

# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Developing Republican Government [U6C2L2]



#### **Why this is important:**

The Founders were influenced by many ancient thoughts and ideas. From the Roman perspectives of classical government to the Judeo-Christian traditions of moral obligation, our government began to shape into what Americans experience and enjoy as privilege today. In this lesson you will explore how the ancient world influenced republican government and how modern ideas of individual rights developed.



#### **What you will learn to do:**

*(Competency)*

Trace how the American ideas of individual rights developed

#### **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:

- by illustrating how an individual right(s) you value as an American today can be traced back to an historic ideal

Your performance will be successful when:

- Illustration includes the definition of an individual right you value as an American today
- Illustration shows supporting ideas from points in history that recognized similar individual rights
- Illustration shows historic sequence of supporting ideas from its possible origin to today



#### **Knowledge and skills you will learn along the way:**

*(Lesson Objectives)*

- Examine how the ideas of classical republicanism influenced the Founders' ideas of what kind of government they wanted
- Distinguish between classical republicanism and the natural rights philosophy
- Recognize how the ideas and traditions of historical eras supported the Founders' thinking about natural rights and classical republicanism
- Explore how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans
- Define key words: Age of Enlightenment, capitalism, civic virtue, classical republicanism, common good, Christendom, established religion, factions, hierarchical, Judeo-Christian, Middle Ages, mixed government, nation-state, papacy, Providence, public and private morality, Reformation, Renaissance, representative democracy, secular governments



### **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 information in the Student Learning Plan including the competency, learning objectives, performance standards, core abilities, learning activities and assessment activities. VIEW Visual 2: Ancient and Historic Influences and RELATE the images presented to what we know of today as our form of government and rights as Americans in a brainstorming session. [Work in team of 3-6 cadets] CONSIDER adding a response to reflection question in your Cadet Notebook. [Work independently]
- \_\_\_\_ 2. [SELF-PACED OPTION] Cadets independently complete Learning Activity 1.
- \_\_\_\_ 3. CONSIDER how classical republicanism thinking may have evolved into the form of constitutional government we enjoy today. PARTICIPATE in a debriefing on the differences between classical republicanism government and the natural rights philosophy using Visual 3: Natural Rights vs. Classical Republicanism. [Work with a large group] CREATE a class timeline of historic influences on the ideals of individual rights, beginning with the Roman influence of classical republicanism. GATHER INFORMATION about one of the assigned reading sections: Judeo Christian, the Middle-Ages, Renaissance, Protestant Reformation, rise of modern nation-states, rise of capitalism and the Age of Enlightenment. PRESENT to others how each historic era contributed to the development of individual rights. ADD significant information to the class timeline. [Work with a team of 3-6 cadets] CONSIDER adding a response to the reflection question in your Cadet Notebook. [Work independently]
- \_\_\_\_ 4. [SELF-PACED OPTION] READ the student text. CREATE a Tree Map and classify key information on each of the assigned text subheadings listed. RECORD responses to the reflection questions in their Cadet Notebook.
- \_\_\_\_ 5. PREPARE for a class debate on which historic era idea was the most significant to establishing our modern day ideals of individual rights. DETERMINE which historic era contributed most to our modern day ideal of individual rights. STATE your topic to the other team. SELECT a team moderator, time-keeper, and speaker. PREPARE for your team presentation and rebuttal. [Work with a small team] DETERMINE whether one historic ideal was more significant than the other in defining individual rights as Americans experience them today. [Work with a large group] RECORD a response to the reflection question in your Cadet Notebook. [Work independently]
- \_\_\_\_ 6. [SELF-PACED OPTION] RECORD RESPONSES to Reviewing and Using the Lesson sections in your Cadet Notebook.
- \_\_\_\_ 7. CONSIDER an individual or group right that you value as an American today. OBTAIN the History of Individual Rights Assessment Task and PREVIEW the directions and scoring guide. CONSIDER recording a response to reflection question into your Cadet Notebook.
- \_\_\_\_ 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 History of Individual Rights Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed assessment to your instructor for feedback and a grade. CONSIDER adding your completed assessment to your Cadet Portfolio.
- \_\_\_\_ 2. [SELF-PACED OPTION] COMPLETE Assessment Activity 1 independently.