing the people of Russia through violence and force of arms. Economically, the nation was well behind other nations, with a slowly growing but still lacking industrial base that was evident in Russia Army equipment issues in World War One. The Russian Empire was ripe for revolution, and a Russian exile, Vladimir Lenin, would bring it. Ironically, perhaps, it was the Germans who made it possible. In an effort to force Russia from the war, Germany sent Lenin and his Bolshevik allies to St. Petersburg, Russia in a sealed train, with initial logistical and financial support. From that act, the Russian Revolution exploded and ultimately led to decades of state-sponsored violence, oppression, and poverty.

The Russian imperial family abdicated the throne in 1917, replaced by a moderate and more democratic government. This was not enough for Lenin, however, and he and his allies overthrew that government and established the Soviet system by the end of 1917. Russia devolved into civil war, which lasted from 1917 to 1922 as various factions, both pro- and anti-communist, vied for control. Ultimately, the Bolsheviks led by Lenin emerged victorious. One of the first acts that Lenin took, however, was to outlaw and imprison his former nominal allies among the communist revolutionaries he fought beside, the Mensheviks. The Mensheviks were a rival group of communists that wanted less radical change than the Bolsheviks did. This should have been expected; from 1918 to 1922, the Bolsheviks implemented the Red Terror. The Red Terror was a campaign of violence led by the new secret police, the Cheka. This state violence targeted anyone that showed any hint of

opposition to the rule of Lenin and his party, and some estimates put the number of victims at over a million people. This include public and mass executions, torture, re-education, and concentration camps. At the same time, the new Red Army seized control of territories that had once been part of the Russian Empire and declared independence during the Revolution. They would be forcibly sovietized and become part of the new Soviet Union. Lenin's New Economic Policy, which sought to rapidly build a weak Soviet economy, would lead to mass famine and death. Just the first set of many impositions on natural rights and liberties that would occur under the Soviet government over the next 70 years. Lenin died in early 1924 after a series of strokes. The man who would follow him, Josef Stalin, would make things worse.

Stalin and the Soviet System

Josef Stalin was one of the most important figures of the 20th century, and the system of government that was established under his reign following the death of Vladimir Lenin is synonymous with brutality, conspiracy, and terror. The Soviet system of government, built on the bones of the old Russian Empire and the foundation established by Lenin and his Bolsheviks, was one of centralized control and oppression. At its core, the Soviet system was a totalitarian police state. The series of economic Five Year Plans, begun under Lenin and carried on under Stalin and his successors, rapidly industrialized the Soviet Union at the cost of millions of lives. The NKVD ("People's Commissariat for Internal Affairs"), the Soviet secret police, served to instill fear, terror, and paranoia among the citizens of the Soviet Union. Stalin organized show trials for anyone he perceived as enemies of the Soviet Union (which included former revolutionaries and current military officers, among others), and anyone he personally did not like would likely end up at one of these trials. Indeed, his decimation of the leading Soviet military officers prior to the start of World War Two contributed to a series of defeats against the invading Germans; remaining military leaders were far less competent and far more terrified of Stalin.

The Soviet system under Stalin went to more extremes than it had under Lenin; for example, someone declared an enemy of the state could be literally written out of existence. Pictures of that person with Stalin would be modified to remove them completely, and their role in Soviet history completely rewritten (as happened with Leon Trotsky and others). Gulags, or forced labor camps, reached their peak under Stalin, with millions of Soviet citizens sent to these horrible camps for crimes both real and imagined. Perhaps the greatest crime of Josef Stalin was the Holodomor; this event, a famine in Ukraine between 1932 and 1933, killed millions of Ukrainians. Many historians believe that Stalin created this famine to destroy the effort for Ukrainian independence.

Fidel Castro and the Cuban Revolution

Cuba in the 1950's was a deeply corrupt country, led by the authoritarian dictatorship of Fulgencio Batista. Batista suppressed freedoms and enriched himself and his friends at the expense of the Cuban people. Eventually, a young lawyer, Fidel Castro, sought to remove Batista through legal means, calling for a return to the liberties and freedoms of the 1940 Cuban Constitution. When that failed, he and his brother Raul started an armed revolution. This lasted from 1953 to 1959, and saw extremes of violence on both sides. By 1957, the United States government started providing financial support to the Cuban revolutionaries in an effort to ensure that they would not oppose American interests should they win, though it was limited and the US continued to support the Batista dictatorship. The last competitive election in Cuba took place in 1958, just before the end of the Revolution. Castro and his allies took power by 1959 and were initially supported by the United States. However, Castro had nationalized US owned business and industries in Cuba by 1960, and the United States imposed a still-ongoing embargo on trade with and travel to Cuba. By 1961, Castro openly allied himself with Communism, and the Soviet Union became Cuba's main ally.

