

# ***The Miracle of America* High School Teacher Course Guide**

## **Planning Guide**

### **Unit 7 (Part 1 of 2)**

<b>Unit 7: The Rationale of America’s Revolution</b> <b>Part 1: The Law of Nature and Nature’s God: A Basis for Freedom and Rights</b>  <small>           Ⓢ - State Process Standard            ✨ - Literacy Leads the Way Best Practices            ⬠ - English Language Proficiency Standards (ELPS)         </small>	<b>Time Allocations</b>	
	<b>Unit 7</b> <b>2 Weeks:</b>  <b>4-5 lessons (90 min each) or</b> <b>8-10 lessons (45 min each)</b>	<b>Part 1</b>  <b>2-3 lessons (90 min each) or</b> <b>4-5 lessons (45 min each)</b>

#### **Unit Overview**

**Unit 7: The Rationale of America’s Revolution** - This 2-part unit focuses on the American Founders’ use of the Law of Nature, or a universal moral law, to justify their quest for self-government. The value of the individual created by and for God is explored as a cornerstone for man’s natural rights. **Part 1** addresses the Founders’ need to appeal to a higher authority than earthly rulers and laws to justify their revolution, and it looks at the biblical support for the Law of Nature; **Part 2** shows how the Western view and recognition of God’s moral law gives rise to concepts such as all people are created equal, popular sovereignty, and unalienable rights to life, liberty, and the pursuit of happiness.

**Part 1: The Law of Nature and Nature’s God: A Basis for Freedom and Rights** begins here.

#### **National Standards Correlations**

##### **National Council for the Social Studies (NCSS) Standards:**

- 1 “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- 1 Concepts such as beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- 1 Culture is integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns.
- 1 How culture develops and changes in ways that allow human societies to address their needs and concerns.
- 1 That individuals learn the elements of their culture through interpersonal and collective experience.
- 1 Cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.
- 1 Compare/analyze behaviors for preserving & transmitting culture even while adapting to environmental/social change.
- 1 Construct reasoned judgments about specific cultural responses to persistent human issues.
- 1 Analyze historic and current issues to determine the role that culture has played.
- 2 Different interpretations of the history of societies, cultures, and humankind.
- 2 Concepts such as era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives.
- 2 Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods (e.g. the history of democratic principles and institutions, the development of political and economic philosophies, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
- 2 The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion.
- 2 Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- 2 Contributions of philosophies, ideologies, individuals, institutions, key events and turning points in shaping history.
- 2 Importance of knowledge of the past to understanding the present and to informed decision-making about the future.
- 2 Research and analyze past periods, events, and recurring issues, using a variety of primary sources as well as secondary sources...in order to develop their own interpretation supported by the evidence.
- 2 Evaluate impact of institutions, values, beliefs of people in the past on important historical decisions & developments, and compare different interpretations of the causes and consequences of these decisions and developments.
- 2 Presenting supported interpretations in oral, written, visual, or electronic formats.
- 2 Writing historical accounts of events and developments based on evidence from primary and secondary sources, and evaluating different interpretations of these events and developments.
- 2 Write paper based on primary & secondary sources showing how important national developments in the past affected people in their locality or region....
- 3 Theme of people, places, environments involves study of relationships between populations in different locations...

- 3 Concepts such as location, physical and human characteristics of national...regions in the past and present....
- 3 The cultural diffusion of customs and ideas.
- 3 Factors that contribute to cooperation/conflict among peoples of nation/world, ...language, religion, political beliefs.
- 4 Concepts from behavioral sciences...identity, development, personality, motivation, perception, group membership.
- 4 Complex & varied interactions among individuals, groups, cultures, nations contribute to nature of personal identity.
- 4 Analyzing the similarities and differences in the values and traditions honored across cultural and historical eras...
- 5 This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions.
- 5 Concepts such as mores, norms, ...role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation....
- 5 The influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 5 How the various forms and institutions change over time.
- 5 Impact of tensions & examples of cooperation between individuals, groups, institutions with different belief systems.
- 5 How the beliefs of dominant groups tend to become norms in a society.
- 5 How, in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.
- 5 How groups/institutions work to meet individual needs, promote common good and address persistent social issues.
- 5 Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time.
- 5 Evaluate different interpretations of the influence of groups/institutions on people/events in historical/contemporary settings.
- 5 Examine the belief systems of specific...historical movements that have caused them to advocate public policies.
- 5 Understand the role of institutions in furthering both continuity and change.
- 5 Investigate how groups and institutions work to meet individual needs, promote or fail to promote the common good, and address persistent social issues.
- 6 The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified.
- 6 Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
- 6 Fundamental values of constitutional democracy (e.g. common good, liberty, justice, equality, and individual dignity.)
- 6 Mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 6 Ask and find answers to questions about power, authority, and governance in the region, nation, and world.
- 6 Examine issues involving rights, responsibilities, roles, status of individuals & groups in relation to the general welfare.
- 6 Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity.
- 6 Analyze/evaluate conditions, actions, motivations that contribute to conflict/cooperation among groups and nations.
- 8 The importance of the cultural contexts in which media are created and received.
- 9 Ask and find answers to questions about the ways in which people and societies...were connected in the past.
- 9 Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9 Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.
- 10 Concepts and ideals such as human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and majority rights, the common good, and rule of law.
- 10 Key practices involving rights & responsibilities of citizenship and exercise of citizenship (respecting rule of law...).
- 10 Scholarly interpretations of key documents that define and support democratic ideals and practices (e.g. the US Declaration of Independence, ...the Letter from Birmingham Jail, ...).
- 10 Origins, functions, evolution, outcomes of institutions & practices designed to sustain and realize democratic ideals.
- 10 The importance of being informed as the basis for thoughtful and positive contributions through civic action.
- 10 Compare and contrast the roles of citizens in various forms of government past and present.
- 10 Identify examples of civic ideals and practices throughout history and in a variety of cultural settings.
- 10 Evaluate effectiveness/importance of public opinion in influencing public policy development and decision-making.
- 10 Evaluate the degree to which public policies and citizen behaviors reflect or foster their stated civic ideals.
- 10 Write informed position on a civic issue based on reasoned arguments developed by consulting multiple sources.

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards, Grades 6-8, 9-12:**

**C3 Dimension 2: Civics**

C3 D2.Civ.1.9-12 Distinguish powers/responsibilities of local, state, tribal, national, international civic/political institutions.

C3 D2.Civ.2.9-12 Analyze role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

C3 D2.Civ.3.9-12 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

C3 D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

C3 D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.

C3 D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

C3 D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C3 D2.Civ.12.9-12 Analyze how people use/challenge local, state, national, international laws to address public issues.

C3 D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **C3 Dimension 2: Economics**

C3 D2.Eco.1.9-12 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

C3 D2.Eco.8.9-12 Describe possible consequences, intended and unintended, of government policies to improve market outcomes.

C3 D2.Eco.9.9-12 Describe roles of institutions such as defined property rights and rule of law in a market economy.

### **C3 Dimension 2: Geography**

C3 D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

C3 D2.Geo.7.9-12 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

C3 D2.Geo.8.9-12 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

### **C3 Dimension 2: History**

C3 D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

C3 D2.His.2.9-12 Analyze change and continuity in historical eras.

C3 D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

C3 D2.His.4.9-12 Analyze complex & interacting factors that influenced perspectives during different historical eras.

C3 D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people's perspectives.

C3 D2.His.6.9-12 Analyze ways in which perspectives of those writing history shaped the history that they produced.

C3 D2.His.9.9-12 Analyze relationship between historical sources and the secondary interpretations made from them.

C3 D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

C3 D2.His.12.9-12 Use questions generated about multiple historical sources to pursue further inquiry & investigate additional sources.

C3 D2.His.13.9-12 Critique the appropriateness of the historical sources used in a secondary interpretation.

C3 D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.

C3 D3.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.

C3 D3.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

### **Common Core State Standards, Literacy in History/Social Studies, Grades 6-12:**

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose.

CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier

events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.8 Assess extent to which reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9 Compare/contrast treatments of same topic in several primary & secondary sources.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premise, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

### **College Board Advanced Placement (AP):**

#### **AP US History:**

**AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.

**AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.

**AP US History Themes:** American Identity, Politics and Citizenship, Religion.

**AP US History Topics:** 2. Transatlantic Encounters and Colonial Beginnings, 1492-1690.

#### **AP US Government and Politics:**

**AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.

**AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.

**AP US Gov & Poli Goals:** know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to US government and politics; be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

**AP US Gov & Poli Topics:** 1. Constitutional Underpinnings of the US Government.

### **International Baccalaureate (IB) History, Standard and Higher Levels (SL & HL):**

**IB Curriculum Framework:** Group 3: Individuals and Societies

**IB Main Subjects:** History, Global Politics, Philosophy, Geography, Social and Cultural Anthropology, World Religions

**IB Main Topics/Themes:** History of Europe; History of the Americas; Philosophy of Religion; Political Philosophy; People, Nations, and Cultures; Individuals, Groups, and Society; Political Organization; Belief Systems and Practices; Moral Systems; Judaism; Christianity.

### **Texas Standards Correlations**

**PS Texas Essential Knowledge and Skills (TEKS):**

Special Topics in Social Studies, High School:

**PS TEKS SS 113.47.b.4.A** Each social studies class shall include, during Celebration Freedom Week as provided under the Texas Education Code 29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights, in their historical contexts.

**PS TEKS SS 113.47.b.4.B** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed..., students in Grades 3-12 study and recite the following text: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”

**PS TEKS SS 113.47.c.1.B** Evaluate effects of major political, economic, social conditions on a social studies topic.

**PS TEKS SS 113.47.c.1.E** Analyze ethical issues raised by the selected topic in historic, cultural, and social contexts.

**PS TEKS SS 113.47.c.2.A** Locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view.

**PS TEKS SS 113.47.c.2.D** Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing/contrasting, finding main idea, summarizing, making generalizations/predictions, drawing inferences/conclusions.

**PS TEKS SS 113.47.c.3.A** Apply the conventions of usage and mechanics of written English.

**PS TEKS SS 113.47.c.3.B** Use social studies terminology correctly.

Social Studies, Grade 8:

**PS TEKS SS 113.20.a.7.A** Each social studies class shall include, during Celebration Freedom Week as provided under the Texas Education Code 29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights, in their historical contexts.

**PS TEKS SS 113.20.a.7.B** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed..., students in Grades 3-12 study and recite the following text: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”

**PS TEKS SS 113.20.b.1.A** Identify the major eras and events in U.S. history through 1877, including colonization revolution, drafting of the Declaration of Independence....and describe their causes and effects.

**PS TEKS SS 113.20.b.1.B** Apply absolute/relative chronology through sequencing of individuals, events, time periods.

**PS TEKS SS 113.20.b.1.C** Explain significance of following dates: ...1776, adoption of Declaration of Independence....

**PS TEKS SS 113.20.b.2.B** Compare political, economic, religious, social reasons for establishment of 13 colonies.

**PS TEKS SS 113.20.b.3.A** Explain reasons for growth of representative government/institutions during colonial period.

**PS TEKS SS 113.20.b.3.C** Describe how religion/virtue contributed to growth of representative government in colonies.

**PS TEKS SS 113.20.b.4.A** Analyze causes of American Revolution, including Proclamation of 1763, Intolerable Acts, Stamp Act, mercantilism, lack of representation in Parliament, British economic policies following French & Indian War.

**PS TEKS SS 113.20.b.4.B** Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Galvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.

**PS TEKS SS 113.20.b.4.C** Explain the issues surrounding important events of the American Revolution, including declaring independence, writing the Articles of Confederation, fighting the battles of Lexington, Concord, Saratoga, and Yorktown, enduring the winter at Valley Forge, and signing the Treaty of Paris of 1783.

**PS TEKS SS 113.20.b.10.A** Locate places & regions of importance in United States during 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries.

**PS TEKS SS 113.20.b.10.C** Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.

**PS TEKS SS 113.20.b.11.A** Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries.

**PS TEKS SS 113.20.b.14.A** Explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.

**PS TEKS SS 113.20.b.14.B** Describe characteristics/benefits of US free enterprise system during 18<sup>th</sup> & 19<sup>th</sup> centuries.

**PS TEKS SS 113.20.b.15.A** Identify the influence of ideas from historic documents...on the U.S. system of government.

**PS TEKS SS 113.20.b.15.C** Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and Bill of Rights.

**PS TEKS SS 113.20.b.19.A** Define and give examples of unalienable rights.

**PS TEKS SS 113.20.b.19.D** Identify examples of responsible citizenship, including...staying informed on public issues,

voting, and serving on juries.

- Ⓟ **TEKS SS 113.20.b.19.F** Explain how the rights and responsibilities of U. S. citizens reflect our national identity.
- Ⓟ **TEKS SS 113.20.b.20.A** Explain the role of significant individuals such as...John Locke...in the development of self-government in colonial America.
- Ⓟ **TEKS SS 113.20.b.20.B** Evaluate the contributions of the Founding Fathers as models of civic virtue.
- Ⓟ **TEKS SS 113.20.b.20.C** Analyze reasons for and the impact of selected examples of civil disobedience in U. S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- Ⓟ **TEKS SS 113.20.b.21.B** Describe the importance of free speech and press in a constitutional republic.
- Ⓟ **TEKS SS 113.20.b.22.A** Analyze leadership qualities of elected/appointed leaders of United States such as George Washington....
- Ⓟ **TEKS SS 113.20.b.22.B** Describe contributions of significant political, social, military leaders of the United States...
- Ⓟ **TEKS SS 113.20.b.23.A** Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.
- Ⓟ **TEKS SS 113.20.b.23.C** Identify ways conflicts between various racial, ethnic, and religious groups were resolved.
- Ⓟ **TEKS SS 113.20.b.23.D** Analyze contributions of various racial, ethnic, and religious groups to our national identity.
- Ⓟ **TEKS SS 113.20.b.25.B** Describe religious motivation for immigration and influence on social movements....
- Ⓟ **TEKS SS 113.20.b.29.B** Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing/contrasting, finding main idea, summarizing, making generalizations/predictions, drawing inferences/conclusions.
- Ⓟ **TEKS SS 113.20.b.29.D** Identify points of view from the historical context surrounding an event and the frame of reference which influenced participants.
- Ⓟ **TEKS SS 113.20.b.30.D** Create written, oral, and visual presentations of social studies information.

