



## **Clay County Civics Review**

### **Unit 1:**

### **Foundations of American Democracy**

**C.3.1, C.3.2, C.1.9,  
C.1.1, C.1.2, C.1.3, C.1.4**

Review content provided by Florida Joint Center for Citizenship

Review tasks created by Kelly Watt, unless otherwise indicated



## **Clay County Civics Review Packet: Important Notes and Directions**

### **Important Notes:**

#### **1. Limitations:**

This packet was created as a self-paced review tool for 8<sup>th</sup> graders enrolled in M/J United States History & Civics in preparation of the state-mandated Civics EOC. This packet will never replace the value of daily teacher instruction. Because it is designed to be completed independently of regular class instruction, success with this material is heavily dependent upon student effort. Students are encouraged to seek the assistance of their social studies teacher throughout the process. Additional resources, including videos for every benchmark, can be found on Escambia County Schools' EOC review site:

<http://www.ecsd-fl.schoolloop.com/civics>

#### **2. Organization**

The civics curriculum is comprised of 35 tested benchmarks. A benchmark identifies what a student should know and be able to do. Every benchmark contains benchmark clarifications (BC) which indicate how achievement of that benchmark must be demonstrated.

In this packet, students have a set of notes providing background information on every benchmark clarification, courtesy of [Florida Joint Center for Citizenship](#). For each BC, they also have a learning activity. Following completion of the BC tasks, students use what they've learned to complete a single benchmark task.

### **Directions:**

Note: These are standardized directions. Teachers can modify this fit each individual student's needs. Students should be aware of their teacher's expectations for each unit.

1. Review what the benchmark is asking you to know and be able to do.
2. Review the tasks associated with each benchmark clarification (BC).
3. Conduct a close read of the first set of notes with BC1.
4. On a separate sheet of paper (unless otherwise indicated), create your written response to the task associated with BC1. Take time to create a quality response, explaining all of your answers with details from the notes.
5. Repeat steps 2-4 with the remaining BC tasks.
6. Read and complete the benchmark task at the bottom of the page. Your response to these questions should be a minimum of 7 sentences long.
7. Turn in entire packet plus written work to your teacher with your name at the top.

**\*\*You are encouraged to seek the assistance of your teacher if you have any questions.**



**C3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy)**

<b>Benchmark Clarification</b>	<b>Task</b>
BC1	Read each of the seven types of government. For each one, draw a picture that illustrates the power structure in this type of government. You can use stick people, although you will need to find a way to indicate which stick people are the leaders. Beside the picture, write down the text evidence you used from the benchmark clarification that best supports your illustration.
BC2	Read the examples on the page describing the seven types of government. For each one, look at the words that are used in the example. Which words best reflect the nature of this type of government? Create a list of all seven types of government and the descriptive words beside it.
BC3	Review the seven forms of government on this page. Now arrange them in 3 groups based on their characteristics. Give a title to the group. For each group, write a 4-5 sentences explaining what these governments have in common. No government can be in a “group” of its own.

**Extra Practice:** [Readings on Forms of Government](#)

**Benchmark Task:**

Choose two of the forms of government you have learned about during this lesson. Write an informational paragraph, using specific evidence to explain what the two forms have in common and what makes them different from each other. If you need help with additional details about the forms of government, check out the reading on the hyperlink above.

**SS.7.C.3.1**

*Compare different forms of government*

*(direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).*

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**SS.7.C.3.1 Benchmark Clarification 1:** Students will identify different forms of government based on its political philosophy or organizational structure.

There are many different forms of government that exist around the world. Some countries have a more representative (of the people) government, like the one in the United States. Others are run by just a few people. Still others are run by just one person. Some governments run both the government and the economy; other governments allow the citizens to have economic freedom.

<b>Form of Government</b>	<b>Political Philosophy</b>
Direct Democracy	Democracy is a political philosophy that means “rule by the people”.
Representative Democracy	A representative democracy is also known as a republic. In this form of government, a country is ruled by representatives that have been elected by the citizens. In a republic, all adult citizens have the right to vote and the power of the government is limited by a constitution.
Socialism	A socialist form of government takes an active role in controlling the economy and protecting the people so that the people cannot be taken advantage of by businesses.
Communism	Communism is a form of government where the community owns all of the property and wealth is equal among all people. In this form of government, the workers unite and take control of businesses. Communist countries are normally ruled by a Communist ruler and a Communist political party.
Monarchy	A monarchy is a form of government where power is held by one person. This person is in power because they have been born into the ruling family and they may rule for life.
Oligarchy	An oligarchy is a form of government where a country is ruled by a small group of wealthy people. In this form of government, the power is held by the rich.
Autocracy	An autocracy is a form of government where one person has unlimited power. Examples of autocracies are dictatorships (complete control by a military leader) and absolute monarchies (complete control by a king, queen, prince or princess).



**SS.7.C.3.1**

Compare different forms of government

(direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**SS.7.C.3.1 Benchmark Clarification 2:** Students will analyze scenarios describing various forms of government.

Form of Government	Scenario
<b>Direct Democracy</b>	Some Native American tribes organized themselves by having all male adult members of the tribe vote to make changes to the laws.
<b>Representative Democracy/Republic</b>	In the United States, citizens elect representatives to the national, state and local levels of government who make decisions on behalf of the public.
<b>Socialism</b>	Some believe that socialism is necessary and possible while others believe that socialism is disorganized and creates dependence on government. This claim is made because of the view that some people may get money or assets unfairly from the government in managing the economics of the country.
<b>Communism</b>	In his 400 BC work, <i>The Republic</i> , Greek philosopher Plato proposed that: <ol style="list-style-type: none"> <li>1. People of the community who are well-educated should own all of the property.</li> <li>2. The best interest of the government should be above the personal desires of the citizens.</li> <li>3. The citizens should continue to work rather than be greedy.</li> </ol>
<b>Monarchy</b>	In the 20 <sup>th</sup> century, kings, queens, princes and princesses have generally become symbols of national unity, while real power has been transferred to constitutional assemblies.
<b>Oligarchy</b>	In England, in 1215, a small group of wealthy noblemen forced the king to share power. This moved the country from one person holding all of the power to a small group holding the power.
<b>Autocracy</b>	Most of those who started World War I were the few remaining absolute monarchs of Europe. In World War II, many who started the war were elected as <b>dictators</b> in Germany and Italy.
<b>Absolute Monarchy</b>	In early European history, government power was held by a variety of kings, queens, princes and princesses who ruled their kingdoms with mostly unlimited powers.

