

Binary Paideia

The **Binary Paideia** approach to teaching history has been used successfully in lesson-creation on a number of Teaching American History (TAH) grants around the nation. Elementary, middle, and high school teachers have taken the substantive content from lectures, discussions, books, research, and Liberty Fellowship resources to create rich lessons that focus on delivering traditional American historical content to their students. As of 2007, fifty TAH Liberty Fellowship programs throughout the country are using this approach to provide historical continuity in their teacher-created lessons (to obtain more information see “Binary Paideia” and “Fellowships” on www.AmericanInstituteForHistory.org). Teachers are also using published AIHE lessons with the **Binary Paideia** approach, now available the Cicero™ system. Teachers in seven additional TAH grants have also been introduced to using **Binary Paideia** in lesson creation and many teachers have reported great success and marked increases in student achievement on TAH grant evaluations.

Teachers will be able create a consistent content structure throughout the American History, Western Civilization, and/or World History curricula. The method allows 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 bow to, can help explain *Paideia*.

This method contains 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 of substantive historical content. 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.

If a student does not comprehend the *Paideia* of a society, or sub society, he or she cannot adequately comprehend the historical event or issue that he or she is studying. If a lesson or teacher does not convey how a society defines itself, it is nearly impossible for the student to

competently grasp the event, issue, or society. A sure sign that students do not have an understanding of the people they are studying is to ask them to explain how those people define themselves. They must know this in order to be able to think historically and think like historians. When students cannot explain how the people they are studying define themselves, we often begin to see a cynical view of history, laced with presentisms. The **Binary Paideia** method allows students to understand the subject society from that society's perspective. Students develop empathy and can begin to view historical events and issues from a more objective perspective, with the eye of an historian—more analysis, less cynicism.

With **Binary Paideia**, students 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, 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 historical material in subsequent lessons.

Students will use 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.

Historian, Paul Rahe of the University of Tulsa discusses changing *Paideia*, in depth, in his three volume work, *Republics: Ancient and Modern*, a comprehensive study of republics from ancient Greece, through the Middle Ages and the English Enlightenment to the United States Constitution. Rahe reviews the *Paideias* of the various societies, along with their regimes, or *Politeias* and the Ruling orders, or *Poletuemas*. He clearly elucidates how those societies defined them and how those definitions shaped the societies and their histories.

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 (not class—class is economic). 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 fourth category, 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 *ancien 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, 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 of society.

Virtues: the highest moral excellence of a society.

Examples:

Roman Virtue	Heroic Martial Valor
Christian Virtue	Holiness
Feudal Virtue	Fidelity
Moslem Virtue	Submission to Allah
American Revolution Virtue	Liberty
Bourgeois Virtue	Industry
Marxist Virtue	Equality

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.

Teachers, while ardently focused on teaching substantive American history content, will be able to

create a connected, cohesive historical content structure that brings together all of the material they have experienced in the AIHE Liberty Fellowships or professional development sessions. Teachers will compile the substantive historical content they receive in the colloquia, institutes, trips, books, and research; then, they will place their material in the **Binary Paideia** framework.

The **Binary Paideia** method will ultimately benefit students by helping them to develop a mental schema that will build on previous historical content knowledge throughout the course of the academic year, and from one academic year to another. Students will no longer see American history as a series of disconnected events. Students will be able to see cause and effect relationships from ancient times to today. They will also be able to adroitly contrast societies from around the world and across time, leading to a greater understanding of key historical issues and events in American history. As students get older, teachers will introduce **more sophisticated** historical elements into the structure and also juxtapose various subcultures within the dominant, historical society

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 and 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 & 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 & 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 authority. German nobles have political/martial power.
Paideia---	What makes a city what it is:	New Testament, Church Tradition/ Feudal order
Virtue---	The highest moral excellence:	Holiness/Fidelity
Contrasts---	Decentralized Latin Kingdoms	The Centralized Byzantine Empire

Islam

Major changes from ancient Rome & Persia.

Politeia---	Regime:	Theocratic monarchy, The Caliphate
Politeuma---	Ruling order:	The Caliph, Mohammad Royalty
Paideia ---	What makes a city what it is:	Koran
Virtue---	The highest moral excellence:	Submission to the will of Allah
Contrasts---	Shia Christendom	Sunni The Abbasid Caliphate

American History		
Society	Time Period	Society
Royalists/Cavaliers Monarchy Aristocracy Anglican Church Hierarchy Loyalty	<i>English Civil War</i> <i>Politeia/Regime</i> <i>Polituma/Ruling Class</i> <i>Paideia/What makes a society what it is</i> <i>Virtue/ The highest moral excellence</i>	Puritans/Roundheads Parliament Gentry/ Middle class Bible Calvin's Institutes Piety
Society	Time Period	Society
British Empire King in Parliament Aristocracy/Gentry Glorious Revolution Loyalty	<i>American Revolution</i> <i>Politeia/Regime</i> <i>Polituma/Ruling Class</i> <i>Paideia/What makes a society what it is</i> <i>Virtue/ The highest moral excellence</i>	Patriots Assemblies/Congress White male landowners Republicanism, Charters, John Locke's Two Treatises Liberty
Society	Time Period	Society
South State Governments w/i Federal Gov't Planters Constitution Hierarchy Slave Culture Honor	<i>American Civil War</i> <i>Politeia/Regime</i> <i>Polituma/Ruling Class</i> <i>Paideia/What makes a society what it is</i> <i>Virtue/ The highest moral excellence</i>	North National Federal Republic White male citizens Declaration of Independence Free Market Industrialization Industry
Society	Time Period	Society
American Federal, Constitutional Republic Citizens Declaration of Independence, The Constitution, including the Bill of Rights Liberty, Industry, Responsibility, Patriotism	<i>World War II</i> <i>Politeia/Regime</i> <i>Polituma/Ruling Class</i> <i>Paideia/What makes a society what it is</i> <i>Virtue/ The highest moral excellence</i>	Nazi Totalitarian Dictatorship Nazi Party German Purity Racial Superiority Mein Kampf Loyalty Service to the Volk

Society	Time Period	Society
American Federal, Constitutional Republic Citizens Declaration of Independence, The Constitution, including the Bill of Rights Liberty, Industry, Responsibility	<i>Cold War</i> <i>Politeia/Regime</i> <i>Polituma/Ruling Class</i> <i>Paideia/What makes a society what it is</i> <i>Virtue/ The highest moral excellence</i>	Soviet Dictatorship of the Proletariat Communist Party Revolution <i>Communist Manifesto</i> <i>Das Kapital</i> Egalitarianism, Collectivization, Revolution

Historical Contrasts

18th Century

Empire

Constitutional Monarchy
Centralized power
Producers
Manufacturers

Colonies

Republics
Local Autonomy
Consumers
Suppliers

19th Century

Agrarian

Hierarchical
Close kinship
Traditional
Ascribed status
Rural
Subsistence w/i Cash Crop economy
Slave labor until 1865

Industrial/Commercial

Socially & economically Mobile
Impersonal
Bureaucratic
Meritocratic
Urbanizing
Free Market
Free laborer

20th Century

Totalitarian

Total government power
Command economy
Class, race, or religion based
Good of the State
Controlled privileges
Militarily aggressive

Liberal Democracy

Limited government power
Free Market
Meritocracy
Individual liberty
Natural & traditional rights
Commercially aggressive