

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan
Explain the definition and origin of rights

1. **Title: Origins of the Rights of United States Citizens**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand the meaning of natural rights
- Analyze the development of the idea of natural rights
- Recognize how ideas of the Enlightenment influenced the Founding Fathers
- Be aware of the philosophy of John Locke and Baron de Montesquieu
- Comprehend how the ideas of Locke and Montesquieu are found in the Declaration of Independence and United States Constitution.

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- What are natural rights?
- Have natural rights always been recognized? Why or why not? Give examples?
- How did the ideas of Enlightenment philosophers influence the founding fathers?
- Which ideas from John Locke can be found in the Declaration of Independence?
- Which ideas from Baron de Montesquieu can be found in the structure of United States government?
- How might life in the United States be different if the ideas of natural rights, John Locke, and Baron de Montesquieu not been included in our government?

3. Lesson Objectives:

Objectives:

Standards-Next Generation Sunshine State Standards for Social Studies

NGSSS-SSS Benchmarks

- Explain the definition and origin of rights

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

4. Key Vocabulary:

Age of Enlightenment, Declaration of Independence, dictatorship, founding fathers, John Locke, liberty, life, Baron de Montesquieu, philosopher, property, natural law, natural right, slave, tyranny, whim

5. Evidence of Student Understanding (Assessment) in this Lesson:

What key knowledge and skills will students acquire as a result of this lesson?

After students complete this lesson, they will be able to explain a natural right and how natural rights have been guaranteed or denied to individuals throughout history. An understanding of the contributions of the philosophers of the Enlightenment, particularly John Locke and Baron de Montesquieu, should be apparent. Students should be able to describe how their ideas influenced the founding fathers. Students should also demonstrate an understanding how the ideas of Enlightenment philosophers are found in American documents such as the Declaration of Independence and the United States Constitution.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring the knowledge and skills addressed in this lesson, the student will be able to complete the attached graphic organizer comparing the viewpoints of John Locke and Baron de Montesquieu. Students should also be

able to discuss the ideas of Enlightenment philosophers and how they influenced the founding fathers. Students should be able analyze select rules and responsibilities from the Miami-Dade County Public Schools' Code of Student Conduct and compare them to the ideas presented in this lesson.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both **formative and summative assessments** are included.

6. Materials Needed:

- Attachment A: Reading: A Chronicle of Rights
(Images in this document are in the Public Domain)
- Attachment B: Graphic Organizer: Enlightenment Philosophers who influenced the Founding Fathers
- Attachment C: Student Rights and Responsibilities (*Excerpts from: Miami-Dade County Public Schools *Code of Student Conduct – Elementary*)
Worksheet
- Attachment D: Post Quiz

7. Steps to Deliver the Lesson:

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Write the word “right” on the board and brainstorm as to its meaning. Ask students to think of some of their rights, and list them on the board. Tell students that, throughout time, people have not always had their rights honored. Ask students to imagine what it would be like if all of the rights they have listed were to be denied to them.
- b. Reading: Distribute reading (Attachment A): A Chronicle of Rights. Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article.
- c. Have students define the highlighted vocabulary associated with the lesson.

- d. Distribute and discuss the graphic organizer (Attachment B) *Enlightenment Philosophers who influenced the Founding Fathers*. Work with students to complete the graphic organizer.
- e. Have students take the post-quiz associated with this lesson (Attachment D). Go over the quiz with students. Check for understanding and re-teach any concepts not understood.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed reading and the graphic organizer (Attachment B) explain to students that with basic rights come responsibilities. Have students select two basic rights and write a 1-2 paragraph journal entry explaining the responsibilities that come with these rights.
- b. For students who are struggling readers and/or English Language Learners, pair them with another student for assistance.
- c. Circulate the room to monitor students' abilities in writing the journal entry. If students have difficulty with this assignment, model a sample journal entry on the white board.
- d. Have students share their completed journal entries with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies

- a. As students are completing the graphic organizers, work individually with students who are having difficulty with this task.
- b. While students are completing the journal entry, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students visit the National Archives information center to view a copy of the Declaration of Independence as well as background information on the document:
<http://www.archives.gov/exhibits/charters/declaration.html>
- b. Have students access the National Archives information on the United States Constitution to view the Constitution as well as background information:
<http://www.archives.gov/exhibits/charters/declaration.html>
- c. An interactive lesson on citizenship and human rights may be found on the M-DCPS virtual library. Of particular relevance is the section "Rights Around the World."
<http://www.worldbookonline.com/socialstudiespower/lesson?lessonid=geo1-rightcitiz-841135>
- d. For more information on student rights and responsibilities in Miami-Dade County Public Schools, have students access the MDCPS Code of Student Conduct-Elementary
http://ehandbooks.dadeschools.net/policies/90/csc_elem.pdf