**absolute monarchy** - a form of autocracy where a person becomes the sole leader of a country by being born into a family of rulers

**autocracy** - a form of government where one person has unlimited power

**communism** - a form of government in which a single ruling party owns and controls all production and distribution of goods, and in which no private ownership is allowed

**dictator** - a military leader who becomes the leader of a country often through violent means

**direct democracy** - a form of government in which the power to govern lies directly in the hands of the people rather than through elected representatives

**monarchy** - a form of government headed by a king or queen who inherits the position, rules for life, and holds power that can range anywhere between limited to absolute

**oligarchy** - a form of government in which a small group has total control and power

**representative democracy/republic** - a system of government in which the people elect representatives to make policies and laws for them

**socialism** - an economic system in which the government owns the primary means of production



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**SS.7.C.3.1**

*Compare different forms of government*

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**SS.7.C.3.1 Benchmark Clarification 3:** Students will apply their understanding of the definitions of the various forms of government.

<b>Form of Government</b>	<b>Definition</b>
Direct Democracy	The citizens make the laws and decide what actions the government will take.
Representative Democracy/Republic	The people elect representatives to carry on the work of government on their behalf.
Socialism	The government oversees and runs the economy and other parts of daily life.
Communism	The government owns and runs all businesses and makes all economic decisions.
Monarchy	The government is run by a king, queen, prince or princess; power is usually passed down from parent to child.
Oligarchy	The government is run by just a few people or a small group.
Autocracy	The government is completely controlled by one person who can rule in any way that they want.
Absolute Monarchy	The government is run by one person who has unlimited power.



## **DIRECT DEMOCRACY**

Democracy means the rule by the people. That is where each individual person has a vote about what to do. Whatever the most people vote for becomes the law. There is no king or tyrant, and anybody can propose a new law.

Direct democracy is a phrase that represents decisions where citizens pass laws directly, without using representatives. Each person casts their own vote for proposed laws, instead of having a representative cast a vote on their behalf. A current example of the way direct democracy is practiced is the “initiative”, which allows citizens to place proposals on the ballot that become law if a majority of the electorate, or voters, votes in favor.

One problem that comes up in a direct democracy is determining who is going to be able to vote. It was much easier to allow fewer people to vote because fewer had to be taken from their regular work to vote. However, the less people that were allowed to vote, the less that the principle of “rule by the people” was practiced.

The earliest direct democracy in the world began in Athens, Greece in 510 BC, which allowed only men to vote. When democracy proved to be successful in Athens, many other city-states (cities that also served the role of nations) chose it for their government too. But most of them allowed even fewer people to vote than Athens did: most of the other city-states only allowed free adult male citizens to vote if they owned land or owned their own houses (that is, the richer people).

Another problem for direct democracies was that it was not easy for men to always be going to the meeting-place to vote. Most men had work to do such as planting their grain, making shoes, fighting wars or doing other types of work. They couldn't be always voting. So most democracies sooner or later ended up choosing a few men who would do most of the voting, and the rest only came when there was a really important vote. It was hard to decide how to choose these few men, and different cultures did it different ways. Athens did it by a lottery where every man had an equal chance to be chosen at random to vote. Those men who were chosen served for one year.

## **REPRESENTATIVE DEMOCRACY**

A representative democracy, or republic, is understood to be an independent state ruled by representatives of the citizens of a nation. The term republic was originally used to mean a form of government that was not based on a single ruler but one that had popular control of the government. Today, in addition to the above characteristics, a republic is a government in which all citizens have the right to vote and in which the government's power is limited by a constitution.

A republic is different from a direct democracy in that the republic operates through a representative assembly chosen by the citizens, while in a democracy the public participates directly in governmental affairs. In actual practice, most modern representative governments are closer to a republic than a democracy.

In a republic, instead of voting directly about what they want to do, as in a democracy, people instead vote for people to represent them, and those people decide what to do.

## **SOCIALISM**

Socialism usually refers to an economic system where the government takes an active role in the economy and is responsible for broad economic planning in the long term and for protecting those who can be taken advantage of from any abusive characteristic of the market economy.

According to Karl Marx, who co-wrote the *Communist Manifesto*, socialism is the period between the overthrow of the rich and the development of a classless, communist society. Marx described the function of socialism as completing the process of making everyone equal, building and developing industry and farming, and defending the revolution from external attack using the military. As this process was completed, the socialist state would "wither away" in favor of the final stage of history, to the classless form of communism.

"Socialism" is a decision making structure that rests with central planners whose own goals are set by elite committees or even individual rulers.

Socialism is often considered an improvement on capitalism, a system where businesses are privately owned and there is limited government involvement.

## COMMUNISM

Communism is a classless society (no social classes) in which all property is owned by the community as a whole and where all people have access to equal social and economic status. As a political movement, communism is intended to overthrow capitalism (privately owned businesses and free markets) through a workers' revolution and redistribute the wealth to the workers.

Communist ideas have existed since ancient times. Primitive humans, living in tribes, worked for the benefit of their entire clan and shared the fruits of their labor.

The ideas of Karl Marx and Friedrich Engels, found in their *Communist Manifesto*, changed communism into a groundbreaking movement. Marx and Engels claimed Communism did not have to occur in isolated communities, but globally.

From the communist point of view, the capitalists who controlled business production took advantage of the workers by paying low wages and keeping the profits to themselves. In other words, workers had to work to meet their own needs and those of the ruling class taking advantage of them. Marx thought it was only a matter of time before the working classes of the world, realizing their common goals, would unite to take control from the capitalists and redistribute the wealth. The establishment of communism would be the inevitable outcome of a historical process.