The Cuban government under the Castro brothers, in addition to nationalizing industry and imposing a command-style economy that only made Cuba poorer, failed to restore the liberties and freedoms they had promised. The Cuban government suppressed the press, encouraged citizens to report dissent, and engaged in

wide-scale and sometimes violent repression of natural rights and liberties. As with the Soviet Union under Lenin and especially under Stalin, those who once supported the Revolution soon became enemies of the state for one reason or another. Economic deprivation, combined with a lack of freedom, led to wide-scale migration of Cuban citizens from the island nation, with many traveling however they could the 90 miles to Florida.

Pol Pot and the Khmer Rouge

Pol Pot, leader of Cambodia from 1976 to 1979, perpetrated one of the worst crimes in human history: a genocide of his own people. Pol Pot was a communist revolutionary, joining the communist movement as a student in France in the 1940s. He later returned to his home country of Cambodia to fight in the revolution against the government. After the ruler of Cambodia was deposed in 1970, Pol Pot led his Khmer Rouge forces against the new government, and took over in 1975.

Pol Pot and his Khmer Rouge communist party had a very specific agenda: to establish an agrarian communist paradise in Cambodia. It was a horrifying destruction of humanity, a virtual slave state. The Khmer Rouge established almost 200 hundred interrogation centers throughout the country, purged perceived enemies, banned religion, forcibly relocated up to a million urban dwellers to work without pay on collective farms, classified people by their worth to the state, forced everyone to wear the exact same clothing, eliminated money, segregated farm workers by sex, required re-education, and killed millions. Many of the victims of Khmer Rouge violence would end up as fertilizer in the same fields in which they had been working, and the Killing Fields of Cambodia would get their name. After the United States and Vietnam ended their conflict, Pot believed that Vietnam, a communist state itself, would invade Cambodia, and conflict broke out in 1977. Indeed, by 1978, Vietnam had decided that Pol Pot had to be removed from power. When Cambodian forces struggled against an experienced Vietnamese military, he saw treason and a betrayal of the revolution and ordered the elimination of those units that failed. Not surprisingly, this led to revolts of segments of the military, and forces loyal to the ruling Khmer Rouge devastated villages that were accused of containing rebels. Vietnam eventually drove Pol Pot from power, and he fled with loyal forces. Cambodia would spend the next decades in ongoing conflict between Vietnamese forces, the Khmer Rouge, and other military and social factions. Pot would eventually renounce communism when much of his support started to come from capitalist nations opposed to potential Soviet influence in Asia (as the Soviets were strong allies of Vietnam). By the late 1990's the Khmer Rouge had effectively been defeated. Pol Pot died in 1998 in his sleep, never truly having faced justice for one of the worst genocides in human history.

Nicolas Maduro and the Chavismo Movement

Of those individuals and movements discussed in this overview, only Nicolas Maduro remains in power as of 2023, ruling Venezuela as a dictatorial president since 2013. Maduro came to power following the rule of Hugo Chavez, who had died in 2013 prior to starting a new term in office. Chavez himself was a former military officer and self-avowed socialist who wanted to establish a system different from that of Soviet or Chinese style communism, what he called a socialism of the 21st century. Eventually, he would lead a movement known as Chavismo (named, not surprisingly, after him). Chavismo advocated for strong ties and integration between the nations of Latin America, the nationalization of industries, democratic elections, and socialism at the state level (with some private property ownership allowed). While Chavez consistently won re-election between 2002 and 2013, the elections were plagued with accusations of fraud and corruption, and his successor Maduro would decide that elections were better done away with; he has ruled Venezuela as an authoritarian dictator since 2015. While Chavismo as a movement proclaims support for rights and liberties, in practice it is far from important principles of democracy. Under Chavez, and more so under Maduro, Venezuela has limited press freedoms, ignored the importance of due process and the rule of law, prevented free and fair and open elections, consolidated power into the hands of one party and removed limitations on government, banned or weakened opposition parties, supported state sponsored violence by police and paramilitary organizations, and, despite what should be a thriving oil industry, devastated its economy. As of 2023, the policies of Maduro and the

Chavismo Movement he leads have created a massive economic crisis that has lasted for more than a decade. The nation suffers from hyperinflation, massive poverty, lack of access to food and resources, and severe suffering of its citizens. Combined with a lack of respect for the rule of law and severe repression of civil rights and liberties, it is perhaps no surprise that Maduro has faced constant challenges to his rule, and Venezuela has seen a not-insignificant decline in its population as Venezuelans seek freedoms, liberties, and economic opportunities abroad.