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing and reviewing the post quiz with students, ask students the following questions to conclude the lesson:
 - What are natural rights?
 - Can you give examples of times when humans have been denied their natural rights?
 - How were the founding Fathers influenced by the past in their thinking about natural rights?
 - What was happening in the colonies about the time the Declaration of Independence and how did these events affect the content of the document?

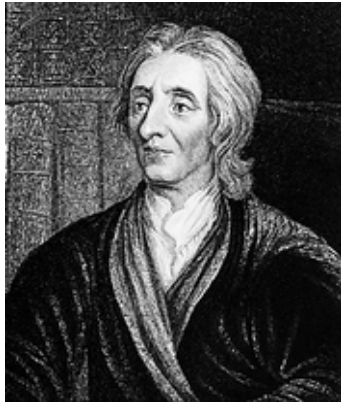
- How did ideas from the enlightenment, particularly those of John Locke and Baron de Montesquieu influence the ideas of the colonists and the Founding Fathers?
 - How is the influence of Locke and Montesquieu apparent in such American documents as the Declaration of Independence and the Constitution of the United States?
- b. For home learning, distribute and discuss Attachment C: Student Rights and Responsibilities (*Excerpts from: Miami-Dade County Public Schools *Code of Student Conduct – Elementary*) Worksheet. After a brief discussion of rights and responsibilities on the worksheet, instruct students to complete the worksheet at home. Students should be prepared to share their work with the class.

Attachment A:

A Chronicle of Rights

A **natural right** is a basic right with which all humans are born. Some of the most basic of these are the right to **life, liberty, and property**. Throughout history, natural rights have not been protected for all people. As early as history has been recorded, some people have been held in slavery and denied their freedom. People have lost their lives at the **whim** of a ruler or government that did not protect this right. Some people were denied the right to own property. Personal property has sometimes been taken from individuals with no regard to their rights of ownership. As United States Citizens, we often take these rights for granted. How did our country arrive at the idea that natural rights were important to guarantee to all citizens? Many people, documents, and events have influenced American ideas on human rights.

The idea of natural rights, or **natural law**, can be seen as early as ancient Greece and Rome. In Europe, during the 17th and 18th century, many ideas about natural rights were discussed. This period is referred to as the **Age of Enlightenment**. **Philosophers** of the time felt that the truth could be found by using reason. Enlightenment thinkers put forth the idea of individual freedoms and natural rights. Their ideas greatly influenced the founding fathers and are evident in many documents, including the Declaration of Independence and the Constitution of the United States.



One of those influences was a 17th century English **philosopher** named **John Locke**. Locke felt that natural rights were very important. He believed that every person should have the opportunity to live a good life. He felt that man's basic rights should include life, freedom, and ownership of property. John Locke also felt that government was needed to protect these rights. Along with the rights, Locke put forth the idea that people then had certain responsibilities. In 1690, John Locke wrote a book titled, *Two Treatises of Government*, which was read by many colonists. The book was also popular among the **founding fathers**, and it is said to have influenced

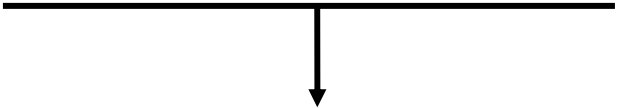
Thomas Jefferson when writing the **Declaration of Independence**.

Another influence was 18th century French philosopher **Baron de Montesquieu**. Montesquieu believed in human rights and freedom. He was against **dictatorships** and **tyranny**. He also believed that people can live under a government and still have individual rights and freedom. Montesquieu felt that one way to make sure natural rights were guaranteed was to provide that governments did not get too much power. He put forth the idea that this could be done by separating the government into different branches and dividing the power among the branches. This idea can be seen clearly in the United States Constitution.

