Lesson Plan: Foundation Documents – Influencing the Founding Fathers   
Date(s):

# Benchmarks:

SS.7.C.1.2: 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.

Key Terms / Content:

Magna Carta | English Bill of Rights | Mayflower Compact | Thomas Paine’s Common Sense | Trial by Jury | Rights | Parliament | self-government | rule-of-law | bear-arms | pamphlet

Essential Questions:

What purpose where the Founding Father’s looking at the documents for?

What influence did the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense”have on colonists’ views of government.

What specific rights and ideas did the Founding Father’s hope to add to their own government?

Objectives:

After: writing, discussion, read aloud, note-taking, graphic organizer(s), smart-board, Q&A, call & response, quiz, packet completion / video and review activities the students

WBAT:

* Describe the main idea behind these documents and the rights or ideas they laid out
* Define the influence they had on the Founding Fathers
* Define and use content key terms
* Answer EOC practice questions from these benchmarks
* Please check out my YouTube video on this benchmark – [click here Civics EOC – Foundations of Democracy](https://youtu.be/_j-cZnBPy9c)

Activities / strategies:

**Day One:**

**Bell Ringer – 10 – 15 minutes**

**Option A**: **Brainstorming / Writing:** Ask students to write down what they think “rights” are. Ask them to list some rights that everyone should have. Lead a discussion into what rights are and give some examples of ones that we in America have.

**Option B:** **Brainstorming / Writing / Anticipating:** As students if they know what Democracy is. Ask them to write a few sentences about what Democracy is and what other types of governments they think America and other countries have.

**Option C** (5 minutes): Have students copy down benchmark and key terms and ask them to write down what they think they are about to learn.

**Lecture / Note taking / graphic organizer – 45 minutes to 1 ½ hours:**

* **Note taking**: Have students create **2-column notes** with key terms and main ideas. [Check out this link](http://www.landmarkoutreach.org/sites/default/files/spotlight/How%20To%20Take%20Two%20Column%20Notes%20Template%20Newsletter.pdf) to see how to set up two column notes.
* **Reading:** Call on students to read-aloud the text on slides.
* **Call and response:** lead students in a call and response of the key terms.
* **Drawing Pictures** of important content. Students can add these to their large right hand column of their notes.
* **Graphic Organizer - Timeline:** have students create a visual timeline with pictures and bullets. (This can be done as a **review** activity on **Day 2**.)

**Home Learning - “Flipped Classroom” – Complete Packet:** Ask students to complete the attached packet entitled “Packet – Documents Influencing the Colonists” while watching the video entitled [click here “Foundations of Democracy”](https://youtu.be/_j-cZnBPy9c) - you can provide them the link on your website or tell them to Google: “YouTube Civics EOC Foundations of Democracy” – it is the first thing that comes up. (This worksheet can be completed straight from notes without watching the video.) This assignment can also be completed in class.

**Home Learning Option B:** you can assign the following **time-line activity** as a home learning assignment.

**Day Two:**

**Graphic Organizer Option A: Visual Timeline** – I like to make timelines with bullets and images and this is great content for that. They can just be simple pictures that get across what the documents are about. **Another option:** is to assign students to create one in PowerPoint or utilizing on-line **timeline software** such as www.tiki-toki.com or a good old fashioned paper timeline flyer for or **home-learning**.

**Review – Attached Packet:** As you can see I have assigned this as a home-learning assignment, but this can be done in class as a review assignment.

**Review – Smart-Board Matching:** open the PowerPoint slide titled “Smartboard Matching Foundations American Government” and import it into your Smartboard Software – if you have a Promethean board import the slide as an “object” which allows you to manipulate it a little better. Have the students first complete the matching in their notebooks and then call them up one-by-one to slide the content into the corresponding bullet on the left hand side. **If you do not have a smartboard** you can print out this slide and distribute

**Kahoot:** This game is for this lesson and my lesson on [John Locke and Montesquieu](https://www.teacherspayteachers.com/Product/John-Locke-Montesquieu-Influencing-the-Founding-Fathers-Civics-EOC-2017880) . Play this fun online game with your class. Be sure you make an account at [www.getkahoot.com](http://www.getkahoot.com) and login before using this link: <https://play.kahoot.it/#/k/fed2cc2a-6cae-4bdb-b016-1ed1c6d3bb29>

**Cooperative Learning:**

You can use these bios or find your own: [Magna Carta](http://www.archives.gov/exhibits/featured_documents/magna_carta/), the [Mayflower Compact](http://mayflowerhistory.com/mayflower-compact/), the [English Bill of Rights](http://www.losal.org/cms/lib7/CA01000497/Centricity/Domain/340/English%20Bill%20of%20Rights%201689_American%20Bill%20of%20Rights_Compared.pdf), [Thomas Paine’s Common Sense](http://www.history.com/this-day-in-history/thomas-paine-publishes-common-sense).  **Option A:** Assign groups of four or five one of the documents and have them write a four to six minute skit acting out the document.

**Option B:**Assign groups of four or five one of the documents and have them become “experts” on it. Have the groups come up one-by-one to present about the document.

**Assessment Quiz:** have students define the key terms / content or assign the practice EOC questions from the packet.

**ESOL / ESE Strategies:**

Read Aloud, Call & response with movements, use of images, graphic organizers, additional time, scaffolding