2. The Importance of American Founding Principles

Unlike the other nations discussed in this overview, the constitutional republic of the United States has a long tradition of support for democratic principles, embedded in our Founding Documents and protected by our national Constitution. These documents include the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. So how does the United States protect these principles where these other nations failed?

Checks and Balances and Separation of Powers

The U.S. Constitution protects natural rights and liberties through a clear and unavoidable separation of powers and series of checks and balances between branches. Unlike the constitutions of, for example, Venezuela and Cuba, there is no opportunity for one branch, party, or individual to assume dictatorial power through decree. While presidents can issue executive orders, those can often be successfully challenged in court, such as when President Obama's 2014 executive orders on immigration were determined to be unconstitutional.

Consent of the Governed and Democracy

Consent of the governed is a vital founding principle of the United States; it played a significant role, for example, in the grievances expressed in the Declaration of Independence. Today, we express the consent of the governed through free and fair elections that involve multiple competing interests, public protest, petition and the exercise of our rights. Contrast this with all of the nations discussed in this overview; one party rule is the norm, and elections are generally for show. Even if their constitutions offer elections, choices are limited and outcomes are often determined in advance. This holds true as well for public protest. The Khmer Rouge under Pol Pot, the Communists under Mao, and the Soviets under Lenin, for example, were notorious for their terrors imposed on a resistant population.

Due Process and the Rule of Law

The rule of law, and the importance of due process that goes with it, are significant components of our constitutional republic. Consider for example the resignation of President Richard Nixon; he left office after being accused of covering up a crime and violating his oath of office. Contrast that with Nicholas Maduro, accused of corruption in office and deciding that perhaps ruling by decree was a better option than allowing the law to apply to him. At the same time, our Constitution under the 5th and 14th Amendments protects our right to due process. We cannot be deprived of life, liberty, or property without the opportunity to defend ourselves in court. The Soviets under Stalin made use of show trials with predetermined outcomes, and justice was a figment of the imagination.

Federalism and Republicanism

Our founding principles, as embedded in our Constitution, guarantee a federal and republican system of government. Federalism ensures that power is not consolidated entirely in the hands of the central government; it shares power between the states of the United States and the national government in Washington, D.C. We need only look at the Soviet Union to see what that matters. While the Soviet Union was theoretically made up of nations joined under a common banner with their own governments, there was no opportunity for any of

these nations to differ from the other, and all bowed the knee to Moscow. Contrast that with federalism in the United States; many state governments often successfully challenge the authority of the national government, and decisions on issues like education and public health are decided at the state level. At the same time, republicanism ensures a consideration of the common good of the people and civic participation. A great emphasis is placed on the importance of the citizen knowing their responsibilities as well as their rights under the Constitution. In all of the other nations discussed in this overview, the common good is what is good for the Party, not the people. The rights and responsibilities of those citizens is to the Party and the leader, rather than the true common good of the people.

Limited Government and Individual Rights

In many ways, both limited government and individual rights are deeply connected to the other principles discussed here, both embedded in our Founding Documents. The separation of powers and checks and balances, as well as the rule of law, ensures that the power of government is limited. Democracy and consent of the governed helps ensure that our individual rights are protected; when those rights are challenged, we have the opportunity to push back and reduce that challenge. We need only look at the Red Terror in Russia, the Cultural Revolution in China, or the Killing Fields of Cambodia to see what happens when government is not limited and we have no opportunity to defend individual rights and liberties.

Teacher Note: The language of this benchmark and clarifications helps facilitate instruction and discussion around topics also required in [CS/HB 395](#) (2022) and [HB 5](#) (2021).

Lesson Summary

| BENCHMARK | | |
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| SS.912.CG.3.1 Analyze how certain political ideologies conflict with the principles of freedom and democracy. | | |
| BENCHMARK CLARIFICATIONS | | |
| <ul style="list-style-type: none">Students will analyze historical examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolas Maduro and the Chavismo movement).Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. | | |
| FLORIDA CIVIC LITERACY EXAM COMPETENCY CONNECTION | | |
| Competency 1: Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government | | |
| OVERVIEW | | |
| In this lesson, students will analyze how the principles of the United States' constitutional republic distinguish it from other political regimes and ideologies and have contributed to the nation's longevity. | | |
| ESSENTIAL QUESTION | | |
| How do constitutional principles of the United States conflict with the oppressive actions of authoritarian regimes throughout history? | | |
| GOVERNMENT CONTENT VOCABULARY | | |
| <ul style="list-style-type: none">authoritarian, autocracy, checks and balances, consent of the governed, constitutional republic, communism, democracy, dictatorship, due process, federalism freedom of the press, free speech, ideology, individual rights, limited government, migration, oppressive, poverty, representative government, regime, republicanism, revolution, rule of law, separation of powers, suppression, totalitarian | | |
| INSTRUCTIONAL STRATEGIES | | |
| Differentiated choice menu | First-person narrative | Student research |
| MATERIALS | | |

