

## Binary Paideia

Teachers will be able to create a consistent content structure throughout the American History, Western Civilization, and/or World History curricula. The curricula will allow students to develop a mental schema that will build on previous knowledge throughout the course of the academic year, and from one academic year to another.

Aristotle explains *Paideia* as what makes a city what it is, according to “settled things,” or settled issues. It is more than a culture or an ethos. The *Paideia* encompasses all things that a *Politeia*, or regime, teaches its children, including the stories or myths that define a people, e.g. the *Iliad*, the *Aeneid*, the *Torah*, the *Bible*, the *Koran*, the *Declaration of Independence*, the *Communist Manifesto*, *inter alia*.

Offices and honors in a society are conferred on certain individuals according to their adherence to the *Paideia*. The *Paideia* includes a certain set of morals and manners of those who make it to the top. During the 1840s, a Japanese ambassador told an English delegation that he was sent to find out what the English “bow to.” What they bowed to, can help explain *Paideia*.

This curriculum will contain a study of the evolution of one *Paideia* to another *Paideia* in Western and in American history. It will also enable students to contrast the *Paideias* found in Western Civilization with those in other diverse cultures. Contrasting *Paideias* will aid students in comprehension and retention. Contrast will also empower students to identify the essence of the societies being examined. Understanding a society’s *Paideia* also helps students comprehend the various subcultures within the *Paideia*, e.g. Greek philosophers within the polis.

With **Binary *Paideia***, students will contrast a *Paideia* from one time period with a *Paideia* from another time period. Students will even identify contrasting *Paideias* within one nation, e.g. the North vs. the South in 1860. As students comprehend the concept of *Paideia*, they will be able to **discover** the *Paideias* of cultures through their own investigation and research. From the knowledge of the society’s *Paideia*, students can develop a more thorough and comprehensive understanding of the history of a society, according to their own academic level.

By comparing the *Paideia* of one society with the *Paideia* of another society, students will develop a greater capacity for retention of earlier lessons, resulting in a greater comprehension of substantive material in subsequent lessons.

Students will use opposites (or contrasts) to explore American History, and they will comprehend history within the context of stories or tales. History should not be taught as one isolated event after another. Teachers will use stories to reveal the exciting continuum found in American History.

## Examples

Teachers can explore the **Binary Paideia** approach which enables students to discover the essence or nature of various cultures, and articulate what makes a particular society what it is. Students will contrast four essential aspects of each society. The **Politeia** is the society's regime, the structure of their government. The **Politeuma** is the ruling order. They are those who control the dispensing of offices and honors. In philosophical terms the **Paideia** is the idea, the **Politeuma** is the matter. The Idealist examines the **Paideia**; the Realist examines the **Politeuma**. Aristotle examined both in a more holistic approach. The virtue is the highest moral excellence honored in a society.

Within this framework, students will be able to comprehend and enjoy rich historical stories that will help them appreciate "the big picture" when exploring their heritage.

The segments of society:    **Politeia**        **Regime--**        **The type of structure:**  
Athenian Assembly, the US Constitutional Republic,  
Britain's Constitutional Monarchy, etc.

**Politeuma**        **Ruling order--**        **Those who  
have power:**  
The first & second estates in *ancient regime* France  
The Communist Party in the USSR.  
The Citizens of the United States

**Paideia**                                **What makes a city what it is**  
Things the Politeia teaches its children  
*Iliad, Aeneid, Bible, Koran, the Declaration of  
Independence, Communist Manifesto, inter alia*  
\* Offices and honors are conferred on certain individuals  
\* A certain set of morals & manners of those who make it to  
the top.

**Virtues: the highest moral excellence of a society.**  
Roman Virtue                Heroic Martial Valor  
Christian Virtue             Holiness  
American Virtue             Liberty  
Bourgeois Virtue            Industry  
Revolutionary Virtue        Equality

## Examples from the ancient world:

In **ancient Israel**, power was originally held by the religious judges/prophets  
After 1050 BC, there is often cooperation between king & priests, but the prophets are  
often at odds with the monarchy.

Politeia---	Regime:	Theocratic monarchy
Politeuma---	Ruling order:	Royalty, Levites
Paideia---	What makes a city what it is:	Torah

Virtue:	The highest moral excellence:	Obedience to the Law
Contrasts:	Semi-nomadic time of the Judges	Settlements during the Kingdoms

In **Hellenic Greece**, there were republics. Religion was part of daily life, but it was not a state religion.

In Athens, there was a form of direct democracy.

Politeia---	Regime:	The Assembly
Politeuma---	Ruling order:	Citizens
Paideia---	What makes a city what it is:	<i>Iliad &amp; Odyssey</i>
Virtue---	The highest moral excellence:	Participation in the Polis- Logos
Contrasts---	Spartans	Athenians
	Greeks	Persians

In **Rome**, there was a republic. Religion was part of daily life, but it was not a state religion.

The Roman Republic was based on a military culture.