Communism is sometimes also used to mean, particularly in capitalist nations, an autocratic (one person) government, run by the Communist Party, where central planning is used as a means of production and distribution. Because these types of governments have often committed human rights abuses, some regard this idea of Communism as dangerous.

## **OLIGARCHY**

Oligarchy means the rule of the few, and those few are generally the people who are richer and more powerful than the others. Because those with power in oligarchies are generally the rich in a society, oligarchies are generally bad for the poor.

People who rule in oligarchies may be elected, born into their positions, or may have a certain amount of money or land which entitles them to be a part of the ruling group.

Oligarchies are often controlled by a few powerful families whose children are raised and taught to inherit the power of the oligarchy, often at some sort of expense to those who are governed.

Oligarchies can occur in countries with other forms of government and can create change. For example, a group of wealthy people in a country may insist that their ruler, a monarch or dictator, share power. One example of this process occurred when English nobles banded together in 1215 to force a reluctant King John I of England to sign the Magna Carta, which showed recognition both of King John's decreasing political power and recognition that an oligarchy was coming into place. As English society continued to grow and develop, the Magna Carta was repeatedly revised (1216, 1217, and 1225), guaranteeing greater rights to greater numbers of people, thus setting the stage for British constitutional monarchy.

## **AUTOCRACY**

An autocracy is a form of government where one person has unlimited power. One form of an autocracy is a dictatorship where a military leader secures power often through violent means. Another form of autocracy is an absolute monarchy where a person becomes the sole leader of a country by being born into a family of rulers.

A dictatorship is a government headed by a dictator. Originally a military position, the dictator had absolute power, but only for a limited time.

The term dictatorship has come to mean a government in which absolute power is centered in the hands of a dictator and sometimes his closest partners.

Dictators can come to power in a variety of ways. They can be elected, be appointed by the ruling party, or inherit their position. Some dictators have taken power using violence and are supported by the military.

The dictator generally controls the three government powers: legislative, executive and judicial.

In a dictatorship, there are no elections. Sometimes dictators can first obtain power from democratic elections, but shortly after being elected the dictator will ban all opposing parties and cancel all future elections. Though free elections will never occur under a dictatorship, sometimes dictators arrange for phony elections in an attempt to grant themselves the appearance of democracy and public support.

## MONARCHY

Monarchy is a form of government in which power is held by a single person whose right to rule is based on birth (that person is born into a family of kings and queens) and who has the power to remain in office for life. The power of this sovereign, or ruler, may vary; there are absolute monarchies (a type of autocracy) and constitutional monarchies, where the monarch's power is strongly limited by a constitution that outlines a rule of law. Monarchy has existed since about 3000 BC and was often established during periods of crisis because it provided an efficient system of power.

In most countries with monarchies, the monarch serves as a symbol of strength and statehood. Many countries have strong rules against the monarch becoming involved in politics.

Since 1800, many of the world's monarchies have become republics. A republic is a form of government where the citizens elect representatives to make and pass laws. Most countries that have a monarchy have limited the monarch's power, with most having become constitutional monarchies.

In some cases, a monarchy based on birth exists, but actual power resides in the military. On several occasions throughout history, the same person has served as monarch of separate independent countries.

The rules for choosing monarchs varies from country to country. In constitutional monarchies the rule of succession is generally found in a law passed by parliament. Most European monarchies of the 21st century pass power from the oldest male and then the oldest female if no males are qualified although other constitutional monarchies allow only males to serve as monarchs. Monarchies can come to an end in several ways. There may be a revolution in which the monarchy is overthrown; or there may be a vote in which the citizens decide to form a republic. In some cases, the monarchy may be overthrown and then restored.



### C3.2: Compare parliamentary, federal, confederal, and unitary systems of government

Benchmark Clarification	Task
BC1	See the additional three pages, beginning with “Distribution of Power.” Complete the directions below. (You should also review the benchmark handouts to further your understanding.) 1. As you read “Distribution of Power”, highlight or mark sentences or phrases that help define the following terms: federal system, unitary system, parliamentary system, and confederal system. 2. Read each scenario and decide if a confederal, federal, parliamentary, or unitary system is being described. Write the system in the second row. In the third row, list words or phrases you used to make your decision.
BC2	
BC3	
BC4	

Extra Practice: [Quizlet Vocab Game](#)

#### Benchmark Task:

Write a well-crafted paragraph that compares the unitary and federal systems of government. Use evidence from each reading to support your answer.

**SS.7.C.3.2**

*Compare parliamentary, federal, confederal, and unitary systems of government.*

**SS.7.C.3.2 Benchmark Clarification 1:** Students will define parliamentary, federal, confederal, and unitary systems of government.

All forms of government have the same three powers: **legislative, executive and judicial**. How those powers are organized in government is where the differences between systems of government happen. Some forms of government concentrate all three powers (legislative, executive and judicial) into one place while other forms of government divide up the powers among different branches within that government. Comparing and contrasting the similarities and differences between systems of government allows a person to see the advantages and disadvantages of each.

<b>System of Government</b>	<b>Definition</b>
Parliamentary	A system of government where the power lies with the legislative body and the leader of the country is a part of the legislature. Citizens indirectly elect officials through their participation in political parties. (The people choose the political party they like, and then the party chooses party members to serve as a representative of the people).
Federal	A system of government where the power is shared between the central government and the states. Citizens elect members of the legislative branch, the executive branch and some members of the judicial branch.
Confederal	A system of government where the power is given to independent states and there is little or no central power. Citizens elect members of the legislative branch, the executive branch and some members of the judicial branch.
Unitary	A system of government where almost all power is given to the central government. The people do not have a role in a unitary system of government (they do not vote). Leaders of unitary governments come to power either by birth or by force.

**executive** - the power of government to enforce laws, make sure laws are followed

**judicial** - the power of government to interpret laws

**legislative** - the power of government to make laws



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**SS.7.C.3.2**

Compare parliamentary, federal, confederal, and unitary systems of government.