- U.S. Constitutional Principles vocabulary sheet
- United States' Constitutional Republic Infographic
- Defective Forms of Government slides
- Video Viewing Guide half sheet
- Victims of Communism Witness Project: Ji Seong-ho video (external link)
- Conflicting Ideologies Research Product slides
- Research Product Choice Menu
- Project Planning Notes
- Research Product Reflection Questions
- Student digital devices
- Various art supplies for group projects

B.E.S.T. STANDARDS

The grade in which this lesson is taught will determine the specific B.E.S.T. standards correlation.
Thematically, this lesson aligns to:

- ELA.R.1.3 Perspective and Point of View
- ELA.R.2.4 Argument
- ELA.C.2.1 Oral Presentation
- ELA.C.4.1 Researching and Using Information

Suggested Student Activity Sequence & Pace

| DAY | ACTIVITY SEQUENCE |
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| DAY 1 | <p>Planning Note: The topic and corresponding visual materials that students will be exposed to in studying this benchmark contain mature academic content.</p> <ol style="list-style-type: none"> 1. At the beginning of class, provide students with a “U.S. Constitutional Principles” vocabulary sheet. 2. Instruct students to fill in a definition in their own words for any of the terms they recognize and can articulate their meaning. Students should not be looking up definitions at this point and the second column should be left blank. 3. After a set amount of time has passed, have students engage in a stand up/sit down visual review. Read off each word on the sheet. If students knew the word and wrote a definition, have them stand. If they did not remember/know the term they remain seated. Teacher Note: At this point, you are not revealing the actual definitions or calling on any students to share. The purpose of this activity is for you to complete a quick visual assessment of which words are the students’ weakest and noting that for later. 4. Next, have students find a partner and compare vocabulary sheets, adding any definitions that they were missing but their partner knew. 5. Repeat a second time with a different partner. 6. If necessary, repeat one more time to ensure all students have completed column one. 7. Bring the class back together. 8. Project the “United States’ Constitutional Republic Infographic”. Teacher Note: You could turn this into a poster for your classroom, share it digitally, or provide individual copies for your students. 9. Review the infographic with students, explaining that with the opportunity to create any form of government they wanted, the Framers settled on a constitutional republic. One of the reasons for this choice was that they felt it was the best form of government to achieve our goals: safeguarding liberty, freedom, and representative government. To accomplish that, the Framers ensured that all of the principles listed on the infographic were in place. 10. Using the information you learned in step 3, choose a few words that students were collectively less familiar with and review. As you review, discuss how each principle contributes to the nation’s longevity and gives us the ability to overcome challenges. Have students fill information into the second column as you discuss. 11. After a predetermined set of words based on your earlier assessment, release responsibility to students to finish filling in the second column for any remaining words. 12. As students work, circulate to monitor for engagement and understanding. 13. Ask students: What are some of the other forms of government that the Framers could have chosen but they don’t encompass all of these principles? (monarchy, theocracy, direct democracy, autocracy, oligarchy etc.) 14. Project the “Defective Forms of Government” slides. 15. Use slide 1 and review the definitions with students, explaining that these are the two most extreme and defective forms of government and conflict with the political ideology of the United States in every way. 16. Return to the “United States’ Constitutional Republic Infographic” (also on slide 2). 17. Ask students: Would any of these principles be found in an authoritarian or totalitarian government? (No) |

