

Developed in collaboration with Leah Cosby & Siobhan O’Connell

Title: Historical Influences on the American Charters of Freedom

Description: Educators will explore the 17th and 18th century ideas that were the foundations of American government. This course shines a light on the men that influenced the American documents we treasure as cornerstones of American democracy. These Charters of Freedom are essentially the foundation of our combined American identity and are as essential today as 200 years ago.

(Approximate length of time to complete – 10 hours = 10 PDP Points)

<p>About this Micro-credential</p>	<p><u>Key Outcomes for Participants:</u> (Alignment with Curriculum Frameworks) Grade 8 Content Standard Topic 1: The Philosophical foundations of the United States political system. Successful completion of this micro-credential means that educators provided evidence that they prepare students to explore:</p> <ul style="list-style-type: none"> • the roots and foundations of democratic government through primary documents such as the United States and Massachusetts Constitutions, • how and why government institutions developed, • how government evolves through legislation and court decisions, and • how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth. 						
<p>Supporting Research & Resources</p>	<p><i>By the 18th century, the English people had been limiting the power of their Kings for centuries. They won many important civil rights and gained a voice in their government. These democratic rights were contained in the Magna Carta (1215), the Petition of Right (1628), the Habeas Corpus Act (1679) and the English Bill of Rights (1628). English settlers believed their rights as Englishmen came with them to the colonies of the New World. These rights would eventually become the basis of early law government in the colonies and subsequently lay the foundation for a future United States Democracy.</i></p> <p><i>The Rights of Englishmen</i></p> <table border="1" data-bbox="370 1400 1498 1812"> <tr> <td data-bbox="376 1400 428 1493">1.</td> <td data-bbox="435 1400 1492 1493"><i>The people have the right to be represented in the government.</i></td> </tr> <tr> <td data-bbox="376 1497 428 1690">2.</td> <td data-bbox="435 1497 1492 1690"><i>Only the people, through their elected representatives, have the right to levy taxes and enact laws.</i> <i>(the all-time greatest history catchphrase “no taxation without representation”)</i></td> </tr> <tr> <td data-bbox="376 1694 428 1812">3.</td> <td data-bbox="435 1694 1492 1812"><i>Every person accused of wrongdoing has the right to be tried fairly and to be judged by a jury of his equals.</i></td> </tr> </table>	1.	<i>The people have the right to be represented in the government.</i>	2.	<i>Only the people, through their elected representatives, have the right to levy taxes and enact laws.</i> <i>(the all-time greatest history catchphrase “no taxation without representation”)</i>	3.	<i>Every person accused of wrongdoing has the right to be tried fairly and to be judged by a jury of his equals.</i>
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	<p>4. <i>An arrested person has the right to a writ of habeas corpus, a court order entitling him a) to be informed of the charges against him, b) to be given a speedy trial, and c) to be released on bail while awaiting a decision in his case.</i></p> <p>5. <i>A person may not be arrested, and a person's home may not be entered and searched without a written court order or warrant.</i></p> <p>6. <i>Soldiers may not be lodged in a private home without the permission of the owner.</i></p> <p>7. <i>The people have the right to ask the government to correct abuses and injustices.</i></p>
<p>Submission Requirements (assessments)</p>	<p>The following list is provided for participants to read and view in order to complete the assigned assessment.</p> <p>https://www.johnlocke.org/about-john-locke/who-is-john-locke/ http://www.crf-usa.org/foundations-of-our-constitution/natural-rights.html Roberts, Paul M. Review Text in United States History AMSCO School Publications, NY 1968 https://www.icivics.org/ https://www.archives.gov/founding-docs https://newrepublic.com/article/121837/what-do-we-owe-enlightenment https://www.miamieast.k12.oh.us/cms/lib/OH01001222/Centricity/Domain/167/Ideas%20of%20the%20Enlightenment.doc https://www.theguardian.com/books/shortcuts/2015/jan/18/beginners-guide-voltaire-philosopher-free-speech-tolerance https://mtsu.edu/first-amendment/article/1263/voltaire https://www.philosophybasics.com/philosophers_voltaire.html https://www.icivics.org/teachers/lesson-plans/montesquieu-mini-lesson https://oll.libertyfund.org/pages/montesquieu-and-the-separation-of-powers https://classroom.synonym.com/ways-did-baron-de-montesquieu-influence-constitution-united-states-12846.html http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c-hobbes-locke-montesquieu-and-rousseau-on-government.html http://www.americassurvivalguide.com/montesquieu.php</p> <p>Complete a Lesson Plan that includes the following:</p> <p>1. Create and Complete a chart for student use that includes the following: Locke, Montesquieu, Voltaire, Rousseau. The Chart needs to compare: philosophers, documents, quotes, explain influence</p>

	<p>2. Create an open ended question or a DBQ (Document Based Question) that prompts students to discuss or explain the the Enlightenment philosophers and the American Charters of Freedom. This question should be appropriate for use in a classroom with 8th grade students.</p> <p>3. Create a 25 question multiple choice test for student use.</p> <p>4. Create a student assignment that connects the documents to current events.</p>		
Evaluation Criteria		Proficient	Not Proficient
	Content	Lesson Plan submitted demonstrates a clear understanding of the Enlightenment Philosophers: Locke, Montesquieu, Voltaire, and Rousseau's, influence on the Declaration of Independence, The US Constitution and The Bill of Rights.	Lesson Plan submitted DOES NOT demonstrate a clear understanding of the Enlightenment Philosophers: Locke, Montesquieu, Voltaire, and Rousseau's, influence on the Declaration of Independence, The US Constitution and The Bill of Rights.
	Massachusetts History & Social Science Practice Standards	Lesson plan submitted reflects Grade 8: US & Massachusetts Government and Civic Life Students study the roots and foundations of democratic government through the use of primary documents.	Lesson plan submitted DOES NOT reflect Grade 8: US & Massachusetts Government and Civic Life Students study the roots and foundations of democratic government through the use of primary documents.
	Evidence Submitted	<p>A complete lesson plan submitted provides sufficient evidence of a clear understanding of the Enlightenment Philosophers influence on: The Declaration of Independence, The US Constitution, and The Bill of Rights.</p> <p>Material provided in lesson plan included:</p> <p>a Chart identifying and describing documents & influencers,</p> <p>a Document based writing prompt assignment,</p>	<p>The lesson plan is NOT COMPLETE as submitted or may NOT provide sufficient evidence of a clear understanding of the Enlightenment Philosophers influence on: The Declaration of Independence, The US Constitution, and The Bill of Rights.</p> <p>Material provided in lesson plan MAY BE MISSING SOME OR ALL OF THE FOLLOWING including:</p> <p>a Chart identifying and describing documents & influencers,</p>

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		a 25 question multiple choice test and a current event assignment.	a Document based writing prompt assignment, a 25 question multiple choice test and a current event assignment.	
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