

## INFLUENCES ON COLONISTS' VIEWS OF GOVERNMENT

**SS.7.CG.1.3** Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.

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### 2023 BENCHMARK UPDATES

- Updated from SS.7.C.1.2
  - Changed from "Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's Common Sense had on colonists' views of government." to "Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government."
- Depth of Knowledge Changes within Benchmark
  - No changes
- Benchmark Clarification Changes
  - Changed from "Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense." to "Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government)."
  - Elimination of "Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and *Common Sense* had on the purposes of government."
- Vocabulary Changes
  - No changes

## Essential Teacher Content Background Information

[Teacher Content Notes Not Appropriate For Student Use]

This section addresses the following topics:

1. Core Documents that Impacted the Colonists' View of Government
2. Document Analysis and Impact of the Magna Carta, Mayflower Compact, English Bill of Rights and *Common Sense*
3. Mayflower Compact Text (spelling and capitalization in original)

### 1. Core Documents that Impacted the Colonists' View of Government

Several core documents impacting the colonists' views of government reflect Enlightenment values. These documents include the English Magna Carta, the English Bill of Rights, the Mayflower Compact and *Common Sense* by Thomas Paine.

### 2. Document Analysis and Impact of the Magna Carta, English Bill of Rights, Mayflower Compact, and *Common Sense*

Document Name	Date	Document Country of Origin	Purpose of Document	Impact on colonist's views
Magna Carta (The Great Charter of Freedoms)	1215	England	Required King John of England to protect certain rights Limited King's powers Protected subjects' privileges (Note: While these goals were not achieved, the document became an important symbol for those who wished to show that the king was bound by law)	<b>due process of law, limitation of government power, right to justice, right to fair trial</b>  Writ of <i>habeas corpus</i> Rule of constitutional law Development of common law
Mayflower Compact	1620	American colonies	Set up a government and developed first written laws for the new settlers arriving at Plymouth Rock (now Provincetown Harbor, Cape Cod, Massachusetts)	<b>consent of the governed, self-government</b>  Fair and equal laws for the general good of the settlement, will of the majority, social contract where the settlers consented to follow the Compact's rules for the sake of the survival of the new colony, John Adams and others have referred to it as the foundation of the U.S. Constitution
English Bill of Rights (An Act Declaring the Rights	1689	England	Restate in statutory form the Declaration of Rights presented by the Convention Parliament to	<b>right to life, liberty and property; no taxation without representation;</b>

and Liberties of the Subject and Settling the Succession of the Crown)			William and Mary inviting them to become joint sovereigns of England	<b>right to a speedy and fair jury trial; no excessive punishments; habeas corpus</b>  Lists rights for citizens and permanent residents of a constitutional monarchy, included the right to petition the monarch, included the right to bear arms in defense, emphasizes the importance of the consent of the people, influenced the U.S. Bill of Rights (1791)
<i>Common Sense</i> by Thomas Paine (published anonymously)	1776	American colonies	Placed the blame for the British colonists on King George III Challenged the authority of the British government and the royal monarchy Published anonymously, the document advocated that the colonists declare their independence from the British crown	<b>representative self-government</b>  Advocated a movement for sovereignty of the people, a written constitution, and effective governmental checks and balances

### 3. Mayflower Compact Text (spelling and capitalization in original)

*In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread Sovereign Lord King James, by the Grace of God of Great Britain, France and Ireland, King, Defender of the Faith, etc.*

*Having undertaken, for the Glory of God and advancement of the Christian Faith and Honour of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, Covenant and Combine ourselves together into a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November, in the year of the reign of our Sovereign Lord King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.*

