<u>SS.7.C.1.1</u> – 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	a principle of the federal government, according to the U.S. Constitution, that allows each branch of			
balances	government to limit the power of the other branches			
consent of the	an agreement made by the people to establish a government and abide by its laws			
governed				
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 governm				
	liberty, and property			
separation of	the structure of the federal government, according to the U.S. Constitution, that sets up three			
powers	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?

<u>SS.7.C.1.2</u> – 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	a government document that expanded the powers of the English Parliament and expanded the rights of			
Rights	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	a government that has been limited in power by a constitution, or written agreement			
government				
limited	a system of government in which the king or queen shares authority with an elected legislature and agrees			
monarchy	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	an agreement between individuals that created a government that would provide order and protect the			
Compact	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?

<u>SS.7.C.1.3</u> – 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?

<u>SS.7.C.1.4</u> – 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.1.5 - Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

Benchmark Clarifications:

• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade, or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; and changes to the Articles required unanimous consent of the 13 states).

Additional Items: Shay's Rebellion, debt, Constitutional Convention

Articles of	the first constitution of the United States, adopted in 1781 and replaced in 1789			
Confederation				
confederation	a system of government where power is located with the independent states and there is little power in the central government			
Constitutional	a meeting in Philadelphia in 1787 where delegates decided to throw out the Articles of			
Convention	Confederation and draft the Constitution			
debt	something owed; such as money			
Shays's Rebellion	an event when 2000 Massachusetts farmers rebelled against land foreclosures and debt from the Revolutionary War			

Essential Questions:

1	What were t	he weaknesses	of the Artic	les of Con	federation?

2. How did the weaknesses lead to the writing of the Constitution?

<u>SS.7.C.1.6</u> – 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?

Benchmark Review Guide

<u>SS.7.C.1.7</u> – 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	a principle of the federal government, according to the U.S. Constitution, that allows each branch of
balances	government to limit the power of the other branches
constitutional	a form of government based on a written set of laws that all citizens agree to; in this form of
government	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
Marbury v.	U.S. Supreme Court case that established judicial review
Madison	
separation of	the structure of the federal government, according to the U.S. Constitution, that sets up three branches
powers	with their own distinct powers and responsibilities

Essential Question:

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

Benchmark Review Guide

<u>SS.7.C.1.8</u> – Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

Benchmark Clarifications:

- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will compare the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

Additional Items: Anti-Federalist Papers, Federalist Papers

a series of essays written to counter and defeat the proposed U.S. Constitution
a group of people in the early United States who opposed ratification of the U.S. Constitution because they
feared a strong national government and a lack of protection for individual rights
the first ten amendments to the U.S. Constitution, establishing rights and protections for American citizens
a series of essays written to explain and defend the proposed U.S. Constitution
a group of people in the early United States who favored the establishment of a strong national
government and who worked for ratification of the U.S. Constitution
the process of formally approving something; ratification of the U.S. Constitution

Essential Questions:

1	What were the	viewnoints of th	e Federalists ar	nd Anti-Federalists	regarding the ration	fication of the	Constitution?
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2. What were the Anti-Federalists' reasons for the inclusion of a bill of rights?

<u>SS.7.C.1.9</u> – Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Benchmark Clarifications:

- Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law, and transparency of institutions).

citizen	a legal member of a state and/or country
law	a rule established by government or other source of authority to regulate people's conduct or activities
rule of law	a concept that those who govern are bound by the laws; no one is above the law

Essential Questions:



2. What is the impact of the "rule of law" on society?

<u>SS.7.C.3.10</u> – 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?