**SS.7.C.3.2 Benchmark Clarification 2:** Students will compare the organizational structures of systems of government.

System of Government	Organizational Structure
Parliamentary	<p style="text-align: center;">Legislative Body &amp; Leader (Prime Minister)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">The People</p> <p>Citizens vote for the political party they like best. The party that receives the majority of the votes comes to power in the legislature and the legislature elects the leader.</p>
Federal	<p style="text-align: center;">Central Government ↔ States</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">The People</p> <p>Power is shared and divided between the central government and the states. Citizens elect officials at all levels of government.</p>
Confederal	<p style="text-align: center;">State      State      State</p> <p style="text-align: center;">↑      ↑      ↑</p> <p style="text-align: center;">The People    The People    The People</p> <p>Independent states have individual powers. There is no central government. Citizens elect officials of their own state for the <b>legislative</b>, <b>executive</b> and <b>judicial</b> responsibilities.</p>
Unitary	<p style="text-align: center;">The People</p> <p style="text-align: center;">○</p> <p style="text-align: center;">Central Government</p> <p style="text-align: center;">The People      The People</p> <p>The central government has all of the power. The people do not participate in the selection of leaders and the central government makes all decisions for the country.</p>

**executive** - the power of government to enforce laws, make sure laws are followed

**judicial** - the power of government to interpret laws

**legislative** - the power of government to make laws



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**SS.7.C.3.2**

*Compare parliamentary, federal, confederal, and unitary systems of government.*

**SS.7.C.3.2 Benchmark Clarification 3:** Students will recognize examples of these systems of government.

<b>System of Government</b>	<b>Example</b>
Parliamentary	In New Zealand, the government is centered on the <b>legislature</b> and the <b>Prime Minister</b> . The Prime Minister is the leader of the political party that has a majority of seats in the legislature.
Federal	Argentina's federal government has an elected <b>President</b> , National Congress and Supreme Court. Argentina has provinces, or states, that have their own constitutions and legislative, executive and judicial powers. The central government shares powers with those provinces.
Confederal	The European Union is a partnership between 27 countries in Europe. Everything that happens between those countries is based on treaties (formal agreements) that are voluntarily agreed upon by members.
Unitary	Japan's government is organized with a strong, central government. The legislative branch in Japan is called The Diet and the executive branch is led by the Prime Minister and group of other lower ministers of the state. The 47 provinces, or states, around Japan rely on the central government for money and support.

**confederal system** - a system of government where power is located with the independent states and there is little power in the central government

**federal system** - a system of government where power is shared between a central government and states

**legislative** - the power of government to make laws

**parliamentary system** - a system of government where power lies with the legislative body and the leader of the country is part of the legislature

**president** - the head of the executive branch in a federal system

**prime minister** - the head of state in a parliamentary system

**unitary system** - a system of government where almost all power is located with the central government



**SS.7.C.3.2**

*Compare parliamentary, federal, confederal, and unitary systems of government.*

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**SS.7.C.3.2 Benchmark Clarification 4:** Students will analyze scenarios describing various systems of government.

<b>System of Government</b>	<b>Example</b>
Parliamentary	Because power is shared between the legislative body and the leader of the country, New Zealand is a parliamentary system of government.
Federal	Because power is shared between the central government and the provinces, Argentina is an example of a federal system of government.
Confederal	Because there is no central power, the European Union is a confederal system of government.
Unitary	Because the central government has all of the power, Japan is an example of a unitary system of government.

**confederal system** - a system of government where power is located with the independent states and there is little power in the central government

**federal system** - a system of government where power is shared between a central government and states

**parliamentary system** - a system of government where power lies with the legislative body and the leader of the country is part of the legislature

**unitary system** - a system of government where almost all power is located with the central government



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**C1.9: Define the rule of law and recognize its influence on the development of the American legal, political and governmental systems**

<b>Benchmark Clarification</b>	<b>Task</b>
BC1	After reading the handout, explain the difference between societies that operate under the rule of law and those that do not. Your response should be a paragraph of at least 8 sentences, using characteristics found in the article.
BC2	What do we do in our society to protect our citizens from the government? Create a table, with headings and accurate details.
BC3	If you were to create a civilization based upon the ideas of rule of law, what would be FIVE rules you would institute to ensure that nobody was above the law?

**Extra Practice:** [Rule of Law Video](#)

**Benchmark Task:**

*“I prefer a government of laws and not of men.” - John Adams*

Based on evidence from your readings and/or the video why do you think President Adams would make this statement? What might occur with a government of men? What is the impact of the rule of law on government?

### SS.7.C.1.9

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

**SS.7.C.1.9 Benchmark Clarification 1:** Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not.

In countries that follow the **rule of law**, laws apply equally to everyone regardless of their position in society. In the United States, laws are created by **citizens** through elected officials that apply equally to everyone and that are meant to create order and fairness in society. Government power is controlled through **separation of powers** and **checks and balances** which establishes a way to make sure that one branch of government does not abuse its powers.

The U.S. Constitution, its **Bill of Rights**, and the **14<sup>th</sup> Amendment** all work to ensure the rule of law. For instance, if someone is accused of a crime, the **Sixth Amendment** guarantees that a judge must inform that person of the charges against them. Also, citizens are guaranteed trials decided by **impartial juries** within a reasonable amount of time (“speedy and public trial”). The law and rights of the accused apply to all citizens. Government power is controlled through separation of powers and checks and balances which establishes a way to make sure that one branch of government does not abuse its powers.

In countries without the rule of law, it is not uncommon for citizens accused of crimes to stay in jail for long periods of time without being informed of the charges against them. The law may even apply differently for the poor than for the wealthy, for leaders in power compared to people who do not hold power, differently for men and than for women, or often for people who practice one religion as opposed to another religion. Additionally, if someone wanted to speak out against the government by protest, **petition**, or by writing a letter to the editor of the newspaper, it is possible that this person could be arrested and held in prison without a **trial**. In fact, without the rule of law it is especially challenging to control the government.