Politeia---	Regime:	The Comitia Centuriata
Politeuma---	Ruling order:	Patrician, Nobility
Paideia---	What makes a city what it is:	<i>Romulus &amp; Remus</i>
Virtue---	The highest moral excellence:	Heroic Martial Valor
		Pride, Honor
Contrasts---	The Republic	The Empire

*Later curriculum: Medieval period*

As teachers teach the medieval curriculum, they can show the changes from the ancient societies. They can hearken back to the ancient curriculum. They will be able to review the earlier civilizations and make connections to the medieval period.

Middle school teachers should also know the high school World civilization curriculum in order to project forward. They should also know the United States History curriculum, so they can foreshadow what is to come.

*i.e.*, Luther, or Machiavelli, or Hobbes, or Locke, or Hamilton, or Lincoln, *inter alia*

**Christianity**

There were major changes from ancient Rome

Politeia---	Regime:	The Church\ The Empire
Politeuma---	Ruling order:(2 levels)	Bishops -- the Magisterium has <u>authority</u> . German nobles have political/martial <u>power</u> .
Paideia---	What makes a city what it is:	New Testament, Church Tradition
Virtue---	The highest moral excellence:	Holiness
Contrasts---	Decentralized Latin Kingdoms	The Centralized Byzantine Empire

**Islam**

Major changes from ancient Rome & Persia.

Politeia---	Regime:	Theocratic monarchy, The Caliphate
Politeuma---	Ruling order:	Mohammad Royalty
Paideia---	What makes a city what it is:	<i>Koran</i>

Virtue--- The highest moral excellence: Submission to the will of Allah  
 Contrasts--- Shia Sunni  
 Christendom The Abbasid Caliphate

<b>American History</b>		
<b>Society</b>	<b>Time Period</b>	<b>Society</b>
Royalists/Cavaliers	English Civil War	Puritans/Roundheads
Monarchy	Politeia/Regime	Parliament
Aristocracy	Politeuma/Ruling Class	Gentry/ Middle class
Anglican Church Hierarchy	<i>Paideia/What makes a society what it is</i>	Bible Calvin's Institutes
Loyalty	Virtue/ The highest moral excellence	Piety
<b>Society</b>	<b>Time Period</b>	<b>Society</b>
British Empire	American Revolution	Patriots
King in Parliament	Politeia/Regime	Assemblies/Congress
Aristocracy/Gentry	Politeuma/Ruling Class	White male landowners
Glorious Revolution	<i>Paideia/What makes a society what it is</i>	Republicanism, Charters, John Locke's Two Treatises
Loyalty	Virtue/ The highest moral excellence	Liberty
<b>Society</b>	<b>Time Period</b>	<b>Society</b>
South	American Civil War	North
State Governments w/i Federal Gov't	Politeia/Regime	National Federal Republic
Planters	Politeuma/Ruling Class	White male citizens
Constitution Hierarchy Slave Culture	<i>Paideia/What makes a society what it is</i>	Declaration of Independence Free Market Industrialization

Honor	Virtue/ The highest moral excellence	Industry
<b>Society</b>	<b>Time Period</b>	<b>Society</b>
American	World War II	Nazi
Federal, Constitutional Republic	Politeia/Regime	Totalitarian Dictatorship
Citizens	Politeuma/Ruling Class	Nazi Party
Declaration of Independence, The Constitution, including the Bill of Rights	<i>Paideia/What makes a society what it is</i>	German Purity Racial Superiority Mein Kampf
Liberty, Industry, Responsibility, Patriotism	Virtue/ The highest moral excellence	Loyalty Service to the Volk
<b>Society</b>	<b>Time Period</b>	<b>Society</b>
American	Cold War	Soviet
Federal, Constitutional Republic	Politeia/Regime	Dictatorship of the Proletariat
Citizens	Politeuma/Ruling Class	Communist Party
Declaration of Independence, The Constitution, including the Bill of Rights	<i>Paideia/What makes a society what it is</i>	Revolution <i>Communist Manifesto</i> <i>Das Kapital</i>
Liberty, Industry, Responsibility	Virtue/ The highest moral excellence	Egalitarianism, Collectivization, Revolution

Teachers can create the above structure for each grade level curriculum.

- Examination of *Paideias*
- Binary Opposites
- Teachers' lessons will point to all instruction ahead.
- Teachers will remind students of earlier years' lessons to assist in the retention of content and skills.
- Teachers will look to spiral.

### Historical Contrasts

18th Century	<u>Empire</u> Constitutional Monarchy Centralized power Producers Manufacturers	<u>Colonies</u> Republics Local Autonomy Consumers Suppliers
19th Century	<u>Agrarian</u>	<u>Industrial/Commercial</u>

	Hierarchical Close kinship Traditional Ascribed status Rural Subsistence w/i Cash Crop economy Slave labor until 1865	Socially & economically mobile Impersonal Bureaucratic Meritocratic Urbanizing Free market Free laborer
20th Century	<u>Totalitarian</u> Total government power Command economy Class, race, or religion based Good of the State Controlled privileges Militarily aggressive	<u>Liberal Democracy</u> Limited government power Free market Meritocracy Individual liberty Natural & traditional rights Commercially aggressive