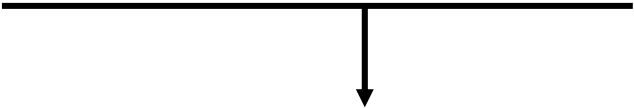


Attachment B:

*Enlightenment
Philosophers who
influenced the
Founding Fathers*



IDEAS



IDEAS

RIGHT TO LEARN

Under the law you are given many freedoms, such as the **RIGHT TO LEARN**. With these freedoms, however, come **responsibilities**. Your school has the **responsibility** to protect your health, safety, and welfare. You have the **responsibility** to use your freedoms wisely.

Right	Responsibility
You have a right to be treated with courtesy and respect.	You have the responsibility to show respect and courtesy to fellow students, all School Board personnel and school visitors.
You have the right to participate in groups such as student council that help make rules affecting school life.	You have the responsibility to attend club or activity meetings and participate in an appropriate manner.
You have the right to be given a fair grade.	You have the responsibility to work to the best of your ability.
You have the right to say, draw or write personal opinions.	You have the responsibility to support your opinions with facts and evidence.

1. How do the above rights, granted to you as a student in Miami-Dade County Public Schools, relate to your natural rights?

Life? _____

Liberty? _____

Property? _____

2. Choose one of the rights listed in the chart above and explain what would happen if you did not honor the responsibility that comes with the right?

3. Do you think you should lose this right if you do not live up to your responsibility? Why or why not? _____

Attachment D

Origins of the Rights of United States Citizens - Post Quiz

Low Complexity Items:

1. What is a natural right?
 - a. A basic right that humans earn if they obey laws
 - b. A basic right that is given only to citizens of the United States
 - c. A basic right with which all humans are born
 - d. A basic right with which some humans are born

2. Which of the following is a natural right?
 - a. The right to have paid vacations
 - b. The right to own property
 - c. The right to vote in elections
 - d. The right to live in the United States

3. Which of the following documents was influenced by the ideas of the Enlightenment?
 - a. The Declaration of Independence
 - b. The United States Revenue Document
 - c. The United States Rules Document
 - d. The Declaration of the Confederacy

Moderate Complexity Items:

4. Montesquieu felt that for people to have freedom and individual rights, a government should not get too much power. Which of the ideas below best describes Montesquieu's idea of how to make sure a government doesn't get too much power?
 - a. The government should be divided into branches to separate and balance the power.
 - b. The government should be disbanded every four years and a new government elected.
 - c. The most powerful part of the government should be replaced every two years to keep it from getting too much control
 - d. The states should control the federal government to keep it from getting too much power..

5. According to John Locke, what was the reason that government is needed?
 - a. To organize a country
 - b. To create an army to defend the country
 - c. To protect the rights of the people
 - d. To protect Enlightenment thinkers

6. Which of the following statements from the Declaration of Independence best reflects the ideas of John Locke?
 - a. "He has forbidden his Governors to pass laws of immediate and pressing importance..."
 - b. "For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments."
 - c. "In every stage of these Oppressions we have Petitioned for redress in the most humble terms."
 - d. "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."

High Complexity Items

7. Which of the following best demonstrates a violation of a natural right?
- a. A person is forced to pay taxes to the government
 - b. A person who has not paid taxes is embarrassed by having the matter discussed on television
 - c. A person is put in jail for not paying taxes
 - d. A person is sold into slavery for not paying taxes
8. The ideas of which group of people below are most evident in the Declaration of Independence?
- a. The philosophers of ancient Egypt
 - b. The philosophers of the Enlightenment
 - c. The monarchs and nobles of Great Britain
 - d. The monarchs and nobles of France

9. Read the following excerpts from the Constitution of The United States to answer question 9:

Article. I.

Section. 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Article. II.

Section. 1.

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Article III.

Section. 1.

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

The above excerpts from the United States Constitution best reflect which of the following?

- a. George Washington's idea of defeating the British
- b. Baron de Montesqueu's ideas balancing power to ensure individual rights
- c. John Locke's idea of natural rights
- d. King George's ideas on granting rights to the colonists

10. "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."

The above excerpt from the Declaration of Independence best reflects which of the following?

- a. George Washington's idea of defeating the British
- b. Baron de Montesqueu's ideas balancing power to ensure individual rights
- c. John Locke's idea of natural rights
- d. King George's ideas on granting rights to the colonists

Answers to Post Quiz

1. C
2. B
3. A
4. A
5. C
6. D
7. D
8. B
9. B
10. C