**14<sup>th</sup> Amendment** - an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves and defines voters as males at least 21 year of age

**Bill of Rights** - the first ten amendments of the U.S. Constitution

**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

**citizens** - a legal member of a state and/or country

**impartial juries** – a group of citizens sworn to give a true verdict according to the evidence presented in a court of law

**petition** - a formal written request made to a superior or authority

**rule of law** - a concept that those who govern are bound by the laws; no one is above the law

**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

**Sixth Amendment** - an amendment to the Constitution that provides protections and rights to a person accused of a crime including the right to a speedy trial with an impartial jury

**trial** - a trial in which the issue is determined by a judge and a jury, usually with 12 members, whose job is to determine facts and make a judgment of guilty or not guilty; protected in the Sixth Amendment



### SS.7.C.1.9

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

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**SS.7.C.1.9 Benchmark Clarification 2:** Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.

A critical role of the **rule of law** is to protect citizens from the government. The Founding Fathers feared that government would become too powerful and look like a **monarchy** or some other form of abusive government. The Constitution controls government from becoming too powerful by separating the powers of government into the executive, legislative, and judicial branches, and then holding each branch accountable to each other with the principle of checks and balances.

Having a written set of laws created by popularly elected representatives also protects citizens against laws created randomly and abuses of government powers. Additionally, the laws are available to people accused of crimes. The **Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments** to the U.S. Constitution guarantee that citizens accused of crimes are protected from unfair administration of the law.

**Eighth Amendment** – an amendment to the U.S. Constitution that provides freedom from excessive bail or fines and freedom from cruel or unusual punishment for a person accused of a crime

**Fourth Amendment** – an amendment to the U.S. Constitution that provides freedom from unreasonable searches and seizures. This amendment also states that warrants must only be issued with probable cause.

**Fourteenth Amendment** - an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves and defines voters as males at least 21 year of age

**Fifth Amendment** – an amendment to the U.S. Constitution that provides protections to a person accused of a crime, including the right of due process. Due process is the concept that a person cannot have life, liberty, or property taken away without appropriate legal procedures and protections.

**monarch** - a form of government headed by a king or queen who inherits the position, rules for life, and holds power that can range anywhere between limited to absolute

**rule of law** - a concept that those who govern are bound by the laws; no one is above the law

**Sixth Amendment** - an amendment to the Constitution that provides protections and rights to a person accused of a crime including the right to a speedy trial with an impartial jury



### SS.7.C.1.9

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

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**SS.7.C.1.9 Benchmark Clarification 3:** 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).

Government officials including police officers, senators, judges, and presidents are accountable (responsible) to the law. An **independent judiciary** holds government leaders accountable for their actions. The **rule of law** ensures that no one, regardless of her or his position of power, is above the law.

If laws are going to apply to everyone, there must also be an established and practiced set of procedures (directions) that are uniformly applied. Judges must use the same set of written laws and procedures available to defendants and their attorneys. This ensures that fair procedures are followed.

Rule of law also makes sure that judges and juries base decisions on the law. People accused of crimes must be charged with a violation of a law. This means that they have to be charged with breaking the law. This right is protected by the Sixth Amendment, which ensures that decisions are based on laws by guaranteeing that people accused of crimes are informed of the charges against them.

Application of the law must also be applied consistently. Regardless of who is accused of a crime, justice must be administered without prejudice. This means that that each person should be treated in the same way by the legal system no matter who they are.

**Enforcement** of law to prevent crime requires the cooperation and management of federal, state, and local crime prevention agencies including local police and county sheriffs.

Lastly, in order to ensure fair administration of justice, citizens must have access to the written laws, participate on juries, and be knowledgeable of how the legal system works. The legal system must be transparent, or clear. This concept is known as transparency of institutions and requires that the general public know the court system's rules and procedures which serve as common tools to guarantee justice for all.

**enforce** - to carry out effectively

**independent judiciary** - the principle that decisions that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government

**rule of law** - a concept that those who govern are bound by the laws; no one is above the law



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**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.**

<b>Benchmark Clarification</b>	<b>Task</b>
BC1	Define and draw a picture of each of the three major terms: separation of powers, natural law, and social contract
BC2	Create a comic strip that shows how the Enlightenment ideas influenced the Founding Fathers. Your comic should be at least five boxes, be historically accurate, reflect the information from the handout and contain speech.
BC3	How did Locke influence our government? How did Montesquieu influence our government?

**Extra Practice:** <http://www.regentsprep.org/regents/global/themes/goldenages/enlight.cfm>

**Benchmark Task:**

Who do you think had more influence on the foundations of our government – Locke or Montesquieu? Use evidence from the handouts to support your answer.

### 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.*

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**SS.7.C.1.1 Benchmark Clarification 1:** Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.

During the 1700's a movement developed in Europe called the **Enlightenment**. The core ideas of the Enlightenment focused on the importance of learning and reasoning. Enlightenment thinkers believed education was key to solving society's problems. Several ideas about the relationship between government and the governed were formed. Those ideas included **separation of powers**, **natural law** and **social contract**.

Separation of powers is a system where power in government is divided into three branches each with their own specific responsibilities. This was a new concept in Europe because most governments had one person or group holding all the power, like a king or queen. While separation of powers divides power into three branches, **checks and balances** allows each branch to limit the powers of the others. Natural law is another idea from the Enlightenment. Natural law is the idea that human nature is based on reason; human beings are entitled to certain rights such as life and freedom. Because these rights are guaranteed to human beings simply because they are born, these rights are considered to be universal, which means that these rights are guaranteed to everyone. **Natural rights** are revealed in laws and government action that reflect natural law. A social contract is created when an organized society defines rights, duties and limits for the people and the 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

**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

**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

**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



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### 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.*

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**SS.7.C.1.1 Benchmark Clarification 2:** Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.

The United States developed from English settlements in North America that grew into 13 colonies. The King of England and Parliament (England's legislature) governed the colonies. The colonists objected to the king who refused to listen to their concerns while Parliament did not include the colonists in decisions concerning the colonies. The colonists believed that these actions taken by the king and Parliament violated their **individual liberties**. This means that the colonists' ability to live as free and independent people was not being protected.