#### US Government, High School:

- Ⓟ **TEKS GOV 113.44.b.7.A** Each social studies class shall include, during Celebration Freedom Week as provided under the Texas Education Code 29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights, in their historical contexts.
- Ⓟ **TEKS GOV 113.44.b.7.B** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed..., students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- Ⓟ **TEKS GOV 113.44.c.1.A** Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government.
- Ⓟ **TEKS GOV 113.44.c.1.B** Identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals.
- Ⓟ **TEKS GOV 113.44.c.1.C** Identify individuals whose principles of laws/government institutions informed American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu.
- Ⓟ **TEKS GOV 113.44.c.1.D** Identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government.
- Ⓟ **TEKS SS 113.20.c.1.F** Identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, ....
- Ⓟ **TEKS GOV 113.44.c.2.A** Give examples of processes used by individuals, political parties, interest groups, or the media to affect public policy.
- Ⓟ **TEKS GOV 113.44.c.2.B** Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
- Ⓟ **TEKS GOV 113.44.c.3.B** Examine political boundaries to make inferences regarding distribution of political power.
- Ⓟ **TEKS GOV 113.44.c.4.B** Analyze how U.S. foreign policy affects selected places and regions.
- Ⓟ **TEKS GOV 113.44.c.5.C** Compare role of government in U.S. free enterprise system and other economic systems.
- Ⓟ **TEKS GOV 113.44.c.5.D** Understand how government taxation/regulation can restrict private enterprise.
- Ⓟ **TEKS GOV 113.44.c.7.F** Identify how American beliefs/principles reflected in Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today.
- Ⓟ **TEKS GOV 113.44.c.8.G** Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense....
- Ⓟ **TEKS GOV 113.44.c.9.D** Understand limits on national & state governments in U.S. federal system of government.
- Ⓟ **TEKS GOV 113.44.c.12.A** Compare U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.

- Ⓢ **TEKS GOV 113.44.c.12.B** Analyze advantages/disadvantages of federal, confederate, unitary systems of govt.
- Ⓢ **TEKS GOV 113.44.c.13.A** Understand roles of limited government and rule of law in protection of individual rights.
- Ⓢ **TEKS GOV 113.44.c.13.B** Identify and define the unalienable rights.
- Ⓢ **TEKS GOV 113.44.c.14.C** Understand responsibilities, duties, obligations of citizenship such as being well informed about civic affairs, serving in military, voting, serving on jury, observing laws, paying taxes, and serving the public good.
- Ⓢ **TEKS GOV 113.44.c.15.A** Analyze the effectiveness of various methods of participation in the political process...
- Ⓢ **TEKS GOV 113.44.c.15.B** Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity....
- Ⓢ **TEKS GOV 113.44.c.15.C** Understand the factors that influence an individual's political attitudes and actions.
- Ⓢ **TEKS GOV 113.44.c.20.A** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- Ⓢ **TEKS GOV 113.44.c.20.D** Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.

College Board Advanced Placement (AP) US History:

- Ⓢ **TEKS SS 113.53.b** Content requirements for AP US History are prescribed in the College Board Advanced Placement Course in United States History, published by College Board, [collegeboard.com](http://collegeboard.com).
- AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.
- AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.
- AP US History Themes:** American Identity, Politics and Citizenship, Religion.
- AP US History Topics:** 4. The American Revolutionary Era, 1754-1789.

College Board Advanced Placement (AP) US Government and Politics:

- Ⓢ **TEKS SS 113.57.b** Content requirements for AP US Government/Politics are prescribed in the College Board Advanced Placement Course in US Government/Politics, published by College Board, [collegeboard.com](http://collegeboard.com).
- AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.
- AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.
- AP US Gov & Poli Goals:** know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to US government and politics; be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
- AP US Gov & Poli Topics:** 1. Constitutional Underpinnings of the US Government, 2. Political Beliefs and Behaviors, 5. Public Policy, 6. Civil Rights and Civil Liberties.

International Baccalaureate (IB) History, Standard and Higher Levels (SL & HL):

- Ⓢ **TEKS SS 113.60.b** Content requirements for International Baccalaureate (IB) History SL are prescribed in History: Americas, published by the International Baccalaureate Organization, [ibo.org](http://ibo.org).
  - Ⓢ **TEKS SS 113.62.b** Content requirements for International Baccalaureate (IB) History: Americas HL are prescribed in History: Americas, published by the International Baccalaureate Organization, [ibo.org](http://ibo.org).
- IB Curriculum Framework:** Group 3: Individuals and Societies
- IB Main Subjects:** History, Politics, Philosophy, Geography, Social and Cultural Anthropology, World Religions
- IB Main Topics/Themes:** History of Europe; History of the Americas; Philosophy of Religion; Political Philosophy; People, Nations, and Cultures; Individuals, Groups, and Society; Political Organization; Belief Systems and Practices; Moral Systems; Judaism; Christianity.

Texas College and Career Readiness Standards (CCRS):

- CCRS I.A.3 Analyze how physical and cultural processes have shaped communities over time.
- CCRS I.A.6 Analyze the relationship between geography and the development of human communities.
- CCRS I.B.2 Identify and evaluate sources and patterns of change and continuity across time and place.
- CCRS I.B.3 Analyze causes and effects of major political, economic, and social changes in US and world history.
- CCRS I.C.1 Evaluate different governmental systems and functions.

- CCRS I.C.2 Evaluate changes in the functions and structures of government across time.
- CCRS I.C.3 Explain and analyze the importance of civic engagement.
- CCRS I.D.1 Analyze the basic functions and structures of international economics.
- CCRS I.E.4 Identify and evaluate the sources and consequences of social conflict.
- CCRS I.F.1 Use a variety of research & analytical tools to explore questions or issues thoroughly & fairly.
- CCRS I.F.2 Analyze ethical issues in historical, cultural, and social contexts.
- CCRS II.B.1 Explain and evaluate the concepts of race, ethnicity, and nationalism.
- CCRS II.B.3 Analyze diverse religious concepts, structures, and institutions around the world.
- CCRS II.B.4 Evaluate how major philosophical and intellectual concepts influence human behavior or identity.
- CCRS II.B.6 Analyze how individual and group identities are established and change over time.
- CCRS III.A.1 Distinguish spatial patterns of communities that exist between/within contemporary political boundaries.
- CCRS III.A.2 Connect regional or local developments to global ones.
- CCRS IV.A.1 Identify and analyze the main idea(s) and point(s)-of-view in sources.
- CCRS IV.A.4 Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.
- CCRS V.A.1 Use appropriate oral communication techniques depending on the context or nature of the interaction.
- CCRS V.B.1 Attribute ideas and information to source materials and authors.

**◆ Texas English Language Proficiency Standards (ELPS):**

- ELPS 74.4.C.1.A Use prior knowledge and experiences to understand meanings in English.
- ELPS 74.4.C.1.B Monitor oral/written language production and employ self-corrective techniques or other resources.
- ELPS 74.4.C.1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
- ELPS 74.4.C.1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.
- ELPS 74.4.C.2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- ELPS 74.4.C.2.D Monitor understanding of spoken language during classroom instruction/interactions and seek clarification as needed.
- ELPS 74.4.C.2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- ELPS 74.4.C.3.A Practice producing sounds of newly acquired vocabulary.
- ELPS 74.4.C.4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills.
- ELPS 74.4.C.4.B Recognize directionality of English reading such as left to right and top to bottom.
- ELPS 74.4.C.4.C Develop basic sign vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
- ELPS 74.4.C.4.F Use visual & contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, & background knowledge needed to comprehend increasingly challenging language
- ELPS 74.4.C.4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling/summarizing material, responding to questions, taking notes commensurate with content area/grade level.
- ELPS 74.4.C.4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, & distinguishing main ideas from details commensurate with content area needs.
- ELPS 74.4.C.4.K Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.
- ELPS 74.C.5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.
- ELPS 74.4.C.5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- ELPS 74.4.C.5 G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

**Key Concepts**

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• God's Law/Natural Law</li> <li>• unalienable rights</li> </ul> | <ul style="list-style-type: none"> <li>• social contract theory</li> <li>• consent of the governed</li> </ul> | <ul style="list-style-type: none"> <li>• popular sovereignty</li> <li>• covenant</li> </ul> |
|---|---|---|

**Key Skills**

<ul style="list-style-type: none"> <li>analyzing primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>identifying similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>determining cause and effect relationships</li> </ul>
<b>Vocabulary</b>		
<ul style="list-style-type: none"> <li>self-government</li> <li>monotheism</li> <li>Law of Nature/Natural Law</li> <li>Enlightenment</li> <li>doctrine</li> <li>commandments</li> <li>social contract</li> </ul>	<ul style="list-style-type: none"> <li>self-evident truths</li> <li>natural rights</li> <li>common sense</li> <li>civil government</li> <li><i>lex aeterna</i> / moral law</li> <li>universal moral law</li> <li>popular sovereignty</li> </ul>	<ul style="list-style-type: none"> <li>treatise</li> <li>Founders</li> <li>unalienable</li> <li>conscience</li> <li>right reason</li> <li>Judeo-Christian</li> <li>consent of the governed</li> </ul>
<b>Essential Understandings / Guiding Questions</b>		
<ul style="list-style-type: none"> <li>The American Founders affirmed the Law of Nature as an eternal, unchangeable, universal moral law given to all people. God’s moral law, and self-evident truths, are found in our conscience as well as in scripture.             <ol style="list-style-type: none"> <li>Where is the Law of Nature confirmed in the Bible?</li> <li>What evidence do we have that philosophers writing at different times have identified the same moral law?</li> <li>Which passages in the Declaration of Independence are formulated from the Law of Nature?</li> <li>How does the universal moral law manifest itself in the religious and civil practices of this and other nations?</li> </ol> </li> <li>Just self-government, the Founders believed and affirmed, is dependent on people who first govern themselves according to God’s natural and/or moral law. Civil laws cannot be rightly made if they are contrary to the universal Law of Nature or moral law of God.             <ol style="list-style-type: none"> <li>Which sources in the Old and New Testaments support the ideas of popular sovereignty and the rule of law?</li> <li>How/Where do Bible-based thinkers derive the basis for religious freedom and separation of church and state?</li> </ol> </li> </ul>		
<b>Assessments</b>		
<p>Assessment Considerations:</p> <ul style="list-style-type: none"> <li>Pre-Test/Post Test: Drawing Essential Understandings/Answering Guiding Questions: Writing Warm-up &amp; Wrap Up</li> <li>Identifying Vocabulary and Concepts: Think Aloud</li> <li>Principles of the Declaration of Independence: Reading and Questions</li> <li>Understanding the “Law of Nature and Nature’s God”: Great Thinker Chirps</li> <li>Understanding the “Law of Nature and Nature’s God”: Big Idea Talk Show (see Grading Rubric)</li> <li>Understanding the “Law of Nature and Nature’s God”: Class Quilt Activity</li> <li>Understanding the “Law of Nature and Nature’s God”: Frayer Model</li> <li>Identifying Biblical Principles in the Declaration: Matching Card Game (informal assessment)</li> <li>In the Words of Our Forefathers: Declaration of Independence: Fill in the Blanks, Close Reading Activity, and Recitation (May be assessed in Unit 7 or 8)</li> <li>Class Discussion and Participation</li> </ul>		
<b>Instructional Considerations</b>		
<p><b>Prerequisites and/or Background Knowledge for Students</b></p> <p>Students are introduced to the causes of the American Revolution in the first part of United States history in grade 8. They should recall the reasons why British rule gradually came to be seen as illegitimate. Since Americans had practiced self-rule through their colonial governments they were inclined to create a political system that better respected natural rights. Review of the “Golden Rule” should help students connect God’s commandments of love and universal law to the establishment of a just government.</p> <p>Students should recall and connect with what they have learned/are learning in previous/current social studies, history, government, and political science courses. This lesson will compliment and enrich student content knowledge, skills, and performance in these subjects. The following content is found in 8<sup>th</sup>-12<sup>th</sup> grade social studies, US history, and US government curricula, which students should be familiar with:</p> <ul style="list-style-type: none"> <li>American Revolution</li> <li>colonial era</li> <li>economic, social, and political [ESP] causation</li> </ul> <p><b>Background Knowledge for Teacher</b></p> <ul style="list-style-type: none"> <li>Chapter 7 of <i>Miracle of America</i> text/sourcebook</li> <li>Literacy Leads the Way Best Practices, based on Marzano, Houston ISD, <a href="https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8062/LLTW.pdf">https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8062/LLTW.pdf</a></li> </ul>		

## Instructional Considerations

These sources may be used to back up teacher knowledge, share with students, create lecture notes/handouts or PowerPoint presentations, etc.

Teachers should be familiar with the biblical passages, as historically explained in the *Miracle of America* sourcebook, which support principles such as the Law of Nature (Romans 2:14 – 15), Free Will (Exodus 20:2, Deuteronomy 5:6, Galatians 5:1, John 8:32, 2 Corinthians 3:17), Natural Rights (Genesis 1:27 – 28, 2 Kings 11:17, Psalm 24:1, Proverbs 8:15 – 16, Ephesians 2:10), Religious Freedom (Job 32:8, Psalm 115:16, Daniel 3:16 – 18, Matthew 7:12, 15:9, 22:21), and Separation of Church and State (Isaiah 5:1 – 7, Matthew 22:21, Acts 20:26 – 27).

### **The Quest for Self-Government, New Justifications for Liberty** (SS 113.47.C.2.D, 3.E, and Gov .1A) 1<sup>st</sup> of 3 lessons Student-friendly Objectives

- I can analyze the influence of the Bible and Judeo-Christian principles on the American Founders who developed or influenced the writing of the Declaration of Independence.
- I can identify which Bible passages and authors were used by the Founders to justify the American Revolution.

Note that self-rule (with the exception of examples in ancient Israel, Greece, and Rome) was a novel idea in the 1700s:

- Monarchy was the dominant form of government in Europe. People were accustomed to authoritarian rule.
- Many doubted that individual citizens could effectively govern themselves. Cite Samuel Seabury's idea that, "The position that we are bound by no laws to which we have not consented either by ourselves, or our representatives, is a novel position..." as typical of those who believed that government by the people was unworkable.
- Since most monarchs claimed to rule by the grace of God, Americans needed to appeal directly to God and God's moral law to justify their revolution.

Identify the scriptural bases which supported the establishment of self-government in the Colonies such as:

- Isaiah 33:22: "For the Lord is our Judge, The Lord is our Lawgiver, The Lord is our King; He will save us."
- Romans 2:14-15: "...[F]or when Gentiles [non-Jews] who do not have the law, by nature do the things in the law, these although not having the law, are a law to themselves, who show the work of the law written in their hearts, their conscience also bearing witness, and between themselves *their* thoughts accusing or else excusing *them*..."
- Other important verses from the Bible are identified in the **Background Knowledge for Teacher** section above.
- The teacher could present broad categories such as: Law of Nature, Natural Rights, Religious Freedom, et alia, along with the biblical passages where these principles are derived. Have students match verses with passages. Categories could be presented in a worksheet or slide show, or made into a matching game (see attached).

