

Student Learning Plan

Unit 6: Citizenship in American History and Government

Our Natural Rights [U6C2L1]



Why this is important:

Natural rights philosophers such as John Locke explored ideas about the laws of nature and natural rights of all people. This learning plan will explore how the Founders ideas of government supported Locke's philosophy of natural rights. Through discussion and reflection activities, you will compare how Locke's definition and philosophy are similar or different to the natural rights protected by our government today.



What you will learn to do:

(Competency)

Examine how the Founders' ideas of government were to protect natural rights of citizens

Linked Core Abilities

Communicate using verbal, non-verbal, visual, and written techniques

Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- through written summaries of current examples where U.S. citizens' natural rights were protected or unprotected

Your performance will be successful when:

- Written Summary references the Founders' philosophy and definition of natural rights
- Written Summary compares the Founders definition of natural rights to what citizens consider natural rights today
- Written Summary explains how the United States government protected a citizens' natural right(s)
- Written Summary explains how the United States government did not protect a citizens' natural right(s)



Knowledge and skills you will learn along the way:

(Learning Objectives – We the People Lesson 1 and 2 Objectives)

- a. Describe how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of governments
- b. Explain some of the basic ideas of the natural rights philosophy, including state of nature, law of nature, natural rights, social contract and consent
- c. Explain that the purpose of government based on the natural rights philosophy is to preserve our natural rights to life, liberty and property
- d. Describe how the natural rights philosophy uses the concepts of consent and social contract to explain the formation of government
- e. Describe the influence of the natural rights philosophy on the Founders
- f. Explain the concepts of constitution and constitutional government
- g. Explain the essential characteristics of constitutional government that differentiate them from autocratic or dictatorial governments
- h. Explain the essential characteristics of a constitution or higher law

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- i. Explain how the Founders' fear of abuse of power by government may have motivated them to establish a constitutional government
- j. Terms to Know: cantons, civil rights, consent, constitutional government, democracy, equal protection, higher (fundamental) law, human nature, law of nature, legitimate, limited government, natural rights, political rights, private domain, republic, right of revolution, social contract, state of nature, unalienable (inalienable), unlimited government



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____1. PREVIEW the Student Learning Plan competency, learning objectives, linked core abilities, performance standards, learning activities and assessment activity. [Work independently] COMPLETE the Critical Thinking Exercise: Taking the Position of a Political Philosopher. [Work with a team] PARTICIPATE in a discussion comparing team answers to Lesson 1: How do your answers compare with those of John Locke? who John Locke was and what the significance of his definition of natural rights has on citizens today. [Work in a large group] ADD notes and definitions of key words into your Cadet Notebook for future reference. RECORD responses to the reflection questions in your Cadet Notebook. [Work independently]
- ____2. [SELF-PACED OPTION] READ the “Purpose of Lesson”, “Terms to Know”, “Taking the Position of a Political Philosopher”, and “How do Your Answers Compare with Those of John Locke?” from “What Would Life Be Like in a State of Nature?” CONSIDER adding definitions of “Terms to Know”, answers to any questions, and your responses to the reflection questions in your Cadet Notebook.
- ____3. READ “What is the significance of Locke’s definition of the natural rights to life, liberty and property?” and “What did Locke mean by the social contract?” [Work with a partner] THINK, SHARE, PAIR “What do you think?” questions at the end of the lesson. JIGSAW “How Does Government Secure Natural Rights?” and TEACH others the information using a visual tool (Thinking Maps® or Graphic Organizers) as appropriate. [Work with a team of 3-6 cadets] CONSIDER adding notes, “Terms to Know” and reflection question responses to your Cadet Notebook. [Work independently]
- ____4. [SELF-PACED OPTION] READ Lesson 1 beginning with sub-title “What is the significance of Locke’s definition of the natural rights of life, liberty and property?” through to the end of the lesson. READ the Purpose of Lesson and all key sub-headings. ADD responses to section review questions and reflection questions in your Cadet Notebook.
- ____5. COMPETE in a Section Review game. [Work in a team] RECORD responses to reflection questions into your Cadet Notebook.
- ____6. [SELF-PACED OPTION] COMPLETE the Section Review questions. ADD Section Review answers and responses to reflection questions into your Cadet Notebook.
- ____7. OBTAIN the Natural Rights Assessment Task. SELECT articles from provided periodicals concerning protection of citizen natural rights. SUMMARIZE the articles and compare natural rights as defined by the Founders to the definition in our country today. RECORD responses to the reflection questions into your Cadet Notebook. [Work independently]
- ____8. [SELF-PACED OPTION] Complete Learning Activity 7 independently.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____1. COMPLETE the Natural Rights Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed assessment to your instructor for feedback and evaluation.
- ____2. [SELF-PACED OPTION] Same as above.