## Lesson Summary

ESSENTIAL QUESTION		
What were some of the key influences on the colonists' views of government? What impact did these documents make on the colonists' views of government?		
BENCHMARK		
<b>SS.7.CG.1.3</b> Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.		
CIVICS EOC REPORTING CATEGORY		
N/A		
OVERVIEW		
In this lesson, students will learn about the ideas that influenced the colonists' views of government.		
BENCHMARK CLARIFICATIONS		
<ul style="list-style-type: none"> <li>Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to a fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government).</li> </ul>		
BENCHMARK CONTENT LIMITS		
N/A		
CIVICS CONTENT VOCABULARY		
<ul style="list-style-type: none"> <li><i>Common Sense</i>, compact, due process, English Bill of Rights, fair trial, habeas corpus, justice, limited government, limited monarchy, Magna Carta, Mayflower Compact, Preamble, rights, rule of law, self-government, Thomas Paine</li> </ul>		
INSTRUCTIONAL STRATEGIES		
Guided reading	Collaborative learning	Inquiry with primary sources
MATERIALS		
<ul style="list-style-type: none"> <li>Colonial Influences Anticipation Guide</li> <li>Colonial Influences reading</li> <li>Understanding the Influence activity sheet</li> <li>The Preamble slide</li> <li>Evaluating the Impact on Government activity sheet</li> </ul>		
B.E.S.T. STANDARDS		

- ELA.7.R.2.1- Explain how individual text sections and/or features convey a purpose in texts.
- ELA.7.R.3.2- Paraphrase content from grade-level texts.
- ELA.7.V.1.1- Integrate academic vocabulary appropriate to grade level in speaking and writing.

## Suggested Student Activity Sequence & Pace

DAY	ACTIVITY SEQUENCE
DAY 1	<ol style="list-style-type: none"> <li>1. To begin this lesson, place students into pairs and pass out the “Colonial Influences, Anticipation Guide” adapted from iCivics.</li> <li>2. Explain to students that the U.S. Constitution is based on the ‘big ideas’ listed on the activity sheet. Instruct students to work with their partner to brainstorm what they know about each ‘big idea’ and to write their understanding for each term on the activity sheet. <ul style="list-style-type: none"> <li>■ Big ideas: rights, limited government, rule of law, due process, and self-government.</li> </ul> </li> <li>3. Have students share out.</li> <li>4. Lead students to the definitions for each ‘big idea’ using the Civics Content Vocabulary section of the lesson plan. Instruct students to write each definition in ‘The Class Definition’ row of their activity sheet.</li> <li>5. Pass out the “Colonial Influences” reading, from iCivics, and the “Understanding the Influence” activity sheet.</li> <li>6. Read the first paragraph aloud as a whole class.</li> <li>7. Pose the following questions for discussion: What is the central idea from the first paragraph? What does this tell you about who influenced the colonists' ideas about government?</li> <li>8. Explain to students that they will read about four different historical documents that have influenced the colonists’ ideas about government. Their task is to read about each document, explain its main purpose, identify the ‘big idea’ that emerged from the document and explain the relationship between the big idea and the document in their own words.  <b>Teacher Note:</b> Skip the section in the reading on Cato’s letters, as it is not part of the standard.</li> <li>9. Instruct students to work with their partner to read the Magna Carta section and complete the corresponding row on their activity sheet.</li> <li>10. Pose the following questions for discussion: What is the big idea that emerged from the Magna Carta? What evidence in the text led you to your answer?</li> <li>11. Explain to students that the Magna Carta provided the idea of limited government, but more specifically a limited monarchy, as well as due process, right to justice, and the right to a fair trial. Instruct students to add these terms to the back of their activity sheet.</li> <li>12. Direct student attention to the Mayflower Compact section of the reading. Ask the students to define the term ‘compact’. Lead students to the understanding that a compact is an official agreement made by two or more parties. Instruct students to add this definition to the back of their activity sheet.</li> <li>13. Provide time for students to complete the reading and activity sheet for the Mayflower Compact, and English Bill of Rights.</li> <li>14. Read together the section for <i>Common Sense</i>. Instruct students to write down the main purpose of the pamphlet on their activity sheet.</li> <li>15. Share with students that Thomas Paine’s <i>Common Sense</i> supported the colonists seeking independence from England. The pamphlet supported the idea of a representative self-government for the colonists and spoke out against the king restricting the colonists’ rights. Instruct students to take notes on their activity sheet.</li> <li>16. Pose the following question for discussion: How would you summarize the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i>?</li> <li>17. Instruct students to write a summary statement on the bottom of their activity sheet.</li> </ol>