Discuss the Two Great Commandments of Jesus:

- In Matthew 22:37-40, Jesus says, "You shall love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and great commandment. And the second is like it: You shall love your neighbor as yourself. On these two commandments hang all the law, and the Prophets hang on these two commandments."
- These directives are sometimes referred to as the Great Commandments of Love.
- Many Bible verses support the directives promulgated by Jesus, particularly Deuteronomy 6:5 and Leviticus 19:18.
- If time allows, students may also want to examine various versions of the Ten Commandments identified in different faith traditions and discuss the grouping/numbering of these ideas.

### **Philosophers and the Law of Nature** (SS 113.47.C.2.D, 3.E, and Gov .1A) 2<sup>nd</sup> of 3 lessons Student-friendly Objectives

- I can identify authors who first posited the existence of a universal moral law, or Law of Nature.
- I can analyze the progression of ideas supporting a self-evident Law of Nature through various ages.

Review the idea that the Law of Nature is a universal, eternal moral law of God that rules over all people:

- Marcus Tullius Cicero (106-43 BC) defined the universal moral law as man's "right reason" from God in his book *The Republic*. Also see the extended quote from Cicero in the attached 1-page summary of this unit.
- Philo Judaeus, a Hellenistic Jew from Alexandria, Egypt, was the first author to use the term "Law of Nature" according to author Gary Amos.
- Apostle Paul notes in Romans 2:14-15 that the Law of Nature is present in all men's hearts, "written in their hearts."
- Saint Augustine, Bishop of Hippo, recognized a universal law, "written in men's hearts, which iniquity itself cannot blot out" in his work, *Confessions*, written in 397-8 AD.
- Thomas Aquinas similarly identifies a universal law applicable to all men in his masterwork, *Summa Theologica*.

## Instructional Considerations

The Protestant Reformation gave rise to more scholarship on the Law of Nature and related it to earthly government:

- John Calvin acknowledged Romans 2:14-15 when he wrote, “Nothing, indeed, is more common, than for man to be sufficiently instructed in a right course of conduct by natural law, of which the Apostle [Paul] here speaks” in his 1536 book *Institutes of the Christian Religion*.
- John Ponet asserted the existence of a universal law that “...is no private law to a few or certain people, but common to all: not written in books, but grafted in the hearts of men: not made by man, but ordained of God...” in his 1556 *Short Treatise on Political Power*.
- Puritan William Ames endorsed presence of Law of Nature in heart & conscience of man in his 1623 tract, *The Marrow of Theology*.
- American Puritans and Awakeners were heavily influenced by the ideas of Calvin, Ponet, and Ames.

It is self-evident that all men are created equal, and endowed by God with unalienable rights. A long history of scholarship supports the view that certain truths are self-evident and discernible by common sense:

- Thomas Aquinas, referring to the work *De Fide Orthodoxa* by Saint John of Damascus, notes that certain “things are said to be self-evident to us... as we can see in regard to first principles. But the Damascene says that, *the knowledge of God is naturally implanted in all*. Therefore the existence of God is self-evident.”
- Enlightenment philosopher John Locke spoke of self-evident truth in his *Essay Concerning Human Understanding* (1690) saying, “Knowledge, as has been shown, consists in the perception of the agreement or disagreement of ideas: now, where that agreement or disagreement is perceived immediately by itself, without the intervention or help of any other, there our knowledge is self-evident.”
- Scottish Enlightenment writer Thomas Reid broadened ideas of self-evident truth to the realm of common sense. Reid postulated that moral thoughts and actions, properly aligned with what he called first principles, would be, “perceived intuitively, and in a manner more analogous to the perceptions of sense than to the conclusions of demonstrative reasoning. ...Of such propositions, there are some that are self-evident to every man that has a conscience; and these are the principles from which all moral reasoning must be drawn.”
- James Wilson, signer of the Declaration and Constitution, and later an Associate Justice of the Supreme Court implored his listeners (in Lectures on the Law, Part 1, as collected in *The Works of the Honourable James Wilson*) to “...embrace the philosophy which dwells with common sense. This philosophy will teach us, that first principles are in themselves apparent; that to make nothing selfevident, is to take away all possibility of knowing any thing; that without first principles, there can be neither reason nor reasoning; ...that, consequently, all sound reasoning must rest ultimately on the principles of common sense...”
- Thomas Jefferson’s September 27, 1809 letter to James Fishback (*The Writings of Thomas Jefferson, vol. 12*) acknowledges the role of our Creator in imprinting a common moral sense in man, who “has taken care to impress its precepts so indelibly on our hearts that they shall not be effaced by the subtleties of our brain. We all agree in the obligation of the moral precepts of Jesus and nowhere will they be found delivered in greater purity than in his discourses [the Bible].”

### **Just Government Should Follow the Law of Nature** (SS 113.47.C.2.D, 3.A, 3.B, 3.E, and Gov .1A) 3<sup>rd</sup> of 3 lessons Student-friendly Objectives

- *I can trace God’s universal moral law from the Bible to ideas about just government.*
- *I can explain how ideas about self-rule flow from the idea that the Law of Nature controls all righteous people.*

Note the effects of the Law of Nature on early ideas about rights and governments:

- Richard Hooker claimed in his 1593 book *The Law of Ecclesiastical Polity* that “...any man, having natural perfection of wit and ripeness of judgment, may by labour and travail find...the universal moral law.”
- William Blackstone and John Locke were profoundly influenced by Hooker.
- Sir Edward Coke, British Chief Justice, referred to God’s Law as the “...*lex aeterna*, the moral law, called also the law of nature” in his 1608 treatise *Calvin’s Case*.
- These authors and others cited by author Angela Kamrath incorporated the idea of God’s Law and Law of Nature into Christian legal thought and, eventually, into English Common Law.

In order to found governments ruled by the people, it was necessary to assert primacy of a universal moral law of God:

- Samuel Rutherford notes all kings, rulers, humans, civil laws are bound by Law of Nature in his 1644 book, *Lex Rex*.
- Baron Samuel Pufendorf, an Enlightenment philosopher, said universal law could be found by consulting God or Holy Men, or also as “work’d out by Natural Reason from the Contemplation of the Human Condition...” in his tome, *Of the Law of Nature and Nations*.
- John Locke also refers to Romans 2:14-15 to declare that there is a “Law of Nature, knowable by Reason as well as

## Instructional Considerations

the Law given by Moses” in his *Reasonableness of Christianity*.

- Locke also contributes ideas later found prominently in the Declaration of Independence such as, “...no one ought to harm another in his life, health, liberty, or possessions...” in his *Second Treatise of Government*.

## Instructional Accommodations for Diverse Learners

For extra credit or for gifted students, students may research the laws of other nations/cultures to find evidence of God’s Universal Law and create a side-by-side comparison of various codes. If time allows, a review of internal and external conflicts afflicting nations might be an interesting way to measure the degree to which various political systems are correctly and substantially applying the Law of Nature or God’s moral law. Students might also assess more specifically the current state of our own nation in following the Law of Nature based on current events, issues, and policies. Students who are ELL should use resources such as internet translation websites, handouts with lists of synonyms of key terms in English and their native language, and visual representations of the concepts where possible. Grouping them with students who are fluent in their primary language is also advisable.

## Instructional Strategies

**The Quest for Self-Government, New Justifications for Liberty** (SS 113.47.C.2.D, 3.E, and Gov .1A) 1<sup>st</sup> of 3 lessons

### 1. Drawing Essential Understandings / Answering Guiding Questions

**Purpose/Objective:** Students learn and answer Essential Understandings/Guiding Questions in this part of the unit.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text.

- **Pre-Test/Post-Test: Writing Warm-Up and Wrap-Up.** At the beginning and close of this part of unit, students write brief responses to guiding questions in this section (see “Essential Understandings/Guiding Questions”). Students may turn these in and/or share responses in pairs, groups, or whole class. The writing process should take less than 5 minutes, and sharing can go as long as teacher and class decide. The Writing Warm-Up may serve as a pre-test of students’ current knowledge and understanding. The Writing Wrap-Up may serve a post-test of students’ learning and understanding of this section’s instruction and content. In the Writing Wrap-Up, students might compare their answers/responses to those they wrote in their Writing Warm-Up/pre-test. How have their answers changed? What did they learn? Students might use a comparison chart to write and compare their warm-up and wrap-up responses. Students might use the [Think-Pair-Share](#) or [Think Aloud](#) method when sharing their answers with the group or class.

### 2. Looking, Listening, & Learning

**Purpose/Objective:** Students analyze and understand content reading.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text.

- **Reading/Lectures/Presentations/Discussions/Student Note-taking.** Teachers may assign students selected reading in **Chapter 7** & related sections of *Miracle of America* sourcebook/text. The *Miracle* text is high-level reading, so if you wish to have students read directly from the book, assign specific sections (not too much at once) and then analyze & discuss meaning together as a class. You might project text on-screen. Answer questions, clarify vocabulary, fill in other information as needed. Text analysis helps students grasp terms and concepts, and it is good practice for having students read historical text. Teachers deliver content as needed on readings & related topics.

✿ **Two Column Notes:** Students might find the Two-Column Note system useful for note-taking. When students are ready to review/write on topic in lesson, they may fold their paper along its vertical axis and create questions using main ideas in their outline. Looking at the details side of page allows students to recall corresponding main ideas. The Two-Column Notes method is useful when students begin a composition. Ask students to turn their main idea statements into topic sentences and then add supporting details. See “Two-Column Notes” handout in “Supporting Resources” section of this course guide, p. 317.

- **Class Discussion.** Class discussions provide opportunities for students to think critically about topics they are studying. Discussions also provide the instructor a chance to check students’ understanding on course concepts, assignments, and readings. Effective class discussions create a community in which students are willing to share their ideas. The classroom discussion can be as simple as asking someone to repeat what they just learned, or forming groups and answering pre-determined questions. Use the dynamic of your class to choose what classroom discussion technique you will use. A short summative writing assignment might also prove useful.

### 3. Identifying Vocabulary and Concepts

**Purpose/Objective:** Students learn the meaning of Declaration concepts “Creator,” “Law of Nature and Nature’s God,” “Self-Evident Truth” and “Common Sense” and how influential writers defined them and connected them with the Bible.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.7.

- ✿ **Think Aloud.** Re-reading and paraphrasing excerpts from Chapter 7 of *Miracle of America* text will help students understand how the same ideas are expressed in related terms by different authors. Allow time to discuss vocabulary words and list synonyms for those terms on a Word Wall. This technique and others mentioned above should help

## Instructional Strategies

students decode vocabulary used by early authors. See “Historical Figures Quoted” and “References to Law of Nature and Natural Rights” handouts in “Supporting” Resources” section of this course guide, pp. 347-348.

### 4. Principles of the Declaration of Independence (may be continued in part 2 of this unit)

**Purpose/Objective:** Students learn key principles of the Declaration of Independence including Creator God, Law of Nature and Nature’s God, Popular Sovereignty, Unalienable Rights, and Social Contract, and how historical, influential thinkers and early Americans connected these concepts with the Bible.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.20, 7.23, & p. 236-237. Angela Kamrath, *Principles of the Declaration of Independence*.

- **Reading and Questions.** Have students read the “Principles of the Declaration of Independence” reading handout and, as desired, relevant sections in *Miracle of America* text as indicated on the handout. (The *Miracle* book is high-level reading, so if you wish to have students read directly from the book, assign specific sections (not too much) and then analyze and discuss the reading together as a class. You may wish to project some text on-screen. Answer questions, clarify vocabulary, and fill in other information as needed. The text analysis will help students grasp the terms and concepts, and it is great practice for having students read historical text.) After the reading, have students write answers to the questions that follow on the handout. Discuss. This reading or portions of this reading may be done in either the first or second part of this unit as the teacher finds appropriate. See “Principles of the American Revolution” reading and questions in the “Supporting Resources” section of this course guide, pp. 354-356. (These and other review questions are also found in chapter 7 of the *Miracle of America* text/sourcebook, p. 240.)

**Philosophers and the Law of Nature** (SS 113.47.C.2.D, 3.E, and Gov .1A) 2<sup>nd</sup> of 3 lessons

**Just Government Should Follow the Law of Nature** (SS 113.47.C.2.D, 3.A, 3.B, 3.E, and Gov .1A) 3<sup>rd</sup> of 3 lessons

### 5. Understanding the “Law of Nature and Nature’s God”

**Purpose/Objective:** Students learn key principles of the Declaration of Independence including the “Law of Nature and Nature’s God” and how historical, influential thinkers and early Americans defined, viewed, and expressed this concept.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.9 & p. 236-237. “Historical Figures Quoted in *Miracle of America*” & “References to Law of Nature and Natural Rights” in “Supporting Resources.”

- **Great Thinker Chirps.** This activity encourages students to internalize the ideas of great thinkers and use those ideas to dialogue in a lively, interactive, relevant way. Speaking as historical figures from the unit, students promote their views related to the Law of Nature in 140 characters, filling in the bubbles on the Great Thinker Chirps handout with “chirps” from their historical figures. Students cut the bubbles out in strips and post their chirps on the wall in the classroom. The teacher may prefer to review the chirps and post them for students. Chirps may be posted over the course of days or weeks, encouraging a lively exchange of ideas.
  - Students identify the speaker and give a clever username (preceded by the @symbol).
  - Chirps may include hashtags. (A hashtag is the # symbol followed by a brief phrase that relates to the chirp, sums it up in a humorous way, or comments upon it).
  - Slang, abbreviations, & colloquialisms are welcome as long as they are used in a respectful and relevant way.
  - Encourage students to post one chirp from someone who disagrees with the majority.

See “Great Thinker Chirps,” “Historical Figures Quoted in *Miracle of America*,” and “References to Law of Nature and Natural Rights in *Miracle of America*” in “Supporting Resources” section of this course guide, pp. 366, 360, 361.

**Examples:**

1. Alexander Hamilton @fiercefederalist  
“It’s up to us to decide: a government chosen by reflection and choice? Or one imposed by accident and force?”  
#govt4thepeople
2. Samuel Seabury @seabury\_loyalist  
“Without the crown, we all go down! Choosing who rules, a novel, disturbing idea!” #anarchyscaresme  
#youcrazykidzandyourquest4selfgovt
3. Cicero @RomanCiceroBC  
“There’s a true law whose commands urge us to duty, whose prohibitions restrain us from evil. It is sovereign master & emperor of all beings.”

**Modifications:**

Tech-savvy teachers with a private class website and students who all have access to the same technology can host this activity online. Follow school protocols for safe internet use. If there is not sufficient wall space to post chirps, teachers may have students enter chirps in a shared journal or notebook accessible somewhere in the classroom.

- **The Big Idea Talk Show.** In this activity, groups of students work together as cast and crew members to create all aspects of a talk show production. Each group produces an episode of a talk show called *The Big Idea*. The episode

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is essentially a skit and may be videotaped outside of school or performed live in class. Guests such as Thomas Jefferson, Samuel Adams, and Algernon Sydney will come on the show to promote their views. Students research to find out what their historical figure thinks about the topic.