Eventually, some colonists spoke out about wanting to separate from the government in England and to create their own government. Representatives from each of the 13 colonies decided to meet and write a document stating their reasons for separation. These individuals are now known as the Founding Fathers, or Founders. Many of the Founding Fathers' views on the purpose of government included **Enlightenment** ideas such as **separation of powers, natural law** and **social contract**.

**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

**natural law** - laws passed by government to protect natural rights

**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



### 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.*

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**SS.7.C.1.1 Benchmark Clarification 3:** Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.

The **Founding Fathers** researched the ideas of **Enlightenment** thinkers such as John Locke's ideas about **natural law** and **social contract**, and Baron de Montesquieu's ideas about **separation of powers**. Locke believed that the purpose of government is to protect **individual liberties** and the **natural rights** of life, liberty and property. These ideas were expressed by the Founding Fathers when they wrote the Declaration of Independence. This occurred when the colonists wanted to be a free country and independent from England.

Montesquieu saw the dangers of a government where all power was given to a single person or group. Instead, Montesquieu explained that power in government should be divided into legislative, executive, and judicial branches. Each branch would have its own roles and responsibilities. This concept is called separation of powers. The ideas of natural law, social contract and separation of powers were used to create the basis of the system of government James Madison outlined in the U.S. Constitution. The Constitution continues to be the framework of government in the United States today.

**Founding Fathers** - representatives from each of the 13 colonies who decided to meet and write a document stating their reasons for separation and independence from England

**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

**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

**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





**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 Clarification	Task
BC1	Write a three sentence summary of <b>each</b> of the documents that explains the important ideas contained in that document.
BC2	Now focus in on <b>HOW</b> we used those ideas to impact our own government. Think about how these ideas have been used in our government. Now rank these documents in order of how important you think each was in impacting our government. Write a three sentence summary for each document that explains how those ideas are used in our modern-day government.

**Extra Practice:**

Colonial Influences PowerPoint: <http://www.slideshare.net/mprepster/colonial-influences-ppt>

**Benchmark Task:**

Who do you think had more influence on the foundations of our government – Locke or Montesquieu? Use evidence from the handouts to support your answer.

## 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.

**SS.7.C.1.2 Benchmark Clarification 1:** Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and *Common Sense*.

The **Magna Carta** is a document that was developed by English citizens to require King John of England to protect certain rights of the people and to limit the king's powers. The document forced the king to observe the laws of the land, which allowed for the citizens to gain liberties they did not have before the document was signed. The Magna Carta provided the idea of a **limited monarchy**. This means that the king shares power with an elected legislature and agrees to be bound by a constitution or a set of laws. Additionally, three other ideas came out of the Magna Carta: writ of habeas corpus, rule by constitutional law (the constitution governs all people within a country), and the development of common law. Although these goals of the document were not achieved, the Magna Carta became a symbol that, even in a monarchy, the king could be required to follow the law.

The **English Bill of Rights** is a document that was written with the purpose of protecting peoples' rights and stated that every citizen possesses individual rights which are unbreakable. The rights in the document are enumerated, or listed and include the right to bear arms in defense and the right to petition the monarch. The right to petition the monarch means that citizens have the right to communicate with the monarch to make requests about what the monarch might do for the people. This document also focused on the importance of having the consent of the people in government.

The **Mayflower Compact** was a document to set up a government and write down the first set of laws for the settlers who arrived in Plymouth, Massachusetts. This document introduced the idea of **self-government**. When this group of people left England, their goal was not to avoid having a government but to create a government that worked better for their goals. They wanted a government that relied on the consent of the governed, had fair and equal laws for all, and included a social contract. A social contract means that the people give their consent to being governed and the government protects the people and make sure that laws are fair and equal for all. This document established one of America's first democratic governments.

**Common Sense** by Thomas Paine is a pamphlet that encouraged colonists to seek independence from England and to move toward self-government. The pamphlet also accused King George III of England of tyranny, challenged his power and blamed him for the unfair treatment the colonists were receiving from England in the 1700's. The pamphlet also stressed the importance of having a written constitution with a set of rules that everyone would have to follow and a government that could not become abusive.

**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

**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

**self-government** - popular or representative system where the people create and run their own government



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### 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.*

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**SS.7.C.1.2 Benchmark Clarification 2:** Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the purposes of government.

The **Magna Carta** influenced the colonists' views on the purposes of government. The United States has a **limited government** through the three branches outlined in the U.S. Constitution. Each branch is given the power to check or limit the power of the other two. The system of **checks and balances** keeps any one branch from getting too powerful. The writ of habeas corpus (court order requiring that a person who has been arrested be brought into court) is also found in the U.S. Constitution. Article I, Section 9 states: *The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.* The U.S. government is also run by constitutional law. The U.S. Constitution is the law of the land and no one is above it.

The **English Bill of Rights** influenced the colonists' views about the purposes of government by including the ideas contained in the document into two founding U.S. documents: The Declaration of Independence and the Bill of Rights. In the preamble of the Declaration of Independence, the colonists wrote that they held certain truths to be self-evident, or clear, that all men are created equal and they have certain unalienable rights that include life, liberty, and the pursuit of happiness. The way to secure these rights was that government would get their power from the consent of the governed. The U.S. Bill of Rights also contains ideas from the English Bill of Rights. Similar to the English Bill of Rights, the U.S. Bill of Rights enumerates the rights in the document. In the First Amendment, the right to petition the government is listed. The First Amendment also contains the rights of speech, peaceable assembly, and press. All of these rights are ways for the people to express their consent of how they are governed. In the Second Amendment, the right to bear arms is included.

The **Mayflower Compact** influenced the colonists' ideas about the purpose of government through ideas that have been included in the U.S. Constitution. The idea of **self-government** is reflected in the U.S. Constitution. The U.S. Constitution begins with the phrase: *We the People*. By beginning the U.S. Constitution in this way, the writers were making it clear that the people were creating and running the government. Influences from the Mayflower Compact are also in the Fourteenth Amendment. The Fourteenth Amendment, Section 1 states: *No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.* This amendment reflects the colonists' goal of having fair and equal laws for all.

