

## Historical Influences Activity Packet-KEY

	<b>The Constitutional Framework of the United States</b>	<b>Ancient Greece: Democracy is Born</b>	<b>Ancient Rome: Republicanism on the Rise</b>	<b>The Judeo-Christian Tradition</b>	<b>Influencing the Framers</b>
<b>Facts That Stand Out</b>	The U.S. is a constitutional republic; Framers looked to many ancient societies and the Judeo-Christian tradition for inspiration	First democracies; Legislative body called the Assembly; written constitutions; granted voting rights; encouraged civic participation	Republican form of government; encouraged civic participation; practiced the concept of separation of powers; focused on rule of law with the Twelve Tables	“All men are created equal”; “Unalienable rights”; cared about rule of law with 10 Commandments; the importance of civic virtue in keeping the republic	Framers and colonial citizens read the Bible and works from ancient Greek and Roman philosophers
<b>One Question I Have</b>	Answers will vary	Answers will vary	Answers will vary	Answers will vary	Answers will vary

## VOCABULARY

<b>checks and balances</b>	a principle of the federal government, according to the U.S. Constitution, that allows each branch of government to limit the power of the other branches
<b>civic participation</b>	being involved in government processes to voice your opinion or help others
<b>civic virtue</b>	the good characteristics, attitudes, practices, and activities of participants in a political system. Examples include: civility, cooperation, volunteerism, courage, self-discipline, tolerance, wisdom, humility, integrity, justice, perseverance, respect, responsibility, etc.
<b>constitutional republic</b>	a form of government in which there is democratic voting, but governmental power is limited by the existence of a constitution that protects the rights of citizens
<b>democracy</b>	a system of government in which political power is held by the people; can be direct (each individual person makes decisions) or indirect (people elect representatives to make decisions)
<b>individual worth</b>	a sense of value in one's life
<b>justice</b>	the condition of being morally correct or fair
<b>legislative bodies</b>	persons responsible for making or amending laws
<b>personal responsibility</b>	the act of taking full accountability for one's actions, decisions, and thoughts
<b>polis</b>	a city-state in ancient Greece
<b>representative government</b>	a type of government that allows people to vote and elect government officials to represent their beliefs and make decisions on their behalf
<b>republicanism</b>	the political belief that the best form of government is one where citizens choose their representatives and leaders and actively participate in civic life for the common good of the nation/community
<b>rule of law</b>	the idea that those who govern must follow the laws; no one is above the law
<b>separation of powers</b>	a structure of government that sets up different branches with their own distinct powers and responsibilities
<b>voting rights</b>	legal and constitutional protections designed to ensure the opportunity to vote in elections
<b>written constitution</b>	the principles and laws of a nation that determine the structure and powers of government; written out for all to see

## ANALYZING THE INFLUENCES

### MATCHING

*Directions: For each element of America's constitutional republic listed, identify the historical influence. You may simply write a 1, 2, or 3 next to each. Note that some elements may have multiple influences.*

#### Historical Influences

1. Ancient Greece
2. Ancient Rome
3. The Judeo-Christian Tradition

#### *In America's constitutional republic...*

- A. There are laws against murder and stealing **3**
- B. There is a bicameral legislature: House of Representatives and Senate **2**
- C. Everyone is accountable to the same laws; no one is above the law **2, 3**
- D. Power is in the hands of the people **1, 2**
- E. There are three branches of government: legislative, executive and judicial **2**
- F. There is a written constitution **1**
- G. Everyone has natural/unalienable rights that cannot be taken away by the government **3**
- H. Citizens vote to elect leaders to represent them and make decisions on their behalf **2**
- I. Citizens actively must/should obey the law, participate in elections, serve on juries, and volunteer in their communities **1, 2, 3**
- J. Prior to the 17th amendment, U.S. Senators were selected by state legislatures and not directly elected **2**
- K. After passage of the 26th amendment, any citizen over the age of 18 may vote in national elections **1, 2**
- L. Citizen may sometimes need to set aside individual interests for the common good **3**

## **QUESTIONS**

### **1. Who is being talked about when the word “Framer” is used in the text?**

The men that attended the Constitutional Convention and participated in the development of the U.S. Constitution

### **2. Why do you think civic participation was such an important component to the governments of ancient Greece, ancient Rome, and the United States?**

While all three governments were slightly different in how they operated, all relied on citizen participation to survive

### **3. Based on what you now know about historical influences from the reading, why do you think the United States’ constitutional republic is often referred to as “the great experiment”?**

While we were influenced by ancient Greece, ancient Rome, and the Judeo-Christian tradition, we only borrowed elements from each. Putting it all together and adding the new “American” elements had never been tried before.