The “Suggested Episode Topics” handout lists suggested episode topics relating to the Law of Nature, Natural Rights, Social Contract, and Self-Government. For each episode there is a list of historical figures who might be guests on the show. For reference, see “Historical Figures Quoted in *Miracle of America*” handout and “References to Law of Nature and Natural Rights in *Miracle of America*” handouts, pp. 347-348.

Students in each group work together to write a script. Scripts should be logical and interesting. The goal of the script should be a meaningful, memorable discussion in the context of the American Revolution. The show may include anachronistic elements because the guests will likely be from different centuries!

The “Big Idea Talk Show” student assignment handout lists the duties and goals of the various roles and has spaces to fill in due dates, episode titles, etc. Show hosts moderate the discussion, summarize the main points of their guests, and express opposing views to keep the conversation lively.

Each group will turn in a notes template. It is the crew’s responsibility to create this form. The teacher will need to make copies for all students viewing episode. The notes page should have a place for students to take notes about what each show guest says about the main topic. These notes, taken during the episode, can later be used as study notes. This activity encourages quiet, polite, attentive viewers. See the “Notes Page for Audience Members” handout.

The Grading Rubric communicates expectations and responsibilities to students. The teacher can give this rubric to students when the project is assigned and have students turn their signed copies in when they perform. The teacher can use each students’ signed rubric to identify areas where credit was earned or lost.

Crew members receive credit for typing the script and making the notes handout. Everyone works with the concepts in a hands-on way, whether acting as a historical figure or not.

Modifications: Instead of hosting a formal talk show, the teacher may choose instead to host “Salon Days.” Salons were gathering places where ideas were exchanged in Enlightenment-era France. Salon Days are a casual alternative to this activity that can be hosted throughout the semester. Students can come in character, perhaps in costumes, as various historical figures from the unit and have discussions.

Tech-savvy teachers whose students all have access to same resources may want to frame the project as a podcast.

See “Historical Figures Quoted in *Miracle of America*” handout, “References to Law of Nature and Natural Rights in *Miracle of America*” handout, and Big Idea Talk Show assignment, “Suggested Episode Topics and Show Guests” handout, “Notes Page for Audience Members” and Grading Rubric in the “Supporting Resources” section of this course guide, pp. 360, 361, 367-370.

- **The Law of Nature Class Quilt.** This activity calls upon students to create two squares to contribute to a class quilt depicting the qualities of the Law of Nature. It is particularly helpful for visual learners and those who have trouble processing abstract ideas. For some students, including those on the autism spectrum, abstract ideas are difficult to process. Linking ideas with concrete images can be an effective approach to teaching this material.

The goal of the assignment is for students to remember the qualities of the Law of Nature as explored by thinkers throughout history and as understood by early Americans. Understanding the Law of Nature in this way gave Americans the courage and justification to fight against British rule which they saw as unjust.

Students turn in two squares, one with a symbol that represents a Law of Nature quality and one with a quote that describes or relates to that quality. Some main qualities are listed on the “Law of Nature Class Quilt” student assignment handout. The teacher may provide squares or have students provide their own. Paper, felt, or cardstock will work. Students may attach small items or textural elements to the squares. The teacher and/or students post the squares together to form a “quilt” on the wall. The squares may be attached or simply arranged close together.

Encourage each student to bring his or her unique perspective to the assignment. Images may be hand-drawn or cut-and-paste. Students may use one icon or several to represent the quality. There are many options for individual expression. Teachers may require or encourage students to decorate their quotes squares with designs. The class

## Instructional Strategies

may choose a color scheme or students may choose.

All of the Law of Nature qualities listed on the assignment sheet should be represented on the quilt. It is acceptable for more than one student to make squares for the same quality.

**Modification:** If there is insufficient room on the wall, consider making a virtual or digital quilt or compile squares into a flip book instead.

### Quote Examples:

*Quality: universal*

“If it be said that every nation ought in this to follow their own constitutions, we are at an end of our controversies, for they ought not to be followed unless they are rightly made: They cannot be rightly made if they are contrary to the universal law of God and nature.” –Algernon Sydney

*Quality: the foundation for a just government and civil law*

“The only ends for which government are constituted, and obedience rendered to them, are the obtaining of justice and protection...” –Algernon Sydney

See “Law of Nature Class Quilt,” “Historical Figures Quoted in *Miracle of America*,” & “References to Law of Nature and Natural Rights in *Miracle of America*” handouts in “Supporting Resources” section of this course guide, pp. 360, 361, 371.

✦ **Frayer Model.** Students write Key Word or Concept being studied—in this case “Law of Nature and Nature’s God” in the Declaration—in the center oval of Frayer Model diagram. Fill in four areas of: definition, characteristics, examples, and non-examples as the lesson progresses. Teacher may ask students to leave one area (such as the definition) blank until you conclude lesson, and then complete the definition portion as an exit ticket before leaving class. See “Historical Figures Quoted in *Miracle of America*” and “References to Law of Nature and Natural Rights in *Miracle of America*” handouts in the “Supporting” Resources” section of this course guide, pp. 347, 348.

## 6. Identifying Biblical Principles in the Declaration

**Purpose/Objective:** Students learn key principles of the Declaration of Independence including Creator God, God as Supreme Judge, Law of Nature and Nature’s God, Rule of Law, Popular Sovereignty, and Consent of the Governed, and how historical, influential thinkers and early Americans connected these concepts with the Bible.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.12, 7.18, & p. 236-237. Previous relevant chapters of *Miracle of America*.

• **Matching Card Game.** Beforehand, the teacher should print, copy, and laminate the matching game cards for a class set. If students work in small groups of 2 or 3, the teacher will only need to create 10-15 plastic bags of cards to make a class set. Before the game, the teacher should show and discuss the art image “The Creation of Adam” by Michelangelo with students. Students should be familiar with this image before playing the game. Follow game instructions. See the *Creation of Adam* Michaelangelo painting and the “Matching Card Game” instructions and cut-outs in the “Supporting Resources” section of this course guide, pp. 372-376.

## 7. In the Words of Our Forefathers: Declaration of Independence

**Purpose/Objective:** Students learn key principles of Declaration of Independence including Creator God, Law of Nature and Nature’s God, Rule of Law, Popular Sovereignty, Consent of the Governed, Unalienable Rights, Civil Covenant/Social Contract, and how historical influential thinkers and early Americans connected these ideas with Bible.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.20, 7.23, & p. 236-237.

• **Fill in the Blanks.** Many students, even those who are familiar with the ideas contained in the Declaration of Independence without being able to identify the document by name, are able to quote from it when prompted. For this activity it might be appropriate to begin the lesson by asking students to complete the sentence, and then say, “We hold these truths to be self-evident, that all men are created \_\_\_\_\_, that they are endowed by their Creator with certain unalienable \_\_\_\_\_, that among these are life, liberty, and the pursuit of \_\_\_\_\_.” Then note that these words are found in the Declaration of Independence drafted and presented by the “Committee of Five.” The Committee of Five included John Adams (Massachusetts), Roger Sherman (Connecticut), Robert Livingston (New York), Benjamin Franklin (Pennsylvania), and Thomas Jefferson (Virginia). Jefferson was the main writer.

✦ **Close Reading Activity and Think-Pair-Share.** The teacher may distribute a handout of excerpts from the US Declaration of Independence found in Chapter 7 of *Miracle of America* sourcebook. Students should read text individually, taking notes as needed. Students will then break into groups to analyze text. In particular, students will

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analyze following passage from Declaration of Independence:

*“We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”*

Groups will determine how text passages support ideas studied in lesson and in unit. Students should address natural rights, Law of Nature and Nature’s God, Rule of Law, constitutional government, separation of powers, representative self-government, value of the individual, religious freedom, consent of the governed, & civil covenants. Student should indicate/note where in the text principles are addressed or supported. Students may draw arrows, write notes on handout. Teacher may allow time to share/discuss in class. See “In the Words of Our Forefathers: Declaration Close Reading and Recitation” handout in “Supporting Resources” section of this course guide, p. 377.

- **Recitation.** In conjunction with the above close ready analysis of the Declaration, students will memorize and recite the above passage of the Declaration. The teacher should assign the passage for memorization early in the course so that students have ample time to prepare for the recitation. The recitation will be part of students’ final course assessment. Teachers may evaluate students on volume, inflection, accuracy, timing, eye contact, posture, and enunciation. The individual students’ abilities and personality should be taken into account when scoring. The most important factor is memorization of the text. See “In the Words of Our Forefathers: Declaration Close Reading and Recitation” handout in the “Supporting Resources” section of this course guide, p. 377.

## Resources

### Adopted Instructional Materials

- U. S. Government High School Text: Magruder’s *American Government* (revised by William H. McClenaghan/ Pearson Prentice Hall Publishers)

### Original Source Documents

- Bible
- John Ponet, *Short Treatise on Political Power*, 1556.
- Richard Hooker, *The Law of Ecclesiastical Polity*
- John Locke, *Second Treatise of Government*, 1690. Google Books.
- U. S. Declaration of Independence

### Supporting Resources

- Two-Column Notes, p. 317
- Principles of the American Revolution: Reading and Questions, pp. 354-356
- Historical Figures Quoted in *Miracle of America*, p. 360
- References to Law of Nature and Natural Rights in *Miracle of America*, p. 361
- Great Thinker Chirps handout, 366
- Big Idea Talk Show student assignment, “Suggested Episode Topics and Show Guests,” “Notes Page for Audience Members,” and Grading Rubric handouts, pp. 367-370
- Law of Nature Class Quilt handout, p. 371
- *Creation of Adam* painting/image by Michaelangelo, p. 372
- Matching Card Game instructions & squares (3 pgs, copy, cut out, put in bags, 10-15 bags for class set), pp. 372-376
- In the Words of Our Forefathers: Declaration Close Reading Activity & Recitation handout, p. 377

### Online Resources

- Bible Gateway, Zondervan, [www.biblegateway.org](http://www.biblegateway.org)
- Prelude to a Revolution, 1763 to 1775, The History Place, <http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>
- Wiki Theocracy Reading, <https://en.wikipedia.org/wiki/Theocracy>
- Literacy Leads the Way Best Practices, based on Marzano, Houston ISD, <https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8062/LLTW.pdf>
- See other resources at American Heritage Education Foundation (AHEF), [www.americanheritage.org](http://www.americanheritage.org).

### Professional Texts

- Teacher Resource: *The Miracle of America: The Influence of the Bible on the Founding History and Principles of the United States of America for a People of Every Belief*, Second Edition, by Angela E. Kamrath, American Heritage Education Foundation (AHEF), [www.americanheritage.org](http://www.americanheritage.org). Chapter 7: The Rationale of America’s Revolution.

# The Miracle of America High School Teacher Course Guide

## Planning Guide

### Unit 7 (Part 2 of 2)

<b>Unit 7: The Rationale of America’s Revolution</b> <b>Part 2: Unalienable Rights: Life, Liberty, and the Pursuit of Happiness</b>  <small>PS - State Process Standard</small> <small>✦ - Literacy Leads the Way Best Practices</small> <small>◆ - English Language Proficiency Standards (ELPS)</small>	<b>Time Allocations</b>	
	<b>Unit 7</b> <b>2 Weeks:</b>  <b>4-5 lessons (90 min each) or</b> <b>8-10 lessons (45 min each)</b>	<b>Part 2</b>  <b>2-3 lessons (90 min each) or</b> <b>4-5 lessons (45 min each)</b>

#### Unit Overview

**Unit 7: The Rationale of America’s Revolution** - This 2-part unit focuses on the American Founders’ use of the Law of Nature, or a universal moral law, to justify their quest for self-government. The value of the individual created by and for God is explored as cornerstone for man’s natural rights. **Part 1** addresses the Founders’ need to appeal to a higher authority than earthly rulers and laws to justify their revolution, and it looks at the biblical support for the Law of Nature; **Part 2** shows how the Western view and recognition of God’s moral law gives rise to concepts such as all people are created equal, popular sovereignty, and humans’ unalienable rights to life, liberty, and the pursuit of happiness.

**Part 2: Unalienable Rights: Life, liberty, and the Pursuit of Happiness** begins here.

#### National Standards Correlations

##### **National Council for the Social Studies (NCSS) Standards:**

- 1 “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- 1 Concepts such as beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- 1 That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns.
- 1 How culture develops and changes in ways that allow human societies to address their needs and concerns.
- 1 That individuals learn the elements of their culture through interpersonal and collective experience.
- 1 Cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.
- 1 Compare/analyze behaviors for preserving & transmitting culture while adapting to environmental or social change.
- 1 Construct reasoned judgments about specific cultural responses to persistent human issues.
- 1 Analyze historic and current issues to determine the role that culture has played.
- 2 Different interpretations of the history of societies, cultures, and humankind.
- 2 Concepts such as era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives.
- 2 Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods (e.g. the history of democratic principles and institutions, the development of political and economic philosophies, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
- 2 The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion.
- 2 Different interpretations of influences of social, geographic, economic, cultural factors on history of local areas, states, nations, and world.
- 2 Contributions of philosophies, ideologies, individuals, institutions, key events and turning points in shaping history.
- 2 Importance of knowledge of the past to understanding the present and to informed decision-making about the future.
- 2 Research and analyze past periods, events, and recurring issues, using a variety of primary sources as well as secondary sources...in order to develop their own interpretation supported by the evidence.
- 2 Evaluate impact of institutions, values, beliefs of people in the past on important historical decisions & developments, and compare different interpretations of the causes and consequences of these decisions and developments.
- 2 Presenting supported interpretations in oral, written, visual, or electronic formats.
- 2 Writing historical accounts of events and developments based on evidence from primary and secondary sources, and evaluating different interpretations of these events and developments.
- 2 Write a paper based on primary/secondary sources showing how important national developments in the past affected people in their locality or region....
- 3 Theme of people, places, environments involves study of relationships between populations in different locations...

