

Student Learning Plan

Unit 6: Citizenship in American History and Government

British Origins of American Constitutionalism [U6C2L3]



Why this is important:

The American colonial period lasted for 150 years. The Founders were loyal subjects of the British crown and were proud to enjoy the rights of Englishmen as protected by the English constitution. The Founders were greatly impacted by the English form of government, which ultimately influenced the creation of United States Constitution. In this lesson you will explore how the establishment of representative government in British history influenced the Founders and helped establish some of our most important constitutional rights today.



What you will learn to do:

(Competency)

Show how the Founders built on the principles of British representative government

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 showing a relationship between what you value in the U.S. Bill of Rights to what was established in the English Bill of Rights
- through a visual illustration or written description

Your performance will be successful when:

- You identify 3-5 rights or principles that you clearly identify with and value
- You relate your chosen principle or right to one of the first Amendments (Bill of Rights) of the U.S. Constitution
- You trace the Amendment from our Constitution to its roots within the British Bill of Rights
- You reflect in a brief paragraph how your life might be much different without protection of a right you value
- You present your information using a visual tool or written description



Knowledge and skills you will learn along the way:

(Lesson Objectives)

- a. Examine how the nature of the British constitution emerged from struggles between royalty, nobility and the church
- b. Identify how parliamentary government changed and began to represent the interests of all people
- c. Identify how the constitutional principles from the English Bill of Rights impacted the U.S. Bill of Rights
- d. Defend a position on the importance of specific rights such as habeas corpus and trial by jury and on what limitations, if any, should be placed on them

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- e. Define key words: American Constitutionalism, burgesses, charters, contracts, due process of law, Magna Carta, manorialism, monarch, realm, rights of Englishman, rule of law, parliamentary government, common law, tenets, vassal



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. CONSIDER what price you have to pay to be protected as U. S. citizens. SHARE responses with others in the class. [Work in a team of 3-6 cadets] CONTRIBUTE to a class Circle Map to define in context the “price of citizenship”. [Work with a large group]
- ____ 2. [SELF-PACED OPTION] CONSIDER what price you would “pay” to be protected as a U.S. citizen today. ADD your ideas and a response to the reflection question into your Cadet Notebook.
- ____ 3. PARTICIPATE in a debriefing and discussion on how the good news of the Magna Carta brought the law to bear against a law-breaking king, but it didn’t solve the problem that the king may not comply with the law. PARTICIPATE in charting either the rights protected within the English Bill of Rights or the U.S. Bill of Rights. Help CREATE a class Double-Map or Venn Diagram to compare and contrast the English Bill of Rights with our Bill of Rights with information provided by your team. REFER to Visual 4: Relating to the Magna Carta and CONSIDER how the three American monuments currently placed in Runnymede, England, birthplace of the Magna Carta, relate to the roots of our own constitutional system. [Work with a team of 3-6 cadets]
- ____ 4. [SELF-PACED OPTION] READ the student text and create a Tree Map or Venn Diagram to classify key information. CHECK your comprehension of the material by reading and answering the Reviewing and Using the Lesson questions. INCLUDE your answers to the questions and your responses to the reflection question into your Cadet Notebook.
- ____ 5. EXAMINE the rights of habeas corpus and trial by jury and PARTICIPATE in the Critical Thinking Exercise Evaluating the Importance of the Rights to Habeas Corpus and Trial by Jury. PRESENT your team scenario and answers to others. ENCOURAGE feedback. PROVIDE feedback to the other team’s presentation. [Work with a team]
- ____ 6. [SELF-PACED OPTION] SELECT one group presented in the Critical Thinking Exercise Evaluating the Importance of the Rights to Habeas Corpus and Trial by Jury and ADD answers to the questions for that group into your Cadet Notebook for instructor review. RECORD a response to the reflection question in your Cadet Notebook.
- ____ 7. OBTAIN the Representative Government Origins Assessment Task. CONSIDER what rights in the U.S. Bill of Rights you value the most and RELATE them to their roots in the English Bill of Rights. RECORD a response to reflection question 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 Representative Government Origins Assessment Task. USE the attached scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for feedback and a final grade. CONSIDER adding your completed assessment task to your Cadet Portfolio.
- ____ 2. [SELF-PACED OPTION] COMPLETE Assessment Activity 1 as outlined.