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| | <ol style="list-style-type: none"> 18. Direct student attention to the spectrum on slide 3. 19. Explain to students that the more a nation's government is missing the principles from the infographic, the closer that government is trending towards authoritarian/totalitarian. 20. Provide each student a "Video Viewing Guide" half sheet. 21. Share with students that today will conclude with an opportunity to watch/listen to a first-person account of an individual who was born and grew up in an authoritarian/totalitarian/communist regime. Ji Seong-ho escaped his awful life in North Korea and will share his story. 22. Instruct students to take notes on their viewing guide during the video of examples that Ji mentions in terms of how authoritarian regimes victimize their citizens. 23. Play the "Victims of Communism Witness Project: Ji Seong-ho" video. 24. After the video, review the examples students identified for how authoritarian regimes victimize their citizens. (restricting individual rights, poverty, starvation, migration, systemic lethal violence, and suppression of speech) |
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| DAY 2+ | <p>Planning Note: <i>The second part of this lesson involves student research and a group project. The number of days devoted to planning, producing, and presenting are at your discretion.</i></p> <ol style="list-style-type: none"> 1. Begin class today by asking students to reflect on the video from yesterday. What stood out to them the most? What shocked them the most? 2. Share with students that unfortunately, Ji Seong-ho's experience is not unique, and that North Korea is not the only current and/or historical example of a governing system that does not align with the principles of freedom and democracy. 3. Explain to students that over the next few days, they will be analyzing additional historical examples in groups, with the intention of completing a research project to share with class. 4. Divide students into small groups. (You need at least 6 groups) 5. Project the "Conflicting Ideologies Research Product" slides. 6. On slide 1, review with students the essential question and their task. The overall goal of their product is to demonstrate how the governing system assigned/chosen conflicts with the constitutional principles of the United States. 7. Using slide 2, assign or allow students to choose from the list of historical examples. Teacher Note: If students are selecting, please ensure all regimes are covered. 8. Provide each group or student a copy of the "Research Product Choice Menu" handout. 9. Using the handout and slide 3, explain to students that the final product of this project can be any of the six described on this menu. Explain to students what they may want to consider when making a choice from the menu. Be sure to focus on what is required for submission for each product. 10. Project slide 4 and review with students some best practices for a group project. 11. Distribute a "Project Planning Notes" handout to each group. 12. Provide a set amount of time/days for students to research their regime, plan, and create their product. In their initial research, students should be completing the "Project Planning Notes". 13. Provide time for students to share their final products with the class. 14. Once all projects are complete, have students individually complete the "Research Product Reflection Questions" in order for them to assess their contributions and learning. |
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Government Content Vocabulary

| Word/Term | Definition |
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| authoritarian | a form of government that forces strict obedience to authority, especially that of the government, at the expense of personal freedom |
| autocracy | a form of government in which unlimited power is concentrated in one individual or small group |
| checks and balances | a principle that allows each branch of government to limit the power of the other branches |
| consent of the governed | the idea that government gains its power/authority from the people |
| constitutional republic | a form of government in which there is democratic voting, but governmental power is limited by the existence of a constitution that protects the rights of citizens |
| communism | a system of centralized political power and economic system in which a single-party or dictatorship abolishes private property and controls the means of production and the distribution of goods and services |
| democracy | a form of government in which political power is held by the people |
| dictatorship | a form of autocracy where an individual has absolute control over a country, often achieving it and keeping it through violent means |
| due process | the idea that people accused of a crime still have individual rights, that the process of weighing their accused crimes must take place fairly, following an established standard, before they can lose either their life or freedom |
| federalism | a system of government in which power is divided and shared between national, state, and local governments |
| freedom of the press | the ability for an individual or group to publish or write their opinions/ideas without fear of retaliation, censorship, or sanction |
| free speech | the ability for an individual or group to speak their opinions/ideas without fear of retaliation, censorship, or sanction |
| ideology | set of beliefs or philosophies held by an individual or group |
| individual rights | rights guaranteed or belonging to a person |
| limited government | a government that has been limited in power by a constitution, or written agreement |
| migration | movement from one place to another |

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| oppressive | harsh or unfair treatment of individuals or groups |
| poverty | state of being extremely poor |
| representative government | a type of government that allows people to vote and elect government officials to represent their beliefs and make decisions on their behalf |
| regime | a ruling system; commonly associated with dictatorial/authoritarian governments |
| republicanism | the political belief that the best form of government is one where citizens choose their representatives and leaders and actively participate in civic life for the common good of the nation/community |
| revolution | to forcibly overthrow a government or social order |
| rule of law | the idea that those who govern must also follow the same laws as everyone; no one is above the law |
| separation of powers | a principle that sets up three branches with their own distinct powers and responsibilities |
| suppression | to enact by force |
| totalitarian | a form of government in which power is centralized with one individual or group and requires complete subservience to the state |

| ADDITIONAL RESOURCES |
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| <p>Florida Department of Education: Florida Civic Literacy Exam Homepage</p> <p>Florida Department of Education's Civic Literacy Reading List</p> <ul style="list-style-type: none">• N/A |

| ANSWER KEYS |
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| <p>Sample Answers: U.S. Constitutional Principles vocabulary sheet</p> <p>Sample Answers: Research Product Rubric</p> |

| SOURCES |
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| <p>Victims of Communism Witness Project: Ji Seong-ho video:</p> <p>https://victimsofcommunism.org/witness/ji-seong-ho/</p> |