- 3 Concepts such as location, physical and human characteristics of national...regions in the past and present....
- 3 The cultural diffusion of customs and ideas.
- 3 Factors that contribute to cooperation/conflict among peoples of nation/world, ...language, religion, political beliefs.
- 4 Concepts from behavioral sciences...identity, development, personality, motivation, perception, group membership.
- 4 Complex & varied interactions among individuals, groups, cultures, nations contribute to nature of personal identity.
- 4 Analyzing the similarities and differences in the values and traditions honored across cultural and historical eras...
- 5 This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions.
- 5 Concepts such as mores, norms, ...role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation....
- 5 The influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 5 How the various forms and institutions change over time.
- 5 Impact of tensions & examples of cooperation between individuals, groups, institutions with different belief systems.
- 5 How the beliefs of dominant groups tend to become norms in a society.
- 5 How, in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.
- 5 How groups/institutions work to meet individual needs, promote common good and address persistent social issues.
- 5 Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time.
- 5 Evaluate different interpretations of influence of groups/institutions on people/events in historical/contemporary settings.
- 5 Examine the belief systems of specific...historical movements that have caused them to advocate public policies.
- 5 Understand the role of institutions in furthering both continuity and change.
- 5 Investigate how groups and institutions work to meet individual needs, promote or fail to promote the common good, and address persistent social issues.
- 6 The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified.
- 6 Fundamental principles of American constitutional democracy (those of U.S. Constitution, popular sovereignty, rule of law, separation of powers, checks & balances, minority rights, separation of church & state, Federalism).
- 6 Fundamental values of constitutional democracy (e.g. common good, liberty, justice, equality, and individual dignity.)
- 6 Mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 6 Ask and find answers to questions about power, authority, and governance in the region, nation, and world.
- 6 Examine issues involving rights, responsibilities, roles, status of individuals/groups in relation to the general welfare.
- 6 Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity.
- 6 Analyze/evaluate conditions, actions, motivations that contribute to conflict/cooperation among groups and nations.
- 8 Importance of the cultural contexts in which media are created and received.
- 9 Ask and find answers to questions about the ways in which people and societies...were connected in the past.
- 9 Describe/explain conditions & motivations that contribute to conflict, cooperation, interdependence among groups, societies, nations.
- 9 Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.
- 10 Concepts and ideals such as human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and majority rights, the common good, and rule of law.
- 10 Key practices involving rights & responsibilities of citizenship & exercise of citizenship (respecting rule of law...).
- 10 Scholarly interpretations of key documents that define and support democratic ideals and practices (e.g. the US Declaration of Independence, ...the Letter from Birmingham Jail, ...).
- 10 Origins, functions, evolution, outcomes of institutions & practices designed to sustain and realize democratic ideals.
- 10 The importance of being informed as the basis for thoughtful and positive contributions through civic action.
- 10 Compare and contrast the roles of citizens in various forms of government past and present.
- 10 Identify examples of civic ideals and practices throughout history and in a variety of cultural settings.
- 10 Evaluate effectiveness/importance of public opinion in influencing public policy development and decision-making.
- 10 Evaluate the degree to which public policies and citizen behaviors reflect or foster their stated civic ideals.
- 10 Write informed position on a civic issue based on reasoned arguments developed by consulting multiple sources.

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards, Grades 6-8, 9-12:**

**C3 Dimension 2: Civics**

- C3 D2.Civ.1.9-12 Distinguish powers & responsibilities of local, state, tribal, national, international civic/political institutions.
- C3 D2.Civ.2.9-12 Analyze role of citizens in U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- C3 D2.Civ.3.9-12 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance

of national and international order.

C3 D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

C3 D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.

C3 D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

C3 D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C3 D2.Civ.12.9-12 Analyze how people use/challenge local, state, national, international laws to address public issues.

C3 D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **C3 Dimension 2: Economics**

C3 D2.Eco.1.9-12 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

C3 D2.Eco.8.9-12 Describe possible consequences, intended and unintended, of government policies to improve market outcomes.

C3 D2.Eco.9.9-12 Describe roles of institutions such as defined property rights and rule of law in a market economy.

### **C3 Dimension 2: Geography**

C3 D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

C3 D2.Geo.7.9-12 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

C3 D2.Geo.8.9-12 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

### **C3 Dimension 2: History**

C3 D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

C3 D2.His.2.9-12 Analyze change and continuity in historical eras.

C3 D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

C3 D2.His.4.9-12 Analyze complex & interacting factors that influenced perspectives during different historical eras.

C3 D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people's perspectives.

C3 D2.His.6.9-12 Analyze ways in which perspectives of those writing history shaped the history that they produced.

C3 D2.His.9.9-12 Analyze relationship between historical sources and the secondary interpretations made from them.

C3 D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

C3 D2.His.12.9-12 Use questions generated about historical sources to pursue further inquiry & investigate additional sources.

C3 D2.His.13.9-12 Critique the appropriateness of the historical sources used in a secondary interpretation.

C3 D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.

C3 D3.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.

C3 D3.His.16.9-12 Integrate evidence from historical sources/interpretations into reasoned argument about the past.

### **Common Core State Standards, Literacy in History/Social Studies, Grades 6-12:**

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose.

CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including

vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.8 Assess extent to which reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9 Compare/contrast treatments of same topic in several primary & secondary sources.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premise, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

### **College Board Advanced Placement (AP):**

#### **AP US History:**

**AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.

**AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.

**AP US History Themes:** American Identity, Politics and Citizenship, Religion.

**AP US History Topics:** 2. Transatlantic Encounters and Colonial Beginnings, 1492-1690.

#### **AP US Government and Politics:**

**AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.

**AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.

**AP US Gov & Poli Goals:** know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to US government and politics; be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

**AP US Gov & Poli Topics:** 1. Constitutional Underpinnings of the US Government.

### **International Baccalaureate (IB) History, Standard and Higher Levels (SL & HL):**

**IB Curriculum Framework:** Group 3: Individuals and Societies

**IB Main Subjects:** History, Global Politics, Philosophy, Geography, Social and Cultural Anthropology, World Religions

**IB Main Topics/Themes:** History of Europe; History of the Americas; Philosophy of Religion; Political Philosophy; People, Nations, and Cultures; Individuals, Groups, and Society; Political Organization; Belief Systems and Practices; Moral Systems; Judaism; Christianity.

### **Texas Standards Correlations**

#### **® Texas Essential Knowledge and Skills (TEKS):**

**Special Topics in Social Studies, High School:**

- Ⓟ **TEKS SS 113.47.b.4.A** Each social studies class shall include, during Celebration Freedom Week as provided under the Texas Education Code 29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights, in their historical contexts.
- Ⓟ **TEKS SS 113.47.b.4.B** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed..., students in Grades 3-12 study and recite the following text: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”
- Ⓟ **TEKS SS 113.47.c.1.B** Evaluate effects of major political, economic, social conditions on a social studies topic.
- Ⓟ **TEKS SS 113.47.c.1.E** Analyze ethical issues raised by the selected topic in historic, cultural, and social contexts.
- Ⓟ **TEKS SS 113.47.c.1.F** Use problem-solving process to identify problem, gather information, list & consider options, consider advantages/disadvantages, choose & implement a solution, and evaluate effectiveness of solution.
- Ⓟ **TEKS SS 113.47.c.1.G** Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
- Ⓟ **TEKS SS 113.47.c.2.A** Locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view.
- Ⓟ **TEKS SS 113.47.c.2.B** Differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments.
- Ⓟ **TEKS SS 113.47.c.2.C** Read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- Ⓟ **TEKS SS 113.47.c.2.D** Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing/contrasting, finding main idea, summarizing, making generalizations/predictions, drawing inferences/conclusions.
- Ⓟ **TEKS SS 113.47.c.3.A** Apply the conventions of usage and mechanics of written English.
- Ⓟ **TEKS SS 113.47.c.3.B** Use social studies terminology correctly.
- Ⓟ **TEKS SS 113.47.c.3.D** Construct a thesis that is supported by arguments.
- Ⓟ **TEKS SS 113.47.c.3.E** Recognize and evaluate counter arguments.

Social Studies, Grade 8:

- Ⓟ **TEKS SS 113.20.a.7.A** Each social studies class shall include, during Celebration Freedom Week as provided under the Texas Education Code 29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights, in their historical contexts.
- Ⓟ **TEKS SS 113.20.a.7.B** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed..., students in Grades 3-12 study and recite the following text: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”
- Ⓟ **TEKS SS 113.20.b.1.A** Identify the major eras and events in U.S. history through 1877, including colonization revolution, drafting of the Declaration of Independence....and describe their causes and effects.
- Ⓟ **TEKS SS 113.20.b.1.B** Apply absolute/relative chronology through sequencing of individuals, events, time periods.
- Ⓟ **TEKS SS 113.20.b.1.C** Explain significance of following dates: ...1776, adoption of Declaration of Independence....
- Ⓟ **TEKS SS 113.20.b.2.B** Compare political, economic, religious, social reasons for establishment of 13 colonies.
- Ⓟ **TEKS SS 113.20.b.3.A** Explain reasons for growth of representative government/institutions during colonial period.
- Ⓟ **TEKS SS 113.20.b.3.C** Describe how religion/virtue contributed to growth of representative government in colonies.
- Ⓟ **TEKS SS 113.20.b.4.A** Analyze causes of American Revolution, including Proclamation of 1763, Intolerable Acts, Stamp Act, mercantilism, lack of representation in Parliament, British economic policies following French & Indian War.
- Ⓟ **TEKS SS 113.20.b.4.B** Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Galvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.
- Ⓟ **TEKS SS 113.20.b.4.C** Explain the issues surrounding important events of the American Revolution, including declaring independence, writing the Articles of Confederation, fighting the battles of Lexington, Concord, Saratoga, and Yorktown, enduring the winter at Valley Forge, and signing the Treaty of Paris of 1783.
- Ⓟ **TEKS SS 113.20.b.10.A** Locate places & regions of importance in United States during 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries.
- Ⓟ **TEKS SS 113.20.b.10.C** Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.
- Ⓟ **TEKS SS 113.20.b.11.A** Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries.

- Ⓟ **TEKS SS 113.20.b.14.A** Explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.
- Ⓟ **TEKS SS 113.20.b.14.B** Describe characteristics/benefits of US free enterprise system during 18<sup>th</sup> & 19<sup>th</sup> centuries.
- Ⓟ **TEKS SS 113.20.b.15.A** Identify the influence of ideas from historic documents...on the U.S. system of government.
- Ⓟ **TEKS SS 113.20.b.15.C** Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and Bill of Rights.
- Ⓟ **TEKS SS 113.20.b.19.A** Define and give examples of unalienable rights.
- Ⓟ **TEKS SS 113.20.b.19.D** Identify examples of responsible citizenship, including...staying informed on public issues, voting, and serving on juries.
- Ⓟ **TEKS SS 113.20.b.19.F** Explain how the rights and responsibilities of U. S. citizens reflect our national identity.
- Ⓟ **TEKS SS 113.20.b.20.A** Explain the role of significant individuals such as...John Locke...in the development of self-government in colonial America.
- Ⓟ **TEKS SS 113.20.b.20.B** Evaluate the contributions of the Founding Fathers as models of civic virtue.
- Ⓟ **TEKS SS 113.20.b.20.C** Analyze reasons for and the impact of selected examples of civil disobedience in U. S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- Ⓟ **TEKS SS 113.20.b.21.B** Describe the importance of free speech and press in a constitutional republic.
- Ⓟ **TEKS SS 113.20.b.22.A** Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington....
- Ⓟ **TEKS SS 113.20.b.22.B** Describe contributions of significant political, social, military leaders of the United States...
- Ⓟ **TEKS SS 113.20.b.23.A** Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.
- Ⓟ **TEKS SS 113.20.b.23.C** Identify ways conflicts between various racial, ethnic, and religious groups were resolved.
- Ⓟ **TEKS SS 113.20.b.23.D** Analyze the contributions of various racial, ethnic, religious groups to our national identity.
- Ⓟ **TEKS SS 113.20.b.25.B** Describe religious motivation for immigration and influence on social movements....
- Ⓟ **TEKS SS 113.20.b.29.B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- Ⓟ **TEKS SS 113.20.b.29.D** Identify points of view from the historical context surrounding an event and the frame of reference which influenced participants.
- Ⓟ **TEKS SS 113.20.b.30.D** Create written, oral, and visual presentations of social studies information.

US Government, High School:

- Ⓟ **TEKS GOV 113.44.b.7.A** Each social studies class shall include, during Celebration Freedom Week as provided under the Texas Education Code 29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights, in their historical contexts.
- Ⓟ **TEKS GOV 113.44.b.7.B** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed..., students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- Ⓟ **TEKS GOV 113.44.c.1.A** Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government.
- Ⓟ **TEKS GOV 113.44.c.1.B** Identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals.
- Ⓟ **TEKS GOV 113.44.c.1.C** Identify individuals whose principles of laws & government institutions informed American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu.
- Ⓟ **TEKS GOV 113.44.c.1.D** Identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government.
- Ⓟ **TEKS SS 113.44.c.1.F** Identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, ....
- Ⓟ **TEKS GOV 113.44.c.2.A** Give examples of processes used by individuals, political parties, interest groups, or the media to affect public policy.
- Ⓟ **TEKS GOV 113.44.c.2.B** Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
- Ⓟ **TEKS GOV 113.44.c.3.B** Examine political boundaries to make inferences regarding distribution of political power.
- Ⓟ **TEKS GOV 113.44.c.4.B** Analyze how U.S. foreign policy affects selected places and regions.
- Ⓟ **TEKS GOV 113.44.c.5.C** Compare role of government in U.S. free enterprise system and other economic systems.

- Ⓢ **TEKS GOV 113.44.c.5.D** Understand how government taxation & regulation can restrict private enterprise.
- Ⓢ **TEKS GOV 113.44.c.7.F** Identify how American beliefs/principles reflected in Declaration of Independence and U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today.
- Ⓢ **TEKS GOV 113.44.c.8.G** Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense....
- Ⓢ **TEKS GOV 113.44.c.9.D** Understand limits on national & state governments in U.S. federal system of government.
- Ⓢ **TEKS GOV 113.44.c.12.A** Compare U.S. constitutional republic to historical/contemporary forms of government such as monarchy, classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.
- Ⓢ **TEKS GOV 113.44.c.12.B** Analyze advantages/disadvantages of federal, confederate, unitary systems of govt.
- Ⓢ **TEKS GOV 113.44.c.13.A** Understand roles of limited government & rule of law in the protection of individual rights.
- Ⓢ **TEKS GOV 113.44.c.13.B** Identify and define the unalienable rights.
- Ⓢ **TEKS GOV 113.44.c.14.C** Understand responsibilities, duties, obligations of citizenship such as being well informed about civic affairs, serving in military, voting, serving on jury, observing laws, paying taxes, and serving the public good.
- Ⓢ **TEKS GOV 113.44.c.15.A** Analyze the effectiveness of various methods of participation in the political process...
- Ⓢ **TEKS GOV 113.44.c.15.B** Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity....
- Ⓢ **TEKS GOV 113.44.c.15.C** Understand the factors that influence an individual's political attitudes and actions.
- Ⓢ **TEKS GOV 113.44.c.20.A** Analyze information by sequencing, categorizing, identifying cause/effect relationships, comparing/contrasting, finding main idea, summarizing, making generalizations/predictions, drawing inferences/conclusions.
- Ⓢ **TEKS GOV 113.44.c.20.D** Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.