**Common Sense** influenced more colonists to support independence from England and influenced the ideas in the Declaration of Independence. The preamble of the Declaration of Independence outlines the need to change a government when it is destructive and replace it with a government that meets the needs of the people. *Common Sense* also influenced the government that was established in the United States. The U.S. Constitution is a set of laws that

everyone follows and outlines a system of government where no branch of government can become too powerful or abusive.

**Common Sense** - a pamphlet published by Thomas Paine in 1776 to convince the American colonists to support becoming independent from England

**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

**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

**limited government** - a government that has been limited in power by a constitution, or written agreement

**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

**self-government** - popular or representative system where the people create and run their own government





**C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the *Declaration of Independence*.**

<b>Benchmark Clarification</b>	<b>Task</b>
BC1	Read the summary of the events leading up to the Declaration. Find six cause-effect relationships in this summary. Write all six of them out, and then pick three to describe. Be sure to focus on the <b>causal</b> relationship.
BC2	Colonists had three main issues with the king: individual rights, taxation and representation. What details in this article support each of those three issues? You can either write these out or highlight the text using three different colored highlighters.

**Extra Practice: “Too Late to Apologize” video: <http://soomopublishing.com/declaration/>.**

**Benchmark Task:**

In 1963 Dr. Martin Luther King, Jr. wrote the following statement as part of his Letter in Birmingham Jail:

*“We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. “*

Based on what you have learned and citing specific examples the reading and activity sheet, how does this statement relate to the events leading up to the writing of the *Declaration of Independence*?

### SS.7.C.1.3

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

**SS.7.C.1.3 Benchmark Clarification 1:** Students will trace the causal relationships between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.

During the French and Indian War, the English and the French fought over land located west of the colonies. The colonists supported the English and fought as part of their army. The English won the war, but the war left the English in debt and needing money. England looked to the colonies as a possible source of money, which led to a series of actions by King George III and the English **Parliament** (legislature) that upset the colonists. The king determined that one way to get rid of the debt was to **tax** the colonists. The colonists did not have representation in the English Parliament.

The king and Parliament passed a series of laws (acts) that impacted the colonists in a variety of ways. Some of the acts taxed the colonists on different **goods** and services and sent the money made from the taxes to the English government. One of these laws was the Stamp Act, which taxed all printed materials, such as newspapers, legal documents and playing cards. Colonists viewed this act as unfair because the taxes went directly to the English government, and not into the colonial governments. In response to the Stamp Act, the colonists began to organize and speak out with their complaints (grievances) against the king and Parliament for the tax. Colonists also sent a petition to King George III stating that only colonial legislatures can tax colonists and that taxation without representation went against the colonists' rights.

The Parliament's response to this petition was to cancel the Stamp Act but it also passed other acts. Parliament ordered colonial legislatures to pay for English soldiers that were located in the colonies and they ordered colonists to house the soldiers and supply them with food. Parliament also began to tax other items, such as tea, glass, lead and paints. In response, the colonists decided to boycott, or refuse to purchase, many of the taxed items and continued to speak out against the actions of the Parliament. Some of the acts went beyond taxing goods and services and impacted colonists in other ways. One example of this was the Coercive Acts, known by colonists as the Intolerable Acts. The Acts closed the port of Boston and did not allow for ships to get into the port to deliver goods. The Acts also ended some of the colonial governments. The relationship between England and the colonies continued to worsen as the Parliament would pass and implement laws in the colonies and the colonists would continue to oppose the Parliament's actions. The colonists continued to oppose the laws by organizing, writing petitions and speaking out against the laws, but over time they began to respond to English actions in a violent way. Colonists began to form militias and fight back against English troops in the colonies.

While fighting between English and colonial troops increased, in January of 1776 Thomas Paine published *Common Sense*. This 50-page pamphlet criticized King George III and argued for the colonies to be independent from England. A few months later, Thomas Jefferson wrote the Declaration of Independence, which was formally supported by the colonial Congress on July 4, 1776.

**goods** - merchandise or objects for sale or trade

**Parliament** – the name of the English legislature

**tax** - money charged by a government for specific facilities or services

#### Sources:

- "Effects of the French & Indian War." *About.com*. N.p., 2014. Web. 10 March 2014. <<http://militaryhistory.about.com/od/americanrevolution/a/amrevcauses.htm>>
- "English Colonial Era 1700 to 1763." *TheHistoryPlace.com*. The History Place, 1998. Web. 10 March 2014. <<http://www.historyplace.com/unitedstates/revolution/rev-col.htm>>
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### SS.7.C.1.3

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

**SS.7.C.1.3 Benchmark Clarification 2:** 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.

The colonists' reasons for declaring independence can be summarized into three main themes: **individual rights**, taxation and representation. Individual rights are rights guaranteed to a person. Colonists believed that King George III and the **Parliament** limited the colonists' individual rights by the laws that they passed and their reactions to colonial grievances. Colonists believed that their rights were limited by being taxed on various **goods** and services while these **taxes** did not benefit the colonies. They also believed that their rights were limited because their interests were not represented in the Parliament and because their ability to govern in the colonies was taken away.

The English taxed goods and services used by the colonists as a way to pay off the debt that resulted from the French and Indian War. Colonists believed this taxing was unfair because the tax money went directly to England, instead of the money returning to the colonies. The colonists also believed the taxes were unfair because the colonies were not represented in Parliament. Colonists believed that **taxation without representation** was wrong. Representation was another main concern, specifically colonists' views and opinions being represented in Parliament and the colonists' ability to represent themselves in colonial governments. Colonists were not represented in Parliament and therefore their interests or opinions were not considered when laws were passed and other decisions made. Over time, the colonists' right to govern themselves was taken away when Parliament declared that the English had the highest authority to govern the colonies and when Parliament ended some colonial governments and put members of Parliament in charge.