DAY 2	<ol style="list-style-type: none"> <li>1. Explain to students that now that they know the big ideas of each document, they will look at how these ideas impacted the colonists' views of government by looking at how these ideas are incorporated into the U.S. Constitution and Bill of Rights.</li> <li>2. Project the slide "The Preamble".</li> <li>3. Explain to students that the Preamble outlines the purposes of our government: <ul style="list-style-type: none"> <li>■ form a more perfect union by creating a government that works for all (self-government and rule of law),</li> <li>■ establish justice to ensure there is a fair system of laws (rule of law, due process),</li> <li>■ insure domestic tranquility which means to promote peace in the country (rights),</li> <li>■ protect the country from other countries or people that might try to harm us by providing for the common defense (rights),</li> <li>■ promote the general welfare by creating a better life for all (self-government and rule of law), and</li> <li>■ to secure the blessings of liberty to ourselves and our posterity which means to secure liberty and freedom to this and future generations (rights).</li> </ul> </li> <li>4. Pass out the "Evaluating the Impact on Government" activity sheet and explain to students that their task is to read each part from the U.S. Constitution and Bill of Rights, summarize the passage in their own words and determine the main idea that influenced the passage.</li> <li>5. Provide time for students to work with their partner to complete the activity sheet.</li> <li>6. Monitor student work.</li> <li>7. Review the main ideas of each part of the U.S. Constitution, focusing on which of the documents influenced that portion of the U.S. Constitution.</li> <li>8. Have students share out and discuss as a whole class.</li> <li>9. Checking for Understanding (Formative Assessment): Instruct students to write a well-crafted informative response using one of the following prompts:  <u>Prompt 1</u>  Explain how the big ideas that emerged from the historical documents you read about in this lesson have been incorporated into the U.S. Constitution.  <u>Prompt 2</u>  Explain how the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> have impacted the purposes of government. </li> </ol>
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## Civics Content Vocabulary

Word/Term	Definition
<i>Common Sense</i>	a pamphlet published by Thomas Paine in 1776 to convince the American colonists to support becoming independent from England
<b>compact</b>	an official agreement made by two or more parties
<b>due process</b>	the right of people accused of crimes to have laws that treat them fairly, so that they cannot lose their life or freedom without having their legal rights protected
<b>English Bill of Rights</b>	a government document that expanded the powers of the English Parliament and expanded the rights of the people, as well as further limited the rights of the king; written by the members of the English Parliament in 1689
<b>fair trial</b>	a process that is equitable to all people that have been accused
<b>justice</b>	the right of being equitable or fair
<b>limited government</b>	a government that has been limited in power by a constitution, or written agreement
<b>limited monarchy</b>	a system of government in which the king or queen shares authority with an elected legislature and agrees to be bound by a constitution or a set of laws, also known as a constitutional monarchy
<b>Magna Carta</b>	a government document that limited the power of the king of England and protected the rights of the nobility; written by the English nobles in 1215
<b>Mayflower Compact</b>	an agreement between individuals that created a government that would provide order and protect the rights of the colonists; written by a group of English Puritans in Massachusetts in 1620
<b>Preamble</b>	the introduction to the U.S. Constitution
<b>rights</b>	a set of things that people believe they should be free to do
<b>rule of law</b>	the idea that those who govern must follow the laws; no one is above the law
<b>self-government</b>	popular or representative system where the people create and run their own government
<b>Thomas Paine</b>	the colonial journalist who wrote <i>Common Sense</i> in 1776



### ADDITIONAL RESOURCES

#### [Civics 360 Resources](#)

Florida Department of Education's Civic Literacy Reading List

- *Democracy* by Sue Hurwitz

### ANSWER KEYS

Sample Answers: Colonial Influences Anticipation Guide

Sample Answers: Understanding the Influence activity sheet

Sample Answers: Evaluating the Impact on Government activity sheet

Written Response: Sample Scoring Rubric

### SOURCES

Colonial Influences Lesson Plan from iCivics:

<http://www.icivics.org/teachers/lesson-plans/colonial-influences>

Preamble to the U.S. Constitution: <https://constitutioncenter.org/interactive-constitution/preamble>

Mayflower Compact: <https://plimoth.org/for-students/homework-help/mayflower-and-mayflower-compact>