Advanced Placement (AP) US History:

- Ⓢ **TEKS SS 113.53.b** Content requirements for AP US History are prescribed in the College Board Advanced Placement Course in United States History, published by the College Board, [collegeboard.com](http://collegeboard.com).
- AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.
- AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.
- AP US History Themes:** American Identity, Politics and Citizenship, Religion.
- AP US History Topics:** 4. The American Revolutionary Era, 1754-1789.

Advanced Placement (AP) US Government and Politics:

- Ⓢ **TEKS SS 113.57.b** Content requirements for AP US Government/Politics are prescribed in the College Board Advanced Placement Course in US Government/Politics, published by the College Board, [collegeboard.com](http://collegeboard.com).
- AP Historical Thinking Skills:** Analysis, Argumentation, Chronological Reasoning, Interpretation, Contextualization, Comparison, Synthesis.
- AP History Content Framework, Main College Themes:** the development of religious systems, artistic accomplishment, and philosophical and cultural thought; the transmission of cultural ideas within and among groups and societies; the origins and evolution of states, political organization, and political identities.
- AP US Gov & Poli Goals:** know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to US government and politics; be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
- AP US Gov & Poli Topics:** 1. Constitutional Underpinnings of the US Government, 2. Political Beliefs and Behaviors, 5. Public Policy, 6. Civil Rights and Civil Liberties.

International Baccalaureate (IB) History, Standard and Higher Levels (SL & HL):

- Ⓢ **TEKS SS 113.60.b** Content requirements for International Baccalaureate (IB) History SL are prescribed in History: Americas, published by the International Baccalaureate Organization, [ibo.org](http://ibo.org).
- Ⓢ **TEKS SS 113.62.b** Content requirements for International Baccalaureate (IB) History: Americas HL are prescribed in History: Americas, published by the International Baccalaureate Organization, [ibo.org](http://ibo.org).
- IB Curriculum Framework:** Group 3: Individuals and Societies
- IB Main Subjects:** History, Politics, Philosophy, Geography, Social and Cultural Anthropology, World Religions
- IB Main Topics/Themes:** History of Europe; History of the Americas; Philosophy of Religion; Political Philosophy; People, Nations, and Cultures; Individuals, Groups, and Society; Political Organization; Belief Systems and Practices;

Moral Systems; Judaism; Christianity.

**Texas College and Career Readiness Standards (CCRS):**

- CCRS I.A.3 Analyze how physical and cultural processes have shaped communities over time.
- CCRS I.A.6 Analyze the relationship between geography and the development of human communities.
- CCRS I.B.2 Identify and evaluate sources and patterns of change and continuity across time and place.
- CCRS I.B.3 Analyze causes & effects of major political, economic, & social changes in US & world history.
- CCRS I.C.1 Evaluate different governmental systems and functions.
- CCRS I.C.2 Evaluate changes in the functions and structures of government across time.
- CCRS I.C.3 Explain and analyze the importance of civic engagement.
- CCRS I.D.1 Analyze the basic functions and structures of international economics.
- CCRS I.E.4 Identify and evaluate the sources and consequences of social conflict.
- CCRS I.F.1 Use a variety of research & analytical tools to explore questions or issues thoroughly & fairly.
- CCRS I.F.2 Analyze ethical issues in historical, cultural, and social contexts.
- CCRS II.B.1 Explain and evaluate the concepts of race, ethnicity, and nationalism.
- CCRS II.B.3 Analyze diverse religious concepts, structures, and institutions around the world.
- CCRS II.B.4 Evaluate how major philosophical and intellectual concepts influence human behavior or identity.
- CCRS II.B.6 Analyze how individual and group identities are established and change over time.
- CCRS III.A.1 Distinguish spatial patterns of communities that exist between/within contemporary political boundaries.
- CCRS III.A.2 Connect regional or local developments to global ones.
- CCRS IV.A.1 Identify and analyze the main idea(s) and point(s)-of-view in sources.
- CCRS IV.A.2 Situate an informational text in its appropriate contexts (contemporary, historical, cultural).
- CCRS IV.A.4 Understand the differences between a primary & secondary source and use each appropriately to conduct research and construct arguments.
- CCRS IV.D.1 Construct a thesis that is supported by evidence.
- CCRS V.A.2 Use conventions of standard written English.
- CCRS V.B.1 Attribute ideas and information to source materials and authors.

**◆ Texas English Language Proficiency Standards (ELPS):**

- ELPS 74.4.C.1.A Use prior knowledge and experiences to understand meanings in English.
- ELPS 74.4.C.1.B Monitor oral/written language production and employ self-corrective techniques or other resources.
- ELPS 74.4.C.1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
- ELPS 74.4.C.1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.
- ELPS 74.4.C.2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- ELPS 74.4.C.2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
- ELPS 74.4.C.3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.
- ELPS 74.4.C.3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- ELPS 74.4.C.3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
- ELPS 74.4.C.4.C Develop basic sign vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
- ELPS 74.4.C.4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- ELPS 74.4.C.4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling/summarizing material, responding to questions, taking notes commensurate with content area/grade level.
- ELPS 74.4.C.4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, & distinguishing main ideas from details commensurate with content area needs.
- ELPS 74.4.C.4.K Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

- ELPS 74.C.5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.
- ELPS 74.4.C.5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- ELPS 74.4.C.5 G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

### Key Concepts

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• God's Law/Natural Law</li> <li>• unalienable rights</li> </ul> | <ul style="list-style-type: none"> <li>• social contract theory</li> <li>• consent of the governed</li> </ul> | <ul style="list-style-type: none"> <li>• popular sovereignty</li> <li>• covenant</li> </ul> |
|---|---|---|

### Key Skills

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• analyzing primary and secondary sources</li> </ul> | <ul style="list-style-type: none"> <li>• identifying similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>• determining cause and effect relationships</li> </ul> |
|---|--|--|

### Vocabulary

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• self-government</li> <li>• monotheism</li> <li>• Law of Nature/Natural Law</li> <li>• Enlightenment</li> <li>• doctrine</li> <li>• commandments</li> </ul> | <ul style="list-style-type: none"> <li>• self-evident truths</li> <li>• natural rights</li> <li>• popular sovereignty</li> <li>• civil government</li> <li>• <i>lex aeterna</i> / moral law</li> <li>• universal moral law</li> </ul> | <ul style="list-style-type: none"> <li>• civil republic</li> <li>• republican/republicanism</li> <li>• Founders</li> <li>• conscience</li> <li>• right reason</li> <li>• Judeo-Christian</li> </ul> |
|---|---|---|

### Essential Understandings / Guiding Questions

- Popular sovereignty (rule by the people) arises from the idea that all people are created equal, and that they are endowed by God with unalienable rights. Government should protect our natural, God-given Rights.
  1. Which unalienable rights identified by philosophers, also appear in the Declaration of Independence?
  2. How did John Locke, Algernon Sidney, and Charles Baron de Montesquieu influence the political thought of founding-era Americans?
  3. How does the notion that all men are created equal refute the idea that monarchs rule by divine right?
  4. What evidence may be found in later documents such as the U. S. Constitution and Bill of Rights that all men are equally subject to the law? (a preview question for Ch. 8, and/or extra credit for advanced study students)
- Legitimate political authority is derived from the voluntary consent of the governed.
  1. How/In what ways does the Declaration apply and uphold the consent of the governed/popular sovereignty?
  2. What is the purpose of civil government according to the American Founders and influential philosophers?
- Bible-based covenant theory eventually led to the development of secularized social contract theory. The Declaration of Independence was a national compact for a new nation, based on timeless truths of Natural Law.
  1. Why does earthly civil power rest with the people?
  2. How does Locke's social contract theory draw from and reflect biblical, civil covenants?
  3. In what ways does the Declaration as a social contract/compact resemble a covenant?
  4. Which Founders voiced the idea that God and God's moral law justified the American Revolution?

### Assessments

#### Assessment Considerations:

- Pre-test/Post-Test: Drawing Essential Understandings/Answering Guiding Questions. Writing Warm-up & Wrap up
- Unalienable Rights in the Declaration: KWL Chart
- Principles of the Declaration of Independence: Reading and Questions
- What Do You Think Are Our Most Important Rights? Think-Pair-Share
- Understanding Natural/Unalienable Rights: Frayer Model
- A Modern Reference to Natural Rights: MLK Letter: Reading and Questions
- Social Contract Activity 1: Roles and Views of Social Contract, Practice of Social Contract in American Society
- Social Contract Activity 2: DBQ Assignment
- Social Contract Activity 3: Short Answer Questions
- Social Contract Activity 4: Long Essay
- Our National Compact: The Nation's Social Contract: Journal/Reflection Writing and/or Short Answer Test
- Concepts in the Declaration of Independence: Declaration Principle Chart
- A Government and People Encouraging Voluntary Prayer, Fasting, & Thanksgiving: Resolution/Proclamation Chart
- Checking out the History: Short Paragraph or Essay Test
- Thinking About the Declaration and Our Rights Today: Journal/Reflection Writing and Class Discussion
- Class Discussion and Participation

## Instructional Considerations

### Prerequisites and/or Background Knowledge for Students

Students are introduced to the causes of the American Revolution in the first part of United States history in grade 8. They should recall the reasons why British rule gradually came to be seen as illegitimate. Since Americans had practiced self-rule through their colonial governments, they were inclined to create a political system that better respected natural rights. Review of the “Golden Rule” should help students connect God’s commandments of love and the universal moral law to the establishment of a just government.

Students should recall and connect with what they have learned/are learning in previous/current social studies, history, government, and political science courses. This lesson will compliment and enrich student content knowledge, skills, and performance in these subjects. The following content is found in 8<sup>th</sup>-12<sup>th</sup> grade social studies, US history, and US government curricula, which students should be familiar with:

- American Revolution
- colonial era
- economic, social, and political [ESP] causation

### Background Knowledge for Teacher

- Chapter 7 of *Miracle of America* text/sourcebook
- Literacy Leads the Way Best Practices, based on Marzano, Houston ISD, <https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8062/LLTW.pdf>

These sources may be used to back up teacher knowledge, share with students, create lecture notes/handouts or PowerPoint presentations, etc.

Teachers should be familiar with the biblical passages, as historically explained in the *Miracle of America* sourcebook, which support principles such as the Law of Nature (Romans 2:14 – 15), Free Will (Exodus 20:2, Deuteronomy 5:6, Galatians 5:1, John 8:32, 2 Corinthians 3:17), Natural Rights (Genesis 1:27 – 28, 2 Kings 11:17, Psalm 24:1, Proverbs 8:15 – 16, Ephesians 2:10), Religious Freedom (Job 32:8, Psalm 115:16, Daniel 3:16 – 18, Matthew 7:12, 15:9, 22:21), and Separation of Church and State (Isaiah 5:1 – 7, Matthew 22:21, Acts 20:26 – 27), Covenant/Social Contract/Consent of the Governed (Exodus 34:10 – 11, 27 – 28, Joshua 24:14 – 15, 16 – 28, Deuteronomy 27:26, 30:16, Micah 6:8, Psalm 122:3), Popular Sovereignty/Rule by the People (Genesis 1:28 – 30, Judges 9:6, 11:11, 1 Samuel 8:4 – 5, 10:21, 11:14 – 15, 1 Chronicles 12:38, 2 Chronicles 23:1 – 3, Matthew 16:19, Representative Self-Government (Deuteronomy 1:9 – 18, 16:18).

### Equality and Unalienable Rights for All Mankind (SS 113.47.C.2.D, 3.E, and Gov .1A, 1E, 9C, 13B) 1<sup>st</sup> of 2 lessons Student-friendly Objectives

- I can cite the biblical texts which support the idea of equality among men.
- I can explain why certain rights are referred to as unalienable, and list those rights.
- I can name the major works of John Locke and Algernon Sidney and describe how their work justified rebellion.

The Declaration of Independence states, “We hold these truths to be self-evident, that all men are created equal...” This statement of equality is one of core beliefs justifying America’s revolution against a sovereign king, and is closely tied to the following ideas:

- People were created in God’s image (Gen 1:26 – 27: “God said, ‘Let us make man in Our Image, according to our likeness...’ So God created man in His *own* image; in the image of God He created him; male and female He created them.”).
- All are given a moral sense of right and wrong through the Law of Nature (Jeremiah 31:XX: “...says the Lord: I will put My Law in their minds, and write it on their hearts...”, Romans 2:14 – 15: “...[F]or when Gentiles [non-Jews] who do not have the law, by nature do the things in the law, these although not having the law, are a law to themselves, who show the work of the law written in their hearts, their conscience also bearing witness, and between themselves *their* thoughts accusing or else excusing *them*...” , 1 Thessalonians 4:9: Concerning brotherly love you have no need that I should write to you, for you yourselves are taught by God to love one another...”).
- We should love God and our fellow man (Leviticus 19:18: “...[Y]ou shall love your neighbor as yourself...”, Matthew 7:12: “Whatever you want men to do to you, do also to them, for this is the Law and the Prophets.”)
- All are equal in God’s sight (Galatians 3:28: “There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus.”)

All humans possess inherent, unalienable, God-given rights. Life, liberty, and the pursuit of happiness are specifically mentioned in the Declaration of Independence. Religious freedom is closely tied to the full exercise of these rights.

## Instructional Considerations

- Author Gary T. Amos notes that unalienable rights are derived from ideas found in Genesis 1 and 2; principally, that all are made in God's image and that God has given humanity dominion over the earth, in his 1989 book *Defending the Declaration: How the Bible and Christianity Influenced the Writing of the Declaration of Independence*.
- Medieval Christian lawyers were the first to posit a difference between transferable "alienable" rights to things such as property and possessions, and non-transferable "unalienable" rights such as the right to life, according to Amos.
- Ephesians 2:10 states that, "...we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do." Thus, we are made for God's purpose, not the purposes of other men.
- Algernon Sidney reinforces the notion that all persons have an unalienable right to freedom in his *Discourses Concerning Government* saying that man, "...having nothing, and being nothing but what the Creator makes him, must owe all to him, and nothing to any one from whom he has received nothing. Man therefore must be naturally free unless he be created by another power than we have yet heard of.... This liberty therefore must continue...."
- John Locke extends ideas of what constitutes liberty in his *Second Treatise of Civil Government*. Building on the foundation that men are created by and for God, Locke says we are bound to use our talents to the glory of God, "and may and may not unless it be to do justice on an offender, take away, or impair the life, or what tends to the preservation of the life, the liberty, health, limb, or goods of another."
- Jean Jacques-Burlamaqui was the first political theorist to discuss the pursuit of happiness as a natural right. In his 1748 work *The Principles of Natural Law* Burlamaqui declares, "God by creating us, proposed our preservation, perfection, and happiness. This is what manifestly appears, as well by the faculties with which man is enriched, which all tend to the same end; as by the strong inclination that prompts us to pursue good, and shun evil. God is therefore willing, that everyone should labor for his own preservation and perfection, in order to acquire all the happiness of which he is capable according to his nature and state."
- William Blackstone linked man's happiness with his right relationship with God, saying, "so intimately connected, so inseparably interwoven [are] the laws of eternal justice with the happiness of each individual, that the latter cannot be attained but by observing the former...."
- Samuel Adams writes of the importance of religious freedom, in addition to the natural right to life, liberty, and property in his 1772 pamphlet "Rights of the Colonists." Adams avers, "every Man living in or out of a state of civil society, has a right peaceably and quietly to worship God according to the dictates of conscience. ... In regard to Religion, mutual toleration in the different professions thereof, is what all good and candid minds in all ages have ever practiced...."
- Adams also recommends, "reading and carefully studying the institutes of the great Lawgiver and head of the Christian Church [Jesus Christ]: which are to be found closely written and promulgated in the New Testament."

