

Florida Civic Literacy Support Lesson
How did the English Bill of Rights influence the US Constitution Bill of Rights?

An Activity for High School Civic Literacy Competency # 1 and # 3

Competency: # 1 *Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.*

Competency: # 3 *Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.*

Benchmark and Benchmark Clarification Correlations:

SS.912.CG.1.1 - Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.

Clarifications:

Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789).

Activity Documents, Materials, and Handouts:

Rule of Law Skit #5: Procedural Fairness (separate document)
The English Bill of Rights Skit #5 Procedural Fairness (separate document)
The English Bill of Rights (1689)
U.S. Bill of Rights (1791)

Activity Vocabulary:

appellate process civil disobedience cruel and unusual punishment double jeopardy due process economic freedom eminent domain equal protection under the law ex post facto forced internment	habeas corpus independent judiciary individual rights juvenile rights pleading the fifth precedent privacy property rights right to bear arms	right to legal counsel rights of the accused search and seizure segregation selective service suffrage summary judgment trial by jury unenumerated rights (Ninth Amendment)
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Teacher Notes

- Teachers and students should have background knowledge of the English Civil War (1642-1651)
- Keep in mind: England had to go through a very long and bloody English Civil War from 1642 until 1651 before – forty years after the execution of Charles I –the English middle class finally seized power during the Glorious Revolution of 1689.
- Teachers and students should have access to paper or digital versions of both primary sources, the Bill of Rights and the English Bill of Rights.

Lesson Steps:

1. Students will complete the bell ringer on the *Magna Carta*.
2. Ask for 4 student volunteers to do the Rule of Law skit in front of the class.
3. Pass out the English Bill of Rights Log and ask students to fill-in the top portion with the questions about the skit.
4. Briefly review the background of the English Civil War and the causes and effects of that war through whole class discussion.
5. Handout the highlighted version of the English Bill of Rights (primary source) and ask students to match grievances with resolutions and document 3 of them on their log.
6. Remind students to draw or find a picture to help them remember the grievance and resolution from the English Bill of Rights.
7. Review 3 answers as a class and collaborate with students to correct misconceptions and reinforce correct conceptions.
8. Instruct students to visit the National Archives website to read the Bill of Rights (primary source). Ask them to think about/identify any similarities from the Bill of Rights with the English Bill of Rights.
9. Handout the English Bill of Rights vs. Bill of Rights document. Review the similarities between the 2 documents. Ask students to highlight or draw lines between the matching rights/freedoms from each column (this may also be done as a whole class activity or in a student partnership).
10. Ask students to complete their logs and submit when done.

Enrichment Suggestion #1 - Short Essay Question: Who had authority to make or create laws after the English Bill of Rights was signed in 1689? Was it Parliament or the King? Explain how you know and why. Use the primary sources to support your answer.

Name: _____

Date: _____

English Bill of Rights Log

Name _____

Period _____

The English Bill of Rights, 1689

Skit #5 Procedural Fairness (Source: iCivics)

Causes

- ___1. There were no **rules** for bringing prisoners to court quickly.
- ___2. The government did not have to **follow** set procedures.
- ___3. No law required that prisoners be told why they are being held.

Effects

- A. One prisoner didn't know why he was in jail.
- B. The prisoners had no idea how long they would be in jail.
- C. Every case proceeded differently, and the legal system was not **fair**.

What were three grievances against King James? How did the English Bill of Rights resolve them?

Grievance/ Complaint	Resolution/ new policy	Drawing to remember

Answer Key

Name _____

Period _____

The English Bill of Rights, 1689

Skit #5 Procedural Fairness (source: iCivics)




Causes

- B___1. There were no rules for bringing prisoners to court quickly.
- C___2. The government did not have to follow set procedures.
- A___3. No law required that prisoners be told why they are being held.

Effects

- A. One prisoner didn't know why he was in jail.
- B. The prisoners had no idea how long they would be in jail.
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What were three grievances against King James? How did the English Bill of Rights resolve them?

Grievance/ Complaint	Resolution/ new policy	Drawing to remember
By levying money for and to the use of the Crown by pretence of prerogative for other time and in other manner than the same was granted by Parliament;	That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;	
By raising and keeping a standing army within this kingdom in time of peace without Consent of Parliament, and quartering soldiers contrary to law;	That the raising or keeping a standing army within the kingdom in time of peace, unless it be with Consent of Parliament, is against law;	
By violating the freedom of election of members to serve in Parliament;	That election of members of Parliament ought to be free;	

Sources & Links

National Archives (BOR Link): <https://www.archives.gov/founding-docs/bill-of-rights>

English Bill of Rights: https://avalon.law.yale.edu/17th_century/england.asp

iCivics Lesson Plan for Rule of Law Skit #5: [ICIVICS Rule of Law Lesson](#)