

SS.7.C.1.1 – Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and how Locke’s social contract influenced the founding fathers.

Benchmark Clarifications:

- Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.
- Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.
- Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.

checks and balances	a principle of the federal government, according to the U.S. Constitution, that allows each branch of government to limit the power of the other branches
consent of the governed	an agreement made by the people to establish a government and abide by its laws
Enlightenment	a period in European history when many educated people stressed the importance of learning and reasoning; education was considered the key to understanding and solving society’s problems
individual liberty	a person’s ability to be free and independent
influence	having an effect or impact on the actions, behavior, opinions, etc., of another or others
natural law	laws passed by government to protect natural rights
natural rights	the belief that individuals are born with basic rights that cannot be taken away by governments; life, liberty, and property
separation of powers	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities
social contract	an implied agreement among the people of an organized society that defines the rights, duties, and limitations of the governed and the government

Essential Question:

1. How did the ideas of Montesquieu and Locke influence the Founding Fathers?

SS.7.C.1.2 – Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s *Common Sense* had on colonists’ views of government.

Benchmark Clarifications:

- Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.
- Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the purposes of government

Additional Items: limited monarchy, self-government

compact	an official agreement made by two or more parties
Common Sense	a pamphlet published by Thomas Paine in 1776 to convince the American colonists to support becoming independent from England
English Bill of Rights	a government document that expanded the powers of the English Parliament and expanded the rights of the people, as well as further limited the rights of the king; written by the members of the English Parliament in 1689
due process	the idea that people have the right to fair and reasonable laws, and that government leaders and officials have to follow rules when enforcing laws and treat all people in the same way
limited government	a government that has been limited in power by a constitution, or written agreement
limited monarchy	a system of government in which the king or queen shares authority with an elected legislature and agrees to be bound by a constitution or a set of laws, also known as a constitutional monarchy
Magna Carta	a government document that limited the power of the king of England and protected the rights of the nobility; written by the English nobles in 1215
Mayflower Compact	an agreement between individuals that created a government that would provide order and protect the rights of the colonists; written by a group of English Puritans in Massachusetts in 1620
Preamble	the introduction to the U.S. Constitution
rights	a set of things that people believe they should be free to do without restrictions
rule of law	a concept that those who govern are bound by the laws; no one is above the law
self-government	popular or representative system where the people create and run their own government
Thomas Paine	the colonial journalist who wrote <i>Common Sense</i> in 1776

Essential Question:

1. What were some of the key influences on the colonists’ views of government?

SS.7.C.1.3 – Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Benchmark Clarifications:

- Students will trace the causal relationships between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.
- Students will recognize the underlying themes of English colonial policies concerning taxation, representation, and individual rights that formed the basis of the American colonists' desire for independence

duty	a tax
export	goods sent to another country
goods	merchandise or objects for sale or trade
import	goods brought into the country
individual rights	rights guaranteed or belonging to a person
legislature	governing body responsible for making laws
levy	to collect by legal authority
oppression	the use of authority or power in a cruel or unjust manner
Parliament	the name of the English legislature
representation	a person or group acting on behalf of another person or group
tax	money levied by a government for specific facilities or services
taxation without representation	the idea that it is unfair to tax someone without giving them a voice in government

Essential Question:

1. What led to the writing of the Declaration of Independence?

SS.7.C.1.4 – Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

Benchmark Clarifications:

- Students will explain the concept of natural rights as expressed in the Declaration of Independence.
- Students will identify the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness).
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government.
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights’ violations. Students will recognize colonial complaints as identified in the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures).

Additional Items: assent, oppression, self-evident, tyranny

abolish	to end
assent	to agree
consent of the governed	an agreement made by the people to establish a government and abide by its laws
deprive	to take something away
derive	to take
despotism	a system of government where the ruler has unlimited power
dissolve	to bring to an end
endow	to be given something naturally
grievance	a complaint
impel	to urge
impose	to establish by using authority or power
institute	to establish
natural rights	the belief that individuals are born with basic rights that cannot be taken away by governments
oppression	the use of authority or power in a cruel or unjust manner
quarter	to house
rectitude	the quality or state of being correct
self-evident	obvious, having no need of proof
tyranny	a government in which a single ruler possesses and abuses absolute power
tyrant	a single ruler that possess and abuses absolute government power
unalienable (inalienable) rights	basic rights of the people that may not be taken away
usurpation	the act of exercising power by force

Essential Question:

1. What are the ideas and complaints in the Declaration of Independence?

SS.7.C.1.6 – Interpret the intentions of the Preamble of the Constitution.

Benchmark Clarifications:

- Students will explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government.
- Students will identify the goals and purposes of government as set forth in the Preamble of the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.

Additional Items: ordain

defense	method of protecting oneself
domestic	referring to something at home, not foreign
insure	ensure, to make sure
justice	a system of establishing what is legal and illegal by fair rules
ordain	to establish something by law
posterity	future generations
Preamble	the introduction to the U.S. Constitution
tranquility	peace
union	something formed by combining parts, such as states into one country
welfare	well-being

Essential Question:

1. What are the goals and purposes of government according to the Preamble?

SS.7.C.1.7 – Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Benchmark Clarifications:

- Students will explain the concept of limited government as set forth in the U.S. Constitution.
- Students will describe and distinguish between the concepts of separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will be able to recognize examples of separation of powers and checks and balances.

Additional Items: constitutional government

checks and balances	a principle of the federal government, according to the U.S. Constitution, that allows each branch of government to limit the power of the other branches
constitutional government	a form of government based on a written set of laws that all citizens agree to; in this form of government, the constitution is the highest law of the land
judicial review	the power of the U.S. courts to examine the laws or actions of the legislative and executive branches of the government and to determine whether such actions are consistent with the U.S. Constitution
limited government	a government that has been limited in power by a constitution, or written agreement
<i>Marbury v. Madison</i>	U.S. Supreme Court case that established judicial review
separation of powers	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities

Essential Question:

1. How does the Constitution limit the powers of the government?

SS.7.C.3.10 – Identify sources and types (civil, criminal, constitutional, and military) of law.

Benchmark Clarifications:

- Students will use examples of historical law codes to identify how laws originated and developed in Western society.
- Students will recognize constitutional, statutory, case, and common law as sources of law.
- Students will compare civil, criminal, constitutional, and/or military law.

Additional Items: juvenile law

case law	law established by the outcome of former cases
civil law	law concerned with private relations between members of a community rather than criminal, military, or religious affairs
Code of Hammurabi	a written code of rules that guided the ancient society of Babylon; dates back to 1772 B.C.
common law	legal precedence based on customs and prior legal decisions; used in civil cases
constitutional law	the interpretation and implementation of the U.S. Constitution
criminal law	law that deals with crimes and the punishments associated with those crimes
juvenile law	law that deals with the actions and well-being of persons who are not yet adults
Magna Carta	a government document that limited the power of the king of England and protected the rights of the nobility; written by the English nobles in 1215
military law	laws that have been developed to meet the needs of the military
regulation	a rule an agency of the executive branch makes to enforce a law
source	a main reference or point of origin
statutory law	the written law enacted by a legislature, as distinguished from unwritten law or common law
type	a particular category, kind, or group

Essential Question:

1. What are the sources and types of laws?