Chapter 2 of Paul's letter to the Romans (specifically Romans 2:14-15) has been cited by many to support the idea that all may understand God's expectations and laws for humanity. John Locke was clearly influenced by these passages:

- In his *Reasonableness of Christianity* Locke uses Romans 2:14 – 15 to answer the question, "How are all men sinners; since without a Law there is no transgression?" Citing Paul he answers that, "... 'tis plain, that under the Law of Works is comprehended also the Law of Nature, knowable by Reason as well as the Law given by *Moses*."
- In his 1690 *Essay Concerning Human Understanding* Locke again posits the existence of a, "divine law whereby I mean that law which God has set to the actions of men, whether promulgated to them by the light of nature, or the voice of revelation. That God has given a rule whereby men should govern themselves, I think there is nobody so brutish as to deny."
- Locke arrives at the principle of popular sovereignty (the people's rule) in his *First Treatise of Civil Government* by again noting that all men are equal and showing this truth to be inconsistent with the Divine Right of Kings theory.
- In his *Second Treatise of Civil Government*, Locke extends the ideas noted above to include concepts such as the consent of the governed, social contracts, and the right of revolution to rein in institutions violating Natural Law.
- Other language found in the Declaration of Independence such as the notion of "self-evident truths" is also present in Locke's writing, especially where Locke discusses Richard Hooker's book *Ecclesiastical Polity*. Locke notes that the "equality of men by Nature, the judicious Hooker looks upon as so evident in itself, and beyond all question, that he makes it the foundation of that obligation to mutual love amongst men on which he build the duties they owe one another, and from whence he derives the great maxims of justice and charity."

Along with Locke, Algernon Sidney and Charles Baron de Montesquieu are two other authors whose ideas are frequently referenced by founding-era Americans.

Algernon Sidney believed that people should rule their own affairs through covenant-based social contract.

- Algernon Sidney's essay, *Discourses Concerning Government* (1698) lays out many ideas supported by Whigs and other republicans living in Britain in the late 1600s such as popular sovereignty and the right to overthrow unjust governments/rulers. These ideas are easily found in Thomas Jefferson's prose. Sidney's opposition to absolute monarchy and the Divine Right of Kings led to his execution in 1683.

## Instructional Considerations

- As with others who believe in popular sovereignty and natural rights Sidney stated that, “The only ends for which government are constituted, and obedience rendered to them, are the obtaining of justice and protection...”
- Sidney indicates the importance of the Law of Nature when he states, “If it be said that every nation ought in this to follow their own constitutions, we are at an end of our controversies; for they ought not to be followed, unless they are rightly made: They cannot be rightly made, if they are contrary to the universal law of God and nature.”

Charles Baron de Montesquieu argued that concentrating power in the same hands inevitably leads to tyranny. Students examine Montesquieu’s influence on U. S. Constitution in the following chapter, but here should know:

- Montesquieu was the first philosopher to propose separating power among three branches of government— legislative, executive, and judicial.
- Although Montesquieu is often labeled a secular philosopher, he held a God-oriented worldview and supported Christianity. In his *Spirit of the Laws* he notes, “the Christian religion, which ordains that men should love each other, would, without doubt, have every nation blest with the best civil, the best political laws; because these, next to this religion, are the greatest good that men can give and receive.”
- Like John Locke, Algernon Sidney, and other pro-Christian thinkers, Montesquieu realized that just civil government was inextricably linked to ideas rooted in Biblical moral law.

Benjamin Rush (signer of the Declaration of Independence and a leading American thinker) summed up Locke’s and Montesquieu’s contributions to the America founding by saying, “Mr. Locke is an oracle to the *principles*, [James] Harrington and Montesquieu are the oracles as to the *forms* of government.”

### **Social Contract Theory and Consent of the Governed** (SS 113.47.C.2.D, 3.E, and Gov .1A, 1E, 9C) 2<sup>nd</sup> of 2 lessons *Student-friendly Objectives*

- *I can describe how social contracts resemble biblical covenants.*
- *I can explain the significance of the Declaration of Independence as a social contract for a new nation.*

Social contracts are voluntary agreements between people and their rulers/governments:

- Social contracts were initially modeled on Biblical Covenants between God and man as documented in Genesis 17:7-8: “I will establish My covenant between Me and you and your descendants after you. Also I give to you and your descendants after you the land in which you are a stranger, all the land of Canaan, as an everlasting possession...” Other examples appear in the chart: American Governing Principles and Values in the Bible.
- Sacred covenants have a long history in North America beginning with the Pilgrim’s Mayflower Compact of 1620.
- Puritan leader John Winthrop’s 1630 sermon, “A Model of Christian Charity” alludes to Jesus’ admonition to his listeners found in Matthew 5:14 that they, “are the light of the world. A city that is set on a hill cannot be hidden.”
- Winthrop also emphasized the contractual nature of the Puritans’ relationship with God by stating, “If we shall deal falsely with our God in this work we have undertaken, and so cause Him to withdraw His present help from us, we shall be a story and a by-word through the world.”
- Algernon Sidney, in his *Discourses Concerning Government* (1689) says that, “a civil society is composed of equals, and fortified by mutual compacts...”
- Sidney also believed that covenants/contracts are only valid when entered into voluntarily by free men possessing natural rights. Similarly, if one party does not fulfill the contract, the other party is no longer bound by the deal.

Government exists to protect the Natural Rights of the people:

- The principle of social contract is expressed by John Locke in his 1689 *Second Treatise of Civil Government*, which strongly influenced the American Founders. The American Heritage College Dictionary defines social contract as “an agreement among members of an organized society or between the governed and government defining and limiting the rights and duties of each” (3<sup>rd</sup> edition, Houghton Mifflin, 1993). Its purpose is to protect natural rights, and it requires consent of the parties. Locke derived social contracts from political covenants in Bible. Locke himself was strongly influenced by Scottish Presbyterian minister Samuel Rutherford who wrote *Lex Rex* (1644) which talks about political covenants in Old Testament. Rutherford cites, for example, 2 Chronicles 22-23 in which a Queen named Athaliah usurps throne of Judah (Israel) without people’s consent. The people overthrow her and covenant with their chosen king, Joash. Rutherford concluded that people may choose and remove their rulers. Locke drew from this idea in forming his more secular social contract. Americans embraced Locke’s social contract as a justification for revolution against Britain. They had lived by a covenant tradition for over a century, so they understood such agreements. Locke became a major influence on American political thought and civil liberty in founding-era America.
- It is often asserted that some rights must be surrendered by the people in order to form a government, but John Locke says this is done, “only with an intention in every one the better to preserve himself, his liberty and property (for no rational creature can be supposed to change his condition with an intention to be worse)...”

## Instructional Considerations

- Revolutionary leader and Founder Samuel Adams asserted social contract as justification for war against Britain. Adams expressed ideas later found in the 9<sup>th</sup> and 10<sup>th</sup> Amendments in his *Rights of Colonists*: “When men enter into Society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions, And previous limitations as form an equitable *original compact*. Every natural Right not expressly given up or from the nature of a Social Compact necessarily ceded remains.”

The principle of social contract was applied by Thomas Jefferson in the Declaration of Independence which speaks of the “consent of the governed.” The Declaration of Independence is a covenant to create a new people and nation. The United States Constitution is a contract to create a specific civil government and laws. Several scholars have described the formation of civil societies using this two-step process, including:

- Samuel Pufendorf describes the first covenantal step as the acknowledgment by individuals, “That they are willing to be made Fellow Members of the same society... After this *Covenant*, it is necessary, that there should be a *Constitution* agreed on by a publick Decree, setting forth, what *Form of Government* is to be pitch'd upon” in his 1698 book *The Whole Duty of Man According to the Law of Nature*.
- Donald S. Lutz, writing in his book *The Origins of American Constitutionalism*, says that agreement, “to form a society and be bound by the majority in collective decisions” is the first element needed for a valid social contract, then the participants may agree, “on the form of government to have.”

God is the source of our Natural Rights. The Founders wrote the Declaration of Independence so that we might enjoy our God-given rights more fully.

- The Declaration of Independence affirms that all are equally entitled to the rights God has bestowed on humanity.
- Our rights are unalienable. That which has been given by God cannot be removed or taken away by men.
- God will judge the moral decency of the covenant/compact signed by the Founders.

John Quincy Adams, in a speech given on the 61<sup>st</sup> anniversary of the signing of the Declaration of Independence, once asked why Christmas and the Fourth of July were the most celebrated holidays in the United States. He answered the question with these questions, “Is it not that the Declaration of Independence first organized the social compact on the foundation of the Redeemer’s mission upon earth? That it laid the corner stone of human government upon the first precepts of Christianity...?”

## Instructional Accommodations for Diverse Learners

Teachers, their assistants, or students should prepare lists of key terms with translations for students who are ELL using websites such as Google Translate ( <http://translate.google.com/> ), and tie the most important vocabulary to appropriate pictures where possible. Activities integrating the Four Skills of Language Acquisition (Listening, Speaking, Reading, Writing) should also be used in each lesson as they benefit the entire class. Encourage the efforts of English Language Learners to pronounce new vocabulary after they have discussed definitions with a translating partner.

Gifted students may want to use the concept of popular sovereignty as a departure point to explore various methods and types of voting used by the people to direct their government. This could serve as a preview of some of the topics that will be covered in the next unit on the United States Constitution. The economic concepts of laissez-faire capitalism and free markets logically extend the material examined in this chapter regarding politics into the arena of business. The application of God’s Moral Law in economics could be examined, with emphasis on which economic systems most encourage the creativity of mankind. Projects focusing on inventors and entrepreneurs would naturally complement Biblical ideas concerning liberty, free will, and personal industry.

## Instructional Strategies

**Equality and Unalienable Rights for All Mankind** (SS 113.47.C.2.D, 3.E, and Gov .1A, 1E, 9C, 13B) 1<sup>st</sup> of 2 lessons

### 1. Drawing Essential Understandings / Answering Guiding Questions

**Purpose/Objective:** Students learn and answer Essential Understandings/Guiding Questions in this part of the unit.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text.

- **Pre-Test/Post-Test: Writing Warm-Up and Wrap-Up.** At the beginning and close of this part of unit, students write brief responses to guiding questions in this section (see “Essential Understandings/Guiding Questions”). Students may turn these in and/or share responses in pairs, groups, or whole class. The writing process should take less than 5 minutes, and sharing can go as long as teacher and class decide. The Writing Warm-Up may serve as a pre-test of students’ current knowledge and understanding. The Writing Wrap-Up may serve a post-test of students’ learning and understanding of this section’s instruction and content. In the Writing Wrap-Up, students might compare their answers/responses to those they wrote in their Writing Warm-Up/pre-test. How have their answers changed? What

## Instructional Strategies

did they learn? Students might use a comparison chart to write and compare their warm-up and wrap-up responses. Students might use the [Think-Pair-Share](#) or [Think Aloud](#) method when sharing their answers with the group or class.

### 2. Looking, Listening, & Learning

**Purpose/Objective:** Students analyze and understand content reading.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text.

• **Reading/Lectures/Presentations/Discussions/Student Note-taking.** Teachers may assign students selected reading in **Chapter 7** & related sections of *Miracle of America* sourcebook/text. The *Miracle* text is high-level reading, so if you wish to have students read directly from the book, assign specific sections (not too much at once) and then analyze & discuss meaning together as a class. You might project text on-screen. Answer questions, clarify vocabulary, fill in other information as needed. Text analysis helps students grasp terms and concepts, and it is good practice for having students read historical text. Teachers deliver content as needed on readings & related topics.

✦ **Two Column Notes:** Students might find the Two-Column Note system useful for note-taking. When students are ready to review/write on topic in lesson, they may fold their paper along its vertical axis and create questions using main ideas in their outline. Looking at the details side of page allows students to recall corresponding main ideas. The Two-Column Notes method is useful when students begin a composition. Ask students to turn their main idea statements into topic sentences and then add supporting details. See “Two-Column Notes” handout in “Supporting Resources” section of this course guide, p. 317.

• **Class Discussion.** Class discussions provide opportunities for students to think critically about topics they are studying. Discussions also provide the instructor a chance to check students’ understanding on course concepts, assignments, and readings. Effective class discussions create a community in which students are willing to share their ideas. The classroom discussion can be as simple as asking someone to repeat what they just learned, or forming groups and answering pre-determined questions. Use the dynamic of your class to choose what classroom discussion technique you will use. A short summative writing assignment might also prove useful.

### 3. Unalienable Rights in the Declaration

**Purpose/Objective:** Students learn key principles of the Declaration of Independence including natural, unalienable rights to life, liberty, and the pursuit of happiness; and how influential thinkers like Locke and Sidney as well as early Americans justified these rights and connected them with the Bible and other principles.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.17, 7.23, & p. 236-237.

✦ **KWL Chart.**

1. At the outset of the lesson ask students to write anything they know about the unalienable rights in the Declaration of Independence.
2. Students will also respond to the question, “What do you want to know about unalienable rights?” As the lesson concludes students will add information they have learned to their KWL chart.

See “KWL Chart” in the “Supporting Resources” section of this course guide, pp. 318-319.

### 4. Principles of the Declaration of Independence (may be continued from part 1 of this unit)

**Purpose/Objective:** Students learn key principles of the Declaration of Independence including Creator God, Law of Nature and Nature’s God, Popular Sovereignty, Unalienable Rights, and Social Contract, and how historical, influential thinkers and early Americans connected these concepts with the Bible.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.20, 7.23, & p. 236-237. Angela Kamrath, *Principles of the Declaration of Independence*.