**goods** - merchandise or objects for sale or trade

**individual rights** – rights guaranteed or belonging to a person

**Parliament** – the name of the English legislature

**tax** - money charged 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

#### Sources:

- "Effects of the French & Indian War." *About.com*. N.p., 2014. Web. 10 March 2014. <<http://militaryhistory.about.com/od/americanrevolution/a/amrevcauses.htm>>
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**C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.**

Benchmark Clarification	Task
BC1	Create a <b>spoke diagram</b> with the term NATURAL RIGHTS in the center. Now draw four circles coming from the center, with a detail about natural rights in each.
BC2	In your own words, explain what is meant by “life, liberty and the pursuit of happiness.” Be sure to explain each one.
BC3	Create a <b>flow chart</b> showing the movement of power amongst individuals and government leaders. Include details about what triggers these movements.
BC4	<p>Pick three of the grievances below and explain <b>how</b> they are violations of individuals’ natural rights. These come straight from the <i>Declaration of Independence</i>.</p> <p><i>...He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.</i></p> <p><i>...He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.</i></p> <p><i>... He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.</i></p> <p><i>... He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.</i></p> <p><i>... For Quartering large bodies of armed troops among us:</i></p> <p><i>...For imposing Taxes on us without our Consent.</i></p> <p><i>...For depriving us in many cases, of the benefits of Trial by Jury</i></p>
BC5	Review this list and note the grievance listed in the <i>Declaration</i> , what that grievance is about and in what ways it violated individuals’ natural rights. Now pick <b>two</b> of the last four listed and explain <b>HOW</b> they are a violation of life, liberty and pursuit of happiness.

Extra Practice: [Ben’s Guide Explanation of the Declaration](#)

**Benchmark Task:**

Using what you have learned from analyzing the *Declaration of Independence*, write a well-crafted informative text explaining...

- 1.) the relationship between natural rights & the role of government, and
- 2.) how the colonists’ complaints are related to the concept of natural rights.

#### SS.7.C.1.4

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

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**SS.7.C.1.4 Benchmark Clarification 1:** Students will explain the concept of natural rights as expressed in the Declaration of Independence.

The writers of the **Declaration of Independence** included **Enlightenment** ideas in the document. **Natural rights** represented much of their focus and stood as a primary reason for declaring independence. The Declaration of Independence stated that natural rights were not given by government; natural rights were given by "Nature and Nature's God."

**Declaration of Independence** - a document written in 1776 that listed the basis for democratic government and the grievances of the colonists

**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

**natural rights** - the belief that individuals are born with basic rights that cannot be taken away by governments



#### SS.7.C.1.4

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

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**SS.7.C.1.4 Benchmark Clarification 2:** Students will identify the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness).

The **Declaration of Independence** reflects the specific **natural (unalienable) rights** of life, liberty and the pursuit of happiness. The writers of the Declaration of Independence recognized that these three rights are broad and important enough to list. The natural right to life gives individuals, and not the government control over their lives. Limits on this right exist when an individual commits acts that violate others' right to life. Liberty gives individuals the right to be free. Being free would later be expressed in the **Bill of Rights** with concepts that include freedom of speech, religious exercise, the press, peaceable assembly and petition. Liberty is also limited by the liberty enjoyed by other people within society. Finally, "the pursuit of happiness" is whatever individuals define as making them happy. Individuals have the right to try to achieve (pursue) their personal goal(s) that will lead to their personal happiness. Pursuit of happiness is limited by the natural rights of other people within society.

**Bill of Rights** – the first ten amendments of the U.S. Constitution

**Declaration of Independence** - a document written in 1776 that listed the basis for democratic government and the grievances of the colonists

**natural rights** - the belief that individuals are born with basic rights that cannot be taken away by governments



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#### SS.7.C.1.4

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

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**SS.7.C.1.4 Benchmark Clarification 3:** Students will analyze the relationship between natural rights and the role of government.

One of the basic functions of government is to protect the **natural rights** of individuals. Although, according to the **Declaration of Independence**, government does not give individuals these natural rights—individuals are born with these rights and government protects these rights through the **consent of the governed**. Government, then, receives its powers from the consent of the people who are being governed. When the government becomes **oppressive** or does not protect the rights of the people and becomes a **tyranny**, the people have the right to “alter or abolish” the government, by changing it or replacing it with another government. The Declaration of Independence does not create a government.

**consent of the governed** - an agreement made by the people to establish a government and abide by its laws

**Declaration of Independence** - a document written in 1776 that listed the basis for democratic government and the grievances of the colonists

**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

**tyranny** - a government in which a single ruler possesses and abuses absolute power



#### SS.7.C.1.4

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

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**SS.7.C.1.4 Benchmark Clarification 4:** Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.

Each of the complaints listed in the **Declaration of Independence** is a response to specific actions taken by the English/British government and, in one way or another, denied the colonists of their **natural rights**.

**Declaration of Independence** - a document written in 1776 that listed the basis for democratic government and the grievances of the colonists

**natural rights** - the belief that individuals are born with basic rights that cannot be taken away by governments



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**SS.7.C.1.4**

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

**SS.7.C.1.4 Benchmark Clarification 5:** Students will recognize colonial complains as identified in the Declaration of Independence.

Grievance	Grievance Description	Natural Right(s) Violated
He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.	Dissolving legislatures	Liberty
He has obstructed the administration of justice, by refusing his <b>assent</b> to laws for establishing judiciary powers.	Limited judicial powers	Liberty
He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.	Limited judicial powers	Liberty
For quartering large bodies of armed troops among us...	Quartering soldiers	Life, Liberty, Pursuit of Happiness
For imposing taxes on us without our consent...	Imposing taxes without the content of the people	Liberty, Pursuit of Happiness
For depriving us in many cases, of the benefits of trial by jury...	Suspending trial by jury	Life, Liberty, Pursuit of Happiness
For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.	Dissolving legislatures	Life, Liberty, Pursuit of Happiness

**assent** – to agree

**Declaration of Independence** - a document written in 1776 that listed the basis for democratic government and the grievances of the colonists



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