• **Reading and Questions.** Have students read the “Principles of the Declaration of Independence” reading handout and, as desired, relevant sections in *Miracle of America* text as indicated on the handout. (The *Miracle* book is high-level reading, so if you wish to have students read directly from the book, assign specific sections (not too much) and then analyze and discuss the reading together as a class. You may wish to project some text on-screen. Answer questions, clarify vocabulary, and fill in other information as needed. The text analysis will help students grasp the terms and concepts, and it is great practice for having students read historical text.) After the reading, have students write answers to the questions that follow on the handout. Discuss. This reading or portions of this reading may be done in either the first or second part of this unit as the teacher finds appropriate. See “Principles of the American Revolution” reading and questions in the “Supporting Resources” section of this course guide, pp. 362-365. (These and other review questions are also found in chapter 7 of the *Miracle of America* text/sourcebook, p. 240.)

### 5. What Do You Think Are Our Most Important Rights?

**Purpose/Objective:** Students make a personal connection to the principle of unalienable rights (life, liberty, and the pursuit of happiness) found in the Declaration of Independence; and considers the value and importance of these and

## Instructional Strategies

other rights.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.17, 7.23, & p. 236-237.

### ✿ **Think-Pair-Share.**

1. Each student will generate a list of basic rights they believe all people have (not should have).
2. Students will share their list with a partner and choose the two characteristics they feel are essential.
3. Form groups of four made up of two pairs and discuss the qualities that each pair chose. Then ask the group of four to reduce their list to the two most important rights.
4. One student from each group will write most important rights they identified on the board and explain reason for their inclusion. Compare the rights chosen by each large group as a class, and discuss their biblical roots.

## 6. Understanding Natural / Unalienable Rights

**Purpose/Objective:** Students analyze the principle of unalienable rights to life, liberty, and the pursuit of happiness found in the Declaration of Independence, considering definition/meaning, characteristics, and examples of this concept.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.17, 7.23, & p. 236-237.

✿ **Prayer Model.** Students write Key Word or Concept being studied—in this case “unalienable rights” in the Declaration—in center oval of Frayer Model diagram. Fill in the four areas of: definition, characteristics, examples, and non-examples as the lesson progresses. You may also ask students to leave one area (such as the definition) blank until you conclude the lesson, and then complete the definition portion as an exit ticket before leaving.

## 7. A Modern Reference to Natural Rights: “Letter From Birmingham Jail” by Martin Luther King, Jr.

**Purpose/Objective:** Students learn of a modern example in which the issue of natural rights is raised, discussed, and asserted by a notable public figure.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.17, 7.23, & p. 236-237.

- **Reading and Questions.** Overview/review with students the main issues of the 1960s Civil Rights Movement in America and Rev. Martin Luther King’s role in this movement. Have students read MLK’s April 16, 1963 letter which he wrote while imprisoned in Birmingham jail during the movement. This letter can be found at Stanford’s site at [http://mlk-kpp01.stanford.edu/kingweb/popular\\_requests/frequentdocs/birmingham.pdf](http://mlk-kpp01.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf). Particularly emphasize paragraphs 11-13. Have students write and/or discuss in class the main points and arguments of the letter. Have students note passages in the letter where MLK cites historical religious and legal thinkers on natural law and natural rights. What does MLK say about God’s moral law, natural rights, and civil rights? Students should consider how MLK’s modern reference to natural rights show the influence of Judeo-Christian thought and Bible-based thinkers on ideas about the Law of Nature/universal moral law, natural rights, and civil rights in America? See “A Modern Reference to Natural Rights” MLK handout in the “Supporting Resources” section of this course guide, p. 378.

**Social Contract Theory and Consent of the Governed** (SS 113.47.C.2.D, 3.E, and Gov. 1A, 1E, 9C) 2<sup>nd</sup> of 2 lessons

## 8. Social Contract Activities #1-4

**Purpose/Objective:** Students learn about the principles of civil covenant, social contract, and consent of the governed as applied in the Declaration of Independence, and consider how influential thinkers and early Americans connected these concepts with the Bible and historical thought.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1, 7.2, 7.11, 7.14-7.16, 7.20, 7.23, & p. 236-237.

- **Activity 1: Roles and Views of Social Contract in History.** Have students read and discuss relevant sections in *Miracle of America* sourcebook (1.2, 2.4-2.6, 3.3, 3.9, 3.15, 6.1, 6.7, 7.10, 7.16, 7.17, 8.3, 8.14). on covenant and social contract. The teacher will overview the definition and principle of social contract. Have students define social contract in their own words. Then have students differentiate/analyze the views or roles of social contract as seen in its Biblical/religious beginnings, in the Middle Ages/Enlightenment era, and in colonial-era America. Students complete the progression chart activity. Discuss. See Social Contract Activity #1 handout in the “Supporting Resources” section of this course guide, p. 379.

**Practice of Social Contract in American Society.** As another/additional option, referring to relevant sections in *Miracle of America* text (1.2, 2.4-2.6, 3.3, 3.9, 3.15, 6.1, 6.7, 7.10, 7.16, 7.17, 8.3, 8.14) the teacher will overview the definition and principle of social contract as expressed by John Locke in his 1689 *Second Treatise of Civil Government*, which strongly influenced the American Founders and the Declaration of Independence. Have students read selected sections in *Miracle of America* and define social contract in their own words. Have students then cite and describe specific examples of the practice of various forms of social contract (and covenant) by the early

## Instructional Strategies

Americans from the 1600s to 1800s (by the Pilgrims and their Mayflower Compact, the Puritans and their constitutional laws, and the American Founders and our Declaration of Independence and U. S. Constitution). Discuss. See Social Contract Activity #1 handout in “Supporting Resources” section of this course guide, p. 380.

- **Activity 2: Document-Based Question (DBQ) Assignment.** Using prior knowledge, notes, and selected excerpts from various documents, students defend the following idea using intellectual, religious, and political perspectives: “The United States was rooted in a social contract system for its existence and development.” Students may defend this view in a written essay and/or in oral presentations. (See handout for document excerpts.) The teacher may choose to have different groups of students use different document excerpts to defend their position. See Social Contract Activity #2 handout in “Supporting Resources” section of this course guide, pp. 381-385.
- **Activity 3: Short Answer Questions.** Have students look at a picture of the signers of the Declaration of Independence. Students then answer the following questions: 1) What was the significant impact of the event pictured above? 2) Connect and give explanation of TWO of the following with the pictured event: Mayflower Compact, U. S. Constitution, and/or Social Contract. 3) Connect the pictured event to the U. S. Bill of Rights and explain. See Social Contract Activity #3 in “Supporting Resources” section of this course guide, p. 386.
- **Activity 4: Long Essay.** Prompt: “How has religion shaped political, economic, and social aspects of the United States from 1607 to 1850?” Students may refer to the following sources for reference: *Miracle of America* sourcebook (Angela E. Kamrath, AHEF), Bible, *American Pageant* (16<sup>th</sup> edition), EPSCO websites, and the Princeton Review. See Social Contract Activity #4 in “Supporting Resources” section of this course guide, p. 387.

### 9. Our National Compact: The Nation’s Social Contract

**Purpose/Objective:** Students consider how the principles of civil covenant, social contract, and consent of the governed are applied in the Declaration of Independence, and how/in what ways the Declaration and U. S. Constitution make up the national compact of the United States.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1, 7.2, 7.11, 7.14-7.16, 7.20, 7.23, & p. 236-237.

- **Journal/Reflection Writing and Short Answer Test.** Have students read/review the Declaration on their own, individually. They may also read selected excerpts in Chapter 7 of *Miracle of America* sourcebook (for example, sections 1.2, 2.4-2.6, 3.3, 3.9, 3.15, 6.1, 6.7, 7.10, 7.16, 7.17, 8.3, 8.14). Students will discuss how and in what ways the Declaration (along with the U. S. Constitution) serves as the United States’ national compact. Students will think about the characteristics of the Declaration that make it a compact. How is it similar to a civil covenant? How does it differ, if at all? This writing and class discussion may serve as preparation for a short answer test.

### 10. Concepts in the Declaration of Independence

**Purpose/Objective:** Students learn key principles of the Declaration of Independence including Creator God, Supreme Judge and Divine Providence, Law of Nature and Nature’s God, Popular Sovereignty, Consent of the Governed, Unalienable Rights, and Social Contract. Students will consider the definition/meaning, explanation, and context of each principle.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.23, & p. 236-237. Angela Kamrath, *Principles of the Declaration of Independence*.

- **Declaration Principle Chart.** Have students consider the Bible-based and philosophical concepts incorporated in the Declaration of Independence. In the appropriate columns, give the source(s) from which each concept was derived and the concept’s meaning, explanation, and/or context in your own words. See the “Concepts in the Declaration of Independence” Principle Chart in the “Supporting Resources” section of this course guide, p. 388. (This activity may also be found in chapter 7 of the *Miracle of America* text/sourcebook, p. 241.)

### 11. A Government and People Encouraging Voluntary Prayer, Fasting, & Thanksgiving

**Purpose/Objective:** Students learn about the early Americans’ (including the Continental Congress and Gen. George Washington) reliance on God during the American Revolution for strength and victory. Students consider the influence of Christian beliefs and the Bible on early Americans and their worldview, conviction, and courage during the war and on their value of thanksgiving to God.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.2, 7.19-7.23, & p. 236-239.

- **Resolution/Proclamation Chart.** Review the Continental Congress Resolutions and Proclamations on prayer, fasting, and thanksgiving found in Chapter 7 and in the handout, “The History of Thanksgiving Day.” Consider the Bible-based or Judeo-Christian ideas and/or Bible verses reflected in the **bold** words and phrases of these proclamations. In the left column of the table below, select and write 5-10 of these **bold** words and phrases. In the right column, identify and describe the Bible-based principles/ideas and/or Bible verses alluded to or reflected in these words and phrases. Use a separate sheet of paper as needed. : Discuss. See the “Government and People

## Instructional Strategies

Encouraging Voluntary Prayer, Fasting, and Thanksgiving” Continental Congress Chart in the “Supporting Resources” section of this course guide, p. 389.

### 12. Checking Out the History

**Purpose/Objective:** Students learn about key principles of the Declaration of Independence including the Law of Nature and Nature’s God and Unalienable Rights, considering how early Americans connected these concepts with the Bible and historical thought and drew on them to justify revolution against Britain.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.23, & p. 236-237. Angela Kamrath, *Principles of the Declaration of Independence*.

- **Short Paragraph or Essay Test.** After instruction and assigning of selected readings in chapter 7 of the *Miracle of America* text/sourcebook, have students write responses to the following questions. As an option, the group may come up with main ideas or insights from each questions. Responses may be shared and discussed in the group.
  1. Why did the Americans seek independence from Britain? What laws and rights were violated by Britain?
  2. What is the “Law of Nature and Nature’s God”? What are the principles/commandments of Christianity that are the sum of and reflect the spirit of the Law of God and Nature?
  3. What natural rights were identified by Samuel Adams and the Declaration? Why is the Bible and Judeo-Christianity important with regard to natural rights?
  4. Why did the Founders justify their rights and freedoms and their defense of them by the Law of Nature and Nature’s God? What was the benefit of justification by this higher law?
  5. Thomas Jefferson and the Founders drew from the Bible and from certain philosophers to draft the Declaration of Independence. What does this fact indicate about the American Founders and their beliefs and values?
  6. What basic Bible-based or Judeo-Christian principles are evident & important in this part of America’s heritage?(These review questions may also be found in chapter 7 of the *Miracle of America* text/sourcebook, p. 240.)

### 13. Thinking About the Declaration and Our Rights Today

**Purpose/Objective:** Students make a personal connection to the principles in the Declaration of Independence, reflecting on what these concepts mean, how they affect students’ lives, why they are important and should be preserved in our nation, and how students might discuss them with others.

**Suggested Reading:** Chapter 7 of *Miracle of America* sourcebook/text. Students read sections 7.1-7.23, & p. 236-237. Angela Kamrath, *Principles of the Declaration of Independence*.

- **Journal/Reflection Writing and Class Discussion.** Have students reflect on and write his/her responses to the questions below. Responses may then be shared and discussed in the group. Questions:
  1. What new understandings do you have of the Declaration of Independence? What principles have you discovered in the Declaration?
  2. How does the protection of unalienable rights to life, liberty, and the pursuit of happiness acknowledged in the Declaration affect your civic and personal life today? What might your life be like without these rights?
  3. Why is it important for you as a citizen to understand the principles of the Declaration?
  4. Do you think that most citizens today understand these principles? What is the cost of not understanding and perpetuating these principles to future generations?
  5. Why is it important that the nation’s Bible-based or Judeo-Christian roots be maintained? Do you think they are being preserved today? Why or why not?
  6. What do you/could you do to help share and discuss with those in your church, school, or community about our nation’s founding principles and God-given rights and freedoms?(These questions may be found in the Call to Action in chapter 7 of the *Miracle of America* text/sourcebook, p. 243.)

## Resources

### Adopted Instructional Materials

- U. S. Government High School Text: Magruder’s *American Government* (revised by William H. McClenaghan/Pearson Prentice Hall Publishers)

### Original Source Documents

- Bible
- John Locke, *Second Treatise of Government*, 1690.
- U. S. Declaration of Independence

### Supporting Resources

- Two-Column Notes, p. 317
- KWL Chart, pp. 318-319

## Resources

- Principles of the Declaration of Independence: Reading and Questions, pp. 362-365
- A Modern Reference to Natural Rights, Martin Luther King handout, p. 378
- Social Contract Activities 1-4 handouts, pp. 379-387
- Concepts in the Declaration: Principle Chart, p. 388
- Government & People Encouraging Voluntary Prayer, Fasting, & Thanksgiving: Resolution/Proclamation Chart, p. 389
- Historical Figures Quoted in *Miracle of America*, p. 360
- References to Law of Nature and Natural Rights in *Miracle of America*, p. 361

### **Online Resources**

- Bible Gateway, Zondervan, [www.biblegateway.org](http://www.biblegateway.org)
- Martin Luther King, *Letter From a Birmingham Jail* (1963), Stanford University, Martin Luther King, Jr. Papers Project, [kingpapers.org](http://mlk-kpp01.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf),  
[http://mlk-kpp01.stanford.edu/kingweb/popular\\_requests/frequentdocs/birmingham.pdf](http://mlk-kpp01.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf)
- Prelude to a Revolution, 1763 to 1775, The History Place,  
<http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>
- Literacy Leads the Way Best Practices, based on Marzano, Houston ISD,  
<https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8062/LLTW.pdf>
- See other resources at American Heritage Education Foundation (AHEF), [www.americanheritage.org](http://www.americanheritage.org).

### **Professional Texts**

- Teacher Resource: *The Miracle of America: The Influence of the Bible on the Historical Founding and Founding Principles of the United States of America for a People of Every Belief*, Second Edition, by Angela E. Kamrath, American Heritage Education Foundation (AHEF), [www.americanheritage.org](http://www.americanheritage.org).  
Chapter 7: The Rationale of America's Revolution